Does Attendance at AAMC/GWIMS Development Programs Impact Faculty Careers?

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Methods

- Survey developed collaboratively by Women Faculty Programs and Institutional Research.
- Study population: 38 pairs of women faculty and chairs.
- Women faculty who had attended AAMC-sponsored programs:
  - Early Career Women
  - Minority Women

- Attendance: Between 2007 and December 2010 (program completion at least one year prior to survey).
- Corresponding department chairs.
- Complimentary questions asked in the following areas:
  - Career progress
  - Confidence
  - Communications
  - Negotiation
  - Organization
  - Grantwriting and funding
  - Personal life integration

- Only attendees asked about:
  - Appointments to committees and requests to present
  - Networking with former participants and presenters
  - Open text comments solicited.
- Five-level Likert scale used.
- Administered electronically and anonymously.

- Analysis and report done by office of Institutional Research:
  - Interval construct validity measured using Cronbach’s Alpha Coefficient.
  - Overall standard deviation from alpha = 0.04, indicating high reliability.

Survey Questions

- Questions Unique to Attendees
  - Improved communication (95% vs. 78%)%
  - Directly applied material (83% vs. 66%)
  - Increased confidence (84% vs. 72%)
  - Better organized (74% vs. 71%)

Key Findings

- High-Level Agreements
  - Agreement/Strongly Agree from Attendees and Chairs
  - Attendance was important in career progression: 80% vs. 85%
  - Increased confidence: 80% vs. 72%
  - Demonstrated improvement in: 85% vs. 75%
  - Improved negotiation: 76% vs. 85%
  - Better organized: 74% vs. 71%
  - Better ability to integrate career and personal life: 96% vs. 60%

Question
  - Directly applied training skills: 68% vs. 60%

Sample Comments

From Attendees

- “I have seen a positive effect on my career. I have moved to a new position, and I think that has contributed to my development.”

From Supervisors

- “I have seen a positive effect of this program. It has shown me how to communicate more effectively, and it has helped with career development.”

Conclusions

- Both chairs and faculty attendants conclude:
  - Participation has had a positive effect on careers.
- High response rate and thoughtfulness from chairs is testimony to their engagement in faculty career development.
- The responses confirm anecdotal information: strong factors in attendance are meeting others, especially other attendees. Attendees do not report significant advantage of networking with presenters/speakers.
- Continue conducting pre- and post-attendance surveys, the latter, one year after attendance and biannually until publication.
- Opportunities for local action:
  - Program directed at work-life integration: since it remains a challenge for attendees, as perceived by both attendants and chairs.
  - Encouragement of attendees to network with presenters/speakers.

20% 55% 40% 15% 15% 10. I have increased productivity by ...
2. Attending was an important factor in my career progress.
3. I have increased confidence in my ability to succeed.
4. Appointed to:
5. Asked to make a presentation at:
   - International conference/meeting
   - National conference/meeting
   - Local conference/meeting
   - I have made progress:
   - Increased productivity
   - Demonstrated improvement in:
   - Negotiation
   - Communication
   - Confidence
   - Career progress
   - Giving a professional presentation
   - Job hunting
   - Collaboration
   - Advice
   - Publications
   - Teaching
   - Publishing book chapter
   - Obtaining funding for research
   - Training grants
   - Demonstrated improvement in:
   - taught me about
   - Improved:
   - Better organized
   - Directly applied material
   - Increased confidence
   - Improved communication
   - Strong feature of attendance is meeting others, especially other attendees. Attendees do not take full advantage of networking with presenters/speakers.
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