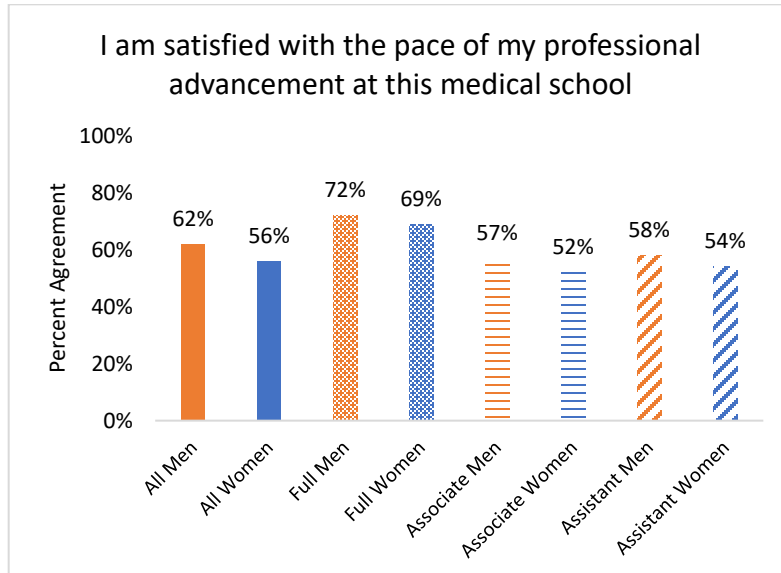


May 2021

Perceptions of Equity in Advancement Among U.S. Medical School Faculty

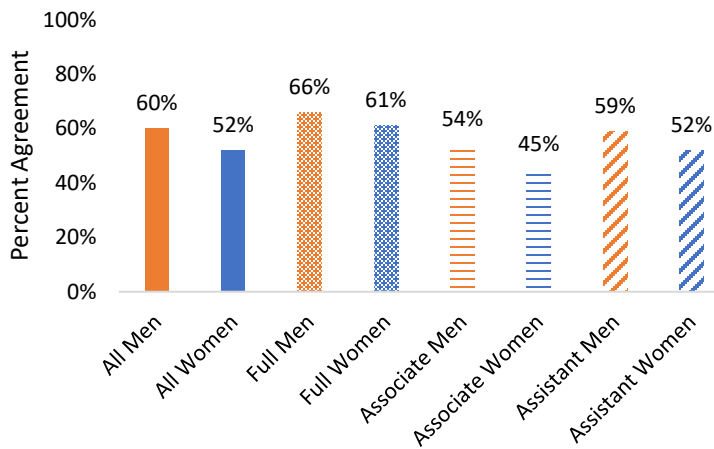
To date, research on women faculty has focused on women faculty as a whole compared to men or on early career women faculty. Greater attention should be paid to the experiences of women faculty across ranks as academic medicine aims to diversify its current and future leadership. Using data from the AAMC StandPoint Faculty Engagement Survey (SFES), a web-based survey tool that helps medical schools assess faculty engagement, this Data Snapshot compares faculty perceptions of career development and advancement opportunities. Data for this study came from 30 institutions that administered the AAMC SFES from March 2017 through May 2020 and represent responses from 19,364 faculty of the 30,307 invited (64% response rate). The appendix provides counts of the respondent pool by gender and rank. Items selected for this study used a five-point Likert scale of agreement; “Strongly Agree” and “Agree” responses have been aggregated for analysis.



Key Findings:

- Overall, men were more satisfied with their pace of advancement than women at all ranks.
- Across ranks, men and women full professors were the most satisfied with their pace of advancement.
- Associate professors, specifically women, were the least satisfied with their pace of advancement.

