

A. Overview:

1. Background

Provost Steven Knapp convened the University Committee on the Status of Women, and Provost Knapp and President William Brody empanelled its members in 2002. That September, President Brody, Provost Knapp, Vice Provost Paula Burger, and Associate Provost Ray Gillian voiced the university's commitment to long-term, substantive change, offered an overview of the university's accomplishments to date on behalf of gender equity, and gave the committee its charge.¹

Committees convened to address women's issues at Johns Hopkins date back at least to 1985, when the Homewood deans commissioned the Ad Hoc Committee on the Status of Women, prompted by an egregious incident on the Homewood campus. Chaired by Professor Matthew Crenson, this groundbreaking committee found the climate at the university to be "at best indifferent and at worst hostile to the concerns of women."²

Over the past twenty years, the university and its divisions and departments have convened numerous committees to study the status of women and related issues, most notably the Provost's Committee on the Status of Women, which met from 1988 to 2002.³ The reports these bodies issued documented broad substantive, systemic, and cultural obstacles based on gender in every division of the Johns Hopkins University. The reports also proposed correctives relating to:

- the need for a clear and unqualified commitment at the highest levels of the university to promote improvement in the human climate for women, including adequate resources to accomplish this goal;
- an environment and culture that devalues women and promotes inequities;
- inequities in salary, promotions, and career development opportunities;
- the need to create and then maintain a "pipeline" of women in each field;
- concerns about convenient, affordable childcare;
- direct instances of gender discrimination and sexual harassment.⁴

These concerns remain to the present.

2. The Case for Change

Proceedings of the Leadership Alliance Presidential Forum of April 19, 2005, reveal the urgency of gender equity issues in higher education. In considering the challenges in the academic workplace, Johns Hopkins University President William Brody and his fellow authors observed,

¹ Text of the charge is found in Appendix 2, number 1.

² See Appendix 1. Concerns relating to women students extend back to the very earliest days of the university. See John C. French, *A History of the Johns Hopkins University* (Baltimore: Johns Hopkins Press, 1946), 71–75.

³ See Appendix 1 for a summary of the reports.

⁴ See Section 6 below for a summary of the university's accomplishments to date.

We have now the opportunity—indeed the necessity—to assess anew the very structure and patterning of academic careers. It is clear from recent national discussions of the role of women in some academic disciplines that this is not an issue for aspiring minorities alone—though it clearly has a differential and disparate impact on them. We are in a negative spiral: we continually raise the expectations of excellence in both teaching and research, lengthen the years of preparation through postdoctoral fellowships, make tenure standards ever more rigorous, fail to dramatically alter the financial rewards available to faculty at all but the most well endowed and supported institutions, and refuse to adapt academic career patterns and policies to the needs of the women and minorities in two-career families whom we are increasingly attracting. We are now presenting them with a Hobson's choice as they seek to plan families *and* careers. Put simply, if we do not change our own institutional structures and behaviors, we will make ourselves increasingly exclusive and decreasingly excellent.

The proceedings conclude with a compelling question: “How are we going to restructure academic life for the 21st century, break out of this negative spiral, and attract the very best and brightest undergraduates—particularly underrepresented minorities and women in science and engineering—to academic careers in today’s global marketplace?”⁵

Johns Hopkins needs to take the lead in addressing this issue and institute intentional, substantial, and sustained leadership to ensure gender equity. ***The time is ripe, action is required, and change must occur administratively at the university level to secure success.***

PERSISTENT MANIFESTATIONS OF INEQUITY

Reports by prior committees studying equity and diversity issues at Johns Hopkins consistently and repeatedly identified major problems relating to gender inequities. Review of qualitative and quantitative data⁶ revealed concerns about women’s standing at the university manifested, for women faculty and staff members and women students, by

- differentials by gender in salary and promotions in virtually every division of the university,⁷ with sporadic improvements seen in selected divisions or programs;

⁵ A. Gutmann, L. Bacow, W. Brody, P. Swygert, L. Tarver, and H. Tisdale. “Graduate Training and the Pathway to the Academic Workplace,” The Presidential Forum: A Public Briefing to Discuss Trends and Challenges to Academic Diversity, April 19, 2005, online at <http://www.theleadershipalliance.org/>.

⁶ Derived from employee satisfaction surveys, faculty surveys, focus groups, and the efforts of Institutional Research and divisional committees.

⁷ As reported by the 1989 Provost’s Committee on the Status of Women and reiterated in every report through 2005; see Appendix 1.

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- representation of women on the faculty, leadership, and senior staff;
- recruitment and retention statistics;
- lack of access to equal career development opportunities, resources, and mentorship;
- gender discrimination, along a continuum from sexual harassment to isolation, and marginalization within roles and work environments;
- overall professional dissatisfaction.

Issues of particular concern to women staff members include

- *job performance evaluations*, which appear to vary in criteria and quality by gender, and often are perceived to not be conducted consistently or with equal valuation of women's and men's contributions, or with an appreciation of the different perspectives and skills that women bring to their positions;
- *benefits differentials based on rank* (faculty and senior staff versus support staff), particularly in the areas of retirement and vacation, which *disproportionately affect support staff members*, who are overwhelmingly female;
- *differentials in benefits based on full-time and part-time status*, because part-time workers are more likely to be women—who bear children and are usually the primary caregivers for children and older relatives, so they are more likely to require the option of part-time work, at least for part of their careers—thus, they are *disproportionately affected*;
- the *tuition benefit*, which applies only for educational programs at Johns Hopkins, *which may not include courses needed by support staff*.

Review of interventions developed in response to previous reports revealed only modest improvements in many of these areas since 1985, leading to only slight advances in career success and satisfaction for women—far less than is necessary to establish or sustain true gender equity. In many divisions, when progress occurred, monitoring soon diminished and the improvements quickly regressed, particularly measurable in the area of salary equity.

OPERANT GENDER SCHEMAS

Despite decades of studying issues of gender equity, a culture persists at Johns Hopkins that devalues women's abilities and contributions, and does not understand the legitimacy and import of gender-based obstacles to women's careers. The work climate continues to sanction subtly intangible—but potent—forms of discrimination that can affect all members of the Johns Hopkins community. Interventions to date have targeted manifestations of gender inequities, such as salary and promotions, with varying success and backsliding. The University Committee on the Status of Women concludes that ***Johns Hopkins needs to analyze the underlying causes of such manifestations and to target them for intervention.*** Clearly, unless the culture, norms, policies, and practices that lead to gender inequity are changed, there will not be long-term, sustainable progress. New approaches, requiring substantial cultural change promoted by *all leaders across all divisions* and backed by *adequate resources*, are imperative.

Gender schemas have been proposed as key “root causes” of gender inequities. As described in Section 5 below, gender schemas are the range of values, assumptions, and beliefs, which both men and women hold, about professional abilities and leadership competency, as well as “appropriate roles.” Current societal gender schemas impede the success and lower the satisfaction of women in their jobs and their career aspirations. They devalue women’s contributions and/or adversely affect women’s ability to be as productive and creative as they are capable of being. Gender schemas also lessen the likelihood of access and recognition, and that outstanding women will stay at Johns Hopkins and develop into leaders. Current policies and practices institutionalize gender schemas; these must be resolved to improve the ability to recruit, retain, and promote women faculty and staff members, and to attract women students to careers in academia.

Reports of subcommittees for staff, faculty, and students indicate that there is a commonality of concerns among women at the university.⁸ Case history accounts about institutional practices and policies that adversely affect women provided additional support for these concerns, and had credibility because of their consistency, although committee members recognized that these were generally anecdotal and verification was not possible in all areas.⁹ This committee’s overall findings suggest an imperative for *university-led and university-wide interventions* to change the leadership expectations, policies, practices, norms, and culture that have an impact on women throughout Johns Hopkins.

RECAPTURING JOHNS HOPKINS’ LEADERSHIP AMONG UNIVERSITIES

Universities preserve, convey, and originate knowledge in order to create a better world and prepare the next generation to lead it. A university is perhaps the only place where we set long-term aspirations and model the optimum. At the forefront of discovery, where open inquiry expands the bounds of knowledge, the university should not simply reflect the larger society or cultural norms in a passive way. *What is normal need not be normative.* Instead, the university should forge ahead to change society, where warranted, and fulfill its calling as a norm-setting institution. Members of society—particularly stakeholders who fund or otherwise support Johns Hopkins—expect that the university will serve as a paradigm of equity by demonstrating both intent in pursuing and success in achieving diversity and equal opportunity for the entire university community.

