Title: “FOCUS initiatives and 7 years of faculty gender data at the University of Pennsylvania SOM”

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FOCUS on Health & Leadership for Women (FOCUS) is a Dean-funded WIM program to recruit, retain and advance women faculty in a setting where all faculty, both men and women, stand to benefit. The purpose of this study was to assess programmatic outcomes through annual collection of gender statistics for SOM faculty since 1998, including measuring the proportion of women at associate and full professor ranks over 7 years.

FOCUS initiatives include both “top-down” (institutional) and “bottom-up” (faculty) efforts. “Top-down” initiatives seek to affect institutional policies and procedures by impacting the systems of hiring, promotion, rewards and incentives, and ultimately influence institutional values. “Bottom-up” efforts affect individual faculty’s abilities to succeed in academic medicine by providing professional development, skill-building, mentoring, and networking. The majority of programs are open to all faculty with specific sessions reserved for women-only. Working simultaneously, these two levels of initiatives foster institutional change with the goal to advance women faculty. We reviewed 7 years of gender data and calculated the gender proportions at each rank to determine if there were measurable improvements.

From 1999-2005, there was an increase in the percentage of women faculty from 23.8% to 26.5% (p=.05 for trend). Over the same period, there was an increase in the percentage of women at the senior rank (associate or full professor) from 34% to 41% (p=0.02 for trend) and, similarly for men, from 56% to 62% (p<0.001 for trend). There was a statistically significant decline in the percentage of both women and men at assistant professor rank.

Coincident with FOCUS initiatives, from 1999-2005, we have shown a small, but consistent, increase in the percentage of women faculty, along with a statistically significant increase in the proportion of women (and men) at the associate and full professor rank and a concomitant decline in assistant professors.