The Diversity and Faculty Development Digest (DiFac)

Volume 23

The Diversity and Faculty Development Digest (DiFac) is produced quarterly by the Association of American Medical Colleges (AAMC), Diversity Policy and Programs. The digest highlights research funding opportunities, professional development opportunities, and the latest research and reports related to faculty professional development and health equity research. In addition, relevant AAMC resources and opportunities, and other special faculty news or highlights are provided. Additional resources are available at: https://www.aamc.org/download/280640/data/difac2march2012.pdf

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(1) AAMC Seminars and Highlights

Save-the-Dates

2013 Minority Faculty Career Development Seminar

The Minority Faculty Career Development Seminar is designed to assist junior minority faculty in identifying and attaining their professional development goals and designing a career path. Seminar attendees are exposed to the realities of what it takes to advance in academic medicine through the exploration of the requirements for appointment, promotion, and tenure.

Seminar: Sept. 20-23, 2013; New Orleans, LA.
For registration and new program highlights, go to: aamc.org/meetings
Information: Lily May Johnson, M.S., Manager, Diversity Policy and Programs, 202-828-0573, lmmjohnsom@aamc.org

Diversity 3.0 Learning Series

The AAMC hosted two webinars based on needs identified by previous participants in the AAMC Minority Faculty Career Development Seminar. These Webinars provide an opportunity for continued professional development to support your success within academic medicine and to enhance your career development. The first and second Webinars are now available online and additional content will be available later this month.

1) The Essentials of Time Management
Presenter: Susan Johnson, M.D., M.S., University of Iowa
2) Building Your Research-Based Career
Presenter: Cato Laurencin, M.D., Ph.D., The University of Connecticut
Information: https://www.aamc.org/initiatives/diversity/learningseries/

Accepting Applications

Learning Lab on Unconscious Bias in the Health Professions

The AAMC’s Diversity Policy and Programs unit has collaborated with Cook Ross to develop a 3-day workshop which examines how unconscious biases develop, how they influence perceptions and decision making, and their impact on institutional diversity and inclusion efforts. After a successful launch of this program in January 2013, we’re excited to extend this opportunity to additional participants.

Learning Lab: April 29-May 1, 2013; Cook Ross Inc Headquarters, Silver Spring, MD.
Information: To learn more about who should attend and see feedback from participants, please click here.
The Report on Medical School Faculty Salaries, 2011-2012

The Report on Medical School Faculty Salaries, 2011-2012 is now available. This publication is the AAMC’s 48th review of full-time faculty compensation. The Report includes 33 tables that present the total compensation attributable to teaching, patient care, or research for 99,597 full-time medical school faculty. Fiscal year 2012 data were submitted by 136 of the 137 accredited medical schools in the United States that were administered the 2012 AAMC Faculty Salary Survey, and include all sources of compensation: fixed/base salary, medical practice supplement, bonus/incentive pay, and uncontrolled outside earnings. The publication reports total compensation statistics for six faculty ranks in 88 departments/specialties. The tables provide the 25th percentile and 75th percentile as well as the mean and median for each combination of faculty rank and faculty department/specialty. The number of faculty in each total compensation statistic is given also.

To order copies of this publication, please contact:
Association of American Medical Colleges Customer Service/Order Fulfillment,
2450 N Street, NW;
Washington, DC 20037.
Phone: 202-828-0416; Fax: 202-828-1123

Information: www.aamc.org/publications

Complimentary Web access to the tables from this publication is available to AAMC members at https://services.aamc.org/fssreports. Please contact Fan Zhang at fzhang@aamc.org or (202) 862-6133 for an access code.

Academic CME: The 2012 AAMC/SACME Harrison Survey

Academic CME: The 2012 AAMC/SACME Harrison Survey reviews changes in Academic Continuing Medical Education (CME) over a five-year period. These include: an emerging focus on quality and patient improvement; a continued and multifaceted presence in regional communities; and a commitment to evidence-based CME, demonstrated by the increasing use of effective educational methods and (for some units) sizable scholarship activity.