Johns Hopkins takes pride in being the first true research university in the United States as well as the pioneer institution for modern graduate medical education. As Dr. Edward D. Miller, CEO of Johns Hopkins Medicine and dean of the School of Medicine, recently told the *Baltimore Sun*, “Hopkins’s role is to turn out leaders for the world.”¹⁰ With a few notable exceptions, however, the university’s reputation for championing women as leaders has been less than stellar,

⁸ See Section D – Subcommittee reports 1-4.

⁹ See staff and case history subcommittee reports, Section D – Subcommittee report 2 and Appendix 3.

¹⁰ January 20, 2005, 6A.

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even though its first president, Daniel Coit Gilman, perceived women as assets. In his inaugural address, given on February 22, 1876, Gilman counseled, “they are not among the wise, who depreciate the intellectual capacity of women, and they are not among the prudent, who would deny women the first opportunities for education and culture.”¹¹ Today, Johns Hopkins has the opportunity to reform its reputation and assume the leading role among universities in the area of gender equity—defining the vision, moving forward boldly as the national model.

Although some progress has occurred,¹² it is sobering to realize how short Johns Hopkins falls from this goal and how deep residual gender bias is, particularly in an academic environment so firmly committed to values of freedom, equality, and human dignity. Our goal should go beyond helping women to fit into existing molds. Instead, we must provide the framework for women to be active, valued members and leaders, in their own innovative molds, of the university and, by extension, society at large.

One glaring area where the Johns Hopkins University consistently falls short is women in leadership. In 2005, Johns Hopkins ranked *last* in its peer group for the percentage of women executives. Those numbers ranged from 41 percent (Johns Hopkins and Northwestern) to 75 percent, with a median of 55 percent.

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TABLE 1 - EXECUTIVE LEADERSHIP

	PEER UNIVERSITIES, FALL 2005				
	MEN		WOMEN		TOTAL COUNT
	COUNT	PCT	COUNT	PCT	
Brown University	267	44%	344	56%	611
Columbia University in the City of New York	904	35%	1663	65%	2567
Cornell University	401	52%	367	48%	768
Dartmouth College	162	58%	115	42%	277
Duke University	379	47%	436	53%	815
Georgetown University	268	43%	352	57%	620
Harvard University	985	49%	1040	51%	2025
Johns Hopkins University	58	59%	41	41%	99
Massachusetts Institute of Technology	388	48%	416	52%	804
Northwestern University	157	59%	108	41%	265
Princeton University	128	50%	129	50%	257
Rice University	47	47%	52	53%	99
Stanford University	157	40%	239	60%	396
University of Chicago	193	39%	305	61%	498
University of Pennsylvania	761	42%	1055	58%	1816
University of Rochester	302	25%	921	75%	1223
Washington University in St Louis	445	42%	604	58%	1049
Yale University	632	39%	1005	61%	1637
maximum	985	59%	1663	75%	2567
minimum	47	25%	41	41%	99
mean	369	45%	511	55%	879
median	285	45%	360	55%	644
Hopkins rank (descending order)	17	2	18	17	17

NOTES:

Executives are all persons who manage the university, the academic schools and divisions of the university, and administrative departments. Positions included in this classification are the President, vice presidents, deans (plus associate, assistant deans) and some directors. The total number of executive positions reported in this tables ranges from 99 to 2567, reflecting variation in how the definition of executive position is applied at each institution. One significant difference is in the inclusion or exclusion of faculty who serve as directors.

SOURCE: IPEDS HR 2005

¹¹ <http://www.jhu.edu/125th/links/gilman.html>.

¹² See Gains Made, Section 6, below.

OPTIMIZING HUMAN CAPITAL, ADOPTING BEST BUSINESS PRACTICES

Gender equity is not only ethical it is also wise business practice. Full participation of women in every aspect of the academy is necessary for Johns Hopkins to remain competitive with its peers and make effective use of its most precious resource: people. Broadly accepted scientific evidence confirms that men and women possess intellectual capability, expertise, and skills in equal proportions. It is therefore illogical to assume that the conspicuous imbalance in the numbers of men to women currently found in senior executive and faculty positions at Johns Hopkins (see Table 7, below) reflects the superior capabilities of the more represented group. The university must recruit from the entire talent pool if it is to maintain its prominence in the academic world.

Johns Hopkins has been able to attract women in sufficient numbers as *students* and in lower ranks of *staff*, but recruitment and retention at higher ranks has been far less than optimal. The disproportionately small numbers of junior women *faculty members* recruited across the university, and evidence for poor retention of women during the rise from junior to senior faculty and executive ranks is a serious loss of return on investment. Knowledge careers require substantial initial investments. If women hired as junior staff or faculty members do not stay at Johns Hopkins, the university's investment in their careers accrues to subsequent employers. While Johns Hopkins assumes that, to some degree, mid-career and even senior faculty and staff members will be recruited away because of their accomplishments, substantial loss of these valuable human assets is clearly detrimental to the university.

Now that half of all graduate students are women, Johns Hopkins risks losing the brainpower, creativity, and productivity of half the population if it does not make an extraordinary appeal to the women among the rising stars of the academic work force. Other institutions will seize the opportunity and Johns Hopkins will relinquish its eminence to peer institutions. This will result in a diminishment of reputation, with the potential for Johns Hopkins to find itself increasingly on the losing end in the competition to recruit and retain talented individuals, both women and men.

Businesses benefit financially and creatively from full incorporation of women as leaders, and so can the Johns Hopkins University. Dr. Roy D. Adler's study of 215 Fortune 500 companies over a nineteen-year period demonstrated "a strong correlation between a strong record of promoting women into the executive suite and high profitability."¹³ Companies with high ratings for advancing women and minorities routinely outperform those with low ratings.¹⁴ Further, initial public offerings of companies with women in senior management receive higher valuations and perform better over the long term.¹⁵ More broadly, there is national evidence

¹³ Roy D. Adler, "Women in the Executive Suite Correlate to High Profits," http://www.equalpay.nu/docs/en/adler_web.pdf , 2001

¹⁴ Lynn Martin and Geraldine Ferraro, "Reaping the Bottom Line Benefits of Diversity," <http://www.centeronline.org/knowledge/article.cfm?ID=682> , July 2000.

¹⁵ Elizabeth Church, "Market Favours Firms with Women at the Top," *The Globe*

that the lack of women in leadership positions leads to loss of female students, lack of relevant expertise for serving female students or integrating the female perspective into the curriculum, and loss of diverse perspectives in strategic decision making.

Clearly, women have been a historically underutilized asset at Johns Hopkins. It is imperative for this university to mine women's capacity to produce knowledge and manage its academic enterprise. The university must adapt to the changing dynamics of the nation's economy and overcome obstacles that prevent the full engagement of women, including in its most senior executive and academic leadership positions.

MITIGATING LEGAL RISK

Gender inequities and bias can be immensely costly. Patterns of inequality in pay and promotions correlated with gender have come under rigorous scrutiny by the courts in recent years. Although courts have upheld the academic tenure system, they have seen opaque promotion processes and compensation disparities within comparable ranks as sufficient evidence of bias. For example, in 2004, Boeing paid out \$72.5 million and Morgan Stanley, \$54 million to settle charges of gender bias. Clearly, Johns Hopkins wants to avoid incurring the legal costs and the adverse publicity involved in defending itself against legal actions. Resolving gender disparities minimizes that risk.

3. Goals of the Report

This report provides a context for understanding the nature and significance of career- and satisfaction-limiting obstacles women currently face in Johns Hopkins' leadership roles, workplaces, classrooms, laboratories, and clinics. It introduces an overarching framework for articulating a vision with both short- and long-term goals, which university administrators can build on, deans can customize for their divisions, and others working on these issues can use as they monitor and advise.¹⁶

This report urges a bold, contemporary, and rigorous approach to assuring gender equity at Johns Hopkins by transforming the scholarly and work/study environment, including the implementation of policies and practices designed to produce sustainable change. The report calls for the university's long-term commitment to change, particularly on issues that have not yielded to interventions in the past. To this end, the report outlines

- priorities
- interventions
- appropriate metrics by which to judge progress

and Mail, February 15, 2001

¹⁶ While some issues—such as tenure and faculty funding—differ among divisions, many others appear to be generic, although often there are variations in their manifestations depending on divisional or disciplinary culture.

