Women in Academic Medicine
Striving for the goal of gender parity

According to the most recent data from AAMC, there are approximately 130,000 US medical school faculty, 35% of whom are women. Despite near gender parity among medical students today, there continue to be striking gender disparities among faculty and medical school leaders: 17% of assistant professors are women; 6% of associate professors; 4% of professors; 14% of department chairs; and 12% of deans (Joliff L, Leadley J, Coakley E, Sloane RA. Women in US Academic Medicine and Sciences: Statistics and Benchmarking Report 2011-2012. AAMC 2012. www.aamc.org (accessed February 15, 2013). Many researchers have attributed the gender disparities among faculty to personal characteristics.

In her book, Changing the Culture of Academic Medicine (Hanover NY: Dartmouth College Press, 2010), Linda Pololi provides a history of women in medicine and then, both through her own research and a review of others', debunks four myths about why women have not advanced: 1. children are a distraction; 2. women leave academe before they can rise; 3. women do not aspire to be leaders; and 4. women lack appropriate skills. Instead, she argues that the culture of academic medicine continues to be dominated by male-oriented values and as practices change (e.g., through a shift toward teamwork in surgery) values also change and the field moves toward greater gender parity.

Watch for an announcement about a HMS talk by Dr. Pololi in the future.

Submitted by Toni Peters, PhD

Updates and Announcements

AMEE Meetings in Prague

The annual Association of Medical Education in Europe (AMEE) meetings will be held in Prague from August 24-28, 2013. A preliminary program is available in the Academy (384 MEC). Registration is available through www.amee.org. Some elements of the conference are:

1. 2nd International Conference on Faculty Development in the Health Professions
2. Pre-conference workshops
3. Masterclass in Simulation-based Healthcare Instruction
4. 5 AMEE-ESME courses (e.g., Essential Skills for Teachers, Essential Skills in Assessment)
5. Plenaries and symposia, including:
   a. Alistair Smith: "Restoring learning to life - why healthcare professionals should fall in love with learning, and how they can do so..."
   b. David Eisenberg (HMS): "See one. Taste one. Make one. Teach one. An experimental approach to modifying behaviors"
6. Brief communications and posters

MS in Health Professions Education at MGH

The deadline for enrollment in the Master of Science in Health Professions Education Program at the MGH Institute of Health Professions for the fall semester is April 1, 2013. This 33-credit program offers an inter-professional cohort model of learning education using both on-line and
face-to-face coursework. Interested individuals can learn more at www.mghihp.edu/hped or contact Alan M. Leichtner at aleichtner@mghihp.edu.

Who's Who in the Harvard Medical School Academy

**Lauren Fisher, DO**

I am an Instructor of Anesthesia at Harvard Medical School and a Staff Anesthesiologist at Beth Israel Deaconess Medical Center. I serve as the Director of Undergraduate Medical Education for the Department of Anesthesia, Critical Care and Pain Management coordinating the medical student rotations through our department. Having completed a Fellowship in Regional Anesthesia at the Hospital for Special Surgery my area of clinical interest is Regional Anesthesia and ultrasound guided nerve blocks. As a graduate of the Rabkin Fellowship Program in Medical Education, my area of academic interest lies in undergraduate medical education and the development of a Resident as Teacher curriculum for our residents to become the next generation of medical educators. In my spare time I enjoy family time at home with my husband, Dr. Jonathan Fisher from the Department of Emergency Medicine and our son, Wyatt.

**Anita Gupta, MD**

I am a Newborn Nursery Hospitalist at Cambridge Health Alliance, which involves teaching newborn medicine to the MGH pediatric residents and medical students. I am a co-site director for the MGHfC residency program at Cambridge, and we are currently engaged in the curriculum redesign for the milestones project of the ACGME. Innovative ideas for community hospitals to participate in career development and advocacy are most welcome. I am particularly interested in quality improvement and value-based health care delivery, and I hope to develop teaching around these topics for both residents and medical students. In addition, I co-facilitate PDIII for the Cambridge Integrated Clerkship and greatly enjoy working with and learning from these students and this program!

