

Report on two Studies: Exploration and Comparison of Department Director and Faculty responses to similar issues with specific focus on women faculty

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The Department Director **Interview Guide** and the **Faculty Survey** had a number of questions/items with similar focus allowing for comparison of their respective views, perceptions and experiences regarding:

- annual review meetings and process
- faculty voice or input into decision-making affecting them in their departments,
- inclusion and participation in leadership structures
- factors in Career Success, advantages to staying at Hopkins(‘retention’) and workplace satisfaction factors
- work and life issues and balance
- nature and manifestation of gender based obstacles in daily work practices and workplace

There were a total of 8 broad categories of questions in the **Interview Guide for Dept Directors** about **formal and informal practices** that are used in organizing and running the Department and overseeing Faculty Career Development. Most of these categories included one or two major questions and were further probed by another 40 items. These probes had two kinds of focus:

1) The department’s specific approach to women faculty regarding recruitment, development and retention, allocation of resources, assessment of performance, and leadership structure and culture.

2) The Directors’ knowledge, ideas, or opinions, about what might account for the different kinds of experiences that women might have in the department. The responses to these probes are included in this report.

One of the questions asked about women’s experiences with specific gender-based obstacles. A document describing these obstacles or ‘micro-inequities’ in ‘scenario’ format was given to Directors and included experiences women often have that are characterized as ranging from *unconscious slights, invisibility, conscious slights to exploitation*. The most blatant obstacle, *sexual harassment and hostile environment* was not included in the version of the document used in the interviews with the Department Directors.

The **Faculty Survey** included 7 broad categories and among the 30 items on the Survey, there were 3 questions that explicitly asked about gender-related issues: 1) whether men and women have equal opportunities for career advancement, 2) the frequency with which other faculty made demeaning remarks based on gender and 3) experiences of sexual harassment or hostile environment characterized by negative sexist remarks or jokes. Responses to these items are used as the comparative data to the specific probes, just described.

Format of Report

The findings for 6 of these categories are presented below in table format that displays department director responses in a column paralleled by faculty responses; both sets of findings are grouped according to specific similar topics explored in the two instruments. The order of the topics begins with those comparative responses that were **less similar** in the perspective, perceptions and experiences of the directors and the faculty—especially the women faculty.

COMMON TOPICS EXPLORED WITH DEPARTMENT DIRECTORS AND FACULTY

DIRECTORS COMMENTS re:

FACULTY COMMENTS re:

<p>Annual Review Meetings and Process(Performance):</p>	<p>Annual Review Meetings and Process:</p>
<ul style="list-style-type: none"> • 80% describe some type of structured yearly review process and use of a form and a meeting • takes responsibility to organize and run the meeting or delegates to division director • some conduct these reviews informally whereas others provide the faculty with a written summary including identification of specific goals. • large majority (23) indicate that the <i>process in place works well for them and they believe it works well for their faculty,</i> <p><i>What is discussed with women (differences from men)</i></p> <ul style="list-style-type: none"> • women want to talk about a wider range of issues and will bring up problems more than men, • need to discuss the culture of academia at Hopkins including the behavior of some of the senior faculty men toward women • discuss the impact of greater responsibilities that women have for the care of others <p><i>Specific performance problems for women</i></p> <ul style="list-style-type: none"> • interpersonal style conflicts (too aggressive or not aggressive enough) with other faculty and leaders • being too altruistic • having difficulty with demands of academic requirements • having conflicts in time management due to other responsibilities. 	<ul style="list-style-type: none"> • 58% indicate <i>receiving yearly evaluations from some departmental leader</i> • most report that the evaluations were <i>fair to somewhat fair</i> • one third describe evaluation as helpful to their advancement • among faculty who reported having no evaluation, majority said they felt they would benefit from having one <p>Differences between men and women’s responses</p> <ul style="list-style-type: none"> • men indicate that they received a <i>written record</i> of the evaluation more than the women indicated