While there are actions that can be taken to achieve certain improvements in the short term, the report's necessary strategy is aimed at changing institutional culture, a process that requires significant leadership, time, wisdom, understanding, dedication of resources by leadership at the highest levels, and commitment to a vision of success.

4. Achieving Sustainable Change¹⁷

This report emphasizes the need for permanently sustainable mechanisms, which sets the effort of the University Committee on the Status of Women apart from its predecessors. The report presents instances of previous improvements not sustained, where interventions implemented at Johns Hopkins have met with only transient or insufficient success.¹⁸ To break this cycle, the next generation of interventions relating to gender equity must be

- intentional
- based on hard data
- dedicated to correcting *both* the apparent manifestations of gender inequity and their underlying causes
- led and defended by long-term, committed leadership
- conducted throughout the university
- supported by adequate resources
- evaluated regularly and monitored rigorously

The pace of changes to resolve gender inequities at Johns Hopkins must accelerate dramatically. Relying on long-term social trends and goodwill is neither sufficient nor acceptable. University leadership must designate a distinct entity with responsibility for planning and implementing strategic organizational transformation relating to gender equity university-wide, and carefully monitor this entity's progress.

5. Root Causes of Gender Inequity

Interventions must attack not just the symptoms but also the *root causes* of gender inequity, which include an institutional culture that incorporates gender schemas.

INSTITUTIONAL CULTURE

Strong and like-minded men established the Johns Hopkins University and launched it in 1876, a time when few women had access to or achieved prominence in higher education. These men established a male-dominated culture, with habits and traditions based on male experiences and normative expectations regarding roles

¹⁷ For a more detailed discussion of John Kotter's principle of sustainable change, see Appendix 2, Methods and Theoretical Approach and <http://www.power-projects.com/LeadingChange.pdf>.

¹⁸ For example, on numerous occasions, successful efforts to redress salary inequities soon evaporated because no annual monitoring system is in place.

and behaviors traditionally ascribed to women. Although most of these men did not purposefully intend to disadvantage women, they did little to promote women's professional advancement.

This nineteenth-century approach no longer benefits twenty-first-century members of the university community, including many men who have increased personal responsibilities outside their positions at the university. This long-established institutional culture and its manifestations, however, have yet to catch up with the realities and imperatives of today's world.¹⁹ Like many institutions, Johns Hopkins still operates with the assumption that individuals should adapt and fit into its environment and accept existing cultural norms in their entirety.

GENDER SCHEMAS

As Myerson and Fletcher recognized in the *Harvard Business Review*, in 2000:

Today, discrimination lingers in a plethora of work practices and cultural norms that only appear unbiased. They are common and mundane—and woven into the fabric of an organization's status quo—which is why most people don't notice them, let alone question them. But they create a subtle pattern of systemic disadvantage, which blocks all but a relatively few women from career advancement.²⁰

Both men and women have a range of values, assumptions, and beliefs linked to gender, which underlie their assessment, judgments, and decision making. The concept of *gender schemas* expresses these beliefs and is useful in understanding implicit or nonconscious hypotheses about differences between men and women held by both men and women. Gender schemas are commonly at play in institutions. They affect our expectations of men and women and our evaluations of their potential, their actual work, and their performance as professionals.

We derive our perceptions of professional ability and leadership competency from assumptions and images we hold of effective, credible, and valued colleagues and leaders. These assumptions and images may be at odds with what we formally, publicly, and consciously express. Often unconsciously, we hold different expectations for women and men, especially regarding critical leadership skills perceived through the lens of gender stereotypes. Women can exhibit valued behaviors that are seen as traditionally male (heroic, autonomous, disciplined, emotionally restrained, commanding, controlling) but these are not valued similarly in women for whom more feminine characteristics (other-oriented, sympathetic, sensitive to the needs of others, collaborative) are expected—and yet valued less for leadership. The relative roles and responsibilities of women and men for family-

¹⁹ For example, in the last five years, of almost sixty new members in the Johns Hopkins Society of Scholars, only five were women.

²⁰ Deborah E. Myerson and Joyce K. Fletcher, "A Modest Manifesto for Shattering the Glass Ceiling," *Harvard Business Review* (January–February 2000): 128.

related demands further complicate how we perceive them and their accomplishments in the workplace.

COMPETING DEMANDS AND CONSTRAINED RESOURCES

Competing demands provide another challenge to achieving gender equity in an environment of limited resources, setting one desired outcome against another. Meeting critical needs within departments, disciplines, schools, or the university as a whole—such as fund-raising for research, facilities, or enhancing academic departments—is often perceived as being in competition with efforts to achieve gender equity. In addition, valuing disproportionately areas of knowledge or service where men have traditionally excelled, such as neurosurgery, for example, draws resources away from areas in which women traditionally work, such as palliative care, although both are equally important to the reduction of suffering. Another area where demands appear to compete is the goal of achieving equity for other disadvantaged groups. These are false dichotomies. The charge to the University Committee on the Status of Women and the mission of the Diversity Leadership Council represent a clear recognition on the part of Johns Hopkins University's leadership that equity issues affecting women coexist, and likely intertwine, with those of underrepresented minorities. This acknowledgment positions the university to move to the next level of equity reform benefiting all.

6. Gains Made

This committee commends Johns Hopkins for conducting, over the last twenty years, studies that publicized unflattering information about the university's culture and practices, and for working at numerous levels of the institution to improve women's career success and satisfaction. Because of these efforts, as well as general changes in the broader society, the climate and opportunities for women at Johns Hopkins have advanced in many respects. This provides evidence that interventions can lead to measurable improvements in gender equity. Major improvements include:

- All Johns Hopkins publications now include a nondiscrimination policy, which includes gender.
- The Office of Equal Opportunity and Affirmative Action Programs, with the mission of providing leadership for efforts to promote institutional equity and a diverse university community, replaced the Affirmative Action Office.
- In ten years, representation of women on the board of trustees has increased from 13 percent to 21 percent. Four women now sit on the Executive Committee, and women chair the Finance, Academic Affairs, Audits and Insurance, and Campaign Steering Committees.
- Several schools, departments, and programs have instituted explicit goals for gender equity and intentional long-term interventions to this end, and have demonstrated ability to effect positive change for women faculty.
- There are now women faculty and administrative leaders, including two women deans. The vice president for human resources; the vice president for

government, community, and public affairs; the chief information officer; the chief investment officer; and vice provosts are women.

- Members of search committees receive manuals describing goals and processes for enhancing recruitment of women.
- Recruitment and advancement of women on the faculty has increased, especially at junior levels.
- For faculty members, the tenure clock can stop for one to two years when a child is born or adopted.
- The representation of women students is now comparable to or exceeds the number of men at the undergraduate level and in the Schools of Medicine, Public Health, and Nursing.
- Salary inequities for women faculty members have been corrected on several occasions in some of the divisions.
- For staff, there is a compensation Web site with detailed generic job descriptions.²¹
- The Center for Training and Education provides a broad variety of courses in skills essential to correct gender inequities in career development and encourages standardized performance evaluations in its supervisory certificate.
- The university has instituted a policy that encourages staff members to attend a minimum of three days of training per year in order to enhance career development.
- The Career Management Program provides counseling and mentorship programs for women staff members.
- Policies and procedures are in place regarding flextime.²²
- The Adoption Assistance Program provides up to \$2,500 per family per child.
- Day care is available on the two medical campuses and there are ninety-two slots in the Stadium Place program near the Eastern High School and Homewood campuses. There is a six-week summer day camp on the Homewood campus. A voucher program provides up to \$5,000 annually for childcare for employees whose net family income is less than \$50,000 per year.
- A pretax dependent-care reimbursement account is among the benefits that employees may elect.
- The Office of *Worklife* Programs provides information and referral services.
- Maternity/paternity, adoption, and eldercare leave are available through the Family and Medical Leave Act.

