



# Examining Annual Academic Expectations in a Pediatrics Department

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## Background

- Gender representation in medicine has changed significantly over the past several decades
- The number of women in senior academic ranks and leadership positions has not increased at the expected rate
- Scholarly activities and research output are typically weighted heavily during the promotion process, and differential allocation of effort may explain some of the observed gender disparity
- At State University of New York (SUNY), Annual Academic Expectations (AAEs) are documents created annually to quantify effort allocated toward key categories of activity, including service, teaching, and research
- Analyzing aggregate AAE data may highlight effort categories associated with promotion

### Primary Aim:

To examine effort allocations in key categories of the AAEs among faculty in the Department of Pediatrics at SUNY Upstate by gender and academic rank.

### Secondary Aims:

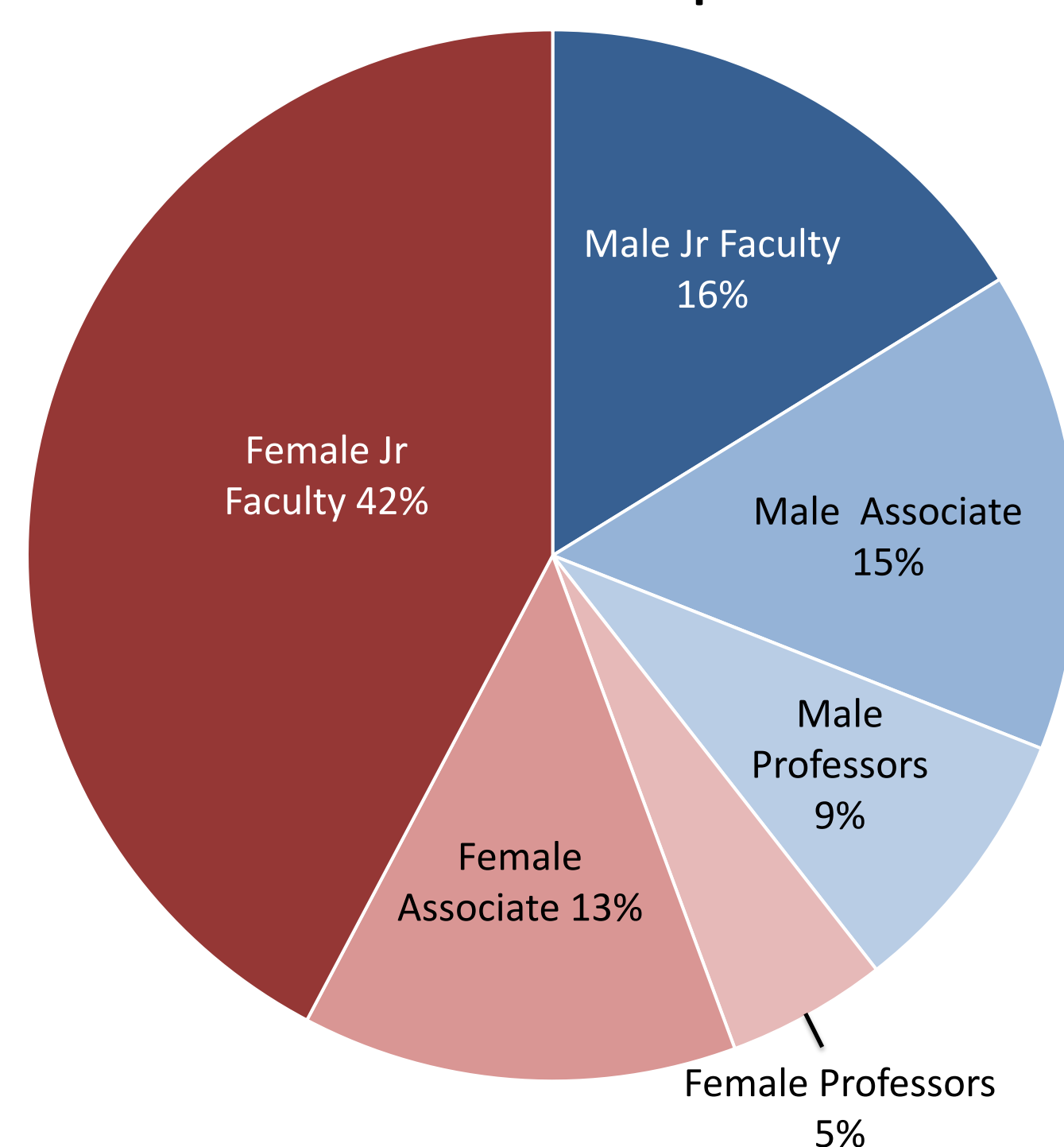
Characterization of academic rank and leadership positions in the Department of Pediatrics by gender.

