

Model of Excellence in Leadership Development

Fixing the System, Not the Women: An Innovative Approach to Faculty Advancement

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Abstract

Women in academic medicine are approaching parity without power. Although the number of women choosing careers in medicine has grown substantially over the last 35 years, there has not been a commensurate increase in the percentage of women in senior leadership positions. To redress this situation at the University of Illinois College of Medicine (UICM), the Faculty Academic Advancement Committee (FAAC) was established in January 2003. FAAC's long-term goals are to create an institution whose faculty, department leaders, and deans reflect the gender and ethnic profile of the college's student body and to enable excellence in research, teaching, and patient care while promoting work/life balance. Commissioned as a Dean's Committee, FAAC brings together a diverse group of faculty and academic professionals from inside and outside the college to learn, reflect, and act. FAAC has committed to increasing the percentage of tenured women faculty and advancing women into leadership positions by carrying out an ambitious evidence-based institutional transformation effort. FAAC's initiatives—data gathering, constituency building, department transformation, policy reform, and advocacy—have helped to create an enabling environment for change at UICM. This case study outlines the history, conceptual approach, structure, initiatives, and initial outcomes of FAAC's efforts.

Introduction

IN 2006, 49% OF MEDICAL SCHOOL STUDENTS, 42% of residents, and 32% of faculty at academic medical centers were women.¹ These are heartening statistics, but women are approaching this parity without power: there continue to be few women in leadership positions in academic medicine—4% of full professors, 10% of academic department chairs, 11% of deans.¹ Women physicians consistently lag behind their male counterparts in terms of remuneration, promotion, tenure, and selection for key leadership positions regardless of their numbers and accomplishments.² This persistent lack of advancement has occurred within the context of women choosing and remaining in academic medicine at a higher percentage than men for every medical school graduating cohort since 1965.³ The leaders of U.S. academic medical centers (AMCs) are increasingly cognizant of this undervaluing and underuse of human capital as they seek to remain competitive in the demanding market for talented faculty.^{2,4} The University of Illinois College of Medicine

(UICM) is addressing this economic and equity imperative through an ambitious evidence-based program. This case study outlines the history, conceptual approach, structure, initiatives, and initial outcomes of that program.

The University of Illinois College of Medicine

Founded in 1882, the UICM is the largest medical school in the United States, with 2600 students and trainees and over 4000 faculty. Campuses are located in Chicago, Rockford, Peoria, and Champaign/Urbana. UICM graduates one of every six physicians practicing in Illinois and is proud of the diversity of its medical school classes: the 2007 class composition was 50% women and 25% underrepresented minorities (URMs). Over the last decade, UICM has had percentages of women faculty comparable to the annual Association of American Medical Colleges (AAMC) national benchmarking statistics.

In the fall of 2001, a team from the Department of Health and Human Services Office on Women's Health (DHHS/

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OWH) conducted an annual site visit of the University of Illinois (UIC) National Center of Excellence in Women's Health (CoE). As part of that visit, evaluators held meetings with UICM faculty and the Dean. One instructive finding was that many of the women faculty interviewed perceived a lack of career advancement opportunities at UICM. The evaluation team characterized this as a common sentiment heard from women faculty as they visited CoEs across the country. Based on these findings, the Region V Office of DHHS/OWH provided financial support to the UIC CoE to hold a national meeting to examine the status of women in academic medicine, identify barriers to advancement, and look for solutions. In September 2002, the UIC CoE, along with CoEs at the University of Indiana, the University of Michigan, and the University of Wisconsin, hosted a national conference, *Beyond Parity: Transforming Academic Medicine through Women's Leadership*.

Energized by the conference and convinced of the need to accelerate the recruitment and advancement of women faculty at UICM, a group of six senior and midlevel women—four M.D.s and two Ph.D.s—arranged a meeting with the Dean. Prior to the discussion, the team prepared a briefing notebook for the Dean. Included were the proposed goals and structure of a high-profile, resourced committee along with background papers on the status of women in academic medicine and other supporting documents. The most compelling resource for the Dean was a table showing the percentage of women in the national hiring pool for each medical discipline compared with the percentage of women in tenured or tenure-track positions in these disciplines at UICM. The data were provided by UIC's own Office of Access and Equity and, thus, were difficult to dismiss; UICM did appear to face some challenges recruiting, retaining, or advancing women faculty.

The Dean commissioned the Faculty Academic Advancement Committee (FAAC) in January 2003. The long-term goals of FAAC are to create an institution whose faculty, department leaders, and deans reflect the gender and ethnic profile of the College's student body, at present 50% women and 25% URMs, and to enable excellence in research, teaching, and patient care while promoting work/life balance. (For this paper, URM is defined as African American, Hispanic American, or Native American.)