²¹ In 1994 “Procedures to Ensure Salary Equity for University Administrative Staff” were established, which called for annual performance and salary reviews, cross-unit salary analyses, and adequate documentation of hiring procedures. As this report is prepared, HopkinsOne is leading an enterprise-wide compensation study and establishing a new system for classifying and compensating employees.

²² See *Worklife* Web site <http://hrnt.jhu.edu/worklife/>.

- Institutional Research provides much-needed university-wide data and analysis as well as external comparisons.
- Programs have been instituted or improved in security, athletics for women (at the Ralph S. O'Connor Recreation Center and the Newton H. White Athletic Center), and sexual harassment.²³
- There is now a confidential online departure survey for faculty and staff members who voluntarily leave the university, “part of our continuing efforts to improve the university’s policies, practices and programs and enable us to create a more favorable workplace and work experience.”²⁴

These innovations form the basis for addressing the next level of issues. They provide grounds for optimism that more comprehensive interventions will have a profound impact across our entire community of learning, particularly given the changing norms in society. In recruiting, for example, there are now many qualified women in the pool of applicants for most academic and professional fields. Such advances position Johns Hopkins to meet targets not possible twenty years ago and to move to a substantially higher level of gender equity.

B. Findings and Recommendations

The University Committee on the Status of Women has identified three critical areas of focus for the next cycle of interventions:

- transforming a culture in which gender-based obstacles and discrimination are deeply rooted
- expanding leadership opportunities for women
- guaranteeing reasonable work/life balance for all

Johns Hopkins must accomplish meaningful and sustained progress on these issues and monitor its success in achieving both short-term and long-term goals. **By broadcasting its enthusiastic support of this committee’s recommendations, the university and its leaders will invigorate a culture of enhanced intellectual creativity, productivity, and optimism, in which *all* members of the Johns Hopkins community flourish.**

²³ There is now a Sexual Harassment Prevention and Resolution Program in the Office of Equal Opportunity and Affirmative Action Programs.

²⁴ https://resigning.jhu.edu/departure_survey.cfm According to the Office of Human Resources, this survey is rarely utilized by departing employees. If exit interviews conducted by divisional HR officers were mandated by deans and directors, they would provide valuable information at no additional cost to the university.

STATISTICAL EVIDENCE

Data for Johns Hopkins University provided by Institutional Research illustrate the current status and recent trends in the representation of women on the faculty, staff, and student body. A set of similar Ivy League and non-Ivy private universities was also used as a benchmark for Johns Hopkins. The peer group of 17 universities includes Brown University, Columbia University, Cornell University, Dartmouth College, Duke University, Georgetown University, Harvard University, Massachusetts Institute of Technology, Northwestern University, Princeton University, Rice University, Stanford University, the University of Chicago, the University of Pennsylvania, the University of Rochester, Washington University in St. Louis, and Yale University.

Today 35% of the full-time faculty and 18% of the full professors at Johns Hopkins are female. There are many signs of progress from efforts to increase the representation of women on the faculty over the last decade. The percentage of women on the full-time faculty at Johns Hopkins rose 5% between 1993 and 2003. The number of female full professors doubled between 1993 and 2003. The percentage of full professors and the percentage of all faculty that are female is higher at Johns Hopkins than at peer institutions in 2003. The rate of change between 1993 and 2003 in the presence of women at the rank of full professor was greater at Johns Hopkins (5% increase) than at peer institutions (3% increase). (see Table 2 and Figure 1 – Faculty Diversity by Rank, 1993 and 2003)

Representation of women in the ranks of full professors varies by division and ranges from 9% in Engineering to 30% in Public Health in 2005 (Figure 1). Nursing and SPSBE have a small number of full professors, many of whom are female. The percentage of female full professors in these two divisions varies somewhat from year to year because of the small total number of full professors. Every other academic division increased the representation of women at the rank of full professor between 1996 and 2005. (see Table 3 and Figure 2 – Diversity of Full Professors by Division)

Representation of women on the full-time staff at Johns Hopkins varies by job type. The National Center for Education Statistics provides a classification of jobs that considers the job title, the nature of the work performed, and required skills, education, and training. Staff positions are broken into six categories called executive, other professionals, technical and paraprofessional, clerical, skilled crafts, and service/maintenance. Universities across the country are required to complete an annual report using this classification. This federal report provides a source of comparative data on peer institutions. Johns Hopkins has a high percentage of female employees among other professionals (55%), technical and paraprofessional (69%), clerical (87%), and service/maintenance staff (50%). (see Table 4 – Staff Diversity by Job Type).

Although women are represented in substantial numbers in some job categories, there is a significantly smaller presence of women in senior leadership at Johns Hopkins. (see Table 1 – Executive Leadership) Please note that there is considerable variation in how each university defines the category of executive.

This job type includes administrative appointments such as the president, vice presidents, deans, and some directors. Some universities include faculty who hold appointments as directors of center or departments. Other universities, like Johns Hopkins, maximize the number of faculty by reporting all faculty below the level of deans, as faculty. The total number of executives reported at peer universities in 2005 ranges from 99 to 2567. Clearly a university that reports the top 100 executives is talking about a different level of authority than the university that reports the top 2500 positions. Johns Hopkins reports fewer executive positions (99) than most of its peers, but also has the lowest percentage of female administrators (41%). Rice University reports a similarly low number of executive positions (99), but a much higher proportion of females (53%) in 2005.

Men and women play very different roles at Johns Hopkins. Three-fourths of the men employed full-time at Johns Hopkins are faculty or professional staff. Two-thirds of the women who work at Johns Hopkins are clerical workers or professional staff. Only 13% of the female employees are faculty compared to 36% of the male employees. That balance affects the way both men and women think about the workplace.

Female students have enrolled in small numbers in the graduate programs from the very beginning of the university's history, but the undergraduate program accepted only male students for a long time. The first female undergraduates entered Hopkins in 1970. This small group of 21 students commuting from home and 69 transfer students represented just 4.4% of the student enrollment. In roughly one generation, the undergraduate enrollment at Johns Hopkins has changed from 5% to 50% female. Now half of the undergraduate students and more than half of the graduate students at Johns Hopkins are female. The percentage of female undergraduates in the full-time programs has increased 4% in just the last two years. Graduate enrollment is holding steady at 53% female and professional enrollment in the M.D. program is 50% female. Recent trends in the enrollment of females at Johns Hopkins are presented in Table 5.

The representation of women on the faculty, as senior staff, and in university leadership has not kept pace with the changing character of both undergraduate and graduate enrollment at Johns Hopkins. Women make up 51% of the student body and only 36% of the full-time faculty in 2005. Female students have far less access to same sex role models and mentors than male students. The limited presence of female full professors (18% university-wide in 2005) and department heads (15% university-wide in 2003) limits the ability of female faculty to serve as effective advocates for students, as well as leaders for the institution (Tables 6 and 7). This imbalance is particularly unacceptable given the equal proportion of female and male students. What message does this send to today's students and tomorrow's faculty?

UNIVERSITY COMMITTEE ON THE STATUS OF WOMEN

TABLE 2 - FACULTY DIVERSITY BY RANK

	JOHNS HOPKINS				PEER UNIVERSITIES				CHANGE BETWEEN 1993 AND 2003			
	1993		2003		1993		2003		HOPKINS		PEER UNIV	
	FEMALE		FEMALE		FEMALE		FEMALE		FEMALE		FEMALE	
	COUNT	PCT	COUNT	PCT	COUNT	PCT	COUNT	PCT	COUNT	PCT	COUNT	PCT
PROF	60	13%	121	18%	1,470	13%	1,864	16%	61	5%	394	3%
ASSOC	97	24%	137	30%	1,137	24%	1,821	31%	40	5%	684	7%
ASST	192	35%	381	43%	2,521	34%	3,164	37%	189	8%	643	4%
INSTRUCT	112	50%	131	57%	627	45%	747	51%	19	7%	120	7%
LECT	12	55%	52	68%	474	52%	1,172	47%	40	14%	698	-5%
NO RANK	185	45%	263	40%	841	36%	2,465	37%	78	-5%	1,624	2%
TOTAL	658	32%	1,085	37%	6,664	25%	11,233	31%	427	5%	4,579	6%

SOURCE:

IPEDS Fall Staff 1993, 2003

Figure 1

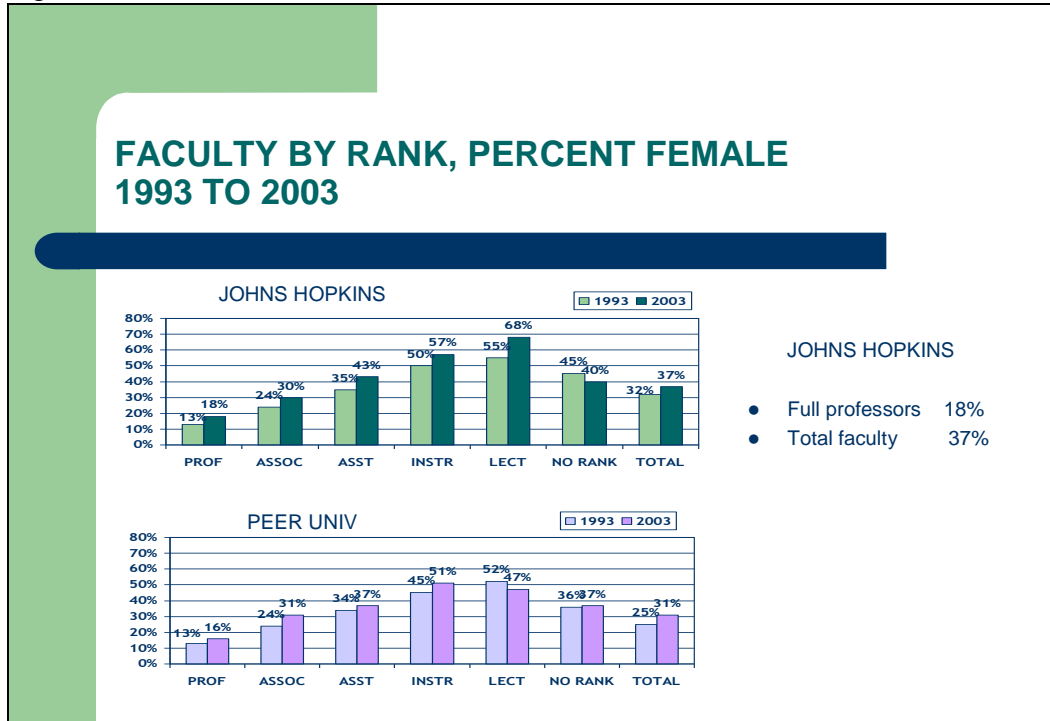
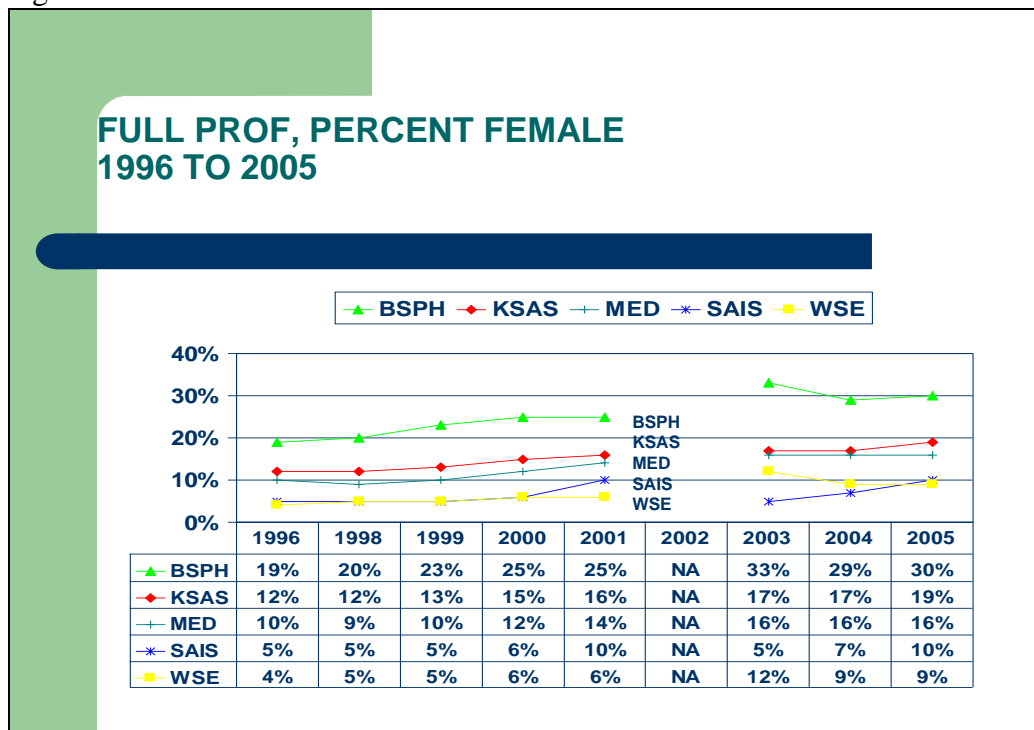


Figure 2



UNIVERSITY COMMITTEE ON THE STATUS OF WOMEN

UNIVERSITY COMMITTEE ON THE STATUS OF WOMEN

TABLE 3 - DIVERSITY OF FULL PROFESSORS BY DIVISION

JOHNS HOPKINS UNIVERSITY															
1996				1998				1999				2000			
COUNT			PCT FEMALE	COUNT			PCT FEMALE	COUNT			PCT FEMALE	COUNT			PCT FEMALE
F	TOTAL			F	TOTAL			F	TOTAL			F	TOTAL		
KSAS	24	197	12%	23	191	12%		25	188	13%		29	198	15%	
WSE	2	57	4%	3	61	5%		3	62	5%		4	62	6%	
PEABODY	0	0	0%	0	0	0%		0	0	0%		0	0	0%	
SPSBE	NR	NR		NR	NR			NR	NR			NR	NR		
SAIS	1	21	5%	1	21	5%		1	22	5%		1	18	6%	
MED	29	289	10%	29	313	9%		34	338	10%		43	364	12%	
NURSING	4	4	100%	4	5	80%		5	6	83%		5	6	83%	
BSPH	18	96	19%	21	105	20%		25	107	23%		29	116	25%	
Total	78	664	12%	81	696	12%		93	723	13%		111	764	15%	

CHANGE IN PCT FEMALE 96 TO 01
4%
3%
0%
NR
5%
4%
-17%
6%
4%

SOURCE:

1996 - IR, Gender & Minority Faculty Analysis, Feb 2002

1998 TO 2001 - IR, Gender & Minority Faculty Analysis, March 2003

NOTES:

Based on full-time faculty, including tenured, tenure track, and non-tenure track positions

NR = not reported

JOHNS HOPKINS UNIVERSITY													CHANGE IN PCT FEMALE 03 TO 05
2003				2004				2005					
COUNT			PCT FEMALE	COUNT			PCT FEMALE	COUNT			PCT FEMALE		
F	M	TOTAL		F	M	TOTAL		F	M	TOTAL			
KSAS	28	138	166	17%	36	171	207	17%	37	160	197	19%	2%
WSE	6	45	51	12%	6	62	68	9%	6	62	68	9%	-3%
PEABODY	0	0	0	0%	0	0	0	0%	0	0	0	0%	0%
SPSBE	2	6	8	25%	2	6	8	25%	2	7	9	22%	-3%
SAIS	1	19	20	5%	2	27	29	7%	3	27	30	10%	5%
MED	51	273	324	16%	65	345	410	16%	67	351	418	16%	0%
NURSING	2	1	3	67%	4	1	5	80%	6	1	7	86%	19%
BSPH	31	62	93	33%	32	80	112	29%	34	78	112	30%	-3%
Total	121	544	665	18%	147	692	839	18%	155	686	841	18%	0%

CHANGE IN PCT FEMALE 03 TO 05
2%
-3%
0%
-3%
5%
0%
19%
-3%
0%

SOURCE:

2003 - IPEDS Fall Staff

2004, 2005 - IR, Annual Diversity Report

NOTES:

Based on full-time faculty, including tenured, tenure track, and non-tenure track positions

Bayview, Med Admin included in university reports from 2004 forward.