## Methods

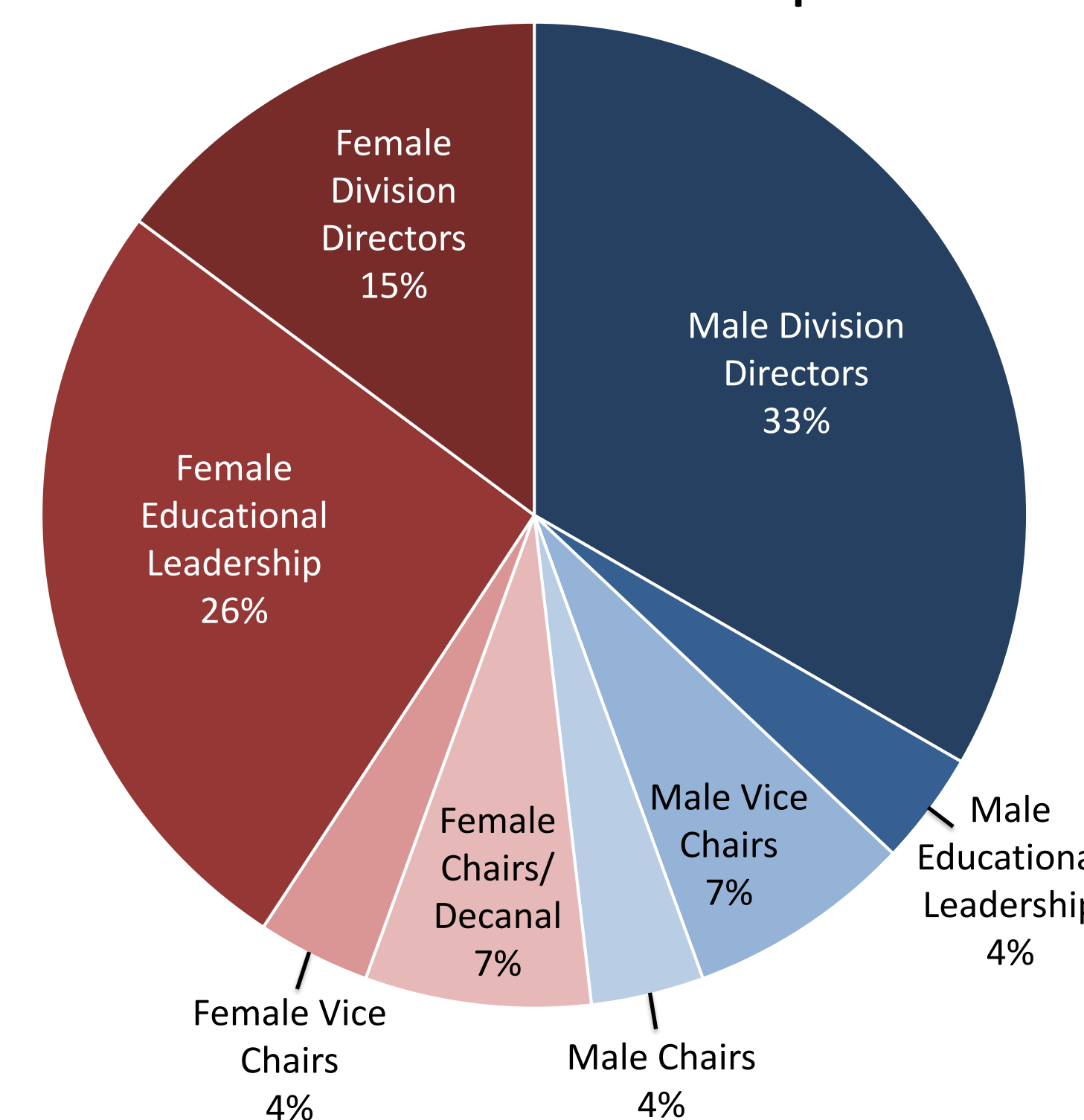
Subjects were paid faculty employed by the Department of Pediatrics at SUNY Upstate during 2020 (n of 70) and 2021 (n of 71). AAEs submitted by faculty via online self-serve portal over two calendar years were aggregated for analysis, with 66 AAEs submitted in 2020 and 61 AAEs in 2021. Junior faculty were defined as instructors or assistant professors. Gender, rank, and leadership position were collected from AAEs and human resources data. Continuous variables were analyzed using independent T-tests when normally distributed and the Mann-Whitney U test when not. ANOVA was used when comparing > 2 groups. An alpha value of .05 was used for all statistical analysis.