**Simon Helfgott, MD**

I am an Associate Professor of Medicine at HMS and Director of Education and Fellowship Training in Rheumatology at BWH. At HMS I co-direct the Rheumatology section of the Year II Human Systems course. My education research interests include working with one of the MGH Rheumatology Fellows, Eli Miloslavsky MD in determining the attributes of effective medical consultations by subspecialty fellows. Another project involves my work as physician editor of The Rheumatologist (http://www.the-rheumatologist.org), an official publication of the American College of Rheumatology that serves as a print and on-line source for rheumatology teaching.
Subha Ramani, MB BS MPH

I am a Clinical Instructor of Medicine at Harvard Medical School and a General Internist at the Brigham and Women's Hospital (BWH). As a formally trained medical educator, my key educational interests include clinical teaching, bedside teaching, curriculum development, teaching and assessing clinical skills, faculty development for clinical teachers and educational research. I currently teach the Patient Doctor 1 and 2 courses, serve as a longitudinal preceptor for the Primary Care Clerkship and teach Internal Medicine residents in outpatient and inpatient settings. I am currently designing a physical diagnosis curriculum for the medicine residents at BWH.

David Roberts, MD

I am an Associate Professor of Medicine at HMS and the Associate Director of the Academy at HMS. At BIDMC, I am the Associate Director of the Carl J. Shapiro Institute for Education and Research, Director of Undergraduate Medical Education, and Director of the Academy of Medical Educators. I direct the BIDMC Principal Clinical Experience (PCE) for HMS 3rd year students and co-direct the annual CME course, “Principles of Medical Education: Maximizing your Teaching.” My clinical practice as a pulmonologist is focused on patients with dyspnea and pulmonary hypertension. I am very interested in our current "Millennial" generation of learners, in using technology to enhance teaching and learning, and in measuring and enhancing medical trainees’ curiosity and critical thinking skills.

Kathleen Wittels, MD

I am an Instructor in Medicine at Harvard Medical School and the Director of Student Programs for the Department of Emergency Medicine (EM) at Brigham and Women's Hospital. I am also Assistant Medical Director for EM in the Neil and Elise Wallace STRATUS Center for Medical Simulation. I am interested in developing innovative curriculum for medical students and residents using medical simulation as well as exploring opportunities for assessing competency through simulation. I am currently teaching in the EM residency program, BWH EM medical student elective and ICM course.

Grading our grading
Academy members contribute to national debate

Two recent articles, one by Academy members Drs. Alexander and Osman, and one by Academy member Dr. Sara Fazio, highlight significant complexity and challenge in evaluating medical students on clerkships. The Alexander and Osman article focused on the variability and imprecision of
grading systems for clerkships across the country. Dr. Fazio's article focused on the data regarding grade inflation on internal medicine clerkships nationally and was the focus of a recent New York Times "Well" blog article by Dr. Pauline Chen: *Why failing medical students don't get failing grades.*


**Grade Inflation in the Internal Medicine Clerkship: A National Survey.** Sara B. Fazio, Klara K. Papp, Dario M. Torre & Thomas M. DeFer (2013), Teaching and Learning in Medicine: An International Journal, 25:1, 71-76

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**New medical education Pubmed citations from Academy members**

Please note that we are now using an automated search system to identify new pubmed-cited medical education literature. If we have missed a medical education paper you have published, please let us know. Also, please let us know if you have published medical education materials on MedEdPortal or other sites.


A standardized approach to grading clerkships: hard to achieve and not worth it anyway. 

How to Recruit, Retain, and Reap the Rewards of Working with PhD/EdD Educators in Surgery. 

Use of an Automated Case Log to Improve Trainee Evaluations on a Pediatric Emergency Medicine Rotation. 

The Ethics of Conducting Graduate Medical Education Research on Residents. 

The Teaming Curve: A Longitudinal Study of the Influence of Surgical Team Familiarity on Operative Time. 

Critical appraisal of emergency medicine educational research: the best publications of 2011. 

Level of Trainee and Tracheal Intubation Outcomes. 

Teaching residents genomic pathology: a novel approach for new technology. 