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Poster #1

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Title of Abstract: **Smoothing the Journey – Influencing the Career Life Cycle of Medical Students**

Author(s): **Sara Tariq, MD; Glenda Cooper, MA; Sarah Beth Bailey, MD; Susan Steelman, MLIS; Carol Thrush, EdD**

Purpose: The Women’s Faculty Development Caucus (WFDC) has served as a mentoring engine at the University of Arkansas for Medical Sciences (UAMS) for twenty years for women faculty and all students. Caucus work is conducted through committee work with the advice of the Executive Committee. The Women in Training Committee (WIT) was created to welcome women to the world of medicine by serving as advisors and role models. The WIT Committee specifically targets medical students, residents and fellows through welcome activities, career planning activities/support, mentoring, and work-life balance support/education. The WIT Committee also focuses on activities that encourage the retention and transition of house staff to clinician-educator faculty. Two of the overarching areas that the WIT focuses on are sponsoring: 1) a multi-specialty panel event which provides medical students with information related to specialty choice and lifestyle considerations, and 2) the UAMS American Medical Women’s Association chapter.

The Multi-specialty panel is a two hour event in which up to 30 physicians, both academic and private, represent their specialty to 2nd and 3rd year medical students by discussing considerations related to lifestyle, income, family time, work hours, and call schedules. The first hour of the event is held as a panel discussion followed by one on one interaction and discussion opportunities. At the conclusion of the event, evaluations are collected from students.

The American Medical Women’s Association (AMWA) is an organization open to female medical and graduate students. Formed in 2003 at UAMS, the main goal of the AMWA chapter is to provide a forum for learning about women’s health issues by interacting with women physicians and promoting health programs on campus and within the Little Rock community. Additional goals include networking, and the promotion of formal and informal mentoring. Indicators of impact are evident by committee involvement, participation in campus and community projects, as well as outcomes such as service awards.

Summary of results: In evaluating the two predominate activities of the WIT committee, this poster will present a summary of both quantitative and qualitative results associated with the longstanding mentoring and networking WIT events and programs (e.g. leadership development, attendance rates, growth and sustainability of programs, anecdotes and quotes, etc.). The multi-specialty panel, for example, has consistently received very high evaluations, with more than 93% of participants rating their experience as “excellent”. Several of the AMWA sponsored events have received equally positive feedback, with students feeling less anxiety about their immediate future after having attended these sessions. The students have consistently demanded substance in our programs and we have been able to do so through our leadership and awareness of their ever-changing needs.

Conclusion: The WIT committee of the UAMS Women’s Faculty Development Caucus helps smooth the journey for young women as they successfully maneuver into the profession of medicine. The interaction with women faculty opens many doors for the AMWA students, by boosting confidence and raising awareness about leadership and providing service opportunities on local, regional and national levels.

Poster #2

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Title of Abstract: **FOCUS: Expanding Our Efforts to Foster the Next Generation of Women in Medicine**

Author(s): **Lucy W. Tuton, PhD; Helen Azzam, MD, MPH; Patricia Scott; Susmita Pati, MD, MPH, Anne R. Cappola, MD, ScM; Stephanie Abbuhl, MD**

Purpose: Since 1997, FOCUS has been a Dean-funded program offering a variety of initiatives aimed at increasing recruitment, retention and advancement of Penn women faculty. FOCUS continues to respond to current needs of women in academic medicine by exploring new activities to provide the most effective mentoring and by being a change agent for gender equity and diversity. To this end, a new section of FOCUS was created at the request of women trainees to specifically address the needs of residents and fellows in training programs throughout Penn Medicine.

Methods of design and evaluation: FOCUS extended its reach to women fellows and residents. Given the generational differences in socio-cultural attitudes and work-life expectations for this group (Bickel, Brown, Acad Med. 2005; 80:205-210), a targeted approach has been developed to meet the specific professional development needs of women trainees. FOCUS guided the trainees by: a) helping to assess the prevailing needs of trainees through self reported responses from a recent survey generated by one of the fellows; b) creating a data base of email contacts for all women trainees from each department and division; c) extending expertise and administrative support in program planning and implementation; and, d) lending credibility to the effort given FOCUS' visibility as a trusted program for women medical faculty.

