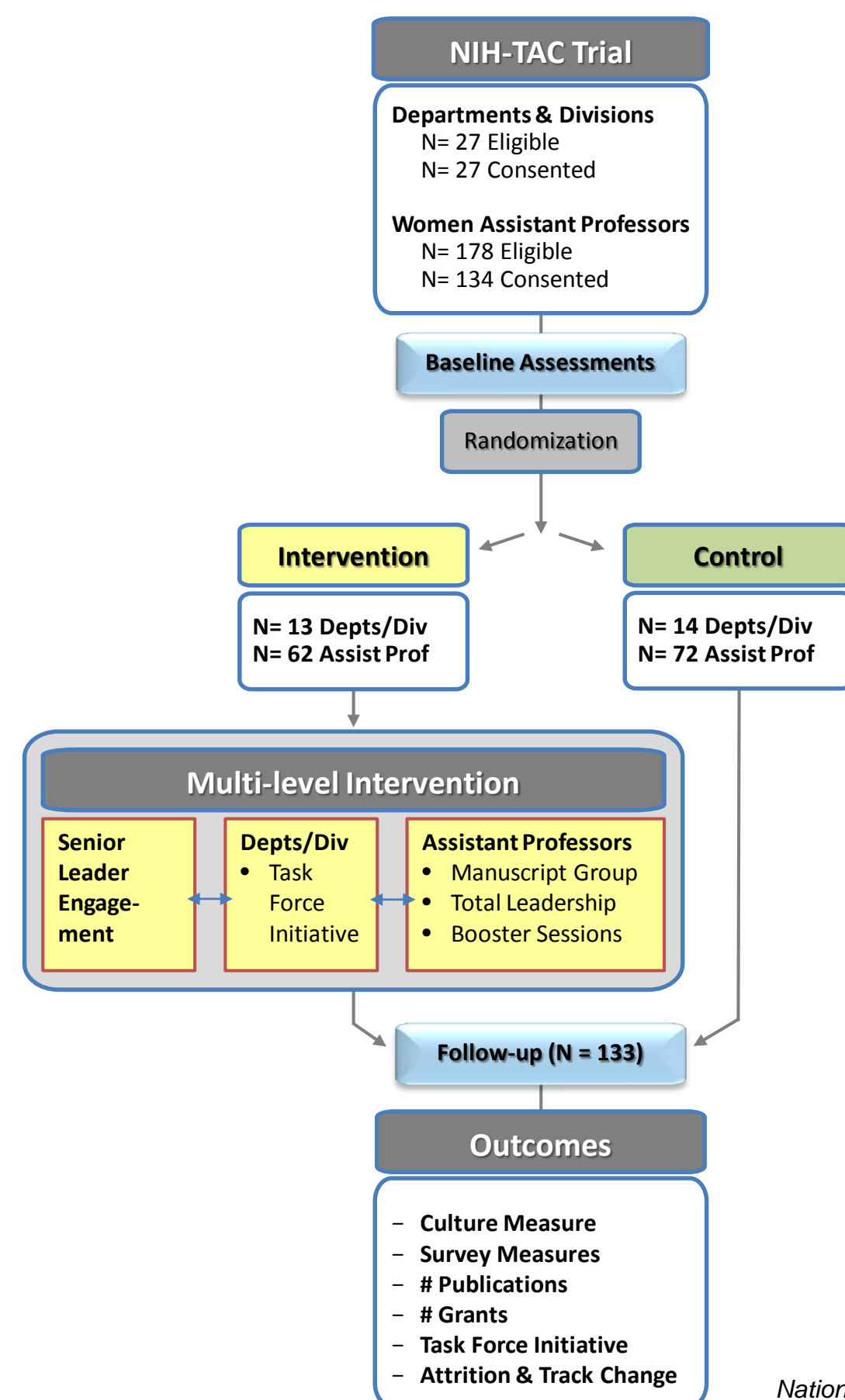


Transforming NIH Academic Trial Culture

The NIH-TAC Trial

Overview: A cluster-randomized trial of a 3 year 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** 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/Workshops



National Institutes of Health
5R01 NS069793-04

Alyssa F. Westring, Rebecca M. Speck, Mary D. Sammel, Patricia Scott, Lucy W. Tuton, Emily Conant, Stephanie Abbuhl, Jeane Ann Grisso

Study Aims

Background: In senior academic ranks and leadership positions, the representation of women falls short of their male counterparts. It is important to understand factors associated with the career trajectories of women assistant professors.

Purpose: To identify factors associated with attrition or changing academic tracks among women faculty at an elite school of medicine over a three year period.

Methods

- Departments/divisions with at least three women assistant professors (N = 27 depts/divs) were randomly assigned to intervention versus control groups.
- Baseline (2010) and follow up (2013) data were obtained by questionnaire from 133 women assistant professors (both intervention and control).
- Baseline (2010) measures included:
 - Age
 - Marital & parental status
 - Race
 - Core self-evaluations
 - Work-family conflict
- Follow-Up (2013) measures included:
 - Changes in academic track
 - Departure from institution

Baseline Participant Characteristics

	Mean	SD
Age	41	5.1
Years as assistant professor	4.4	2.6
Hours worked per week	59.4	9.6
	%	N
Education: MD only	34.9%	45
MD+ (PhD and/or other advanced degrees)	37.2%	48
PhD only or PhD + master's degrees	27.9%	36
Race:		
African American	7.6%	10
White	60.3%	79
Asian	27.5%	36
Hispanic/other	4.6%	6
Married/domestic partner	84.7%	111
Children at home	74.8%	98
Academic track at baseline:		
Tenure	13.6%	18
Clinician-Educator	70.5%	93
Research	15.9%	21

Summary Results

During the 3 year follow-up period:

- **21 women (16%) left the university**
 - Unmarried women were 5x more likely to leave the institution than married
 - URM women were nearly 6x more likely to leave the institution than white
 - Women with high work-family conflict were 2x more likely to leave
- **14 women (11%) switched academic tracks**
 - Older participants were more likely to change academic tracks
 - 13/14 women moved from “standing” to “non-standing” faculty positions

Factors Associated with Attrition

Factor	Odds Ratio*	p-value
Race/Ethnicity	5.93 (1.47 – 24.05)	.012
Single vs. Married	5.04 (1.38 – 18.34)	.014
Strain-based work-interference-with-family	2.05 (1.05 – 4.01)	.035

Factors Associated with Track Change

Factor	Odds Ratio*	p-value
Age (5 year increment)	1.71 (1.03 – 2.84)	.037

*Odds ratios based on multivariable logistic regression analysis.

Conclusions

During a 3-year period, 16% of women assistant professors in the intervention left the university. It is essential that academic health centers create institutional structures, policies and climates that support the retention of:

- Minority women faculty
- Women faculty with high levels of work-family conflict

The design and evaluation of targeted interventions to address the factors associated with high risks of leaving are key to the future of academic medicine.

For more information about the trial, see:

- Westring et al., *Academic Medicine*, 2014
- Pati et al., *Academic Medicine*, 2013
- Westring et al., *Academic Medicine*, 2012