

Full Report
Directors' Subcommittee
Committee on Faculty Development and Gender
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I. OVERVIEW AND METHODS

The Departmental Directors play a key role in recruiting, developing and retaining faculty as well determining the quality of the workplace environment. The Committee decided to interview the Department and Center or Institute Directors (30) to provide data about the recruitment and retention of faculty, as well as systems they have in place for faculty development. A subcommittee was selected and designed an implemented a systematic interview with the Department Directors/Directors focused on the practices used to organize, develop and assess the faculty and the department. Essential areas of **recruitment, advancement and retention, performance assessment, communication, and mentoring** were discussed, as well as **departmental structures** for decision-making and resource allocation. Finally, the topics of **workplace satisfaction** and the specific experiences of women and **gender-based obstacles** were explored throughout the interview. (Interview questions and format are in Appendix A). The interviews were generally conducted by two person, male and female, teams. The interviewers independently took notes on a structured interview sheet. The responses were entered into a table format for easier review and consolidation. The subcommittee reviewed the responses to identify current trends and practices, key themes, best practices and potential recommendations.

II. RESULTS

Thirty Departmental and Center/Institute Directors were interviewed in the period from 2/04 to 6/04. The interviews lasted at least one hour with several extending to two hours over multiple appointments. The Department Directors were very generous with their time, expressed a strong interests in participating in the interview process and a desire to study the report of the CFDG Committee. What follows is a **summary of the key findings and related recommendations**. More detailed data are available for review.

Directors' Goals for Faculty Development

Many interviewees reported that when they became Director, they set goals for improving faculty **advancement** (10) or for **recruiting new faculty** (10), specifically wanting to identify young, talented individuals at the Assistant Professor level. Also mentioned were goals to **increase gender and racial diversity** (4), noting limitations in gender, minority status, and academic rank as challenges faced in the composition of their faculty. Retention and career development for existing faculty,

particularly those in one of these diverse groups, were additional goals Directors set for their departments. More concretely, some Directors set goals for increasing faculty compensation packages (4). To meet the challenges of mentoring faculty, particularly junior faculty, some felt a systematic faculty **mentoring** program would help (6).

Recruitment of Faculty

The majority of Directors (21^a) reported use of a search committee for the recruitment of some, if not most, faculty. Others indicated that searches could occur through informal mechanisms, such as discussions among the faculty, with national colleagues, or from the department's fellowship or residency program. Many Directors reported difficulty recruiting female faculty (11). A few Directors (7/30) could identify specific individuals who had made "special strides" in the recruitment of female faculty. However, none reported rewards or incentives for these efforts. The relative proportion of qualified female candidates – the pipeline - was by far the major factor cited – positive or negative – as determining the ease (e.g., obstetrics/gynecology) or difficulty (e.g., urology) in recruiting women to join the faculty. Those who described difficulty recruiting women cited a competitive disadvantage due to national perceptions of both the **academic culture** (reputation of being "arrogant", "elitist", "male bastion") and **physical environment** of East Baltimore.

Departmental Systems: Annual Data Collection

The Department Directors were interviewed regarding what data was routinely collected and reviewed on the composition and compensation of women faculty. Most Directors (19) reported that the composition of faculty in the department with respect to women was reviewed annually, whereas 7 reported no annual review, and 2 others indicated an irregular review. Follow-up questions inquired as to who conducted the review, how it was done, and what was done with the information. The large majority (18) indicated the review was conducted by the Director's Office. Others indicated the administrator (3) or Division Chiefs (1) conducted the review. Two departments indicated the data was also reviewed by a Woman's Leadership group or the Vice Chair for Career Development.

Those departments that conducted annual reviews of this data used various methods. Seven used data driven approaches tabulating the differences in number and proportion of women and men faculty across a number of years. Eight others used a variety of informal methods including visual inspection of faculty lists (6), comparisons of their faculty composition to national data (1) and informal approach looking for equity in progress (1). Variables reviewed included rank (10), time at rank (8), promotion and advancement (8). At least one Director commented that "Women have not fared well".

Regarding the use of the information, 7 Directors indicated the data were presented to the faculty, 3 used findings for mentoring, 2 discussed the information with those responsible for recruitment, 6 used a variety of other methods and 17 were not asked or the question was not applicable. Of those 6 using other methods a variety of approaches were used including informal discussions with faculty, ^a – numbers in parentheses refer to the number of Directors reporting a finding consulting with other Directors to discuss options and used in recruitment planning. Those who presented an annual report (4), whether it was based on formal and informal methods stated this was well received by the faculty and was an important communication tool.

Salary Equity. The majority of Directors (20) also indicated that they, or a designee, conduct an annual review of the salaries of women faculty, although a significant minority (11) indicated that no such annual review currently occurs. The majority described an **informal process** in which *visual inspection* of the information is reviewed (18) with the primary goal being to identify discrepancies. One Chair reported using statistical methods for this analysis, whereas the other Directors described a range of strategies for salary review, including the use of “gender neutral” formula based on responsibilities (e.g., administrative) and productivity (generally clinical revenues). This review is conducted generally by the Chair’s office and most often annually. Most Directors (14) described a method for dealing with an outlier, should one be identified.

