

SOM Dean's Task Force: Gender Equity

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*The Task Force thanks Christopher Smith and Cheryl Welch for their time and effort gathering faculty data.

Background

- SOM Dean, John Reilly, Jr., MD formed Task Force in response to AAMC's Call for Action for Gender Equity
- AAMC Call identified four areas of focus for GE efforts: workforce; leadership and compensation; research; recognition.
- Task Force focused on two areas:

Leadership

Recognition

Method

1. Data gathering

Leadership:

- gender composition of SOM faculty, both overall and by rank, to provide relevant context for examination of gender equity (GE) status of SOM leadership.
- leadership across the SOM and within departments

Recognition:

- gender composition of nominations for and receipt of awards

2. Discussions of data implications and GE goals

- with Task Force
- with advisors

Key Findings

Leadership:

- The percent female faculty decreases as rank increases, thereby impacting the pool of potential leaders.
- Some departments have developed practices that have increased the number of female leaders in their units.

Recognition:

- There is little/no historical data, except for one case (Distinguished Professors).

Recommendations - Leadership

- Data regarding gender needs to be inclusive and not restricted to gender binary categories. We realize because of possible discrimination, some individuals may not wish to specify gender, pointing to the overall need to maintain and protect an inclusive environment in the SOM.

- Many of the recommendations that appear below also pertain to underrepresented minorities.

1. Have Associate Professors develop a Path to Professorship (create leadership pool)

- Encourage Associate Professors to strive for promotion to Full Professor rather than consider their rank as terminal.
- Insure that a discussion of faculty progress toward promotion occurs during the annual review of each faculty member. Provide Chairs with training about how to discuss promotion progress constructively.
- Perform a review for Associate Professors ~ three years after promotion that is similar to the mid-term review for Assistant Professors.
- Maintain a mentor/mentoring committee for Associate Professors and have newly promoted Associate Professors develop a Path to Professorship Plan, with timeline, following a template and guidance provided by department leadership.
- Create financial and other resources to support research activities of Associate Professors.

2. Revise promotion criteria to allow appropriate recognition for all activities

- Revise promotion criteria to provide appropriate weight and merit to committee participation as well as other types of service. Have service become a required and weighted category in the promotions process.

Recommendations – Leadership, continued

3. Identify and share best practices

- For Department Chairs, discuss progress towards GE, using AAMC National benchmarks as minimal expectations during annual review with Dean to identify obstacles and best ways to overcome them.
- Establish a mechanism for sharing best practices to achieve GE at the Associate and Full Professor across departments.

4. Identify potential facilitators/obstacles for success

- There is currently not a tool to assess what enables/blocks a successful career. Develop a robust and reproducible tool to identify and quantify both predictors of and obstacles to success that women encounter in obtaining leadership positions and promotion. Such a tool can be used to assess and promote progress over time.
- Query faculty of all genders so that the issues specific to all can be identified. On the basis of data in the report, particular attention should be devoted to issues faced by female physicians and basic scientists.
- For faculty who leave the SOM, perform exit interviews/questionnaires to understand the reasons that led to departure.
- Document and acknowledge all positions of responsibility and leadership across the SOM, throughout departments and divisions/sections and for faculty at all ranks to guide gender equitable appointments.
- Identify pipeline disparities in entry- and mid-level leadership positions.

Recommendations – Leadership, continued

5. Search committees

- Ensure appropriate gender ($\geq 30\%$ women) composition on all search committees for leadership positions. This has been the practice for Department Chair searches and has led to the recruitment of several female Department Chairs but should be expanded to searches for all leadership positions.
- Women included on search committees should have the appropriate positions/gravitas so that their voices are heard.

Recommendations - Recognition

- Actively solicit nominations for female CU SOM faculty for Distinguished Professorships, with a goal of achieving 50% female nominations.
- At the Department level, establish databases of nominations for local and national awards and aim to nominate faculty at gender equitable levels.
- Appoint an employee in the Dean's Office to nominate SOM faculty for national and local awards and oversee preparation of nomination packages. Similar to the University of Pennsylvania, this person will make sure that women faculty are equally considered for national and local awards as well as appointments to national medical honor societies and other honor societies.
- Work with the Vice Chancellor for Research to maintain and regularly update a database of local and national nominations that provides information about gender of nominees.
- Use nomination databases to acquire data regarding gender of nominees and overall gender equity and set a goal for this to match faculty distribution by gender.

Commendations

- To the university administration and its task force for addressing the impact of COVID on childcare and consequently on female faculty. The advent of COVID has resulted in fewer publications from women faculty nationwide and fewer citations of their work (Lancet, 2020).
- To Faculty Affairs, for revising promotion criteria so that committee service is appropriately weighted and valued.
- To the SOM Dean, for support of the Institution's Doris Duke Award that provides support to Assistant and, new this year, Associate Professors.

