

There has been no change in the Specific Aims proposed in the original grant application. We report progress on all three Specific Aims since funding began October 1, 2009.

Specific Aim #1. Clarify the relationships among department climate, academic productivity, job satisfaction, intent to leave, and attrition for male and female faculty members.

Studies, Results, and Plans: As reported last year, we had the good fortune to secure institutional resources that allowed us to obtain new baseline data, closer to our intervention, by implementing a faculty survey in 2010. This past year, we completed cleaning and preliminary analyses of these data. We then merged the new data with data from two previous waves of faculty surveys to develop the structural models outlined in the proposal. New baseline measures that can be used to evaluate the effectiveness of the Bias Literacy Workshops will be incorporated into another faculty survey to be administered in 2013. Collection of all faculty attrition and productivity data will be completed in the summer of 2011, and model building will commence during the summer/fall of 2011.

Specific Aim #2. Test the impact of a Bias Literacy Workshop on faculty: (a) motivation to respond without prejudice, (b) equity self-efficacy, and (c) positive equity outcome expectations and department climate.

Studies, Results, and Plans: We evaluated interim data following the completion of workshops in 13 departments in the UW School of Medicine and Public Health. Of the 421 faculty invited, 133 attended. The attendance rate averaged 32% (range 10%-95%). Eighty percent rated the workshop "very useful"; the others rated it "somewhat useful". At the end of each workshop, we ask attendees to write a statement committing to promote gender equity in their professional and personal lives. Eighty-seven percent of attendees incorporated elements of the workshop into their written commitments. For example, one wrote "by not assuming I am unbiased; by being open to the idea that unconscious bias may change my interactions with others" and another wrote "by not ascribing preconceived gender roles or expectations for [students'] future life plans based on gender". A manuscript describing the theoretical underpinnings of the workshop, changes in the workshop in response to feedback during pilots, and the evaluation data from the first 13 departments is under review. Plans for the coming year are to complete workshops in the remainder of the 45 departments, and then move into analyzing the individual and departmental data. We have added qualitative interviews at 4-6 months following the workshop for selected attendees in order to assess whether specific information from the workshop is being incorporated into departmental discussions or actions.

Specific Aim #3. Examine receptivity and resistance to an equity intervention (Bias Literacy Workshop) through conversation analysis of verbal and non-verbal cues.

Two workshop rehearsals (conducted in summer, 2010) were videotaped and transcribed to provide a record of interactional effects of revisions based on the pilot workshops conducted, videotaped, and analyzed during year 1. Rehearsals involved volunteer participants who would not be involved in the experimental study. The videotaped record provides further material for production of ('cartoonized') video clips to train future workshop facilitators. We continued to evaluate technical processes and products for arriving at authentic, but anonymized video clips of workshops. Two video editing professionals collaborated with the conversation analytic team to produce samples of cartoonized videos. These videos are models of products which could be included in the training materials that this project will produce for dissemination of the Bias Literacy Workshop format. These materials will comprise part of a guide for future trainers on how to engage workshop participants and how to respond to common questions and sources of resistance. The conversation analytic team has also completed two research projects on the strategies employed by group participants to gain the floor and to gain responsive

feedback from others who may be withholding or resisting participation. Reports of this research are in press at two refereed journals in the field of discourse and conversation analysis.

HUMAN SUBJECTS

All IRB approvals were renewed for another year.

Manuscripts that have been written and are under review that credit this grant are:

1. Promoting Institutional Change Through Bias Literacy
Molly Carnes, MD, MS; Patricia Devine, PhD; Cecilia Ford, PhD; Linda Baier Manwell, MS; Angela Byars-Winston, PhD; David Burke, BS; Eve Fine, PhD; Carol Isaac, PhD, PT; Jennifer Sheridan, PhD
2. A Qualitative Study of Work-Life Choices in Academic Internal Medicine
Carol Isaac PhD, PT; Molly Carnes, MD, MS; Rebecca McSorley, BS, MSc; Alexandra Schultz, BA; Angela Byars-Winston, Ph
3. Does Stereotype Threat Affect Women in Academic Medicine?
Diana Jill Burgess, PhD, Anne Joseph MD, MPH; Michelle van Ryn, PhD, MPH; Molly Carnes, MD, MS