Introduction

- Gender inequities persist in academic medicine
- Implicit gender bias has been seen in the introduction of Grand Rounds presenters
- This may diminish the professional standing of a woman presenter and her recognition as an expert

Objective: To assess the consistent use of professional address of “doctor” during grand rounds introductions in Obstetrics and Gynecology (Ob/Gyn)

Methods

- Retrospective cohort study
- 57 Ob/Gyn grand round introductions from 12/2016 – 02/2020
  - Excluded:
    - Non-doctorate presenters
    - Audio/video of intro unavailable
    - Self introductions
- Reviewed by male and female reviewers
- Primary outcome: consistent use of professional address of “doctor” throughout the introduction
- Statistical analysis: chi-square test and test for the equality of proportions, p<0.05

Results

Table 1: Characteristics

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Introducer (%)</th>
<th>Presenter (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Woman</td>
<td>87.7</td>
<td>66.7</td>
</tr>
<tr>
<td>Man</td>
<td>12.3</td>
<td>33.3</td>
</tr>
<tr>
<td><strong>Academic rank</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professor</td>
<td>35.1</td>
<td>75.4</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>14</td>
<td>0.0</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>50.9</td>
<td>0.0</td>
</tr>
<tr>
<td>Resident</td>
<td>0</td>
<td>21.1</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>3.5</td>
</tr>
</tbody>
</table>

Figure 1: Introducer and presenter characteristics and consistent use of professional address during the introduction

Conclusions

- Gender bias was not specifically observed in grand rounds introductions for a women-majority field
  - Overall, the gender of the introducer/presenter was independent of whether the introducer consistently used a professional address
- However, maintenance of professional address may be affected by the academic rank of an introducer and presenter.
  - Faculty presenting grand rounds are more likely to be professionally addressed than are trainees
  - This may reflect the academic hierarchy in medicine

References