UNIVERSITY COMMITTEE ON THE STATUS OF WOMEN

UNIVERSITY COMMITTEE ON THE STATUS OF WOMEN

TABLE 4 - STAFF DIVERSITY BY JOB TYPE

JOHNS HOPKINS UNIVERSITY													
2003					2004					2005			
MEN COUNT	WOMEN		TOTAL		MEN COUNT	WOMEN		TOTAL		MEN COUNT	WOMEN		TOTAL COUNT
	COUNT	PCT	COUNT	COUNT		COUNT	PCT	COUNT	COUNT		PCT	COUNT	
FACULTY	1,885	1,085	37%	2,970	2,200	1,221	36%	3,421	2,132	1,177	36%	3,309	
	113	36	24%	149	56	37	40%	93	58	41	41%	99	
EXECUTIVES OTHER PROFESSIONALS	524	1,129	68%	1,653	2,583	2,873	53%	5,456	2,262	2,708	55%	4,909	
	590	1,482	72%	2,072	756	1,643	68%	2,399	730	1,599	69%	2,329	
TECHNICAL AND PARAPROFESSIONAL	216	2,033	90%	2,249	451	3,036	87%	3,487	463	3,020	87%	3,483	
	54	0	0%	54	115	2	2%	117	114	1	1%	115	
SKILLED CRAFTS	80	117	59%	197	225	233	51%	458	228	229	50%	457	
	3,462	5,882	63%	9,344	6,366	9,045	59%	15,431	5,997	8,775	60%	14,701	
SERVICE AND MAINTENANCE													
TOTAL													

NOTES:

Full-time faculty and staff, receiving pay, as of November 1st.

Based on federal classification of positions for IPEDS reports.

University total:

Prior to 2003, the university reported varying number of total employees.

Federal reports in 2003 had to reconcile to 2001 report with 10,412 total employees.

Federal reports in 2004 had to reconcile to 2002 report with 17,978 total employees.

Bayview, Med Admin included in university reports from 2004 forward.

Executives:

Faculty below the level of deans who also have managerial duties are reported as faculty. Some faculty directors included in Executives in 2003.

Faculty:

KSAS non-tenure track faculty not included in count of regular faculty in 2005 report.

SOURCE:

IPEDS Fall Staff, Employees by Assigned Position, and HR reports

UNIVERSITY COMMITTEE ON THE STATUS OF WOMEN

UNIVERSITY COMMITTEE ON THE STATUS OF WOMEN

TABLE 5 - STUDENT DIVERSITY BY TIME STATUS AND LEVEL OF INSTRUCTION

JOHNS HOPKINS UNIVERSITY													
2003						2004						2005	
MEN COUNT	WOMEN		TOTAL COUNT	PCT	MEN COUNT	WOMEN		TOTAL COUNT	PCT	MEN COUNT	WOMEN		TOTAL COUNT
	COUNT	PCT				COUNT	PCT				COUNT	PCT	
FULL-TIME													
UNDERGRADUATE	2,584	2,171	4,755	46%	2,607	2,338	4,945	47%	2,617	2,578	5,195	50%	5,195
GRADUATE	2,262	2,511	4,773	53%	2,289	2,512	4,801	52%	2,379	2,681	5,060	53%	5,060
PROFESSIONAL	245	231	476	49%	247	234	481	49%	230	234	464	50%	464
POSTDOCTORAL	57	51	108	47%	52	69	121	57%	58	65	123	53%	123
SUBTOTAL	5,148	4,964	10,112	49%	5,195	5,153	10,348	50%	5,284	5,558	10,842	51%	10,842
PART-TIME													
UNDERGRADUATE	222	349	571	61%	184	325	509	64%	168	315	483	65%	483
GRADUATE	3,905	4,276	8,181	52%	3,812	3,982	7,794	51%	3,960	3,983	7,943	50%	7,943
PROFESSIONAL	0	0	0	0%	0	0	0	0%	0	0	0	0%	0
POSTDOCTORAL	1	4	5	80%	6	2	8	25%	1	0	1	0%	1
SUBTOTAL	4,128	4,629	8,757	53%	4,002	4,309	8,311	52%	4,129	4,298	8,427	51%	8,427
TOTAL	9,276	9,593	18,869	51%	9,197	9,462	18,659	51%	9,413	9,856	19,269	51%	19,269

NOTES:

Full-time and part-time enrollment as of second week of classes, fall semester.
Post-baccalaureates counted as graduate enrollment.

SOURCE:

IR, Fall enrollment census.

	1996						1998						1999						2000						2001					
	COUNT			PCT FEMALE	COUNT			PCT FEMALE	COUNT			PCT FEMALE	COUNT			PCT FEMALE	COUNT			PCT FEMALE	COUNT			PCT FEMALE						
	F	M	TOTAL		F	M	TOTAL		F	M	TOTAL		F	M	TOTAL		F	M	TOTAL		F	M	TOTAL							
KSAS	61	223	284	21%	64	221	285	22%	64	214	278	23%	75	224	299	25%	82	218	300	27%										
WSE	7	90	97	7%	9	104	113	8%	10	97	107	9%	13	105	118	11%	12	105	117	10%										
PEABODY	24	48	72	33%	22	49	71	31%	22	50	72	31%	21	50	71	30%	21	44	65	32%										
SBSBE	22	17	39	55%	18	15	33	55%	25	19	44	57%	25	20	45	56%	33	26	59	56%										
SAS	3	27	30	10%	6	31	37	16%	6	33	39	15%	14	33	47	30%	19	32	51	37%										
MED	508	1,120	1,628	31%	532	1,169	1,701	31%	547	1,210	1,757	31%	588	1,305	1,893	31%	643	1,312	1,955	33%										
NURSING	49	1	50	98%	56	1	57	98%	58	1	59	98%	66	2	68	97%	74	2	76	97%										
BSPH	161	210	371	43%	169	229	398	42%	179	236	415	43%	214	261	475	45%	198	251	449	44%										
Total	835	1,736	2,571	32%	876	1,819	2,695	33%	911	1,860	2,771	33%	1,016	2,000	3,016	34%	1,082	1,990	3,072	35%										

1998 to 2001 - IR, Gender & Minority Faculty Analysis, March 2003

Based on full-time faculty, including tenured, tenure track, and non-tenure track positions

UNIVERSITY COMMITTEE ON THE STATUS OF WOMEN

UNIVERSITY COMMITTEE ON THE STATUS OF WOMEN

TABLE 6 - FACULTY DIVERSITY BY DIVISION

JOHNS HOPKINS UNIVERSITY												
2003					2004					2005		
	COUNT			PCT FEMALE	COUNT			PCT FEMALE	COUNT			PCT FEMALE
	F	M	TOTAL		F	M	TOTAL		F	M	TOTAL	
KSAS	89	229	318	28%	95	231	326	29%	65	209	274	24%
WISE	13	120	133	10%	17	137	154	11%	16	135	151	11%
PEABODY	46	60	106	43%	22	56	78	28%	23	52	75	31%
SPSBE	53	35	88	60%	25	53	78	32%	35	35	70	50%
SAIS	23	51	74	31%	48	30	78	62%	26	50	76	34%
MED	562	1,111	1,673	34%	683	1,383	2,066	33%	670	1,358	2,028	33%
NURSING	68	2	70	97%	73	3	76	96%	62	3	65	95%
BSPH	187	243	430	43%	196	248	444	44%	215	245	460	47%
Total	1,041	1,851	2,892	36%	1,159	2,141	3,300	35%	1,112	2,087	3,199	35%

SOURCE:
IR Annual Diversity Report

NOTES:
Based on full-time faculty, including tenured, tenure track, and non-tenure track positions
Bayview, Med Admin included in university reports from 2004 forward.
KSAS non-tenure track faculty not counted as part of regular faculty in 2005 report.