Summary of results: (1) Working with the Office of Graduate Medical Education, FOCUS has supported the efforts of fellows and residents to develop sessions that address the unique needs of women in medical training. These sessions have included general networking to facilitate discussion and a sense of community among peers; a panel with representatives across the University to showcase a variety of Penn programs to complement their medical training; a discussion about the promotion process including the different faculty tracts at Penn Medicine; and a panel to highlight a range of career options for women after training. Future ideas, such as how to set about finding good quality mentoring and providing one-on-one CV Reviews, are being planned. (2) Due to the success of these sessions, FOCUS has developed a FOCUS Section for Women Fellows & Residents that includes a leadership structure (with two trainees serving as Chair and Chair-elect) that will serve as a bridge between GME, FOCUS, and women trainees with the overall goal of addressing the particular career/life development needs of women trainees.

Conclusion(s): Although a Women in Medicine (WIM) program focused on faculty can be of value to trainees, we feel strongly that a distinct effort focused on the work/life needs of trainees is beneficial. Trainees are at a different stage of life and career development, and bring a unique set of generational attitudes and expectations to their decision-making about career; their needs are therefore different from those of the faculty. In addition, WIM programs will be most effective in supporting trainees who transition to faculty positions if they gain better understanding of the generational context from which these trainees emerge and therefore appreciation of the challenges that they will confront during this career evolution.



Poster #3

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Title of Abstract: **Women Mentoring Women: Enhancing Success in Pediatric Medicine**
Author(s): **Naomi L.C. Luban, MD and Susan Pfennig**

Purpose: The changing demographics of gender among pediatric faculty, physician work-life balance expectation and recruitment and retention in academic health centers (AHC) have profound implications for the future of academic medicine. We established a program to address the work force issues of physicians and scientists in a pediatric AHC.

Methods: In 2000, we established WATCH (Women At Children's Hospital), open to all female faculty. A steering committee meets annually to develop a core program of activities augmented by informal mentoring opportunities throughout the year. Core programming includes a faculty tea, winter invited speaker, spring invited grand rounds and half day skills building workshop. Informal mentoring includes CV review, promotion preparation, sharing of information on child care opportunities and pre- and postpartum support. Annually, we compete the selection of one of more clinical faculty to attend the AAMC WIM program and one research faculty for a similar program. Faculty receive financial support for the program through the Office of the Chief Academic Officer.

Summary of results: Data supporting the success of our program follows. Since 2001, 50% of all faculty presenting to and approved for promotion have been women. Since 2000, 15 faculty have participated in AAMC WIM programs where none had attended before 2000. Among our 350 faculty, 182 or 53% are female; among women faculty, 33 are in part-time positions. Other initiatives in which at least 50% of female faculty have contributed include 2001 and 2006 White Paper on Research, 2009.

Poster #4

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Title of Abstract: **Sustaining Women in Leadership Through Social Networks**
Author(s): **Katharine A. Gleason, MPH; Page S. Morahan, PhD; Diane Magrane, MD; Karen Stephenson, PhD**

Purpose: Sustained leadership is often supported through a complex web of social connections. Men have traditionally accessed “the old boy network,” yet similar support systems for women are elusive. The Executive Leadership in Academic Medicine Program (ELAM) aims to develop similar networks among women leaders in academic medicine. This study was designed to determine the extent and density of social networks among graduates of the ELAM Program.

Methods: Consented graduates of the ELAM Program (N=463) were surveyed to determine the frequency of their contacts with all ELAM alumnae (N=519) and program faculty (N=131). The survey was conducted by NetForm and used a web-based format. Respondents identified those ELAM graduates and faculty with whom they connected within seven different social networks: work, career advice, innovation, expert advice, collaboration, information about and strategy of the ELAM program. Some of these networks require relatively low levels of trust among participants, such as work and innovation networks, while others require high levels of trust, such as career advice and collaboration networks. Responses were mapped according to: ELAM graduation year, academic degree (clinical or non-clinical), and geographic region (northeast, south, mid-west, and west).

Results: The response rate across all networks was 52.5% (N=243). The social network analysis by class year showed interactions both within and between classes across all seven networks, with response rates per class varying from 39% to 75%. The social network analysis by clinical or non-clinical degree type and by geographic region also showed open lines of communication within and across categories. The data support an educational design goal of ELAM – to facilitate connection within and across ELAM classes, academic disciplines and schools, and geographic regions.