Departmental Systems: Assessment of Performance.

The majority of Directors (20) reported a **faculty evaluation process** that includes use of standard or adapted forms (20). The evaluation focus ranged from an analysis of effort and financial issues to mentoring and a detailed discussion of career goals. Most Directors oversee the evaluation process for the faculty, either conducting it themselves or expecting that Division Directors will conduct the evaluation. The timing and structure of these meetings varies widely across departments: some conduct these reviews informally whereas others provide the faculty with a written summary including identification of specific goals. This evaluation process tended to be more detailed and systematic with junior faculty and those in line for promotion. A large majority (23) of the Directors indicated that the **process in place works well** for them, whereas 3 indicated that the process works poorly and 2 were neutral. Obtaining **faculty participation in the evaluation process was a clear challenge** for these latter groups.

Departmental Systems: Communication, Faculty Development and Climate

Communication and Decision Making. Most departments have some form of monthly meetings (28), typically with modest attendance. Some Directors report improved communication from distribution of agendas beforehand and minutes afterward. Highly variable, but common, were informal means of communication, such as email, newsletters, and informal lunches.

Department Directors (22) generally regard the faculty as having **much input/influence** and control over decisions and changes that are made regarding resource allocation and the running of the department. Among these Directors, certain style preferences and examples of faculty input and influence emerged. These include seeking or being open to input through departmental structures such as committees and through other leaders such as division chiefs or vice Directors. Directors described being open and readily influenced by faculty about recruitment and selection of new faculty and trainees, educational programs and clinical practice issues.

Department Directors (21) described areas for faculty input into decision-making specifically regarding resource allocation and running of the department (21) encompassed three areas of department decision-making included: 1) recruitment and selection of faculty and trainees done largely by consensus and voting; 2) space, equipment and clinical practice issues involves gathering data and the chair or division director making the decision; and 3) promotion decisions were made through consensus. Several Directors characterized their style as **democratic, fostering**

transparency, participation and accountability while a few others preferred to utilize committees and faculty in leadership positions. When asked about the role for women in decision-making, those who were asked (14) said that involvement depended on whether they were part of the leadership and if they asserted themselves. The Directors were asked to describe the human environment, or climate, in their department, responding with inclusive (21), participative (20), good morale/supportive/friendly (5) and improving or better than in the past (5).

Departmental Systems: Leadership Structure and Culture

The majority of Directors have an Executive Committee or leadership group (18), formal or informal/ad hoc, comprised of senior faculty (Division Heads, Full Professors and their Administrators) – and there are very few women involved in these committees (ranging from 0-40%; the upper range often include women representing nursing or administration who are not faculty; when women faculty were included, the rate is 28%). Almost universally, **important decisions are made by men alone.**

Of those asked (27), most Directors (19) indicated that they try to nominate women to important departmental and JHUSOM committees. Examples included search committees, CPA committees, education and IT committees, the IRBs, the Admissions committee, and the Medical School Council. Several (9) were **ambivalent about the value of these Committee appointments to career success or satisfaction**, saying that serving on them could detract from focus on career development, particularly if only a few women faculty were available in the department to recommend for these positions. Among those who did not ensure women's representation on these committees (8), reasons given included concern that the women faculty were too early in their career stage (4), concern that local committee work is not career enhancing (2). Although opinions varied as to the value of committee work, some Directors did not perceive any value for service on certain committees, or see committee work as a way for women to gain capital that will positively contribute to career enhancing opportunities and achievement as well as exposure to leadership possibilities.

When asked (24) to identify specific women faculty – at the Assistant and Associate Professor level - nominated for internal or external positions in past year, 15 Directors named and discussed one or more women who they have advocated for committee appointments (12) or awards (3). Several others (3) said they generally paid attention to this opportunity while others (4) stressed that committee work could detract from career focus.

Retention and Advancement of Faculty

A number of strategies were identified by the Directors to retain and promote women, including more **flexibility** in workhours, more flexibility in years to advancement, more options for **assisting spouses in obtaining employment**, more **childcare** options including an on-site elementary school, more senior faculty as **female role models and perceived power brokers**, and formal **career development**.

Advancement. The majority of Directors (24) said that '**Worklife issues** needed to be addressed' to advance and retain women faculty. Among the worklife issues cited frequently were childcare or child-rearing and the greater responsibilities that women assume and its impact on their academic

careers. Another worklife issue mentioned almost as frequently was flexibility, both in scheduling and structuring of work as well as expectations for time to promotion. Other worklife issues mentioned with some frequency were pregnancy and maternal leave, and quality of life or greater balance needed between work and personal life. Finally, the issue of dual career spouses in academia was described as a retention issue, as women seem to follow their spouse's choices and adapt their own careers and jobs. In many of these descriptions, the Directors said that institutional approaches need to be more proactive and concrete in addressing worklife issues. In addition to worklife issues, addressing the **human climate** and **gender issues** were also mentioned by a subset (6) who stressed that women's needs and preferences should be understood better and that some patterns of exclusion in crucial networks led to attrition.