## Results

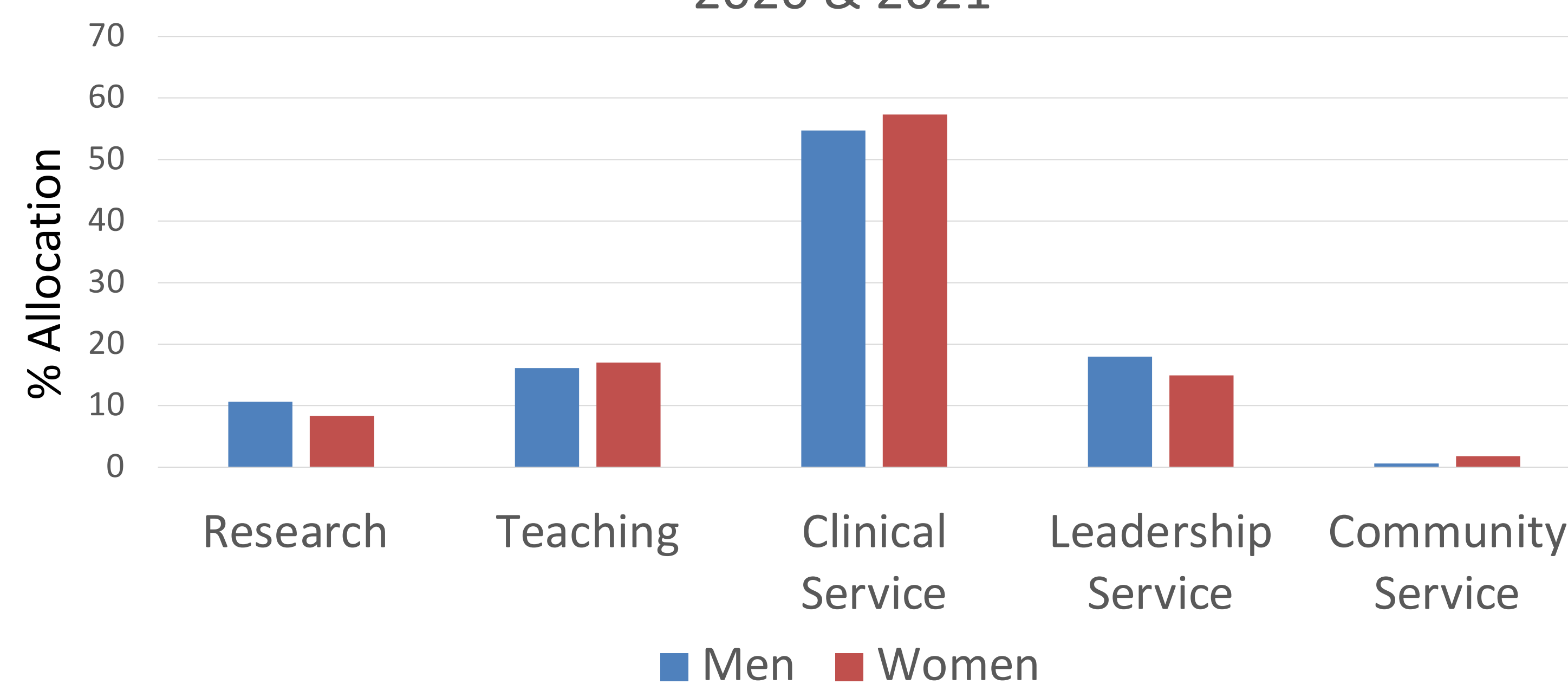
### Rank by Gender within the Pediatrics Department



