Mentoring Minority Women in Biomedical Research

Joan Y. Reede, MD, MPH, MS
Harvard Medical School
November 27, 2007
Medical School Faculty by Race and Ethnicity, 2006

- 71.9%, White
- 12.6%, Asian
- 3.1%, Black
- 4.0%, Hispanic
- 1.2%, Multiple
- 2.1%, Other
- 0.1%, AI/AN
- 6.7%, Unknown

Total URM = 7.2%

Source: http://www.aamc.org/data/facultyroster/usmsf06/start.htm
Race/Ethnicity of Internal Medicine Faculty versus Country of Origin of Hispanic Americans, 2005

Source: AAMC Faculty Roster, 2005 and *Time*, August 22, 2005
US Medical School Minority Faculty by Rank, AAMC 2006

Source: http://www.aamc.org/data/facultyroster/usmsf06/start.htm
Women, non-white, and clinical faculty members are leaving full-time appointments at a higher rate than men, white, and basic science faculty members.”

Source: AAMC, Analysis in Brief, Trends in Faculty Attrition at US Medical Schools, 1980-1999, March 2002
Figure 2
Medical School Faculty Attrition: 5-Year Average Counts and Rates by Gender, 1980-1999

Source: AAMC, Analysis in Brief, Trends in Faculty Attrition at US Medical Schools, 1980-1999, March 2002
## NIH Scientific Staff

### Tenure Track Investigators

<table>
<thead>
<tr>
<th></th>
<th>1994</th>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>157</td>
<td>300</td>
</tr>
<tr>
<td>African Amer.</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>(4.5%)</td>
<td>(1.7%)</td>
</tr>
<tr>
<td>Hispanic</td>
<td>7</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>(4.5%)</td>
<td>(5.7%)</td>
</tr>
<tr>
<td>Native Amer.</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>A/PI</td>
<td>16</td>
<td>65</td>
</tr>
<tr>
<td>White</td>
<td>126</td>
<td>213</td>
</tr>
</tbody>
</table>

### Senior Investigators

<table>
<thead>
<tr>
<th></th>
<th>1994</th>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>1145</td>
<td>952</td>
</tr>
<tr>
<td>African Amer.</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>(0.7%)</td>
<td>(1.1%)</td>
</tr>
<tr>
<td>Hispanic</td>
<td>17</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>(1.5%)</td>
<td>(2.5%)</td>
</tr>
<tr>
<td>Native Amer.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>A/PI</td>
<td>82</td>
<td>81</td>
</tr>
<tr>
<td>White</td>
<td>1038</td>
<td>835</td>
</tr>
</tbody>
</table>
The Minority Experience in Academe and Medicine
# Frequency of Types of Mistreatment: 2001 Medical Schools Graduation Questionnaire

All Schools Report

<table>
<thead>
<tr>
<th>Mistreatment</th>
<th>Never</th>
<th>Once</th>
<th>Occas.</th>
<th>Freq.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Been <strong>denied opportunities</strong> of training or rewards because of your <strong>gender</strong>?</td>
<td>81.3</td>
<td>6.5</td>
<td>10.6</td>
<td>1.5</td>
</tr>
<tr>
<td>Been <strong>denied opportunities</strong> of training or rewards because of your <strong>race or ethnicity</strong>?</td>
<td>87.9</td>
<td>3.5</td>
<td>6.1</td>
<td>2.5</td>
</tr>
<tr>
<td>Been subjected personally to racially or ethnically <strong>offensive remarks/names</strong>?</td>
<td>82.6</td>
<td>7.0</td>
<td>9.0</td>
<td>1.5</td>
</tr>
<tr>
<td>Received <strong>lower evaluations</strong> or grades solely because of your <strong>race or ethnicity</strong> rather than performance?</td>
<td>87.0</td>
<td>4.5</td>
<td>6.5</td>
<td>2.0</td>
</tr>
</tbody>
</table>

2001

N = 14,133

17.1% **Perceived Personal Mistreatment**

Source: AAMC
Racial and Ethnic Discrimination During Residency: Results of a National Survey

• Objective:
  – Establish the current prevalence of racial-ethnic-based harassment or discrimination during residency.

• Design:
  – 13-page anonymous survey instrument sent in 1991 to:
    • 10% random sample of 2\textsuperscript{nd} year residents identified from the AMA Medical Education Research and Information Database of the AMA
    • 2\textsuperscript{nd} year residents who had been senior medical students at schools (n=10) that held an earlier study on medical student mistreatment.