In addition, **effective mentoring** was cited as the way to enhance academic scholarship, demonstrate regard for women faculty, and advance women through the ranks to Professor. The majority (19) of the Directors cited mentoring that focused on assuring that the stages, tasks and requisite skills were achieved. Having women as mentors, as well as in leadership roles, was seen as desirable. The issue of **flexibility in time to promotion** (6) was mentioned again as a barrier because of women's responsibilities in childcare that make them choose between advancement and child-rearing. While the language about flexibility in advancement in the Gold Book is being revised, the dominant culture about time to promotion has not, with the result that both many leaders' and faculty's expectations or perceptions about who is 'really' successful and serious about career are more closely tied to the historic/traditional timeline.

Retention in the context of faculty dissatisfaction/intention to leave. Several questions addressed the typical process by which the Chair addresses the departure of faculty. There is no pattern to how or when Directors find out someone is leaving/contemplating leaving. The decision as to whether and how to convince someone to stay is complex, often with both the individual's and department's interests considered. Although the majority of Directors mentioned using counter offers (22), some perceived women faculty as less likely to use the threat of leaving as leverage for personal gain and, in some specific cases, women were described as **less likely to negotiate for gain** even when "legitimately" considering other offers. Directors perceived that one factor in women's choice to leave is a **lack of confidence that JHUSOM provides an environment in which they can thrive** while raising a family. Another common factor is the inability to find satisfactory **jobs for spouses**. Many Directors believe that, for men and women, deliberate thoughtful planning and assessment of career progression would help retention.

When faculty do leave the institution, most Directors (N=13) were uncertain as to whether gender-related issues played a role in some departures. Of those that did indicate gender was a factor (N=5), **worklife** issues for dual career couples were mentioned. Several questions were asked about whether, and in what form, **exit interviewing** is done in the Departments. The majority (17) said that these interviews were not done while another group (14) described largely informal exploration into the reasons for faculty departures. Twelve of the Directors conduct this inquiry themselves, focusing on the reasons for departure and seeking feedback about the department that might lead to its improvement. Others (7) regarded an exit interview as unnecessary because they believed they already knew the reasons for departure.

Faculty Development and Mentoring

Most Directors (16) described organized and structured **formal mentoring** activities, whereas 12 indicated no formal activities. The formal activities varied in their approaches, including the use of mentoring committees, having a formal process for women and minorities only, required participation, or each junior faculty choosing a Professor as a mentor. At least one Director observed that the mentees were less invested in the process than the mentors.

When asked if there was a formal process for **evaluating the mentors** of women faculty, 4 of the directors indicated yes, 20 said no, and 7 were not asked or the question was not applicable. Those using a formal process usually incorporated this topic into annual review of the senior faculty or Division Chief with the Director. Those who did not indicate a formal process of evaluation often described informal activities. Six departments reported providing incentives or rewards for good mentorship. One department reported they provided an annual award for mentorship, others indicated mentorship was considered when making decisions for bonus in similar fashion as other teaching contributions. Of these six, two indicated that, as a result of mentoring, the mentors' lab or program grew and that this is rewarding for the mentors. The majority (22) was not asked about incentives for mentoring or the question was not applicable.

Workplace Satisfaction

The Directors provided a broad range of responses to three workplace satisfaction questions. Directors always cited multiple factors and thus the totals equal more than the number of departments. The following factors were identified: **camaraderie** (20), **flexibility** (12), **resources** (12), **money** (12), **control or autonomy** (8), **prestige** (8), role models for juggling work and family (7), job demands – environment that values clinicians (7), mentoring (7). The majority of directors felt the factors were the same for men and women, junior and senior faculty. The factors cited more frequently for women included flexibility and environments that support the greater demands some individuals face for balancing work and family.

Gender Schemas and Continuum of Gender-based Obstacles.

The Directors were asked about the presence of **unconscious and conscious slights** to women faculty that may limit their career success or satisfaction. All Directors asked about these slights noted that some continue to persist, although less frequently and less blatantly than in the past. Some Directors acknowledged that assertive comments by female faculty lead to quick change. In many cases the Director felt these conscious and unconscious actions did not arise currently in their own department, but thought that there were still examples in the SOM system. A number commented that **invisibility and exploitation** in the form of excess teaching or clinical demands continue. Also, committee obligations are of special concern, since there is a need for women to be represented on committees, yet it places greater demands on women because of their lower representation in the senior as well as overall faculty ranks. A few Directors suggested that information and education about these gender based obstacles needs to be disseminated and discussed with the assistance of experts.

