

IAMSE'S STUDENT AND FACULTY MEMBERSHIP: A DICHOTOMY



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Introduction: The mission of IAMSE includes “...the development of and advocacy for educators across multiple health science professions...”. To best achieve this IAMSE’s membership should be representative of the medical educator population, both present and future. The vast majority (75%) of pre-clinical basic science educators are basic scientists, compared to 11% who have medical degrees (2018 AAMC U.S. Medical School Faculty Report). This is somewhat reflected in the faculty membership of IAMSE, most of whom have PhDs. The purpose of this study was to determine whether the current IAMSE *student* membership reflected these proportions, or whether improved outreach was needed to optimize IAMSE’s impact on future medical educators and education.

Basic Science	Clinical	Education
PhD	MD	EdD
MS	DO	MEd
MPH	PA	BEEd
BS	DVM	MLIS
MA	MSW	
DPhil	PharmD	
MBA	DPT	
	DDS	

Table 1: Designation of degree types

Methods: A database of student membership was developed and the aspirant degree of each student members between 2017-2019 was determined using web searches for each individual. Degrees were designated as either clinical, basic science or educational (see Table 1). The degree type and designation was then compared with the degrees of 2019 faculty membership.

Results: Aspirant degrees were identified for 124 (77%) of the 161 IAMSE student members. Five student degree types were clinical (MD=55%, DO=14%, PA=10% DVM=2%, MSW=1%), three were basic science (PhD=12%, MS=2%, MPH=1%) and two were educational (EdD=2%, BEEd=1%) Faculty membership (n=1096) included 19 degrees of which eight were clinical (MD=26.4%, DO=2.7%, PharmD=1%, DPT, DVM, DDS, MSW and PA all <1%), eight were basic science (PhD=56.2%, MS=2.9%, BS=2.3%, MA=2%, DPhil, MPhil, MBA, MPH all <1%), and three were educational (EdD=3%, MEd and MLIS both <1%). The percentage occurrence of degrees held/aspired to by both member groups is shown in Figure 1.

Results: As such, there was a wide discrepancy between student and faculty members who will have/have a clinical degree (81% vs. 31% respectively) or a basic science degree (15% vs. 65%). The number of educational degrees was comparable but small for student members (3%) and faculty (3.7%). See Figure 2.

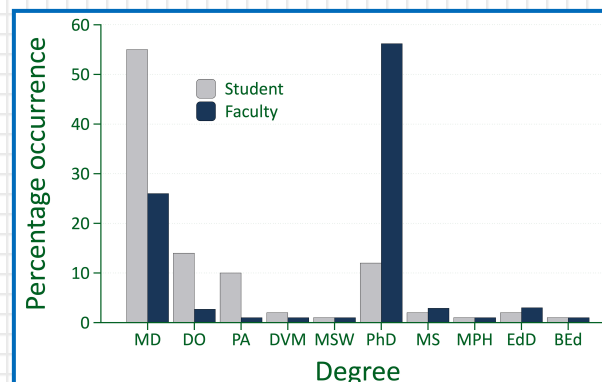


Figure 1: Percentage occurrence of degrees held/aspired to by both faculty and student IAMSE members.

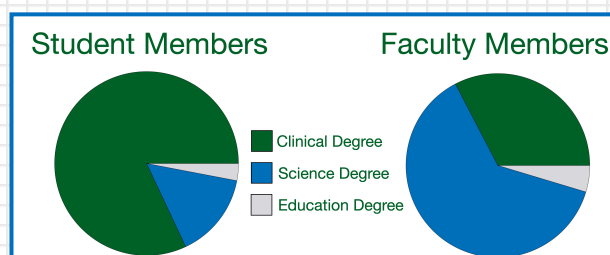


Figure 2: Degree types of Student and Faculty IAMSE members.

Conclusions:

- The student membership career path is almost the inverse of faculty member backgrounds, with the majority of students seeking clinical, rather than scientific degrees.
- This may be because most student members are introduced to IAMSE by basic science mentors who form the majority of medical science educators in health professional schools.
- Efforts might be made to engage student members who are probabilistically more likely to become a future medical science educator.
- Faculty might shift focus to recruiting graduate students or post-doctoral fellows as IAMSE student members, but not at the exclusion of medical students.
- IAMSE may consider attending basic science meetings to reach a different potential student membership.
- **SUMMARY:** In order to achieve its mission of developing the next generation of medical science educators, IAMSE might consider actively recruiting basic science students and supporting their journey to become medical educators.