In general, ELAM respondents connected with each other most often for work information or materials to be effective in their job (n=229, 49.5%), personal or career support and advice (n=209, 45.1%), sharing and exploring novel innovative ideas (n=207, 44.7%), and collaboration on projects, professional activities or problem-solving (n=193, 41.7%), and least often on the ELAM program strategy or vision (n=112, 24.2%).

Summary: This study indicates that it is possible to build and maintain a vibrant community of practice, with very little ongoing intervention, within the alumnae of a leadership program for senior women in schools of medicine, dentistry and public health in academic health centers in the U.S. and Canada. ELAM graduates showed high levels of connectivity within the spheres of work and innovation which require lower trust levels. Importantly, ELAM graduates were also highly connected in networks requiring high levels of trust such as career advice and collaboration. Further work is needed to determine how to build and strengthen ties within a geographically dispersed alumnae network.



Poster #5

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Title of Abstract: **The relationship of leadership gender to faculty gender demographics at M. D. Anderson Cancer Center**

Author(s): **Elizabeth L. Travis, PhD; Mugé Simsek, MBA; Reneé Wharton, EdD; Susan Tucker, PhD**

Purpose: To determine whether department chair gender is related to faculty gender demographics.

Methods: Institutional faculty gender demographics were extracted from the internal database by department. 56 of 62 departments were included in the analysis. 6 departments with less than five faculty were excluded. The 56 departments were ranked as gender-balanced (36%-67% women), female minority (18%-35% women) and female token (0%-17% women) based on the percentage of women within each department¹. Chair gender, age, generation, rank and tenure status were analyzed in relation to gender ratio rankings of departments. Binominal and chi-square statistical tests were used.

Summary: Of 56 departments analyzed, 21 were gender-balanced (38%), 26 were female minority (46%) and 9 were female token (16%). There was a significant relationship between gender ratio rankings of departments and chair gender ($p=0.004$). 8 of 9 departments chaired by women were gender-balanced (89%). 13 of 47 departments chaired by men were gender-balanced (28%).

There was no significant difference in gender ratio rankings of departments based on chair age/generation.

There were significantly fewer women professors ($p=4 \times 10^{-9}$), associate professors ($p=0.028$), tenured women ($p=10^{-9}$) but more women assistant professors ($p=0.002$) in gender-balanced departments chaired by men compared to those chaired by women. In departments chaired by women, there was no significant difference between men and women faculty across ranks and tenure tracks.

Conclusions: Majority of MDACC departments chaired by women are gender-balanced. Gender equity is achieved in all ranks in departments chaired by women. Although women represent half of faculty in gender-balanced departments chaired by men, they are concentrated in lower ranks and non-tenure track positions. The data presented in this study do not show cause and effect, only association with chair gender.

¹ Stewart, Abigail J., Malley, Janet E. & LaVaque-Manty, Danielle (2007). Transforming Science and Engineering: Advancing Academic Women.

Poster #6

Contact(s): Archana Chatterjee, M.D., Ph.D.
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Title of Abstract: **Impact of a Women in Medicine and Science Program on the Successful Promotion and Tenure of Women and Men Faculty: A Ten-Year Retrospective Review**

Author(s): **Archana Chatterjee, MD, PhD; Laura Bruce, PhD**

Purpose: The purpose of this study is to analyze the success of women and men faculty in obtaining promotion and tenure at Creighton University School of Medicine (CUSOM) before and after the implementation of a Women in Medicine and Science program designed to encourage and mentor women and men towards advancement, involving regular faculty development seminars and a formal mentoring program.

Methods: The numbers and proportions of faculty that achieved tenure, and/or promotion to Associate Professor and Professor at CUSOM are compared by gender to those that requested tenure during the 5 years before (1999-2003) and after (2004-2008) the implementation of the Women in Medicine and Science (WIMS) program and Faculty Development office at CUSOM.

Results: Creighton employs a smaller but increasing number of women faculty compared to men, and consequently smaller numbers of female than male faculty members achieved tenure and promotion since 1999 (F-47: M-120). From 1999-2003, smaller numbers and proportions of female than male faculty received tenure (F-4:m-5%), promotion to Associate (F-3: M-4%) and promotion to Professor (F-2: M-3%), although greater proportions of women than men who requested tenure and promotion received it (F-88: M-67%). Only one woman was promoted to Professor during this period.