Going Forward

At the end of the interview, time permitting, the Directors were asked for their suggestions about the future and strategies for addressing the challenge of recruiting and retaining women faculty:

- increase the proportion of women in departmental and SOM leadership positions
- make transparent and legitimate a **greater flexibility in career pathways and in the timeframe for academic advancement**
- promote open discussion and appreciation of the issues that women face in balancing their academic and personal careers between faculty, departmental leaders, and SOM administration using **retreats** with the faculty and with the Dean
- systematic discussion of recruitment, retention, and promotion of women with the Dean's office during **the annual review of the Director**
- develop **specific resources for recruiting spouses or retaining women faculty**
develop an infrastructure to support career pathways other than the basic sciences.

III. SYNTHESIS

1) One prominent theme listed by a number of Directors was the limited number of women choosing certain areas of study and/or specialization – **limitations in the pipeline**. In some fields there appears to be a limited flow of women into academic positions that results from choices made by women early in their career decision-making (e.g., not to pursue Urology or Neurosurgery); in other fields, the rejection of an academic career seemed to occur during periods of transition from graduate student to post-doctoral fellow or from post-doctoral fellow to junior faculty. While some Directors spoke of successful attempts to stem these leaks -- for example, matching female medical students or post-doctoral fellows with a female mentor -- others saw this as a national problem related to their fields of specialty.

2) The interview data suggest that there are **perceptual, attitudinal and environmental challenges (the culture)** that prevent JHUSOM collectively, and faculty members individually, from achieving their potential. This theme arose in discussing both recruitment and retention of faculty, especially women faculty. There is the perception that to be a successful faculty member at Johns Hopkins one must devote 24/7 to credible scholarship in science, practice, and education with little time or energy for non-work activity or options for career path flexibility. Further, although options for flexibility may exist or be emerging, faculty are not aware of, encouraged to pursue, or perceive as viable flexibility in promotion time lines and career paths. Some Directors describe a national perception that Johns Hopkins is a male dominated institution with non-supportive environment and attitudes. Finally, Directors indicate faculty and potential recruits to the faculty have concerns that the physical environment is undesirable in terms of adequate space, safety and quality of life. It is believed these concerns may be more salient for women in choosing an institution to build a career.

3) The Directors expressed concerns about helping all faculty -- particularly women -- manage the often competing **demands of work and personal life**, an issue that influenced recruitment, retention, and advancement. While the creation of the onsite childcare facility has improved the resources available to women and dual career faculty, the Directors thought that additional changes were needed to fully address these contemporary life and competing demands. The perceptions mentioned above regarding lack of flexibility and the climate of complete devotion to work (*the 'ideal worker' notion that arose from a time when only men were in the workplace*) were listed as factors affecting women faculty's decisions about the focus of their career at JHUSOM, the timeline for their

career, or the decision to leave JHUSOM or even academic medicine. The challenges of raising young children were mentioned frequently, but many of the Directors showed a keen appreciation for the burden that female faculty often have throughout the development of their children. The second common theme the Directors raised in discussing the challenges of balancing work and personal life for women faculty was the issue of the spouse's career. Most male spouses of the female faculty have professional careers of their own, often in academic medicine, and the challenges of dealing with a competing job offer to a spouse were described as some of the most challenging situations that occur, since the Directors perceived that many of the important parameters determining the family's ultimate decision were not under their control. However, they also expressed frustration over the frequent outcome of a national search identifying a final job candidate whose spouse could not find a suitable position at JHU or in Baltimore. Some of the difficulties in placing spouses were described as a lack of full cooperation across departments.

4) Interviews with the Directors suggest **significant variability in practices, structures and systems** across Departments. For example, there is no consistency in the presence, function, or composition of faculty bodies to assist or advise Departmental Directors (e.g. "Executive Committee"), and women faculty often not represented when these groups exist. This was often attributed to the relatively few senior women faculty available for these administrative activities. This may erode confidence among junior women that they can achieve leadership roles and that major decisions in their department are made with consideration for both their needs. Variability also was seen in the implementation of the Dean's mandate for Annual Reviews of faculty progress, with one quarter of the departments (usually smaller departments) having no such program. While most departments do perform annual reviews, the manner, tone and content varies widely, as does the use of the information exchanged during the review. Several Directors requested feedback in this regard and expressed a desire for the Dean to reinforce a commitment to the Annual Faculty Review. While the variability observed may reflect the needs, history and various leadership styles among the Departments, there is an opportunity to implement and support basic structures to assist in career development across departments. Interviews with the Directors suggest that the Dean's Office could help promote an environment more conducive to the academic success of women faculty by school-wide implementation of successful examples of departmental structure and systems.