UNIVERSITY COMMITTEE ON THE STATUS OF WOMEN

UNIVERSITY COMMITTEE ON THE STATUS OF WOMEN

**TABLE 7 - LEADERSHIP POSITIONS FILLED BY WOMEN
JOHNS HOPKINS UNIVERSITY, 2003**

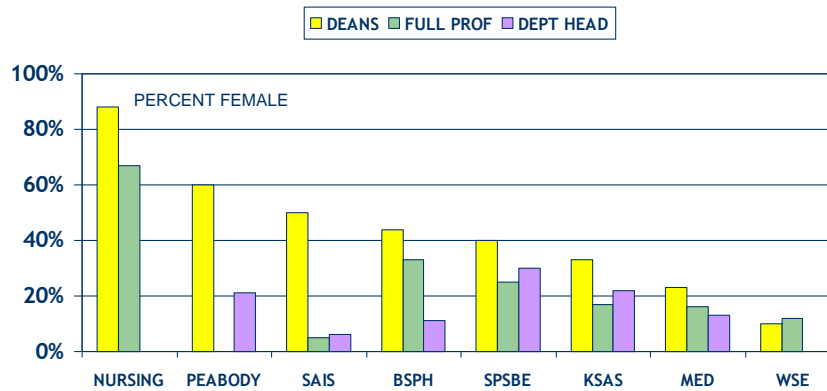
PERCENT FEMALE
ADMINISTRATORS, FACULTY, AND STUDENTS

	DEANS	FACULTY	FULL PROF	ENDOW CHAIR	DEPT HEAD	UG ENROLL	GR/PR ENROLL
KSAS	33%	28%	17%	19%	22%	51%	48%
WSE	10%	10%	12%	0%	0%	25%	23%
PEABODY	60%	43%	0%	20%	21%	47%	59%
SPSBE	40%	60%	25%	0%	30%	34%	61%
SAIS	50%	31%	5%	4%	6%	NA	52%
MED	23%	34%	16%	11%	13%	NA	47%
NURSING	88%	97%	67%	100%	NA	93%	96%
BSPH	44%	44%	33%	21%	11%	NA	69%
TOTAL	37%	36%	18%	14%	15%	46%	53%

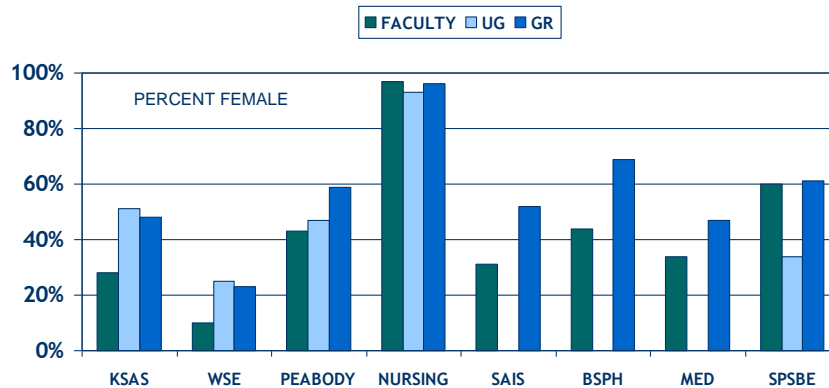
NOTES

Full-time faculty, staff, and students.
Does not include AAP, EPP.

LEADERSHIP POSITIONS FILLED BY WOMEN JOHNS HOPKINS UNIVERSITY, 2003



FEMALE FACULTY AND STUDENTS JOHNS HOPKINS UNIVERSITY, 2003



1. LEADERSHIP:

A. Findings:

ENSURING WOMEN'S OPPORTUNITIES

The 1999 report of the Provost's Committee on the Status of Women called for establishing leadership opportunities for women by making a "special effort to ensure that women are afforded the chance to hold key leadership positions in the departments and divisions and that current women faculty members receive the networking and training appropriate to develop future leaders." Seven years later, women are just 15% of all department heads, 14% of endowed chairs, and 18% of full professors across the university. Female faculty and staff also hold 37% of all dean positions, including assistant and associate deans.

The faculty, staff, and student subcommittees of the University Committee on the Status of Women each identified the underrepresentation of women in leadership positions as a core concern. Case histories collected in this report²⁵ indicate that at Johns Hopkins, there are differences in access to leadership selection, development, recognition, recruitment, and being valued in leadership roles for

²⁵ See Section D.1 and Appendix 3.

women compared to men. Studies also reveal that leadership roles are designed and resourced in ways that make them less supportive of women than of men. Faculty and student focus groups conducted for this report support these findings,²⁶ as does the July 2005 report by the Committee on Faculty Development and Gender at the School of Medicine.²⁷

The 2005 report by the School of Medicine found that differentials did not occur at the level of promotions committees (where rates of actually being promoted were equal for women and men), but in rates and timing of nomination for promotion. This finding is comparable to those for all divisions in the 1989 Report of the Provost's Committee on the Status of Women. Explanatory factors for lower rates of promotion for women include slower time to nomination for promotion and higher attrition rates for women faculty members. Data from the School of Medicine's 2005 study suggest persistence of the 1989 findings and provide important insight into some of the factors underlying differentials in representation of women faculty members at different ranks. They likely are relevant to other divisions, particularly given the consistency of findings across divisions in 1989.

Significant disparities in the proportions of women on the faculty and among senior administrators at Johns Hopkins are now *only rarely* attributable to an inadequate academic pipeline, given the relatively equal proportion of men and women students at all levels in recent years. By 1984, 41 percent of the doctoral degrees Johns Hopkins awarded went to women, increasing to 50 percent in 2003. In 2001–2002, for the first time, women earned more doctorates in the United States than men did, according to the National Science Foundation's Survey of Earned Doctorates.²⁸ The discrepancy between the proportion of women in the promising early stages of academic careers at Johns Hopkins and those promoted to senior and leadership ranks points to a serious problem in the advancement of women. Conversely, it offers an obvious opportunity for correcting the low representation of women at senior ranks.

CORE OBSTACLES TO GENDER EQUITY IN LEADERSHIP

The paucity of women among the executive officers and senior scholars at Johns Hopkins signifies absence of the diverse capabilities highly talented women would bring to the university. The faculty subcommittee of the University Committee on the Status of Women analyzed obstacles to women's leadership, both at this university and nationally.²⁹ This analysis, as well as national data and reports at peer universities, identified four core obstacles to women in leadership at Johns Hopkins.

²⁶ See Section D.2 and Appendix 1.

²⁷ <http://www.insidehopkinsmedicine.org/news/leadershipcorner/2005/072005.cfm>

²⁸ <http://www.nsf.gov/statistics/srvydoctorates/>

²⁹ See Section D.1 - Report of the faculty subcommittee for a full discussion of issues, methods, and analysis.

1. **The Johns Hopkins University does not link gender equity generally, or women in leadership specifically, to its mission or its institutional strategy for positioning itself first in the global research and higher education marketplace.** The university's mission and strategy do not include any expectation of ongoing, sustained commitment to gender equity and women in leadership. University leaders are not accountable, nor do they appear to hold themselves accountable, for gender equity within their own leadership ranks or throughout the university. Factors considered when determining university leadership's effectiveness do not include attention to gender equity and women in leadership, and *there is no official consequence for ignoring these issues or for succeeding at accomplishing gender equity in leadership.*
2. **Women and men pursuing the same or comparable paths to leadership face dramatically different experiences.**
 - **Rewards and compensations, including salary, benefits, promotion rates, and recognition, are not consistently equitable for men and women faculty and staff members across the ranks.** Data from the faculty and staff subcommittees indicate some improvement but disparities in salary by gender persist in some divisions.³⁰
 - **Women encounter more barriers and impediments than do men in progressing along paths to leadership.** There is little effort to identify or cultivate women as leaders at Johns Hopkins and only rarely are they given the opportunity to assume formal leadership positions—or supported and valued appropriately if they do.³¹
 - **Women exercising both formal and informal leadership are likely to be unrewarded, unrecognized, undervalued, underresourced,**

³⁰ This is reinforced by the July 2005 report by the School of Medicine, which indicated that, over the entire school, male faculty members earn 6.3 percent more than women. Along with the higher salary, male faculty members receive increased retirement contributions by the institution—as determined by salary—leading to “very significant differences in lifetime compensation.” The difference in base salary was 3.8 percent, indicating that bonuses contribute to the larger difference in total salary.

