INTRODUCTION

Faculty face growing professional responsibilities and have changing expectations about their work.1 This transformation is present in U.S. medical schools, where faculty comprise a sizable proportion (18%) of all full-time higher education faculty.2 Academic medicine faculty face striking changes in work environments resulting in increased demands across mission areas, which may threaten faculty engagement.3

Further, research shows that gender differences exist in perceptions of application consistency of promotion criteria and in aspects of satisfaction.4 These differences may be related to workplace unconscious gender bias and managing work-life balance, which disproportionately falls to women.5

We analyze whether gender differences in distribution of 1) percent effort across the core medical school mission areas, or 2) perceptions of collegial respect for balancing work-life responsibilities, mediate gender differences in perceptions of opportunities for advancement and professional development.

METHODOLOGY

DATA

Source: 2011-2014 administrations of AAMC Faculty Forward Engagement Survey.3

• Institutions: 21 self-selected U.S. Medical Schools
• Overall survey population response: 12,869/20,958
• Study sample population: Full-time faculty with PhD or MD-PhD degrees devoting a maximum of 1/4 of their effort to patient care (n=2,462/3,181). Selected because they are the most akin to faculty in higher education (primary mission areas of research, education, and service).

VARIABLES

Dependent: Faculty satisfaction with advancement index. A Mediating the association between gender and satisfaction with advancement:

1. Women’s higher likelihood of reporting dissatisfaction with advancement remains strong even after controlling for race, rank, degree and department (Table 3, Model 4).

2. Women’s higher likelihood of reporting dissatisfaction with advancement remains strong even after adding controls for time worked, task split, and perceptions about task split (Table 3, Model 5).

3. Women’s higher likelihood of reporting dissatisfaction with advancement weakens after adding a control for perceptions of colleagues respect for work-life balance (Table 3, Model 6).

RESULTS

Significant Association with Gender

• Women less likely to report satisfaction with advancement

• Gender differences relative to time (Table 1)

• Women report higher % of effort in teaching education responsibilities; lower % in research, compared to men

• Women more likely to report too little time for research and too much time spent teaching as compared to men

• Men more likely to disagree that colleagues respected efforts to balance work-life responsibilities. (Figure 1)

Table 1: Reports of Total Hours, Distribution of Hours by Task, and Perceptions of Fit of Time to Mission, by Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Total Hours</th>
<th>Time%</th>
<th>Time%</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>0.76**</td>
<td>0.80**</td>
<td>0.85*</td>
<td>0.85</td>
</tr>
<tr>
<td>Male</td>
<td>0.93*</td>
<td>1.00</td>
<td>1.03</td>
<td>1.03</td>
</tr>
</tbody>
</table>

Mediating the association between gender and satisfaction with advancement:

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ANALYSIS

The association of gender with satisfaction with advancement was captured through nested ordinal logistic regression models. The association between gender and satisfaction with advancement was compared across each model.

REFERENCES

1-6 See handout for full reference list and additional information.