<p align="center">Faculty Voice and Input in Decision-making and Human Environment/Climate</p>	<p align="center">Faculty Voice and Input in Decision-making and Human Environment/Climate</p>
<ul style="list-style-type: none"> • most (22) have preferences for how they get faculty input and see <i>faculty as having much input/influence and control over decisions and changes that are made and affect them regarding resource allocation and the running of the department.</i> • preferences (for how to get faculty input and be influenced) include use of <i>departmental structures as committees and through other leaders as division chiefs or vice chair</i> • describe being open and readily influenced by faculty about <i>recruitment and selection of new faculty and trainees, educational programs and clinical practice issues</i> • use decision-making largely techniques : <i>Consensus</i> for recruitment and selection of faculty and trainees <i>Gathering data and the chair or division director making the decision about space, equipment and clinical practice issues</i> <i>Consensus among a senior group</i> used for promotion decisions • majority <i>describe the human environment and climate as inclusive, participatory</i> • several say that they actively work to improve it <p>Involvement of women:</p>	<ul style="list-style-type: none"> • ~50% feel they have a voice in departmental decision-making • 70% (who also belonged to a divisional unit within a department) say they had a voice in decision-making <p>Differences between men and women</p> <ul style="list-style-type: none"> ▪ fewer women (36%) say they have a voice in decision-making within their departments than do men (56%) <p><i>Influence of informal networks on decision-making</i></p> <ul style="list-style-type: none"> • while most are aware of informal networks and their influence, less than half feel they were part of these networks <p>Differences between men and women</p> <ul style="list-style-type: none"> • 18% of men feel they were definitely part of these influential networks but only 7% of the women (31% of men professors and 7% of women professors felt part of these networks) <p>Collegiality Most (~66%) described as at good level</p> <p>Differences between men and women</p> <ul style="list-style-type: none"> • 30% of women described it as fair to poor as did 16% of men

- some say that women faculty's involvement depended on whether they were part of the leadership group and if they were assertive

Inclusion and participation in leadership structures and roles and fostering leadership opportunities

Inclusion and participation in leadership structures/roles and fostering leadership opportunities (*Participation by Faculty*)

Describe several leadership, decision-making or consultative structures:

- Executive Committees used in ~60%
- Professors are consulted in several others
- Cross-sectional larger groups used in a few departments

Inclusion of women

- Say that women faculty somewhat represented in some structures though often there is only woman faculty on Executive Committees
- ~ 1/3 Directors say they consciously seek to place women in leadership roles or opportunities that may lead to these roles
- Many either say they are gender-neutral or haven't thought about developing any strategy
- Several express ambivalence about the value of Committee appointments to career success or satisfaction because service could detract from focus on career development and did not see committee work as a way for women to gain social capital that would contribute to career enhancing opportunities and achievement as well as exposure to leadership possibilities

	Currently serving	Have served in the past	Never served but would like to
Department chair or division chief	M: 95 (15.2%) F: 23 (6.1%)	M: 58 (9.3%) F: 9 (2.4%)	M: 214 (34.3%) F: 118 (31.4%)
Chair/co-chair of dept. committee	M: 92 (15.1%) F: 26 (6.9%)	M: 114 (18.7%) F: 49 (13.0%)	M: 232 (38.0%) F: 171 (45.5%)
Chair/co-chair of School or University committee	M: 43 (7.1%) F: 11 (2.9%)	M: 54 (8.9%) F: 17 (4.5%)	M: 285 (46.7%) F: 169 (45.1%)
Member of department committee	M: 230 (37.0%) F: 141 (37.1%)	M: 167 (26.9%) F: 62 (16.3%)	M: 168(27.1%) F: 141 (37.1%)
Member of School or University committee	M: 191(30.7%) F: 90 (23.8%)	M: 129 (20.7%) F: 53 (14.0%)	M: 217 (34.8%) F: 169 (44.7%)
Director of center/institute	M: 66 (10.8%) F: 39 (10.5%)	M: 19 (3.1%) F: 4 (1.1%)	M: 292 (48.0%) F: 139 (37.3%)

