

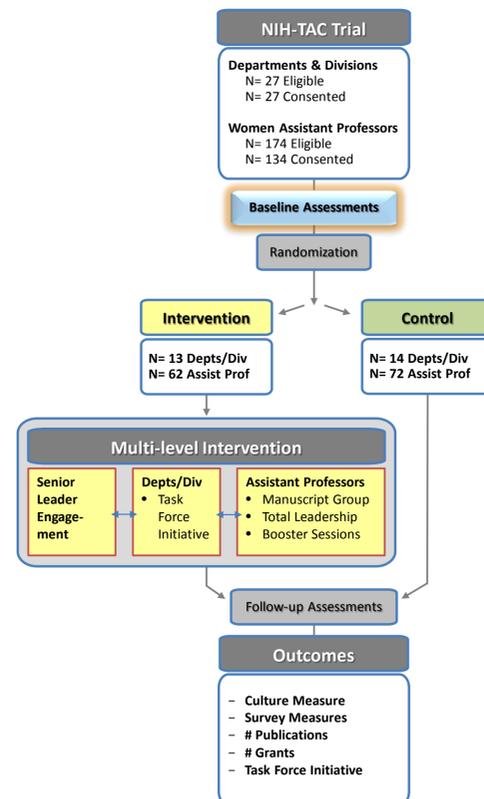
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NIH-TAC Trial (Transforming Academic Culture)

Overview: A cluster-randomized trial of an intervention at the Perelman School of Medicine to enhance the institutional culture, increase academic productivity, and improve job satisfaction for women assistant professors

Multilevel intervention targeted 3 critical levels

- **Senior Leadership** (Deans, Vice Deans, Dept. Chairs, Division Chiefs) provided oversight and input
- **Department/Division Task Forces** provided customized, local interventions to target unit-specific needs
- **Women Assistant Professors** participated in:
 - Total Leadership
 - Manuscript writing
 - Targeted workshops



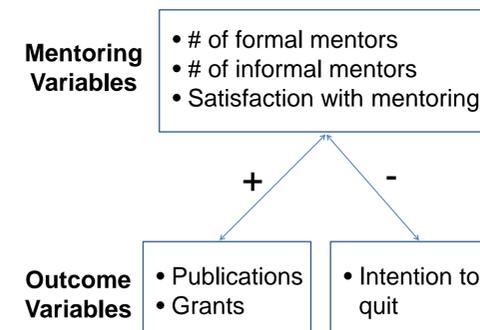
National Institutes of Health
5R01 NS069793-04

Baseline Analysis: Specific Aims

Background: Women in academic medicine are not achieving levels of career success on par with comparable men colleagues. **Mentoring** is frequently cited as a key intervention to remedy this gap.

Purpose: The purpose of this cross-sectional analysis was to assess whether measures of mentoring were associated with criteria for faculty success at baseline.

Hypothesized Relationships



Data Collection

Baseline data (Time 1) used for this analysis. Data were collected prior to randomization.

Measures:

- Web-based, baseline survey
 - satisfaction, well-being, work-family conflict, commitment, self-efficacy, and culture conducive to women's academic success (CCWAS)
- Participant CVs
 - number of publications & grants
- Multi-variable, generalized linear regression model

Sample

- 133/134 respondents completed the survey (99%)
- Participants:
 - Mean age: 41 yrs
 - 59% white
 - 92% full-time faculty
 - 84% married/in a domestic partnership
 - 76% had 1 or more children

Measures of mentoring and outcome variables

Participants reported current # of formal and informal mentors

- Satisfaction with mentoring
 - 2 items rated on a 5-point scale
 - "I am satisfied with my mentoring, in general"
 - "My department places a high priority on getting junior faculty the mentoring they need"
- Intention to Quit Scale
 - 2 items rated on a 5-point scale
 - "I frequently think of quitting my job"
 - "I am planning to search for a new job during the next 12 months"
- Total # of publications /grants extracted from CVs

For more information about the trial, see:

- Westring et al., *Academic Medicine*, in press
- Pati et al., *Academic Medicine*, April 2013
- Westring et al., *Academic Medicine*, November 2012

Results

Outcomes Summary

Variable	Mean	Standard Deviation	Minimum-Maximum
Publications since appointment	16.4	13.2	0 - 59
Total grants*	4.9	5.7	0 - 25
Years as Assistant Professor	4.4	2.6	0 - 11

*assumed to be zero if not reported

Publications

- Mentor satisfaction is marginally associated with publications (p = 0.08)

Grants

- Mentoring variables explain 12% of variance in # of grants
- # of informal mentors is positively associated with grants (p = 0.03)
- Perception that dept. places high priority on mentorship is positively associated with # grants (p = 0.01)

Intention to Quit

- Mentoring variables explain 11% of variance in intention to turnover
- Satisfaction with mentoring is negatively associated with intention to quit (p= 0.03)

Conclusions

This cross-sectional analysis of baseline data reveals:

- **Informal mentoring and perception that department values mentorship appear to be important for academic productivity related to grants**
- **Satisfaction with mentoring is important for reduced intention to quit**

The longitudinal analyses of our 4-year trial are underway.