

# Health Professions Education Institute (HPEI)

2022

Exploring the experiences of female leaders in academic medicine

## WORKS IN PROGRESS

*Background/Needs Assessment:* Although the number of women in academic medicine has risen over the past 10 years, the number of women in leadership remains low (Riner, 2021). According to the American Association of Medical Colleges (2020), of all full-time faculty (n=191,499), 5.6% of full professors were females (n=10,782) while 15% of males (n=28,760) were full professors at US medical schools. Additionally, 21% of females and 79% of males were medical school chairs (AAMC, 2020). Considering the percentages of full-time professors by race and ethnicity, 0.85% of Black/African American women (n=336), 0.84% of women of Hispanic, Latino, or Spanish origin (n=334), 0.03% of American Indian/Alaskan women (n=12), and 4.1 % of White women (n=7,866) were full professors. Regarding department chairs (n=3474), 1.41% were Black/African American women (n=49), 0.92% were of Hispanic, Latino, or Spanish origin (n=32), 0.029% were American Indian/Alaskan (n=1), and 15.3% were White (n=532) women. Diverse personnel in academic medicine improves patient care, improves working and learning environments, and helps to address the occurrences of health disparities. More empirical data is merited on the perspectives of non-minoritized and minoritized women in academic medicine leadership as there is a paucity of data on this topic - particularly as it relates to Black women.

*Objectives:* To conduct a qualitative study on the perceptions of women in academic medicine leadership.

*Methods/Description of Program:* Phase One of the study will utilize a phenomenological design where data will be collected on the perspectives of women leaders in academic medicine leadership. Participants will be invited from a database of 250 women who participated in the WIMS and CDWL programs from 2008 to present. An invitation email will be sent to provide information about the study and inquire about interest in participation. We request that invitees forward this initial email to other female leaders. Interview dates will be confirmed with those who assent to participate. Semi-structured interviews will be conducted

and transcripts will be recorded. Transcripts will be kept in a password-protected location and analyzed using process coding.

*Anticipated Results/Evaluation Plan:* Gain insight into the experiences of non-minoritized and minoritized female leaders in academic leadership.

*Next Steps:* Findings from Phase One will inform the Phase Two focus group questions.

## References

- Association of American Medical Colleges. (2021, December). Table 9: U.S. Medical School Faculty by Gender and Rank, 2020. <https://www.aamc.org/data-reports/faculty-institutions/interactive-data/2020-us-medical-school-faculty>
- Association of American Medical Colleges (2021, December). U.S. Medical School Department Chairs by Chair Type and Gender, 2020. <https://www.aamc.org/data-reports/faculty-institutions/interactive-data/https://wwwaamcorg/data-reports/faculty-institutions/interactive-data/us-medical-school-chairs-trends>
- Association of American Medical Colleges (2021, December). Table C. Department Chairs by Department, Gender, and Race/Ethnicity, 2020. <https://www.aamc.org/system/files/2022-01/2020%20Supplemental%20Table%20C.pdf>
- Riner AN, Herremans KM, Neal DW, Johnson-Mann C, Hughes SJ, McGuire KP, Upchurch GR Jr, Trevino JG. Diversification of Academic Surgery, Its Leadership, and the Importance of Intersectionality. *JAMA Surg.* 2021 Aug 1;156(8):748-756. doi: 10.1001/jamasurg