5) **Mentoring** was identified as a **primary and significant way to advance and retain faculty** and may be most helpful for women as they overcome barriers to their advancement. However, a large minority of Directors reported no departmental structure to facilitate formal mentoring and very few report efforts to reward or promote effective or positive mentorship among senior faculty. While no common way of structuring, assuring effectiveness or fostering greater participation in mentoring by senior faculty was evident, the Directors said that several elements must be present: 1) clearly focusing on requirements of academic careers; 2) actively teaching specific skills in scholarship; 3) matching mentor and mentee along several professional and personal characteristics especially for women faculty; 4) integrating special concerns about the problematic aspects of the Hopkins culture; and 5) assuring that mentors really understand their mentees' particular challenges related to subgroups of faculty (e.g., minorities, women). Concern was expressed by some Directors that without understanding and responding to these needs, lower satisfaction and reduced success in recruiting and retaining certain subgroups will continue, if not escalate.

6) Variability characterized the Directors' sense of what **motivates and provides job satisfaction** to the faculty however, camaraderie, control or autonomy, prestige, role models for worklife balance, job demands related to clinicians, and mentoring were often identified. While resources and money were also mentioned other dimensions were identified equally or more often. Concerns about valuing and rewarding all missions and career pathways, preserving the reputation of Hopkins, appreciation that the importance of individualism and self-sufficiency should be balanced by the worry many faculty would not succeed. There were differences in the manner in which faculty departures were evaluated. For example, one group saw limited value in doing exit interviews as they believed the key issues are usually known while another group expressed interest in exit interviews as one tool to understand and anticipate faculty dissatisfaction.

IV. RECOMMENDATIONS

The subcommittee is concerned that problems may emerge and grow as the current JHUSOM work environment becomes more incompatible with broader cultural shifts towards a more balanced work-family life and longer careers. As JHUSOM has enjoyed considerable success in some areas (e.g., NIH funding, national rankings for clinical and educational excellence) with the current work environment, some may question the need for serious review and change. We believe, based on the information presented above, that the **current level of success can only continue in the future through incorporating other values and work place modifications**. Indeed, with changes in the work environment, the current record of success can be maintained and even accelerated. The childcare center is an excellent example of a specific strategy that took a long time to implement, but once implemented has had both obvious and subtle effects on the environment and culture at JHUSOM.

Based on the data collected and subsequent analyses **the following recommendations** are made:

1. Create an environment or culture of genuine acceptability and credibility for flexible career timelines and pathways that are being codified in the Gold Book.
2. Implement and monitor a standardized, mutually acceptable system for tracking faculty composition, compensation, and advancement.
 - 2a. As part of the Director's annual review with the Dean's office, the data from the tracking system and compliance with the required faculty annual reviews is discussed.
3. Dedicate resources for the specific recruitment and retention of female faculty, including resources for attracting spouses to JHU and/or Baltimore.
4. Ensure the representation of women in Departmental and Divisional leadership structures.
5. Support mentorship by utilizing the institutional strategies that have successfully improved other skills, such as teaching efficacy.
 - 5a. provide training opportunities in effective mentorship skills for senior faculty, including formal coursework and web-based instruction.

5b. Initiate Mentoring Awards with specific and rigorous criteria (akin to teaching awards) at the School and Departmental levels.

5c. Hold Departments and senior faculty accountable for their mentorship, including formal review of mentorship ability and success as part of the annual review and promotions processes.

6. Develop an attitudinal and emotional culture that considers the realities of contemporary life and therefore defines and implements a specific set of institutional practices, policies, programs and a philosophy that recommends aggressive support for them. These work-life effectiveness factors would become the standard just as has been done with other factors in the university that are supportive of faculty (e.g., benefit package, tuition reimbursement). Camaraderie and flexibility were listed by the Directors as often, or more often, than resources and money in determining workplace satisfaction.

Appendix A
Director Interview Methodology:
Questions and Coding options

Committee on Faculty Development and Gender
Department Director Interviews

Date _____

Interviewing Team _____

Department Director _____

- Ascertain if Chair received letter from FD&G Co-Chairs and other materials
- Mention charge of the Committee as described in the letter
- This interview focuses on some of the key areas that affect the Recruitment, Advancement, and Retention of faculty. We also focus on some of the core processes as communication, feedback about performance and climate.
- Our framework includes exploring the experiences that women may be having and if they are different from men.

. All questions apply only to FT faculty at the Instructor level and above.

1. **Years as chair:** _____

2. **We are interested in knowing what goals you set for Faculty Development when you took the Chairman's role?**

3. **Could you describe the composition of your faculty by gender and rank?**

Recruitment of Faculty

4. By what mechanism(s) are the faculty recruited for your department?

<input type="checkbox"/>	Search Committee
<input type="checkbox"/>	Informal divisional discussions
<input type="checkbox"/>	Professional Meetings
<input type="checkbox"/>	Faculty
<input type="checkbox"/>	Other:

Comments/Notes:

5a. Do you think your department has more difficulty recruiting women faculty than men?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No
<input type="checkbox"/>	Other:
Comments/Notes:	

5b. If so, what factors account for this difficulty?