• Results:
  – 72% response rate (n=2,630)

  – 61\% of minority respondents reported at least one experience of discrimination

  – Over 60\% of all residents reported personal observations of racial or ethnic discrimination at their places of work

## Types of Perceived/Observed Racial-Ethnic Discrimination: Racial and Ethnic Discrimination during Residency

<table>
<thead>
<tr>
<th></th>
<th>% White (n=1492)</th>
<th>% URM (n=143)</th>
<th>% Asian (n=163)</th>
<th>% Middle Eastern (n=27)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denied opportunities</td>
<td>7.5</td>
<td>26.4</td>
<td>21.0</td>
<td>25.9</td>
</tr>
<tr>
<td>Racial or ethnic slurs</td>
<td>32.1</td>
<td>38.7</td>
<td>33.3</td>
<td>29.6</td>
</tr>
<tr>
<td>Racist teaching materials</td>
<td>1.3</td>
<td>5.6</td>
<td>2.5</td>
<td>3.7</td>
</tr>
<tr>
<td>Malicious gossip</td>
<td>13.6</td>
<td>17.6</td>
<td>13.6</td>
<td>18.5</td>
</tr>
<tr>
<td>Favoritism toward other groups</td>
<td>16.2</td>
<td>32.4</td>
<td>25.3</td>
<td>40.7</td>
</tr>
<tr>
<td>Poor evaluations</td>
<td>6.4</td>
<td>26.8</td>
<td>20.4</td>
<td>33.3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Perceived racial/ethnic bias in academic environment</th>
<th>Percent</th>
<th>Adjusted OR</th>
<th>95% CI</th>
</tr>
</thead>
<tbody>
<tr>
<td>URM</td>
<td>63</td>
<td>5.4</td>
<td>3.8 to 7.8</td>
</tr>
<tr>
<td>NURM</td>
<td>59</td>
<td>2.6</td>
<td>1.8 to 3.7</td>
</tr>
<tr>
<td>Majority</td>
<td>29</td>
<td>1.0</td>
<td>-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Personal experience of racial/ethnic bias in professional advancement</th>
<th>Percent</th>
<th>Adjusted OR</th>
<th>95% CI</th>
</tr>
</thead>
<tbody>
<tr>
<td>URM</td>
<td>54</td>
<td>12.8</td>
<td>8.7 to 18.7</td>
</tr>
<tr>
<td>NURM</td>
<td>36</td>
<td>6.9</td>
<td>4.5 to 10.5</td>
</tr>
<tr>
<td>Majority</td>
<td>8</td>
<td>1.0</td>
<td>-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Personal experience racial/ethnic discrimination by a superior or colleague</th>
<th>Percent</th>
<th>Adjusted OR</th>
<th>95% CI</th>
</tr>
</thead>
<tbody>
<tr>
<td>URM</td>
<td>48</td>
<td>12.3</td>
<td>8.4 to 18.2</td>
</tr>
<tr>
<td>NURM</td>
<td>26</td>
<td>5.0</td>
<td>3.2 to 7.8</td>
</tr>
<tr>
<td>Majority</td>
<td>7</td>
<td>1.0</td>
<td>-</td>
</tr>
</tbody>
</table>
Impact of Race on the Professional Lives of Physicians

- Awareness of race permeates the experience of physicians of African descent in the health care workplace
- Race related experiences shape interpersonal interactions and define the institutional climate
- Health care workplace is often silent on issues of race
- Collective race-related experiences can result in “racial fatigue”

Diversity “Taxes”: The “Miasma” of tension, instability and mistrust

- Representation assumptions
- “Token Hire” misconception
- Chilly climate
- Isolation, alienation
- Lack of trust, hesitancy in risk taking
- Excessive student/resident demands
- Excessive committee assignments
- Undervaluing scholarship on minority issues
- Revolving doors, middle management, racialized positions

Source: Caver & Livers, HBR 2002; Thomas, HBR, 2001; Hill, HBR 1998
Challenges to the Advancement of Women

- Isolation
- Less encouragement to participate in professional activities outside the institution or placement on internal committees with visibility and power
- Issues of modesty and self-promotion
- Informational networks less extensive
- Personal responsibilities, priorities and choices
“Being the Outsider Within” Kanter

- Increased performance pressure
- Heightened visibility
- Increased stereotyping
- Exaggeration of differences
- Increased vulnerability
- Marginalization
The Push and Pull to Identify, Homogenize and Choose Sides

*Are women of color members of a gender group or members of a minority group?*
The Double Challenge

• African-American, Latinas, & Asian women are not a monolithic group

• The Bi’s – Bicultural, Bilingual, etc.
Separate and Unequal Advancement
The Tournament System: Differences in Progression up the Corporate Ladder by Minority Status

## Differences in Progression up the Corporate Ladder by Minority Status

<table>
<thead>
<tr>
<th>Stage 1 – entry to middle mgmt.</th>
<th>White Professionals</th>
<th>Minority Professionals</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Future executives fast track</td>
<td></td>
<td>• Slow advance of future middle mgrs and future executives</td>
</tr>
<tr>
<td>• Slow advance of future middle mgrs</td>
<td></td>
<td>• Many with high potential become discouraged</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Future executives evaluated self in terms of personal growth &amp; not external rewards, had mentors, challenging assignments, expanded responsibilities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Future middle mgrs made decisions on perceived fast track opportunities, accepting nominal promotions</td>
</tr>
</tbody>
</table>