Support for all faculty

- Leverage the momentum from the first commendation above to ensure that quality child care is available to all SOM personnel with no/minimal waiting lists.

Final Comments

- The Task Force recommends continuation of this work.
- While this report has focused on areas to improve, we note that the SOM has developed several programs that have promoted GE including programs that provide leadership training to women, multi-year support of the Doris Duke Award, effective GE policies for chair searches, ...
- In view of the strong programs developed here and their success in promoting GE, we will be submitting an application for the *NIH Prize for Enhancing Faculty Gender Diversity*.

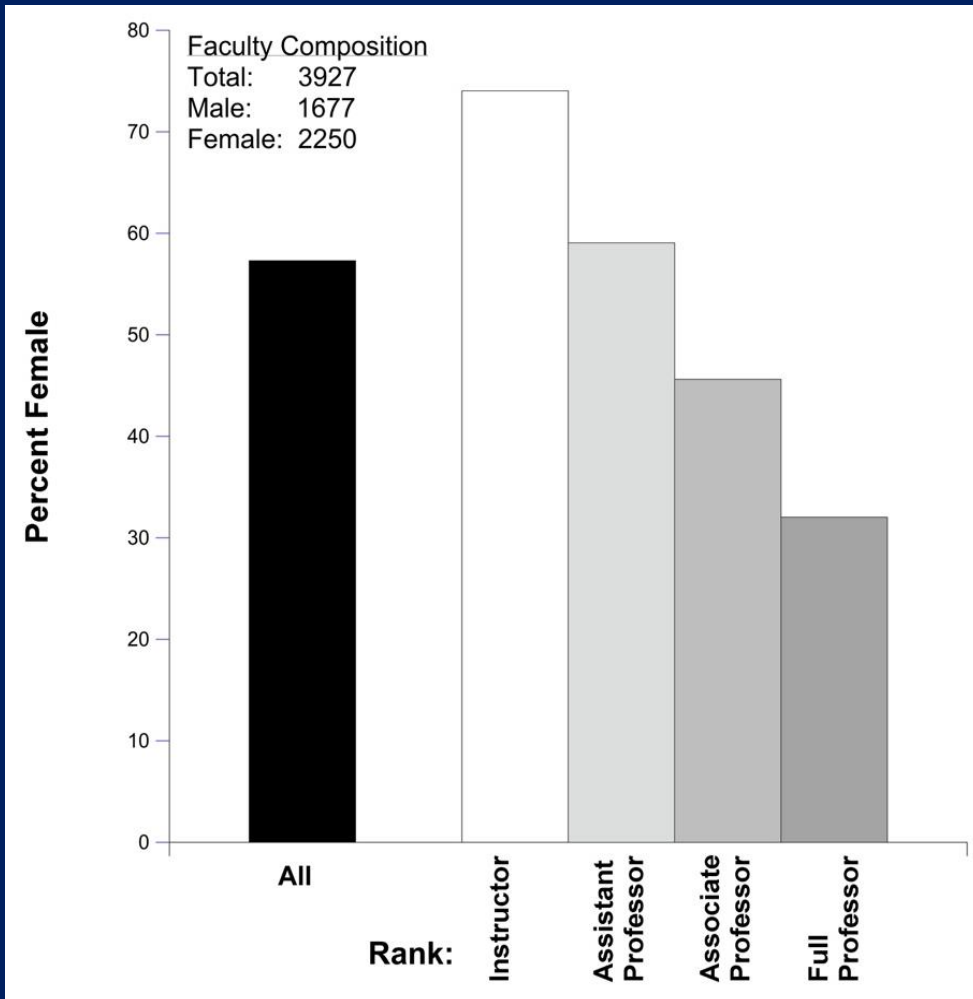
<https://www.challenge.gov/challenge/nih-prize-for-enhancing-faculty-gender-diversity/>)

Thank YOU for your support!

Questions?

The following slides have additional data/analyses relevant to the Task Force's work.

Leadership - To provide relevant context for examination of gender equity (GE) status of SOM leadership, we first considered the gender composition of SOM faculty, both overall and by rank.



- Overall 57:43 ratio of females to males for SOM Instructor, Assistant, Associate and Full Professors (regular faculty).
- Ratio drops to 48:52 excluding Instructors.
- Percent female decreases as rank increases, with ~75% for Instructors and ~32% for Full Profs.
- Decrease in female percent as rank increases is consistent across all ethnic groups.
(data provided by Shanta Zimmer)