Following the establishment in 2004 of a formal WIMS program with regular faculty development seminars and a formal mentoring program, the success rate for women faculty achieving tenure (F-6: M-7%) and promotion to Associate (F-5: M-7%) has gradually improved, marking achievements for increasing but still smaller proportions of female than male faculty. Notably, during the 2004-2008 period 8 women faculty members were promoted to Professor (F-12: M-7%), which appears to reflect the involvement of many of these women faculty in the Creighton WIMS program.

Finally, the proportion of women and men faculty who received tenure and promotion increased during the last 5 years for both men and women (1999-2003, F-29: M-32%; 2004-2008, F-57: M-52%), which appears to reflect the increased faculty development efforts during the past 5 years.

Conclusions: These data show that greater numbers and proportions of both men and women have successfully applied for tenure and promotion since 2004. In particular, the number and proportion of women successfully requesting promotion to Professor increased dramatically from an extremely low level, reflecting a major goal of the CUSOM WIMS program. Not only have greater numbers and proportions of women requested tenure and promotion since 2004, but they have achieved increased success rates as well, as have men. The strong correlation between the increase in successful promotions of women faculty and the implementation of the WIMS program at CUSOM suggest that it has been successful in its mission to advance women faculty in academic rank over the past 5 years, and that both women and men have benefited from the recent emphasis on faculty development. We are currently analyzing whether women and men remained at the same rank for comparable time prior to achieving tenure or promotion.



Poster #7

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Title of Abstract: **Increasing Representation of Women Faculty at Associate and Full Professor Levels: Faculty Advancement Department Liaisons (FADLs)**

Author(s): **Judith K. Ockene, PhD, MEd; Susan Pasquale, PhD; Sybil Crawford, PhD; Patricia Franklin, MD, MBA, MPH; Elaine Martin, DA; Randi Woods Segatore, BA;**

Purpose: Data from the Association of American Medical Colleges (AAMC) indicate that while more women than previously are entering careers in academic health sciences, men have greater representation at higher academic ranks and in leadership positions. Similarly, 2007 analyses by our Office of Faculty Affairs (OFA) indicated a consistent gender gap in representation at the associate and full professor levels. Two of the OFA's 2009 goals were to identify and address barriers to promotion of women to higher academic ranks.

Methods: In July 2008 each Department Chair was asked to appoint a faculty member as a Faculty Advancement and Development Liaison (FADL) to the OFA. The 20 liaisons representing all clinical and basic science departments were charged to identify barriers to advancing women and identify women candidates for promotion. FADL members worked with Department Chairs, Department Personnel Action Committees, and the OFA to create individualized action plans to assist candidates in: preparing for promotion, e.g., faculty development workshops, C.V. critiques; accessing opportunities for institutional or professional service; and preparing teaching portfolios.

Results: Barriers identified were consistent with national data: family responsibilities; inadequate mentoring; and lack of understanding of promotion criteria. Other disincentives to promotion included heavy clinical responsibilities, lack of quantifiable teaching opportunities, institutional focus on research or lack of research time, and lack of encouragement for career advancement in large departments. In 2009, seven women were promoted to professor and 16 to associate professor rank, an increase from 2008 promotions of one to full and 14 to associate professor. Currently women represent 31% of associate and 20% of full professors. Current corresponding AAMC percentages are 29% and 17%.

Conclusion: Working individually with women faculty, their chairs and department representatives is a needed strategy at this time in the culture of academic medicine to help advance women to higher academic ranks.

Poster #8

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Title of Abstract: **Stepping Stones of Women in Leadership: A Unique Program to Celebrate Women in Medicine and Science**

Author(s): **Mary E. Dankoski, Ph.D., Stephen P. Bogdewic, PhD, and Megan M. Palmer, PhD**

Purpose: Women still comprise a relatively small proportion of faculty at the highest ranks and positions of leadership. As a result, women faculty tend to have smaller networks than male colleagues and fewer role models of success. The *Stepping Stones of Women in Leadership* program creates a forum where faculty can learn about professional development through hearing the career journeys of successful women. The guest speaker is a senior woman leader who is interviewed in the presence of attendees about significant milestones in her personal and professional life. The goals of the program are to: a) demystify the securing of leadership positions, b) broaden available role models of success, c) encourage self-reflection and proactive career management, and d) celebrate the success of the guest speaker. The program simultaneously celebrates the success of the guest speaker while allowing attendees to learn from her journey. We have hosted six sessions over two years with such high-ranking women as the state health commissioner, two hospital CEOs (one of whom is also Executive Associate Dean for Research), co-director of a research center, director of the county health department, and the school's only woman department chair.