Conceptual Approach and Framework

FAAC's conceptual approach to increasing the presence and influence of women faculty at UICM is informed by systems thinking, social mobilization theory, and research findings on gender schemas and evaluation bias. Systems thinking holds that organizations are complex social systems that reward or marginalize to maintain the status quo. It emphasizes the primacy of interdependent relationships and structures rather than individuals.⁵ Social mobilization theory derives from international health and development practice and is a comprehensive planning approach that focuses on coalition building and broad-based stakeholder involvement: political advocacy at the national level and community mobilization at the grassroots.⁶⁻⁸

Gender schemas are unconscious, closely held—though disavowed—assumptions that operate to consistently overrate men and consistently underrate women when compe-

tency and leadership potential are evaluated.⁹⁻¹³ Women and men share the same gender assumptions that characterize women as more emotive, collaborative, and nurturing and men as more logical, agentic, and assertive. Women and men also agree on the attributes of leaders: these characteristics are nearly congruent with those applied to men. Evaluation bias then arises when schemas associated with "being a woman" negatively influence the appraisal of an individual woman's leadership qualities and general competency.

Within this framework, FAAC considers the culture and practice of academic medicine to be out of sync with the realities of the 21st century workforce, where working couples are increasingly the norm. Assumptions and subsequent expectations that faculty have unlimited time for scholarship, patient care, teaching, and service are outmoded and work to the detriment of today's academics. This is particularly true for women, who continue to bear primary responsibility for household maintenance and dependent care.¹⁴⁻¹⁷

FAAC's initiatives seek to transform UICM operations and culture rather than fortify survival skills or remediate perceived weaknesses of women faculty. In short, FAAC aims to "fix the system, not the women." FAAC founders selected its name carefully, not identifying as a group formed only to address the needs of women but as one concerned with overall faculty satisfaction, productivity, and ultimately advancement. That said, FAAC members understand that improving support policies and programs and increasing flexibility in career paths may most profoundly impact women faculty.

With the belief that accountability and ownership are essential drivers of system change, FAAC's efforts focus on building a broad-based constituency by mobilizing stakeholders at the base—faculty and academic professionals—and engaging heads and deans at the top. FAAC has identified the department, where careers flourish or falter, as a key locus for its transformative efforts. Departments are also where evaluation bias can best be disarmed, most importantly in the faculty search and promotion and tenure processes. In turn, department heads are seen as primary enablers or gatekeepers of change.

FAAC uses the term "work/life balance" rather than "work/family balance" to describe the condition where faculty may use their talents to realize a productive career while having time for personal pursuits, be it time spent with family and friends, time to contribute to community efforts, or time to invest in personal growth. Focusing only on the needs of those with children may create resentment when faculty without children are asked to pick up the slack or cover for their colleagues. Lack of support for faculty work/life balance is an institutional problem and must be solved with institutional, not personal, solutions. We believe all faculty members will thrive in a work environment that not only enables high-quality scholarship but also acknowledges and values the importance of personal endeavors.¹⁸

FAAC Structure and Operation

FAAC is structured to involve a broad-base of stakeholders who volunteer their time to achieve FAAC's mission. Twenty members, representing a wide range of medical disciplines, are appointed by the Dean. Members come from midlevel and senior tenured and nontenured ranks and include

a Regional Dean, five department heads (four from the Chicago campus [UIC] and one from Rockford), three representatives from the Dean’s Office (a Vice Dean, Associate Dean, and Assistant Dean), three Office and Center Directors, and the UIC Vice Provost for Faculty Affairs. A third of the members are men, several of them among the most active members. FAAC holds monthly meetings to review the progress of its initiatives and plan new efforts. FAAC has also created a cadre of grassroots members: Department Facilitators. These faculty members are named by their head and serve as the interface between FAAC and the departments. A FAAC member volunteers as Chair of the Facilitator group. Members and Facilitators are not compensated for their services to FAAC.

FAAC is Cochaired by two of its founders, one of whom is currently funded by the College at 25% level of effort (LOE) as the Assistant Dean for Faculty Advancement. In addition, FAAC initiatives are supported by a 50% LOE Research Assistant and a modest budget for travel and program expenses. FAAC established a website, *www.uic.edu/depts/mcam/chicago/faac*, to highlight FAAC initiatives and activities and to provide access to information on gender equity, diversity, and faculty development efforts at other academic medical centers. A Blackboard site—FAAC 101—has also been set up where papers of interest are posted.