Information: www.aamc.org/publications

Physician Education Debt and the Cost to Attend Medical School, 2012 Update

Physician Education Debt and the Cost to Attend Medical School, 2012 Update, outlines current trends in education debt and the cost to attend medical school, with a focus on 2012 data. The interaction of debt with other factors is explored and sample education debt repayment options presented.

Information: www.aamc.org/publications

Medicaid Graduate Medical Education Payments: A 50-State Survey

Medicaid Graduate Medical Education Payments: A 50-State Survey provides the results of a 2012 survey of state Medicaid programs on their policies for financing direct graduate medical education costs, and indirect medical education costs, which reflect the higher patient costs at teaching hospitals. The survey was conducted for the AAMC by Tim Henderson, a noted Health Workforce consultant, and it is the fifth in a series of surveys intended to collect information on payment type, funding mechanisms and methodologies, and expenditure estimates. The previous studies were conducted in 1998, 2002, 2005, and 2009.

Information: www.aamc.org/publications

(3) Funding Opportunities

Call for Proposals: Applying Behavioral Economics to Perplexing Health and Health Care Challenges 2013

The Robert Wood Johnson Foundation (RWJF) is accepting proposals that apply the principles and frameworks of behavioral economics to persistent and perplexing health and health care problems. The RWJF is particularly interested in supporting experiments that test innovative solutions to the challenge of reducing the use of low-value services in health care. This problem is particularly important given the rising costs and unaffordability of health care in the United States, but has been difficult to impact in part due to perverse incentives in a fee-for-service environment. RWJF expects to make approximately five awards of up to $200,000 each under this call for proposals. Projects will last for up to two years each.

Deadline: Apr. 17, 2013, 3:00 p.m. EDT

Information: http://pweb1.rwjf.org/applications/solicited/cfp.jsp?id=21420&cid=XEM_A6920 or Email: behealth@upenn.edu

Call for Proposals: Applying Behavioral Economics to Perplexing Health and Health Care Challenges 2013

Healthy Eating Research: Building Evidence to Prevent Childhood Obesity is a national program of the Robert Wood Johnson Foundation (RWJF). The program supports research on environmental and policy strategies with strong potential to promote healthy eating among children to prevent childhood obesity, especially among lower-income and racial and ethnic populations at highest risk for obesity. Findings are expected to advance RWJF’s efforts to reverse the childhood obesity epidemic by 2015. This call for proposals (CFP) is for two types of awards aimed at providing advocates, decision-makers, and policy-makers with evidence to reverse the childhood obesity epidemic. The award types are: Round 8 grants and RWJF New Connections grants awarded through the Healthy Eating Research program. Round 8 grants represent the majority of
RWJF’s investment in research through the Healthy Eating Research program. Approximately $1.4 million will be awarded through Round 8.

Deadline for receipt of concept papers: Jul. 10, 2013.

Information: [http://pweb1.rwjf.org/applications/solicited/cfp.jsp?id=21417](http://pweb1.rwjf.org/applications/solicited/cfp.jsp?id=21417) or
Email: healthyeating@umn.edu

Accepting Applications: Lesbian Health Fund Research Grant Program

The Lesbian Health Fund (LHF), a program of GLMA: Health Professionals Advancing LGBT Equality, was established in 1992 to define, study, and educate lesbians and their health care providers about lesbian health issues. Grants awards range between $500 and $10,000 for accepted applicants who are physician researchers or gynecologists. LHF’s mission is to improve the health of lesbians, other sexual minority women (SMW) and their families through research. Research areas include:

- Understanding social, family, and interpersonal influences as sources of stress or support
- Eliminating inequalities in health care, including barriers to care, and improving quality of care and utilization rates
- Development and testing of interventions to address mental and physical health needs of lesbians and other SMW, including but not limited to depression, identity related issues, eating disorders, substance abuse, obesity, cancer risks, cardiovascular disease and sexually transmitted infections
- Sexual and reproductive health, including family & parenting issues


Email: lhf@glma.org, or Phone: 202-600-8037 ext 303.