Methods: Evaluation involves two components: a) We have systematically coded the interviews for themes as an IRB approved project, and b) the program is evaluated by attendees through likert scale questions and open-ended requests to identify both a memorable moment from the interview and a "take home message."

Summary of results: Sample themes from the interviews are: the importance of mentoring (from both men and women), a deep sense of commitment to personal values, "not buying the gender script", having people early in life who believe in you, which develops into a belief in oneself, adaptability or the ability to turn obstacles into opportunities, and a sense of humor and emotional intelligence. Some take home messages from the sample participant evaluation form were: success in medicine as a woman is attainable regardless of disappointments, learning about the "emotional challenges" and how to not take things personally, define what you love and give it your all, hard work and persistence will pay off, and mentors (male or female) are extremely important in setting up the right goals and to reach them. General comments included: "Dr. XX is [extraordinarily successful]...I tend to view people in positions like hers as different than myself, but I found her to be very grounded, sincere, and personal. Thank you". "It really helped me to see that Dr. XX had encountered some obstacles in her career path, how she dealt with them and how she views them now." "This is a great program, it is very inspirational to hear the stories of our great women leaders." "Excellent discussion! This was a wonderful opportunity to see a long-range view of a successful woman's career, as well as turning points along a path."

Conclusion: The *Stepping Stones of Women in Leadership* program has proven to be a successful and cost-effective program for advancing women in medicine and science at the IUSM. This story-telling method is a powerful way to encourage reflection and inspire others. We have also learned through our qualitative analysis about some ingredients of success for women in medicine and science.



Poster #9

Contact(s): Teresa A. Coleman, M.D.
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Title of Abstract: **Women in Medicine at the Medical College of Georgia (MCG) School of Medicine: Forming a Network of Women Physicians and Resources to Promote the Career Success of Both Faculty and House Staff In Transition**

Author(s): **A.D. May, T.A. Coleman, L.A. Mulloy, M. McGettigan, R.M.E. Fincher**

Purpose: The absence of a networking organization for women house staff and faculty physicians created the need for our campus organization of Women in Medicine. Such formal or informal groups exist in many academic centers. A literature review revealed that most women physician groups focus primarily at the faculty or student levels. We found no evidence in the literature of an organization on an academic campus that transcends these boundaries. From its inception, our group has focused on faculty and resident physicians. We have had positive outcomes for both faculty and house staff. We have learned that many issues are shared by women physicians at every level of career development and we believe that sharing our collective resources and knowledge is enhancing professional growth and personal satisfaction. Group mentoring through networking has been the framework for our program design.

Methods: Annually, during a planning meeting, we survey program participants to determine the most requested instructional topics for the upcoming academic year. New faculty and house staff are identified annually, and all MCG women faculty and house staff are invited to participate. One of the “most requested” topics is addressed at each meeting, with topics prioritized based on the frequency of survey requests. All meetings are evaluated with a standard inquiry form that includes data such as department, level of training, academic rank, interests, what participants feel they can offer the program, future topic requests, and an evaluation of the quality of the meeting. Interests, perceived skill strengths, and future topic requests are collected as free “write in” text. Of 167 participants, 97 filled out the voluntary interest/assessment forms. These results have been tabulated via an Excel spreadsheet. They were then examined to detect differences in perceived needs by faculty versus house staff.

Summary: Several recurring key interests were identified that were equally important to both faculty and house staff. These included mentoring, career development, research opportunities, and finances. Balancing family and career was slightly more of a concern for house staff, whereas procuring research skills and partnerships were a higher priority for the faculty. Meetings focused on key topics including career development, contract negotiation, navigating the IRB, time management, and estate planning. A meeting to foster collaboration between clinicians and basic scientists to enhance translational research resulted in an independently successful translational research group. Group members confirm individual outcomes such as successful contract negotiation, research partnerships, protocol submissions, and community service opportunities participation.

Conclusions: The successful MCG WIM collaboration is now 3 years old, outlasting several previous efforts to establish WIM groups on this campus. The group has fostered relationships between faculty and house staff. Members respond to the group’s evolving needs by providing instruction on career concerns and linking individuals with campus resources or other group participants who possess the requested knowledge or skill set. As such, the group provides support to women at all levels of career development and has become a campus wide network of women physicians that span multiple departments and generations.