- Many have not participated in leadership structures and roles but want to

Differences between men and women

- Women have been included at lower rates than men

Factors in Career Success, Retention and Workplace Satisfaction: Incentives and Barriers	Factors in Career Success, Retention(Staying at Hopkins) and Workplace Satisfaction: Incentives and Barriers
<p>Cite Workplace Satisfaction Factors for faculty(most to least often):</p> <ul style="list-style-type: none"> • camaraderie • resources • money • control or autonomy • prestige • roles models for worklife balance • job demands related to clinicians • mentoring. <p>Factors more important to women:</p> <ul style="list-style-type: none"> • flexibility with regard to schedule • awareness of additional roles and responsibilities • rate of achievement of milestones for academic career • need for role models • <p>Barriers or Reasons for Faculty Departures (highest to lowest)</p> <ul style="list-style-type: none"> • worklife issues • poor fit with academic career requirements • unacceptable resources (salary and space), • opportunities to advance or lead elsewhere • conflicts with others 	<p>Select the following advantages to staying at Hopkins (most to least):</p> <ul style="list-style-type: none"> • intellectual environment • colleagues • reputation • resources • geographic location • leadership <p>Differences between men and women</p> <ul style="list-style-type: none"> • women select resources and leadership at lower rates than did men <p>Barriers to career advancement or promotion (<i>formal system</i>)</p> <ul style="list-style-type: none"> • 63% of women and 37% of men experience barriers • Greatest barriers for women are insufficient time and resources for research and too many clinical responsibilities • Greatest barriers for men are insufficient resources for research, too many clinical responsibilities and insufficient time for research <p><i>Barriers in the Informal System:</i></p> <ul style="list-style-type: none"> • Greatest barriers for women are exclusion from informal networks, lack of mentors, lack of interest by others in their research area and lack of professional respect • Greatest barriers for men are lack of mentors, exclusion from informal networks, lack of interest in research area and lack of professional respect <p>NB: men selected formal and informal barriers at ~half the rate that women did</p> <p>Overall satisfaction re: work and responsibilities</p>

	<ul style="list-style-type: none"> • 40% of men and 28% of women described themselves as satisfied • 35% of men and 41% of women described themselves as somewhat satisfied • 16% of men and 22% of women described themselves as somewhat dissatisfied and dissatisfied
Work Life Issues	Work Life Issues
<p>Need to Address Worklife Issues: (most to least frequently mentioned)</p> <ul style="list-style-type: none"> • Women’s special responsibilities for childcare/child-rearing • Impact of these responsibilities on academic careers • Flexibility both in scheduling and structuring of work as well as in expectations for time to promotion • Pregnancy and maternal leave • Quality of life/greater balance between work and personal life • Dual career spousal situations in recruitment and retention 	<ul style="list-style-type: none"> • 86% of women and 49% of men say that childcare responsibilities significantly or somewhat had slowed their career progress • Men more likely than female colleagues to report that spousal careers, care of parent/relative and inflexible work schedule had not slowed the progress of their careers • Inflexibility in work schedules are ‘somewhat’ a problem for 30% of the women but only 16% of the men. • 33% of men and 18% of women say they’re satisfied with having achieved balance between work and family • 34% of men and 42% of women say they were somewhat satisfied with the balance they’d achieved
<p>Gender-Based Obstacles in daily practices and worklife (Continuum* from Unconscious Sights, Invisibility, Conscious Sights, Exploitation)</p>	<p>Gender-based Obstacles in daily practices and worklife (Questions about bias, sexist comments and sexual harassment, hostile environment)</p>
<ul style="list-style-type: none"> • All Directors asked about these Sights note that some continue to persist, although less frequently and less blatantly than in the past. • Many feel these conscious and unconscious actions do not arise currently in their own department, but still occur in the SOM system. • A number comment that invisibility and exploitation in the form of excess teaching or clinical demands continue. 	<ul style="list-style-type: none"> • 40% of women perceive <i>equal opportunities</i> for men and women in their departments, compared to twice as many men faculty • 13.5% of women report being the recipient of <i>demeaning gender-based remarks</i> as compared to 1.3% of men faculty • 21.5% of women faculty report having experienced <i>sexual harassment</i> while working at Hopkins, in contrast to 4.2% of men.