(4) Professional Development Opportunities

Workshop: 11th Annual Disparities in Health in America: Working Toward Social Justice

The goal of the Annual Disparities in Health Summer Workshop is to provide a comprehensive understanding of health disparities, to investigate approaches to enhancing health equity, and to provide participants with a broad base of knowledge related to a bio-psychosocial approach in addressing health disparities in a minority and the medically underserved populations.

Workshop: June 17-22, 2013; Houston, TX.


The National Institute on Minority Health and Health Disparities (NIMHD)

The National Institute on Minority Health and Health Disparities (NIMHD) will provide a two-week intensive course with specialized instruction on the concepts, principles, methods, and applications of health disparities science, practice, and policy. It will also integrate principles and practice of community engagement.

Course: Aug. 5-16, 2013.


Institute for Healthcare Advancement’s (IHA) 12th Annual Health Literacy Conference

IHA’s 12th Annual Health Literacy Conference will gather together clinicians, educators, researchers, policymakers, and others who have developed best practices to face the low health literacy challenge. Presenters will discuss programs and solutions to improve health communication, review programs of critical importance to improving health literacy, and teach attendees skill sets to better serve their clients.

Conference: May 8-10, 2013 Irvine, Cal.


(5) Research and Reports

Diverse Faculty Professional Development

Study finds that a collaborative learning climate, a required health care disparities course, and student body diversity are factors that facilitate academic success for medical students.

Study findings suggest conditional effects of student engagement on labor market outcomes.


Commentary highlights three benefits of training deaf-and-hard-of-hearing (DHoH) doctors: 1) A richer medical education experience for students, 2) Provision of empathic care for DHoH patients, and 3) The promotion of a more supportive professional environment for physicians.


Study finds that geographic region and academic rank have statistically significant relationships with high proportions of historically underrepresented minority faculty in academic medicine—controlling for other factors.

Information: Peek, M. E., Kim, K. E., Johnson, J. K., & Vela, M. B. (2013). "URM Candidates Are Encouraged to Apply": A National Study to Identify Effective Strategies to Enhance Racial and Ethnic Faculty Diversity in Academic Departments of Medicine. Academic Medicine, 88(3):405-412.

Study concludes that the US National Institutes of Health’s Clinical and Translational Science Award has different policies and practices relative to Academic Health Centers around faculty mentorship competencies and mentorship evaluation procedures.


Health Equity

Scholars challenge researchers to utilize comprehensive interventions to address race, racism, and structural inequalities and advanced evaluation methods to foster society’s ability to eliminate health disparities.


Study concludes that lay health advisor interventions for Latino men that are developed in partnership with community members, rely on male-centered intrapersonal networks, and are culturally congruent can enhance preventive behaviors.


(6) Faculty Spotlight

Ian V.J. Murray is an Assistant Professor in the Department of Neuroscience and Experimental Therapeutics at the Texas A&M Health Science Center and a 2012 participant of the AAMC-Northwestern University K-Writer’s Award program. Dr. Murray was recently awarded an Alzheimer’s Art Quilt Initiative grant. Dr. Murray aims to use his award to identify a direct link between Alzheimer’s disease and type 2 diabetes because racial and ethnic minorities have an elevated risk for developing these diseases, relative to other populations. Dr. Murray shared that his collaborations include scholars from the Texas Brain and Spine Institute and Rush University who will provide access to blood from their African American Cohort. Dr. Murray attributes his success, in part to “the advantages of networking at the AAMC.”

AAMC Minority Faculty (AAMC MinFac)

AAMC Minority Faculty Career Development Seminar (MinFac)