Poster #10

Contact(s): Tara Sander, Ph.D.
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Title of Abstract: **Steps to Ensuring Equitable Compensation for Women**

Author(s): **Jennifer A.N. Apps; Amy Drendel, DO, MS; Alexandra Lerch-Gaggl, PhD; Gloria Halverson, MD; Elena Holak, MD; Karen Hulpert, MD; M. Susan Jay, MD; Judy E. Kim, MD; Sumana Koduri, MD; Vani Nilakantan, PhD; Julie Panepinto, MD, MSPH; Tara Sander, PhD; Daisy Sahoo, PhD; Sajani Tipnis, MD**

Purpose: For over 20 years, the Women's Faculty Council (WFC) has been dedicated to serve as an advisory committee on issues of particular relevance to the professional development of women faculty at the Medical College of Wisconsin (MCW). Our efforts directly impact the careers of faculty at MCW in various areas including leadership, networking, promotion, and compensation. Various studies have documented that salary discrepancies still exist between men and women in academic medicine. Therefore, the WFC initiated their own analysis to determine if gender discrepancies existed among faculty with regard to salary. Our finding and recommendations led to a college-wide salary analysis initiated by the Dean.

Methods: The WFC requested de-identified salary data from the office of Corporate Compliance at MCW in 2007. The data was analyzed and reviewed by the office of Faculty Affairs. Data was compiled on faculty compensation comparing median faculty salaries grouped by department types (basic science, clinical procedural, or clinical cognitive) and by rank, years in rank, degree and gender.

Summary: Some median compensations were comparable between men and women when analyzed by degree, rank, and years in rank. However, discrepancies were identified between men and women of comparable status, in which women earned less than men. These differences ranged from 6-19%, depending on rank and department type. This data was brought to the attention of the Dean, Executive committee, and Faculty Council by the WFC in 2008. The WFC recommended implementation of an annual departmental review of compensation by the Dean. As a result, the Dean, Senior Vice President, and Chief Financial Officer initiated a college-wide review of gender equity in faculty compensation. The purpose was to develop and apply a straightforward statistical analysis based on comparison of median male and female compensation levels for groups of "similarly situated faculty", using recommended methodologies of the U.S. Equal Employment Opportunity Commission (EEOC) for conducting a comparative compensation analysis. Eight compensation categories were identified where one or more women faculty (sixteen total) appeared to be undercompensated based on the available data. Additional information was collected from the departments. For ten women, action was taken to provide salary increased either prior to the completion of the analysis or directly as a result of the analysis. For the remaining 6 women, no action was taken due to additional information and factors provided by the department. The WFC remains actively involved in the annual review of compensation with the office of Corporate Compliance.

Conclusion: The WFC requested compensation data by rank and gender and identified potential disparities. These findings were presented to the Dean, which led to an in-depth compensation analysis and resulted in salary increased for 10 women faculty. With the support of the Dean and Faculty Affairs



office, this WFC initiative was a positive step toward ensuring that compensation equity is maintained by gender at MCW.

Poster #11

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Title of Abstract: **Designing a Culture that Promotes Satisfaction and Success: The Penn State Hershey Summit**

Author(s): **Luanne E. Thorndyke, MD; Patricia S. Grigson, PhD; Dani Zander, MD; Judith Bond, PhD**

Purpose: Women are entering science and medicine at approximately the same rate as men. Approximately 50% of the students in medical school and basic science graduate programs are women. Yet, despite the pipeline being primed or equally full of women, women are not equally represented in the faculty ranks at assistant, associate, or full professor, nor at leadership levels. It appears that the pipeline is leaky and that women are not being retained, successfully recruited, or advanced and promoted into leadership positions to the same extent as men. The Penn State Hershey Summit was organized with the following purposes: to examine the current state of women in biomedical science and medicine, to explore possible reasons why the current state exists, to learn about strategies and interventions implemented at other institutions, to create momentum toward designing a culture that is supportive of women.

Methods: This program was a day-long event that featured data-driven, evidence-based presentations by four nationally-recognized experts. Small group work, professionally moderated, allowed participants to “personalize” the data, drawing on their individual professional experiences at the academic health center. A panel discussion by the experts built on the small group information, and stimulated the strategic planning process that followed. The day ended with participants generating a list of institutional goals and next steps for moving ahead on a culture change journey with a goal to improve the academic environment and climate for women on campus.