<input type="checkbox"/>	Not Sure
<input type="checkbox"/>	Don't Know
<input type="checkbox"/>	Pipeline (supply)
<input type="checkbox"/>	Demands of specialty
<input type="checkbox"/>	Specific JHU culture/reputation
<input type="checkbox"/>	JHU physical environment/location
<input type="checkbox"/>	Work environment obstacles:
<input type="checkbox"/>	Intense pressure/competition among faculty
<input type="checkbox"/>	Conflict between men and women
<input type="checkbox"/>	perceived low status of women
<input type="checkbox"/>	Other:
Comments/Notes:	

6a. If there have been successful recruitments of women, what accounts for this success?

<input type="checkbox"/>	Used formal networks of professional societies (announcements)
<input type="checkbox"/>	Used formal networks of women faculty professional societies
<input type="checkbox"/>	Asked other faculty to identify candidates
<input type="checkbox"/>	Informal networks
<input type="checkbox"/>	Not Applicable
Comments/Notes:	

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6b. Are those individuals in your Department or Divisions that have made special strides in the recruitment of women faculty recognized or rewarded?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No
<input type="checkbox"/>	Not Applicable
Comments/Notes:	

Annual Data Collection

7a. Is the composition of faculty in your department with respect to women reviewed annually?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No
<input type="checkbox"/>	Other:
Comments/Notes:	

7b. If so, by whom is the review conducted?

<input type="checkbox"/>	Chairman's Office
<input type="checkbox"/>	Administrator
<input type="checkbox"/>	Division Chief/Head
<input type="checkbox"/>	Not Applicable
	Other:
Comments/Notes:	

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7c. How is the review conducted (what variables)?

<input type="checkbox"/>	Tabulation of difference in number and proportion of women and men faculty across two years
Additional Variables included:	
<input type="checkbox"/>	Rank
<input type="checkbox"/>	Time at Rank
<input type="checkbox"/>	Promotion
<input type="checkbox"/>	Advancement
<input type="checkbox"/>	Not Applicable
Comments/Notes:	

7d. What is done with this information?

<input type="checkbox"/>	Findings are presented to faculty
<input type="checkbox"/>	Findings are used for mentoring
<input type="checkbox"/>	Findings are used for annual reviews
<input type="checkbox"/>	Presentation and discussion with those who assist in recruitment
<input type="checkbox"/>	Other
<input type="checkbox"/>	Not Applicable
Comments/Notes:	

8a. Is a faculty salary equity study (or any assessment) with respect to women conducted annually within your department?

<input type="checkbox"/>	No
<input type="checkbox"/>	Yes

If yes:

8b. What method is used?

<input type="checkbox"/>	Visual inspection (describe)
<input type="checkbox"/>	Statistical method(describe)
<input type="checkbox"/>	Other
<input type="checkbox"/>	Not Applicable

8c. Is there a process established for reviewing outliers and taking appropriate action?

<input type="checkbox"/>	Yes
	If yes, please describe that process:
<input type="checkbox"/>	No
<input type="checkbox"/>	Not Applicable

8d. By whom is the review conducted?

<input type="checkbox"/>	Chairman's Office
<input type="checkbox"/>	Administrator
<input type="checkbox"/>	Division Chief/Head
<input type="checkbox"/>	Not Applicable
Comments/Notes:	

8e. What method is used for addressing gap in salary or outliers?

<input type="checkbox"/>	Not Applicable
Comments/Notes:	

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8f. What is done with this analysis?

<input type="checkbox"/>	Discussion with the Faculty Member (outlier)
<input type="checkbox"/>	Other:
<input type="checkbox"/>	Not Applicable

8g. How routinely is this analysis conducted?

<input type="checkbox"/>	Annually
<input type="checkbox"/>	Bi-annually
<input type="checkbox"/>	Other:
<input type="checkbox"/>	Not Applicable
Comments/Notes:	

Advancement and Retention of Faculty

[Refer to the graph based on Nancy Craig's data]

9a. Assuming women are hired, what do you think is needed to retain them on the faculty?

<input type="checkbox"/>	Not Sure
<input type="checkbox"/>	Don't Know
<input type="checkbox"/>	Advancement into leadership
<input type="checkbox"/>	Regular promotions
<input type="checkbox"/>	Address work/life issues
<input type="checkbox"/>	Childcare
<input type="checkbox"/>	Quality of life
<input type="checkbox"/>	Other:
<input type="checkbox"/>	Address human climate and gender issues
<input type="checkbox"/>	Other
Comments/Notes:	

9b. What do you think is needed to advance them through the ranks to Professor?

<input type="checkbox"/>	Not Sure
<input type="checkbox"/>	Don't Know
<input type="checkbox"/>	Mentoring
<input type="checkbox"/>	Other:

Comments/Notes:

10a. If someone is considering leaving your department, how or when do you hear about it?

<input type="checkbox"/>	Faculty member approaches me
<input type="checkbox"/>	I hear that faculty member is considering leaving and ask to meet with her
<input type="checkbox"/>	Division director handles (if applicable)
<input type="checkbox"/>	Other:
Comments/Notes:	

10b. What strategies or mechanisms do you have available to handle this situation?