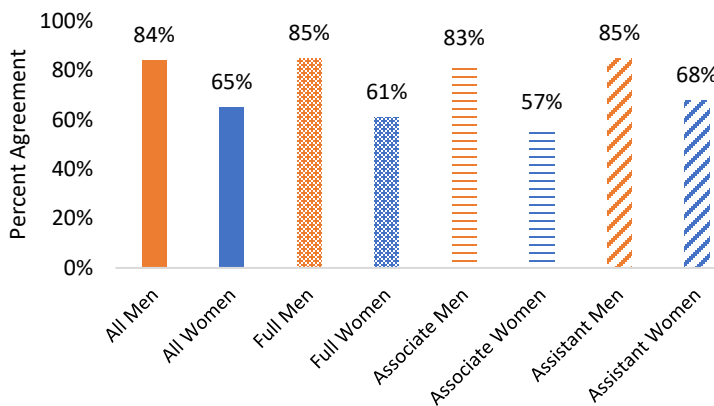
At my medical school the criteria for promotion are consistently applied to faculty across comparable positions



Key Findings:

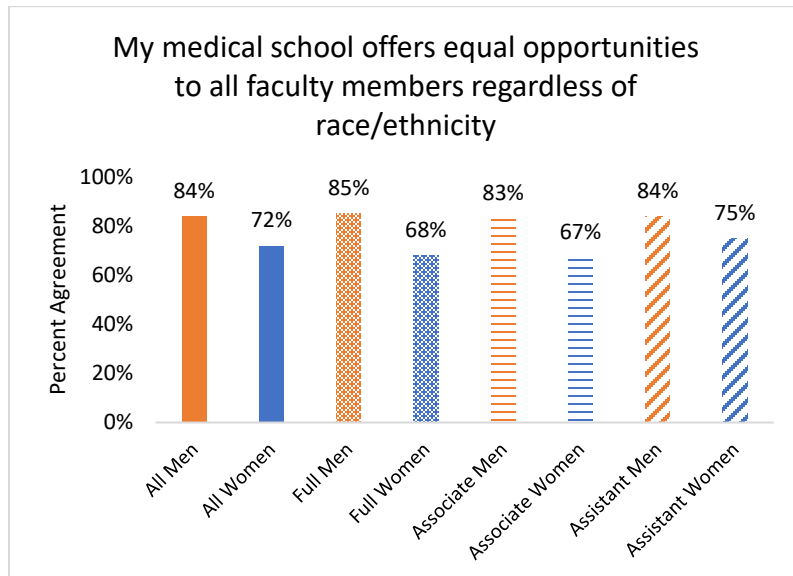
- Overall, a higher percentage of men than women within each rank agreed that the criteria for promotion were applied consistently at their medical school.
- Across ranks, a lower percentage of men and women associate professors agreed that criteria were applied consistently.
- The largest gap between perceptions of men and women in the same rank was at the associate professor level.

My medical school offers equal opportunities to all faculty members regardless of gender



Key Findings:

- Of all advancement-related survey items, men and women across all ranks had the greatest disagreement about whether their schools provided equal opportunities regardless of gender.
- The largest gender difference was at the associate professor rank, with 83% of men compared with 57% of women agreeing that their school offered equal opportunities regardless of gender.



Key Findings:

- Men also had similarly positive perceptions that their schools offered equal opportunities to faculty regardless of race/ethnicity. However, women felt more positively that their schools provided equal opportunities regardless of race/ethnicity than of gender.
- This item had the highest agreement among both men and women overall, and specifically among women associate professors.

Conclusion

At every rank, a larger percentage of men than women reported positive perceptions of advancement opportunities at their medical schools. By rank, associate professors, both men and women, had the least positive perceptions; women associate professors were consistently the least positive of faculty across all ranks and genders. These data highlight the need to further study and support faculty at the associate professor level to understand their unique challenges. This Data Snapshot confirms that faculty, specifically women, perceive inequities in the promotion processes at their medical schools and perhaps indicates that other equity issues may exist. Medical schools can work to ensure equity in advancement by having clear criteria for promotion that are followed consistently in each department and by having promotion and tenure committees that ensure equity in final decision-making. Further, opportunities for leadership positions at every level of the institution should be broadly advertised and communicated to faculty. Lastly, medical schools can publish their statistics on appointments and promotions by gender and race/ethnicity to foster greater transparency of faculty advancement.

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Appendix

Table 1. Faculty Respondents by Gender and Rank

Rank	Men	Women
Full Professor	3,419 (74.1%)	1,198 (25.9%)
Associate Professor	2,634 (57.9%)	1,912 (42.1%)
Assistant Professor	4,194 (48.3%)	4,484 (51.7%)
Total	10,247 (57.4%)	7,594 (42.6%)