Initiatives and Results

FAAC’s ongoing initiatives include Leadership Seminars, UICM Self-Study, Department Transformation, Policy Review, and Advocacy.

Leadership seminars

One of the first tasks undertaken by FAAC was to grow an informed constituency for change by hosting Leadership Seminars. FAAC focused initially on exposing administrative leaders and department heads to key concepts: the dividends of a diverse faculty, the benefits for productivity of life-friendly policies and supports, policy options for increasing the flexibility of tenure-track positions; strategies for recruiting and retaining women and minority faculty, and research findings on evaluation bias. To increase the attendance of department heads, the Dean invites participants and, when possible, introduces the nationally known seminar speakers.

Since the first Leadership Seminar in October 2003, FAAC has sponsored 16 presentations and workshops. Several Leadership Seminars have been cohosted by other campus units, stretching FAAC’s scarce resources, strengthening collaborations, and supporting interdisciplinary dialogue. One of the most successful was the Town Hall Meeting, How to

TABLE 1. THE UNIVERSITY OF ILLINOIS COLLEGE OF MEDICINE SELF-STUDY DATA-GATHERING DESIGN

<i>Phase I Women Faculty Chicago Campus</i>	<i>Phase II Underrepresented Minority Faculty (URM) Chicago Campus</i>	<i>Phase III Women Faculty Regional Campuses</i>	<i>Phase IV Salary Equity Study Chicago Campus</i>
Data points	Data points	Data points	Data points
Number of women faculty by department	Number of URM faculty by department	Data points for Phase I collected for faculty at regional campuses: Peoria; Rockford; Urbana	Determine remuneration equity, including salary, start-up packages, laboratory space protected research time, clinical, teaching, and administrative responsibilities, via multiple regression analysis that includes data on discipline, rank, time at rank, tenure status, and productivity metrics
Number of women faculty in tenured/tenure track (T/TT) positions by rank and department	Number of URM faculty in T/TT positions by rank and department		
Tenure promotion outcomes by gender	Tenure promotion outcomes for URM		
Number of women in non-TT positions	Number of URM faculty in non-TT positions		
Number of women faculty among promotions to senior ranks	Number of URM faculty among promotions to senior ranks		
Number of women among new hires to tenured and senior rank positions	Number of URM faculty among new hires to tenured and senior rank positions		
Number of women in top administrative positions	Number of URM in top administrative positions		
Compare departments by gender and rank to national average			
Status	Status	Status	Status
First report released 2005; second report released 2006; third report released September 2007	First report released 2006; second report released September, 2007	Research currently underway; to be completed in 2008	Research to begin spring 2008

Conduct Effective Faculty Searches, featuring actors from the UICM Clinical Performance Center. This interactive seminar was attended by over 80 faculty and covered three typical scenarios: holding the first meeting of a faculty search committee, determining the interview short list, and selecting the top candidate. After each scenario, the audience was asked to identify examples of evaluation bias and irregular, potentially discriminatory, actions; a lively discussion ensued. A recent luncheon for Women in Medicine attracted over 60 participants—attendings, residents, students, basic scientists, hospital staff, faculty from other health colleges—and provided a forum for networking and feedback on how to make FAAC efforts more effective. Evaluations of FAAC-sponsored events have been positive. Outcomes include attracting new members and volunteers for FAAC, including residents, and identifying additional campus collaborators and issues of interest to faculty.

UICM self-study

Concurrent with this educational outreach to stakeholders, FAAC began to build the evidence base for transformation by initiating a College of Medicine Self-Study. The purpose of the ongoing study is to review the recruitment, retention, promotion, leadership status, and remuneration of faculty over time, disaggregated by rank, discipline, gender, and ethnicity. The Self-Study was conceptualized to roll out in four phases with yearly updates: Phase I would focus on women faculty at the UIC campus, Phase II would focus on URM faculty at UIC, Phase III would examine the status of women faculty at the regional campuses (Peoria, Rockford, and Urbana), and Phase IV would evaluate salary equity. Table 1 outlines the data points of interest and current status of the UICM Self-Study.

Faculty demographic data are obtained from the UICM's Oracle database that has been archived since 1997. Oracle portrays faculty appointments as of December 31 of each academic year. The Self-Study included UICM faculty meeting the following criteria: Chicago campus academic appointment; rank of Instructor, Assistant Professor, Associate Professor, or Professor; appointment other than Adjunct, Emeritus, or Visiting; and appointment of 50% or more in the UICM. In conjunction with the UICM Office of Faculty Affairs, FAAC's research assistant (RA) is responsible for cleaning the data and ensuring its accuracy by vetting it with the departments prior to inclusion in the yearly reports.