Summary: The Summit was designed to serve as the first step of a cultural change process for the institution. Attendance was robust and representative: approximately 60 individuals participated, including faculty at all levels (assistant, associate, and full professors), 5 department chairs, 2 Vice-Deans, 5 Associate Deans, and the Dean of the College. Presentations were recorded and made available for on-line viewing. Speakers documented the issues in recruitment, promotion, retention, and advancement to leadership for women nationally, and at PSU/COM. Participants, in small group discussions, identified both positive and concerning aspects of the climate. Positive aspects included collegiality, appreciation of effort, and opportunity. Areas of concern included a sense of isolation, lack of support for development and advancement, lack of transparency, and perceptions of inequity. Evaluations documented the value of the event and the hope for future activities. An Executive Summary has been shared with leadership and with the faculty. To address the needs, a Penn State Hershey chapter of the Penn State University Commission for Women is currently being organized. Originally established in 1981, the PSU Commission for Women is one of 3 equity commissions appointed by the President to “speed up change”. The Penn State Hershey chapter will sponsor the first meeting on September 23, 2009.

Conclusion: A carefully designed, properly timed “conference” can provide the stimulus for a culture change movement. Collaboration with leadership, communication within the organization, and the use of networks, partnerships, and institutional structures are strategies critical to any cultural change process.

Poster #12

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Title of Abstract: **Instituting, Collaborating, and Assessing at the University of Florida: Efforts to Promote Women in Medicine and Science**

Author(s): **Alisa Guthrie and Rebecca R. Pauly, MD**

Purpose: In 2008, the Office of Equity and Diversity (OED) launched a Health Science Center (HSC) women's group whose purpose is to raise awareness of issues that affect women and underrepresented faculty. The ultimate goal is to change the culture such that issues impacting these groups at a disproportionate rate – i.e. promotion, recruitment, and retention – will be reviewed and evaluated at an institutional level. This process of review and evaluation will ultimately lead to new programs and initiatives Health Science Center wide.

Methods: A climate survey, the Institutional Survey Research Instrument (ISR) is used to assess attitudes and evaluate needs of faculty related to gender, race, and quality of life concerns.

Summary: There is a need to support women and minority faculty at our university. The results from the climate survey reveal a need to proactively create a culture that is supportive of the varying and evolving needs of qualified faculty, embodying the spirit of equal opportunity. Three areas were identified in the survey which show differences in response by gender. These are work environment (specifically in regard to gender and diversity), mentoring, and understanding of promotion/tenure processes.

Conclusion: In response to the need to improve faculty resources at the University of Florida began a Health Science Center Women's Initiative that includes the following:

Instituting a Women's Group: The Health Science Center Women's Group is designed for the six Health Science Colleges of Dentistry, Veterinary Medicine, Medicine, Public Health and Health Professions, and Pharmacy. The group meets every other month and features speakers on topics such as: Work/Life Balance, Promotion and Tenure, Stopping the Clock, Mentoring, Breaking the Glass Ceiling, and Leadership. University and community leaders have participated in this effort.

Collaborating with the Association of Academic (AAW): The AAW is an organization that fosters the careers and personal growth of UF women in all faculty and administrative roles and other professional position. AAW provides an interdisciplinary, university-wide platform for networking opportunities for women. The AAW and the Office of Equity and Diversity have co-sponsored speakers to promote awareness and provide information.

Initiating *Champion of Diversity Award*: The Champion of Diversity Award is a semi-annual award created to recognize individuals or groups who have developed strategies to promote equity, diversity, and inclusion and demonstrated behavior that exemplifies leadership and commitment to the inclusion of members of traditionally under-represented groups in University of Florida's Health Science Center. The first recipient was recognized at the July Diversity Dialogue.

Future Direction for the Women's Initiative Include: 1) Developing programs to increase involvement of residents and students. Currently the programs of the Office of Equity and Diversity focus primarily on Faculty. Our future plan includes extending opportunities to current residents and students. 2) Sponsoring Rape Aggression Defense (RAD), a popular program offered by the Alachua County Sheriff's Office, program university-wide. 3) Promoting participation in ongoing evaluation through the AAMC's Faculty Forward Survey. Participation in AAMC-COACHE Faculty Forward illustrates institutional support willingness to act on the results to direct change where needed.