### Leadership Positions by Gender within the Pediatrics Department

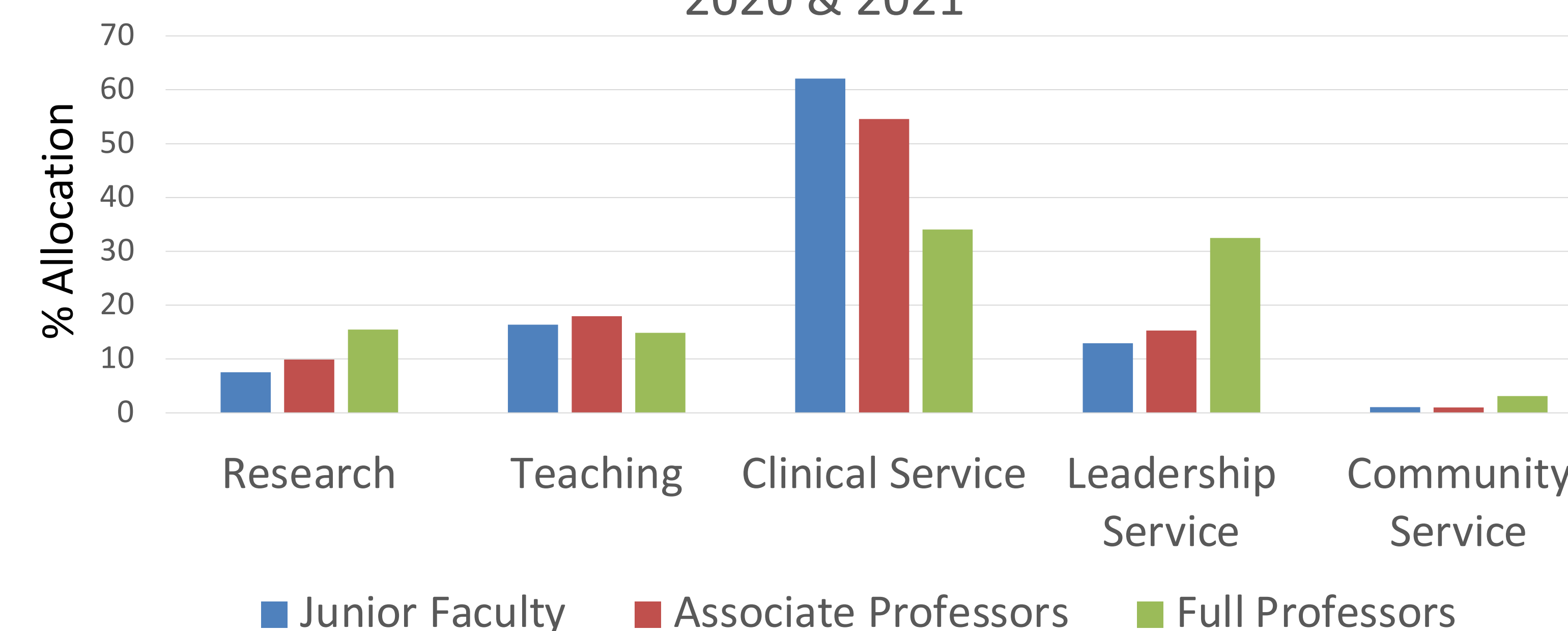


### Gender and Annual Academic Expectations, 2020 & 2021



Expectation	% allocation, Men (# AAEs =51)	% allocation, Women (# AAEs = 76)	p-value
Research	10.65	8.34	.162
Teaching	16.12	17.03	.549
Clinical Service	54.71	57.30	.490
Leadership Service	17.94	14.91	.257
Community Service	0.61	1.76	.008

### Rank and Annual Academic Expectations, 2020 & 2021



Expectation	% allocation, Junior faculty (# AAEs = 72)	% allocation, Associate Professors (# AAEs =39)	% allocation, Professors (# AAEs = 16)	p-value Junior vs Associate	p-value Junior vs Professor	p-value Professor vs Associate
Research	7.56	9.90	15.44	.327	.002	.064
Teaching	16.35	17.97	14.88	.590	.799	.425
Clinical Service	62.10	54.59	34.06	.112	<.001	<.001
Leadership Service	12.94	15.28	32.50	.655	<.001	<.001
Community Service	1.06	1.00	3.13	.994	.016	.023

## Conclusions and Future Directions

AAE analysis by gender showed significant differences in the amount of effort allocated to community service. No other areas of effort reached statistical significance. Analysis by rank showed several differences, with professors devoting more effort to research, leadership, and community service. AAE analysis provides a novel source of data that highlights which efforts are associated with rank. Consistent with national data, female faculty were underrepresented in senior faculty positions. However, women were well represented among leadership roles, particularly educational leadership.

### Limitations

- Human Resources data does not yet offer non-binary gender options

### Future Directions

- Collaborating with other medical centers and following trends over more than two years
- Expectation allocation data analysis was limited to quantitative data and would benefit from more nuanced, qualitative analysis of goals and accomplishments

**Acknowledgements:** Thank you to Nicole Morgante and Kristen Vella for their assistance in the development of the online AAE forms and reporting