The data analyzed for 1997–2004 confirmed what had been suspected: nominal increases in the percentage of women faculty in tenured, tenure-track, and leadership positions at UIC over that 8-year period.¹⁹ Findings of note are presented in Table 2.

FAAC has now produced three UICM Self-Study reports, with results presented to the Dean and department heads, distributed to faculty throughout the College, and posted on the FAAC website. Facilitators have given presentations on the findings at faculty meetings. Annual analyses have demonstrated consistent, though modest, increases in the total number of women faculty, those tenured and on tenure track, and those in leadership positions at UICM. The most recent (third) round of Phase I/II data, released in the September 2007 report, *Women and Minorities in Medicine at UIC, 1997–2006*, is shown in Figure 1.²⁰

Department Transformation

Findings from Phase I of the Self-Study were first presented to the 24 department heads by the Dean at a series of meetings in the fall of 2005. An ambitious plan for increasing diversity in the UICM was announced, with responsibilities outlined for the Dean, FAAC, and the department heads. The Dean committed ongoing support for FAAC activities and in January 2006 created a new Assistant Dean for Faculty Advancement position to spearhead transformation efforts. FAAC pledged to continue its initiatives and complete Phases III and IV of data collection while providing yearly updates for Phases I and II.

The department heads were charged by the Dean with participating in a College-wide Department Transformation process. Heads were asked to meet with the FAAC Cochairs to review department-specific Self-Study data, appoint a faculty member as FAAC Facilitator to coordinate departmental diversity efforts, and enable faculty participation in this Collegewide initiative. Heads were also requested to develop, with assistance from their Facilitator and with faculty input, an Action Plan (AP) for promoting gender equity within their departments. A simple AP template was developed by FAAC, asking departments to provide data on the current status of women and URM faculty in the department, share challenges faced by the department to increasing diversity, list four to five action items that could be achieved within the next year, and identify resources/support needed from the College and campus. APs would be submitted to the Dean along with annual progress reports.

TABLE 2. REPRESENTATION OF WOMEN IN THE UNIVERSITY OF ILLINOIS COLLEGE OF MEDICINE FACULTY, CHICAGO CAMPUS, 1997–2004

From 1997 to 2004

1. The percent of faculty who are women had increased from 26.9 to 29.6
2. The percent of tenured faculty who are women had increased from 18.1 to 19.1
3. The percent of tenured and tenure track faculty who are women had increased from 21.6 to 22.4
4. There was no change in the number of departments headed by women (1 of 24, 4%)
5. Among faculty in 2004, only 26.9% of women faculty was tenured compared with 47.8% of men faculty.
6. Data for the 24 UICM Departments revealed that 10 were above the national average for percentage of women faculty; 9 were below^{1,15}

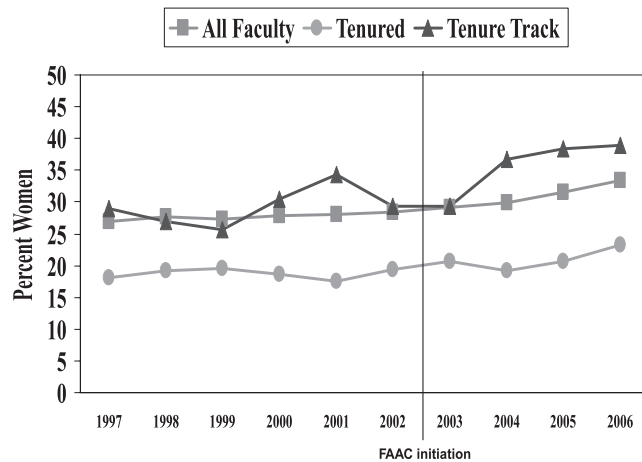


FIG. 1. Representation of women in the University of Illinois College of Medicine faculty, Chicago Campus, 1997–2006.

By the spring of 2006, 27 FAAC Department Facilitators were appointed by their department heads (three departments appointed two Facilitators). Thirty-seven percent are men; sixty-three percent women. Facilitators' faculty positions range from Assistant to Full Professor. Each Facilitator was given a notebook containing information about FAAC, the Self-Study report, other background documents, and contact information for FAAC members and fellow Facilitators. These notebooks serve as ongoing repositories for important FAAC papers including the bimonthly FAAC Department Facilitator News, Leadership Seminar announcements and fliers, meeting agendas and minutes, information about other FAAC initiatives, and papers of interest.