Poster #13

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Title of Abstract: **Peer Group Mentoring of Pediatric Hospitalists**

Author(s): **Lisa M. Moscoso, MD, PhD; Yasmeen Daud, MD; Kelly Ross, MD; Angela M. Sharkey, MD**

Purpose: Pediatric hospital medicine is a rapidly growing field. Within our Department of Pediatrics, pediatric hospitalists make up 22% of all faculty. A 2006 national survey found 53% of pediatric hospitalists are women. At our institution, women comprise 77% of the pediatric hospitalist group. In academic medicine, mentorship has resulted in increased productivity, grant funding, and job satisfaction. In the new and expanding field of hospital medicine, the pipeline of experience and wisdom is not well developed resulting in a scarcity of seasoned mentors. Meanwhile, the rapid growth of the field and increasing number of young faculty entering the field results in an increased need for mentoring. Consequently, the traditional mentor dyad model may not suit this group. The challenge of meeting this great need led us to develop a peer mentoring program. Through a peer group mentoring program aimed at physicians in hospital medicine, we hope to successfully promote the professional and personal development of our junior faculty, in particular, our junior women faculty.

Methods: 11 experienced members of the section of hospital medicine at the Washington University School of Medicine were asked to participate as facilitators of peer mentoring groups. All invited agreed to participate. Faculty in this group had 3-9 years of academic hospital medicine experience. Two training workshops were developed where the facilitators actively learned team concepts, organizational techniques, communication skills, group leadership dynamics and studied personality profiles. They developed a mission statement and envisioned goals for a successful group mentoring program. The other members of our section were then queried for voluntary participation in the program. They were divided into 4 groups with a maximum of 9 members, lead by 2-3 experienced hospitalists as co-facilitators. The division leader and senior faculty in the department serve as resources. Each group meets monthly. Agendas have been developed by the individual groups and will address a broad range of issues including clinical conundrums, academic development, scholarly work and work/life balance issues. The facilitator group meets quarterly to review successes and challenges. Groups are encouraged to use web based technology to facilitate interactions. This concept has required the support and commitment of the division administration. Measures of success will include job satisfaction, knowledge and skills, retention, promotion and productivity.

Summary: The initial meetings of the mentor facilitators have resulted in an increased enthusiasm for the process and strengthening of mentor recognition of hospital medicine as a long term career path. Meeting attendance has been excellent. Several collaborative projects have been initiated. Participation in national hospital medicine programs has increased. Moreover the supportive, welcoming environment of the groups appears to have increased the cohesiveness of our academic hospitalist community.

Conclusions: A peer group mentoring program may successfully and efficiently serve to enhance the quality, scholarly productivity and job satisfaction of pediatric hospitalists and may also serve as a mechanism of retaining this predominantly women faculty in academic medicine.

Poster #14

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Title of Abstract: **Spotlight on Women in Medicine and Science: The SWIMS Symposium**
Author(s): **Angela Sharkey, MD and Diana Gray, MD**

Purpose: National data suggest that women in medicine and science are slower to achieve academic rank and are less likely to remain in academics than their male counterparts. Women faculty report less mentoring than their male colleagues. Given the significant number of women in training and as junior faculty at our institution, we felt it important to increase the focus on the achievements of our women faculty and fellows.

Method: In an effort to accomplish this goal, an annual symposium was developed. The Spotlight of Women in Medicine and Science (SWIMS) was initiated as a mechanism to increase the visibility of the many accomplished women at Washington University School of Medicine. This annual program was developed jointly by the Office of Faculty Affairs and the Office of Faculty Development for the Department of Pediatrics. This initiative is an effort to highlight the research accomplishment of women faculty at various stages of their careers and fellows in training. Presenters are selected from various Departments in the School of Medicine. The symposium is a half day program which includes presentations and social gathering to allow increased opportunity for collegiality and networking. Invitations of the program are widely circulated and include the undergraduate pre-medical program, the division of biology and biomedical sciences program, and the medical school and residency training programs. The Dean of the Medical School introduces the symposium and Department Chairs are notified of the symposium and the roster of speakers. In the two years since its inception, the symposium has been well attended by students, trainees, and faculty.

Conclusion: This annual program designed to increase awareness of the accomplishments of women faculty and fellows can serve as a mechanism to enhance the visibility of experienced and developing women scientists, provide an opportunity for role modeling and mentoring, and increase collegiality and collaboration among faculty and trainees.