# Differences in Progression up the Corporate Ladder by Minority Status

<table>
<thead>
<tr>
<th>Stage 2 – middle mgmt. to Upper middle mgmt.</th>
<th>White Professionals</th>
<th>Minority Professionals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Future executives convergences of careers with future minority executives</td>
<td>• Future executives waited longer to reach executive level, increased <strong>functional knowledge</strong>, enhanced <strong>managerial skills</strong>, acquired influential <strong>executive mentor</strong></td>
</tr>
</tbody>
</table>
|                                            | • Future executives - **Similar number of development relationships** for white and minority, but minority more likely to have powerful corporate-levels executive sponsors | • Compared to whites
|                                            | • Middle mgrs. Received **Instructional mentoring** | – 2X change functions
|                                            |                                                   | – 2X special projects or task-force assignments
|                                            |                                                   | – ~2X change locations
|                                            |                                                   | – 4X report big success |

Differences in Progression up the Corporate Ladder by Minority Status

<table>
<thead>
<tr>
<th>Stage 3 – Upper middle mgmt to executive</th>
<th>White Professionals</th>
<th>Minority Professionals</th>
</tr>
</thead>
<tbody>
<tr>
<td>•Continued convergence of careers for whites and minorities</td>
<td>•Continued development of network of highly placed mentors</td>
<td></td>
</tr>
<tr>
<td></td>
<td>•Development of new relationships with other executives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>•Future executives with more diverse network – middle mgrs with either their own racial group or predominately white</td>
<td></td>
</tr>
</tbody>
</table>

The Mentoring Task
Perceptions of Diversity in Mentoring Relationships

• Everyone has stereotypes

• “Even benevolant stereotypes can limit potential to achieve.”

Source: David Clutterbuck, in Mentoring and Diversity, 2002
“Mentors and protégés do not leave their group memberships behind when they enter a mentoring relationship, but bring these group memberships with them into the relationship”

## Arguments For and Against Same Group Mentoring

<table>
<thead>
<tr>
<th>Issue</th>
<th>For</th>
<th>Against</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perspective</td>
<td>Greater empathy</td>
<td>More difficult to help mentee take different perspective</td>
</tr>
<tr>
<td>Networking</td>
<td>More close knit and sociable networks</td>
<td>Mentor/Mentee similar networks may have limited added value</td>
</tr>
<tr>
<td>Power</td>
<td>Easier rapport when hierarchy gap is relatively small</td>
<td>Potentially less insight into politics and prospects</td>
</tr>
<tr>
<td>Role Modeling</td>
<td>Occurs more easily</td>
<td>May enlarge mentee’s range of responses</td>
</tr>
</tbody>
</table>

Source: D. Clutterbuck, Mentoring and Diversity, 2002h
## Functions within the Mentoring Relationship

### Career Functions
- **Sponsorship**: opening doors
- **Coaching**: teaching & providing feedback
- **Protection**: providing support &/or acting as buffer
- **Exposure**: creating opportunities for visibility
- **Challenge**: providing “stretch” assignments

### Psychosocial Functions
- **Role Modeling**: demonstrating appropriate behaviors, attitudes & values
- **Counseling**: providing a forum for exploring personal & professional dilemmas
- **Acceptance and Confirmation**: offering support and respect
- **Friendship**: caring and sharing in ways that go beyond work requirements

Mentee Outcomes & Career Stages

- Developmental Outcomes
  - Knowledge
  - Technical Skills
  - Competence

- Career Outcomes
  - Graduation
  - Recruitment
  - Promotion

- Enabling Outcomes
  - Career Expectations and Plan
  - Network
  - Resources

- Emotional Outcomes
  - Confidence
  - Self Esteem
  - Job Satisfaction
  - Intellectual Challenge

Source: D. Clutterbuck, Mentoring and Diversity, 2002
Mentor Tasks and Diversity: Issues that may hinder cross-race relationships

• Recognize negative stereotypes may exist
• Possible skepticism about intimacy, questions of ulterior motives, selling out
• Increased chance for public scrutiny
• Peer resentment

Mentor Tasks and Diversity

- Open the door to challenging assignments
- Send a message to others that the mentee is a high performer
- Provide crucial career advice and counsel
- Provide sponsorship including increased visibility and opportunity for advancement

- **Protect** by confronting others who level unfair criticism

Communicating Across Difference

• Direct and honest communication
  – Respect
  – Identify areas of similarity

• Broadening Comfort Zone
  – Increased interactions
  – Increased positive contacts
  – Expanding insights, strategies and skills

• Reality Testing
  – Privilege
  – Experience of “Outsider Within”

• Training
  – Diversity Training
  – Focus Groups
  – One-on-One Discussion
How do you know if there is a problem?: The Mentor’s Role

- Ask for honest feedback
- Do not assume things are fine just because your mentee has not complained
- When your mentee tells you things are fine, you may want them to expand on the answer
- Ask your mentee specifically what is going well and what is not going well