At a series of workshops organized by FAAC leaders, Facilitators were apprised of their roles and responsibilities in Department Transformation. These include serving as the liaison between FAAC and the department; working with their head and colleagues to create, execute, and annually update an AP; attending monthly Facilitator meetings; publicizing FAAC initiatives and events to department colleagues at faculty meetings; and assisting with ongoing data collection. The orientation sessions also covered department-specific results of the Self-Study and analyses, based on social science research findings, of why the advancement of women and minorities in academic medicine has proceeded so slowly. In addition, Facilitators were given copies of the Beyond Parity Workbook for Action, a deliverable from the Beyond Parity conference, which outlines an organizing paradigm and features model policies and programs at other U.S. academic medical centers.²¹

Facilitators also participated in two brainstorming sessions on potential department-level and College-wide activities to foster gender equity and diversity. In follow-up, the FAAC Cochairs made visits to all 24 departments, meeting with the department head, Facilitator, and in many cases, other key department personnel. The purpose of these meetings was to review the department-specific Self-Study data, provide guidance on how to develop the department AP, and convey reporting expectations.

Twenty-three of the twenty-four departments submitted APs by the fall of 2006. The quality of the submissions varied widely, ranging from a six-page color document complete with tables, graphs, goals, objectives, actions, and measurable benchmarks to a two-paragraph rehash of the department's Self-Study data. Most, however, were thoughtfully prepared. APs frequently requested greater College and campus support for work/life balance issues, including the need to expand campus child care options, provide more assistance for spousal hires, and afford greater flexibility in career tracks. During the department meetings, many heads asked for help to improve the faculty search and hiring process and for better orientation to their jobs. Two newer heads confided that they were not entirely sure how to take faculty through the promotion and tenure process.

A synopsis of the APs and department visits was prepared and presented to the Dean and placed, along with copies of the APs, in the Dean's own FAAC notebook. Both the Dean and FAAC responded with targeted efforts. The Dean announced the establishment of training sessions for all heads who are new to their position within the last 5 years. This will have major impact, given that 50% of the 24 departments have had a change in leadership since FAAC's inception in January 2003.

The FAAC Cochair and Assistant Dean for Faculty Advancement was given a standing agenda line at the monthly department heads' meeting to report on FAAC events and accomplishments. This monthly exposure helps to emphasize the importance that UICM leadership places on the work FAAC is undertaking. The FAAC Cochair spoke about faculty search committee training opportunities available through the Supporting UIC's Commitment to a Community of Excellence, Equity, and Diversity (SUCCEED) Committee. The Vice Dean recommended that the heads use this resource, and subsequently three SUCCEED presentations have been given at UICM. Several FAAC members have recently committed to being trained and conducting SUCCEED presentations within the College in the future.

FAAC members continued to lend their leadership to campus committees working on work/life balance issues, including the Provost's Climate Taskforce, the Provost's Working Group on Infant Care, and the formation of the Greater Chicago Higher Educational Recruitment Consortium (GCHERC), a tool to support spousal/partner hiring.²² The Assistant Dean for Faculty Advancement is also active on the committee designing a UIC exit survey and one planning for a salary equity study.

One year later, FAAC Facilitators assessed the progress their departments had made in implementing their APs by filling out a question guide provided by FAAC (Table 3). Facilitators reported a variety of initiatives that resulted from their department APs:

- Established and presented the 1st Annual (department) Diversity Conference.
- Limited the terms on the department advisory committee to 2 years to increase leadership opportunities.
- Hosted department-level promotion and tenure workshops for new faculty.
- Gave presentations on the Self-Study data at faculty meetings.

TABLE 3. QUESTION GUIDE FOR UPDATING DEPARTMENT ACTION PLANS

1. List two actions/activities that have taken place as a result of your department's Action Plan.
2. In addition to the data from the UICOM Self-Study report, are there other types of data that would be helpful?
3. Do you feel you have adequate resources with which to achieve the goals and objectives in your department's Action Plan? If not, what resources would be helpful?
4. How have you discussed the Action Plan with your department head and colleagues?
5. Based on your Action Plan, what objectives have been most difficult to accomplish? Why?
6. What issues impacting faculty advancement and diversity are most pressing for your department?
7. Have you felt that your department leadership is receptive to and supportive of the Action Plan?
8. What benchmarks or indicators are you using to measure the progress your department has made?