<input type="checkbox"/>	Counter offers
	Under what conditions?
<input type="checkbox"/>	More active Mentoring
<input type="checkbox"/>	Other

10c. Are these options different for men than women?

<input type="checkbox"/>	Not Sure
<input type="checkbox"/>	Don't Know
<input type="checkbox"/>	Yes
<input type="checkbox"/>	No
Comments/Notes:	

10d. What do you think the critical reasons are for faculty that contribute to their wanting to leave?

<input type="checkbox"/>	Salary
<input type="checkbox"/>	Space
<input type="checkbox"/>	Colleagueship
<input type="checkbox"/>	WorkLife Issues
<input type="checkbox"/>	Other:
Comments/Notes:	

11. Do you have any special considerations when negotiating counter-offers for women faculty?

Comments/Notes:	
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12a. Does anyone conduct any type of **exit interviews** when a faculty leaves your department?

<input type="checkbox"/>	No
<input type="checkbox"/>	Yes

12b. If yes, who conducts this interview?

<input type="checkbox"/>	Chair
<input type="checkbox"/>	Deputy Chair
<input type="checkbox"/>	Outside Consultant
<input type="checkbox"/>	Other:

12c. What is asked in this exit interview?

<input type="checkbox"/>	Reasons for departure
<input type="checkbox"/>	Ways of improving department
<input type="checkbox"/>	Not Applicable
<input type="checkbox"/>	Other:

12d. How is this information used?

<input type="checkbox"/>	Not Applicable
Comments/Notes:	

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12e. Are these interviews structured in such a way as to elicit information as to whether gender issues played a role in the departure?

<input type="checkbox"/>	No
<input type="checkbox"/>	Yes
<input type="checkbox"/>	Not Applicable
Comments/Notes:	

13a. Is it your impression that gender-related characteristics play a role in some departures?

<input type="checkbox"/>	Not Sure
<input type="checkbox"/>	Don't Know
<input type="checkbox"/>	Yes
<input type="checkbox"/>	No
<input type="checkbox"/>	Other:
Comments/Notes:	

13b. If no, what would you want to know and how would you get this done?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No
<input type="checkbox"/>	Other:
Comments/Notes:	

Assessment of Performance

14a. What is the administrative structure and process in your department with regard to faculty evaluation?

<input type="checkbox"/>	Use standard form
<input type="checkbox"/>	Use own form
<input type="checkbox"/>	Ad hoc meetings at the faculty's request
<input type="checkbox"/>	Scheduled meetings on a yearly basis
<input type="checkbox"/>	Other:
Comments/Notes:	

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14b. How do you think this process is working for you?

<input type="checkbox"/>	Well
<input type="checkbox"/>	Neutral
<input type="checkbox"/>	Poorly
Comments/Notes:	

14c. How do you think this process is working for your faculty?

<input type="checkbox"/>	Not Sure
<input type="checkbox"/>	Don't Know
<input type="checkbox"/>	Well
<input type="checkbox"/>	Neutral
<input type="checkbox"/>	Poorly
Comments/Notes:	

14d. Do you notice differences or problems in how this works for men versus women?

<input type="checkbox"/>	Yes
	If yes, describe the differences:
<input type="checkbox"/>	No
<input type="checkbox"/>	Other:
Comments/Notes:	

14e. Have you noticed specific performance problems with women faculty?

<input type="checkbox"/>	Yes
	If yes, describe:
<input type="checkbox"/>	No
<input type="checkbox"/>	Other:
Comments/Notes:	

Departmental Processes: Communication, Faculty Development and Climate

We are interested in a number of departmental processes that affect the climate in each Department, including communication, resource allocation, faculty development, etc

15a. What formal strategies do you use to facilitate communication?

Formal:	
<input type="checkbox"/>	Departmental meetings (<i>how well attended??</i>)
<input type="checkbox"/>	Newsletters (paper or electronic)
<input type="checkbox"/>	Town meetings
<input type="checkbox"/>	Other:
Informal: (assumes the following will take care of communication)	
<input type="checkbox"/>	Division/Program Directors
<input type="checkbox"/>	Faculty network
<input type="checkbox"/>	Other:
Comments/Notes:	

15b. Do you conduct regular faculty meetings or other department-wide meetings?

<input type="checkbox"/>	Yes
	If yes, how often: how well attended?
<input type="checkbox"/>	No
<input type="checkbox"/>	Other:
Comments/Notes:	

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- 15c. If not, how are policies, opportunities, and expectations communicated to the faculty?(how do faculty get the information they need to be productive)

Comments/Notes:	
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16. How much input or influence and control do your faculty have over decisions and changes that are made and that affect them regarding resource allocation and the running of the department?

<input type="checkbox"/>	Much
<input type="checkbox"/>	Neutral
<input type="checkbox"/>	Little
Comments/Notes:	

- 17a. How are decisions made regarding resource allocation and the running of the department (e.g., faculty hiring, promotion, leadership opportunities)?

Comments/Notes:	
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- 17b. How are women involved in these procedures?