- Made diversity an expressed goal for successful department faculty searches and hosted a SUCCEED faculty search workshop.
- Instituted the use of electronic career development portfolios.
- Generated a historical report on the status of women/URM faculty by Section.
- Created a webpage on the department site with information on UIC resources for promotion and tenure, benefits, support policies, and programs for new faculty hires.
- Organized an annual Grand Rounds on gender/URM equity issues.
- Successfully recruited women faculty and residents into a nontraditional specialty.
- Collaborated more closely with other departments on spousal hires and faculty development issues.
- Increased support for junior scholars, resulting in two faculty (one woman) receiving NIH funding.

Clearly, the department-level efforts are fostering an environment within which progressive actions are taking place. AP updates were shared with the Dean and Vice Dean.

Policy Review and Recommendation

Understanding that system change must also occur at the university level, FAAC has joined forces with other campus units, programs, and projects focused on increasing the gender and ethnic diversity of the faculty, in particular the UIC National Science Foundation ADVANCE Institutional Transformation project, Women in Science and Engineering System Transformation (WISEST). Through these collaborations, key campuswide policy changes have been achieved: progress on improving gender equity and diversity is now an annual reporting requirement and an evaluation criterion for deans; promotion and tenure dossiers now include a section asking what the submitter has done to increase gender equity and diversity at UIC, and tenure hold is now automatic for both women and men (and partners) after childbirth and adoption. In addition, FAAC has formally endorsed several ongoing efforts, including a policy to prorata the tenure clock for part-time faculty and support for ex-

panding existing on-campus child care to include infants and toddlers. FAAC has representation on the Provost's Climate Task Force that is currently examining instituting an Active Service/Modified Duty policy after childbirth and adoption.

Advocacy

Another of FAAC's initiatives focuses on advancing women into leadership positions at the UICM and serving as an informal conduit for faculty concerns. FAAC works with the Dean's Office to identify women for senior administrative posts and leadership training, such as the AAMC Early Career and Mid-career Women Faculty Seminars and the Executive Leadership in Academic Medicine (ELAM) program.

FAAC's College-level advocacy efforts have contributed to the recent appointments of women into the following leadership positions: Vice Dean; Peoria Regional Dean; Senior Associate Dean for Graduate Research and Education; Senior Associate Dean of Students; Associate Dean for Educational Planning; Assistant Dean for Faculty Advancement; Head of Pediatrics; Head of Obstetrics and Gynecology; Chief, Division of Translational Research; and, Head, Division of Pediatric Oncology.

FAAC Cochairs also serve as lightning rods for faculty concerns, concerns that can then be channeled into finding solutions. Over the last year, FAAC facilitated the resolution of a salary equity issue and a track-switch from a nontenure to tenure-track position. This type of top-down and bottom-up engagement has been one of FAAC's hallmarks and has contributed to the creation of a College environment receptive to change.

At the national level, collaborations and partnerships have been formed with, among others, the DHHS/OWH, sister CoEs, the American Medical Women's Association (AMWA), the Association of Academic Women's Health Programs, and the American Medical Association Women Physician's Congress. FAAC members have presented Beyond Parity workshops and shared their experience with institutional transformation at a variety of national meetings and at other academic medical centers. Over 500 Beyond Parity Workbooks for Action have been distributed nationally, including to all U.S. academic medical centers.

TABLE 4. UNIVERSITY OF ILLINOIS AT CHICAGO FACULTY ACADEMIC ADVANCEMENT
COMMITTEE STRATEGIC OBJECTIVES AND ACTIONS, 2007–2010

<i>Strategic objectives and actions 2007–2010</i>	<i>Responsible unit/office</i>	<i>Status as of January 2008</i>
1. Improve the climate for women and underrepresented minority (URM) faculty. <i>Clarify expectations of department heads for increasing the diversity of the College</i>	Office of the Dean (DCM)	Achieved
Require an accounting of department-level efforts to increase gender equity and faculty diversity in annual reports	DCM	Achieved
Include success in increasing gender equity and diversity as a performance criterion in heads' evaluations	DCM	Recommended
Appoint FAAC Facilitators as <i>ex-officio</i> members of Department Advisory Committees	DCM	Ongoing
Encourage UICM heads to attend Heads Workshops hosted by the UIC Office for Faculty Affairs	FAAC	Ongoing
Host networking events for women and URM faculty	Heads, FAAC, Facilitators	Recommended, ongoing in some depts.
2. Attract the faculty of the future. <i>Actively encourage women and URM students to consider careers in academic medicine</i>		
Organize department-level activities with students, postdocs, and residents		
3. Recruit a diverse faculty. <i>Enable more successful searches by utilizing and strengthening campus support policies and resources</i>		
Dean or Vice Dean charge search committees with undertaking a proactive and broad-ranging search for a diverse pool of stellar candidates	DCM	Underway
Mandate SUCCEED (Supporting UIC's Commitment to a Community of Excellence, Equity, and Diversity) training for all members of search committees	DCM	Recommended; "suggested" at present
Make all heads aware of existing university life-friendly programs and policies to facilitate partner accommodation and provide financial support for hiring URM faculty	DCM, FAAC	Heads training now offered by DCM
Update College and UIC recruitment materials	DCM, Office of Faculty Affairs (OFA)	Recommended
Arrange meetings for candidates with women/URM faculty not connected to the search	FAAC	Ongoing
4. Hire top quality faculty. <i>Facilitate a mutually satisfactory negotiation process by increasing transparency</i>		
Develop a checklist to be used across the UICM that contains the main items up for negotiation	FAAC, DCM, Dept. Business Mgrs.	Underway
Create a brochure outlining tenure track and nontenure track options with explicit directives on expectations and track-switching	DCM	Recommended
5. Orient new faculty and leaders. <i>Improve materials and methods for orienting new faculty</i>		
Offer a series of new faculty workshops	OFA	Workshops initiated
Update UIC On-line Faculty Handbook	OFA	Update Completed
Develop an on-line orientation module and mandate completion by new faculty and Department Heads	FAAC, DCM	Recommended
Establish a new faculty mentoring program at the College to supplement the campus-wide program	FAAC, DCM	Recommended
6. Enable success. <i>Ensure junior faculty has the support and tools to progress in their careers and achieve tenure and/or promotion</i>		
Encourage use of Faculty Development Portfolios by providing a template and instructing new faculty and heads on its use	FAAC, OFA	Underway
Mandate that policy requiring annual reviews of faculty by Department Heads/Division Chiefs be implemented	DCM	Recommended
Conduct yearly P and T workshops	FAAC	Ongoing
Establish mock grant review sessions	FAAC	Recommended
7. Retain quality faculty. <i>Provide supports and flexibility to enhance career satisfaction, increase productivity, and engender loyalty to the College</i>		
Dean and FAAC publicly support policies that increase flexibility in tenure track careers, such as part-time tenure with a prorated tenure clock	DCM, FAAC	Supported
Establish university-wide tenure rollback as default after childbirth and adoption	OFA, DCM, FAAC	Achieved

(continued)

TABLE 4. UNIVERSITY OF ILLINOIS AT CHICAGO FACULTY ACADEMIC ADVANCEMENT COMMITTEE STRATEGIC OBJECTIVES AND ACTIONS, 2007–2010 (CONTINUED)

<i>Strategic objectives and actions 2007–2010</i>	<i>Responsible unit/office</i>	<i>Status as of January 2008</i>
Undertake a salary equity study and remedy any disparities identified	FAAC, OFA	Planning underway
Conduct on-line department-level climate surveys with follow-on heads' workshop	OFA, FAAC, DCM,	Recommended
Establish a formal exit interview mechanism	OFA, DCM	Underway
Support expansion of campus child care to include infant and toddler care	OFA, DCM, FAAC	Study concluded; report pending
Increase salary support during FML	OFA, DCM	Recommended
8. Expand the policy envelope. <i>Provide leadership and create an enabling environment for discussions on ways to transform institutional norms and processes to better serve all UICM faculty</i>		
Expand current campus financial support for hiring under-represented faculty to include nontenure track hires	OFA	Recommended
Allow nontenure track senior faculty to serve on high-level college and campus committees	DCM	Recommended
Allow nontenure track faculty access to campus-level funding opportunities	VC for Research	Recommended
Remove nontenure track identifiers from titles	OFA	Recommended
Facilitate a discussion on the thorny issues facing academic medicine:		
Does tenure track work for clinicians? Would long-term contracts work better?	UICM	Ongoing
Do campus P&T criteria sufficiently value clinical work?		
Does the need to generate greater and greater amounts of revenue allow time for scholarship?		
9. Walk the walk. <i>Ensure the transformation process continues</i>		
Continue to provide leadership and adequate resources to accomplish equity and diversity goals		

FAAC Strategic Objectives

In spring of 2007, FAAC crafted nine strategic objectives that must be achieved to meet its goals. These objectives and supportive actions are based on findings from the UICM Self-Study, the 24 department visits, the 23 department APs and updates, and faculty input. Listed in Table 4, they will guide FAAC efforts over the next 3 years. Several actions have been achieved, others are ongoing or underway, and some are only at the recommendation stage. These objectives and discrete actions will serve as an evaluation tool that allows FAAC to follow the achievement of goal-supporting benchmarks over time.