Comments/Notes:	
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18. How does your Department promote faculty development and leadership for women?

Comments/Notes:	
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Faculty Development

19a. Has your Department organized and structured formal mentoring?

<input type="checkbox"/>	Yes
	If yes, how:
<input type="checkbox"/>	No
<input type="checkbox"/>	Other:

19b. Do you have a formal process for evaluating the mentors of women faculty?

<input type="checkbox"/>	Yes
	If yes, how:
<input type="checkbox"/>	No
<input type="checkbox"/>	Other:
<input type="checkbox"/>	Not Applicable
Comments/Notes:	

19c. What formal and informal training has been used by mentors?

<input type="checkbox"/>	Not Applicable
Comments/Notes:	

19d. Do you have any incentives or rewards for good mentorship?

<input type="checkbox"/>	Not Applicable
Comments/Notes:	

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Leadership Structure and Culture

20a. Does your Department have an Executive Committee?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No
<input type="checkbox"/>	Other:
Comments/Notes:	

20b. What proportion of this Committee is women?

Comments/Notes:

20c. Of the important committees **within your Department and the SOM**, do you ensure that your women faculty participate in these committees so that networking and exposure are increased?

<input type="checkbox"/>	Yes
	If yes, how?
<input type="checkbox"/>	No
<input type="checkbox"/>	Other:
Comments/Notes:	

20d. Can you provide examples of Associate or Assistant professor women you have nominated for

internal or external positions in the past year thus promoting their visibility & careers? *(Give them an example)*

Comments/Notes:

20e. What mechanisms does your department use to notify faculty of funding opportunities, speaking opportunities, awards, etc?

Comments/Notes:

Workplace Satisfaction

21. What are the key factors that contribute to work satisfaction for your faculty? Do these factors differ for women? **Do they differ for junior and more senior faculty?**

		Men	Women
<input type="checkbox"/>	Money	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Flexibility	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Prestige	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Job demands	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Hours	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Workload	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Control or autonomy	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Mentoring: Coaching and advice-giving	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Mentoring: Sponsorship or promoting	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Mentoring: Intervention or advocacy	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Camaraderie	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Role models	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Resources	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Other:	<input type="checkbox"/>	<input type="checkbox"/>
	Other		
Comments/Notes:			

22. How would you describe the human environment or climate in your department?

<input type="checkbox"/>	Inclusive
<input type="checkbox"/>	Participatory
<input type="checkbox"/>	Other:
Comments/Notes:	

Hand Director handout on Continuum of Gender Based obstacles:

Let's take a minute to look at these obstacles:

23a. Which of these, do you think, most interfere with women's career success?

<input type="checkbox"/>	Unconscious Slights...
<input type="checkbox"/>	Invisibility...
<input type="checkbox"/>	Conscious Slights...
<input type="checkbox"/>	Poor Service / Exploitation...
Comments/Notes:	

23b. Which of these, do you think, most interfere with women's career satisfaction?

<input type="checkbox"/>	Unconscious Slights...
<input type="checkbox"/>	Invisibility...
<input type="checkbox"/>	Conscious Slights...
<input type="checkbox"/>	Poor Service / Exploitation...
Comments/Notes:	

24a. In general what would you do in your department that, **going forward**, would be particularly helpful in affecting the status and satisfaction of women? (*Listen for descriptions of the ideal worker*)

<input type="checkbox"/>	Address work/life issues
<input type="checkbox"/>	Increase mentorship
<input type="checkbox"/>	Other:
Comments/Notes:	

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24b. In recruitment and hiring?

Comments/Notes:

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24c. In advancement? (both promotion as well as recognition)

Comments/Notes:

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24d. In understanding differences among men and women and the value of differences?

Comments/Notes:

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24e. Assuming there is agreement about these actions being 'best practices, how might the Dean or the Vice Dean for Faculty communicate about these best practices?

Comments/Notes:

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25. Do you have any additional thoughts or suggestions that would assist the committee in reaching our goals including advising the Dean?

Comments/Notes:

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Rating Scale:

26. The Director perceives women and men as essentially confronting the same barriers and issues in career development.

<input type="checkbox"/>	Always
<input type="checkbox"/>	Sometimes
<input type="checkbox"/>	Neutral
<input type="checkbox"/>	Rarely
<input type="checkbox"/>	Never
Comments/Notes:	

27. The Director perceives women and men as essentially needing the same resources, assistance and mentoring to be successful.

<input type="checkbox"/>	Always
<input type="checkbox"/>	Sometimes
<input type="checkbox"/>	Neutral
<input type="checkbox"/>	Rarely
<input type="checkbox"/>	Never
Comments/Notes:	

28. The Director identifies strategies for changing the issues of recruitment and retention.

<input type="checkbox"/>	Always
<input type="checkbox"/>	Sometimes
<input type="checkbox"/>	Neutral
<input type="checkbox"/>	Rarely
<input type="checkbox"/>	Never
Comments/Notes:	