Discussion

Two issues became clear to FAAC members and other stakeholders when the UICM Self-Study data were first presented: from 1997 to 2004, women faculty had made minimal progress toward occupying positions of influence and power at UICM and women faculty at UICM were neither better off nor worse off than those at other academic medical centers across the country. Rather than respond with a sigh of relief, UICM acknowledged that average is unacceptable and committed to a long-term effort to create the conditions for change at our institution.

A fundamental task for FAAC has been to expose the current processes and norms of academic medicine as anachro-

nistic and at variance with the needs and desires of the majority of faculty, whether women or men. FAAC has been careful to invite all strata of faculty, from assistant professors to deans, both men and women, to become involved in its initiatives. We believe this focus on system change, which can benefit all, has allowed FAAC to build a broad base of support and goodwill; there is a sense that UICM is in the forefront of needed change.

The use of FAAC Facilitators to carry FAAC's message to the departments and carry out initiatives at that level has been critical, and we believe that UICM is the only academic medical center to use this approach to transformation. Facilitators successfully shepherded the development of department APs in 23 of the 24 departments. Facilitators have been first responders to assist with FAAC interventions. Not all 27 Facilitators are active, but a core group is engaged and effective, as the list of actions carried out over the last year confirms. FAAC leaders would like to have the resources to pay the Facilitators an administrative stipend. This would reinforce the message that the work they do is valued and might also forestall burnout. Unfortunately, such resources are not available.

Achieving buy-in from the highest levels of College administration has been facilitated by the fact that the present Dean and Vice Dean were original members of FAAC. Top campus administrators are also members, such as the Vice Provost for Faculty Affairs. Although the involvement of

these leaders has certainly aided in legitimizing FAACs efforts, we believe it is not the main reason that FAAC is taken seriously in the College and across campus. FAAC engages College stakeholders at many levels in multipronged, mutually reinforcing initiatives while partnering with other campus groups to realize desired policy and program changes. This mobilization of faculty, articulation with other campus gender equity and diversity efforts, and support from top university administration represent a key present strength and ongoing promise of FAAC.

FAAC leadership also understands the importance of amassing an unassailable evidence base for action and has placed a great deal of emphasis on meticulous data gathering, cleaning, vetting, and routine updating of faculty statistics. Even though the Dean presented the results of the first Self-Study to the heads at a series of meetings, some were initially skeptical of the need for change and wary of the data. However, attacking the data sources and analysis did not prove a successful avoidance tactic, and many heads have now become full partners in the transformation process. This collegial spirit has also been aided by the individual visits the FAAC Cochairs made to the departments and the prominent support afforded FAAC by the Dean.

One major challenge for FAAC is documenting the impact of its multilevel, synergistic initiatives. Evaluation efforts have been limited to noting outputs and outcomes and, by using the Phase I and Phase II Self-Study data as baselines, measuring progress toward greater diversity among UICM faculty and leadership with each yearly update. Undertaking impact evaluations that could attribute observed institutional changes to FAAC's efforts would be impractical if not impossible, given FAAC's level of funding and operational structure.

Evaluating the impact of advocacy efforts is notoriously difficult, even for nonresource-constrained programs and organizations.²³ Beyond achieving successful policy changes, which FAAC can claim, advocacy has given rise to new devotees, new talent, new coalitions. The efforts of these actors may not be seen for years. Capturing and enumerating this energy and commitment for the purposes of evaluation are unlikely to occur. FAAC will, however, continue to gather evaluation data that are within its manageable interest and will adapt its initiatives based on this feedback.

Conclusions

The increase in women faculty who are tenured or on tenure track as well as in leadership positions at UICM is an encouraging trend. To reach FAAC's long-term goal of creating an institution whose faculty, department leaders, and deans reflect the gender and ethnic profile of the College's student body, however, 50% of our tenured and tenure-track faculty would be women, and 25% would be URM. The gender representation at the head of our departments, currently at 8% women, would have to shift dramatically. FAAC believes that these changes will not be achieved through personal solutions or piecemeal efforts but through institutional change supported by a broad base of constituents.

Women in academic medicine are approaching parity in number but not in positions of power and influence. Their voices are still largely absent from upper-level institutional and national dialogues surrounding how medical science is

discovered, how medical practice is taught, and how medical services are provided. FAAC is committed to working with campus leaders, UICM administration, department heads, Facilitators, and faculty to ensure that the voices of women faculty are not only heard at UICM but also heeded.

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