<http://www.insidehopkinsmedicine.org/news/leadershipcorner/2005/072005.cfm>

³¹ Ibid. The School of Medicine analyzed two cohorts of faculty members recruited at the assistant or associate professor level in 1989–90 and 1994–5, which showed that women who were associate professors at recruitment took 3.3 years longer to be promoted to professor than did men—and there was no change in this gap between cohorts. In the 1989 cohort, women recruited as assistant professor took 2.3 years longer than men to reach professor. Overall, the likelihood of promotion was consistently higher for men than for women, and the differential was much greater than expected, given that for ten years women have comprised more than 30 percent of assistant professors.

and marginalized.³²

- **The retention rate for women in leadership positions at Johns Hopkins appears to be shorter than for men.** Disenchantment, compounded by competitive offers with significant start-up packages elsewhere, often induces women to leave.
3. **Current models of leadership are inadequate.** Anachronistic leadership models hinder *both* men and women from achieving their full potential, undermine their career success, and deprive the university of the full measure of their talent.
- **Idealized perceptions of effective leaders at Johns Hopkins are based on cultural gender stereotypes that value masculine norms and images, as well as expectations of twenty-four-hour availability, all of which disadvantage women.**
 - **Many women do not see university leadership roles as a “fit” for them personally or for their career aspirations.** Masculine norms and practices often shape definitions of success and competence. Women often report that they do not expect that they will be valued, regardless of their effectiveness, and expect—based on experience—that their colleagues will marginalize them and their achievements.³³ As a result, leadership roles appear not to be attractive to many women.
 - **Women perceive that many men in leadership positions at Johns Hopkins have a nonworking spouse at home,** suggesting that this may be an implicit job requirement for leaders.
 - As a result of the above, many women see what they can accomplish as leaders at Johns Hopkins as limited and potentially not worth the price extracted to achieve and succeed in these positions.
4. **Lack of succession planning appears to be the norm at Johns Hopkins. This forces reliance on informal processes and selection on a short timeframe. This increases the likelihood that leadership will be identified from established collegial networks—which rarely include women.** This usually leads to the appointment of white males in leadership roles.

B. Recommendations:

³² The path to leadership for women at Johns Hopkins is primarily through their own development of institutes, centers, or programs. These have addressed important issues and unmet needs institutionally, and these women are recognized authorities in their field, nationally and internationally. Often they created and sustained their programs without departmental or university resources, with little encouragement or recognition, and with only tacit approval from their department chairs and deans.

³³ Dr. Deborah Merrill-Sands, in a presentation to the University Committee on the Status of Women on November 22, 2002.

A MODEL FOR THE TWENTY-FIRST CENTURY

President Brody and Provost Knapp have demonstrated remarkable acumen for adapting a large organization to meet future challenges. The recommendations of this committee resonate with President Brody's forceful acknowledgment that "in countless ways we are redefining and reinventing the way we research, teach, and serve at Johns Hopkins. In each of these capacities we know that our success depends upon the participation and contributions of women and men from all backgrounds."³⁴ By embracing this committee's six recommendations to revolutionize its approach to leadership—and by *accomplishing these goals by 2015*—Johns Hopkins can become the model for rethinking leadership criteria in the twenty-first century research university.³⁵

To this end, this committee recommends:

1. **Vision Statement:** The university's leadership—its board of trustees, officers, and deans—will adopt a statement *of a university-wide vision for gender equity* and hold one another accountable for accomplishing this goal over the next ten years. University leadership, supported by a designated office with organizational change expertise and by external consultants as appropriate, will formulate and implement this vision statement and will develop a new expectation by leadership of achieving gender equity among Johns Hopkins' executive, administrative, and scholarly leadership in *all of its divisions*. The vision statement will assert that:
 - Gender equity, particularly among the leadership, is *mission critical* for the university's goal of remaining a top-ranking university in research, education, and global impact because it will enhance the growth, creativity, and productivity of our human capital as the lifeblood of our intellectual enterprise.
 - Gender equity promotes human and social values that strengthen Johns Hopkins and society.
 - Full inclusion of women as leaders is essential for the future.
 - Women will have equal—and every—opportunity to succeed in leadership in academic and other careers throughout the university and its affiliated institutions.
 - Johns Hopkins will initiate and promote a new, gender-equitable culture with policies, practices, and preferences to support the full inclusion of women in leadership and affirm the value of their accomplishments and contributions.
 - The university will advance an institutional culture that highlights the *creation of nontraditional mainstream leadership paths* for both women and men, and legitimizes human needs for work/life balance.

³⁴ Johns Hopkins *Gazette*, September 14, 1998.

³⁵ For additional and more detailed recommendations, see the report of the faculty subcommittee.

2. **Gender equity–awareness initiative:** The university will conduct a *public and transparent initiative* to educate leaders about the causes, manifestations, and consequences of gender inequity. This initiative will promote remediation of gender inequity in academic and intellectual leadership, beginning with setting long-term goals and establishing both short-term wins and long-term initiatives for culture change to establish gender equity.
3. **Executive and Administrative Leaders:** Beginning immediately, Johns Hopkins will actively and intentionally recruit and promote women from within the university when executive and senior administrative leadership positions become available. In particular, search committees will seriously seek out and consider women directors of departmental and divisional programs, centers, and institutes who have developed, in those roles, strong qualifications for executive leadership.

Further, it is crucial that

- university leaders immediately analyze and understand aspects of Johns Hopkins' culture that are disadvantageous to women leaders. Analysis should scrutinize all aspects of leadership—including expectations of leadership roles, images of successful leaders, resources provided to, and the metrics for success for leaders at Johns Hopkins—as well as planning for leadership succession. External consultants will be valuable in this endeavor.
- the university state publicly that it will achieve *leadership parity by 2015*, when half of all executive and administrative leaders will be women.
- the university's leaders publicly commit themselves and the university to begin achieving gender equity *within their own ranks* and throughout the university and its affiliated institutions *without delay*.
- deans and directors immediately evaluate which departments lack sufficient numbers of women leaders, faculty members, and administrators, then *provide financial incentives* to departments that successfully recruit women.
- in keeping with the vision statement described above, the president, provost, senior university executives, and deans develop *a strategic plan for recruiting women* to fill department chairs, deanships, and all other executive and senior administrative positions throughout Johns Hopkins, with specific goals and target dates. Resources to support *retention* of these recruits should also be a priority.
- a new position be created and resourced within the Institutional Research, *utilizing existing methodologies and support staff*, to monitor data about the hiring, promotion, and retention of women. This person will have the authority to coach deans and directors about whether their divisions are complying with new standards of gender equity.
- this strategic plan become part of the annual budget and financial management cycles of the university, including *incentives to reward progress* in moving towards gender parity. This should involve analysis

of how to redefine leadership roles, metrics for success, resources to attract and retain women leaders, and performance expectations set by the board of trustees.

- *the Board of Trustees of the Johns Hopkins University review and approve this initiative.*
- the president and provost *publicly and repeatedly endorse gender equity* in forums throughout the university.

4. Senior Faculty Members: Beginning immediately, women will constitute at least half of all new tenure-track faculty recruits in every division until equity becomes a reality in faculty leadership, with particular emphasis placed on full professorships. (See Table 7, above, and Table 8, below, for current proportions of women in leadership roles at Johns Hopkins.) The university's board of trustees and executive leadership will recognize and reward current and new women faculty members by

- appointing senior women to prestigious positions such as *unfilled endowed chairs* (see Table 8, below);
- targeting senior women scholars and administrative leaders for recruitment by establishing *bold new development and retention priorities* in support of their programs;
- *retraining search committee members and department leaders* to develop new recruitment approaches that will attract women;
- ensuring that recruits, whether men or women, *commit to gender equity*;
- providing appropriate *mentorship and investment in career development*;
- finding *appropriate jobs for spouses* of faculty members being recruited, which will require collaboration among leadership;
- making every effort to *retain senior faculty women*, recognizing that they serve as role models for younger faculty and students, both men and women;
- launching development priorities to create additional endowed chairs, institute directorships, and other leadership positions that provide visibility and stature for women academic leaders;³⁶
- revising and monitoring the Knowledge for the World campaign to reflect its commitment to achieving gender equity.

³⁶ Such endowments and recognition opportunities will attract noteworthy successors when those women scholars leave or retire.

UNIVERSITY COMMITTEE ON THE STATUS OF WOMEN

UNIVERSITY COMMITTEE ON THE STATUS OF WOMEN

TABLE 8 - FACULTY LEADERSHIP

JOHNS HOPKINS UNIVERSITY, FALL 2003							FULL RANK	COMPARE TO PERCENT FEMALE AT FULL RANK
ENDOWED CHAIRS								
	Male	Female	Unfilled	Total	Filled	% Female		
KSAS	51	12	13	76	63	19%	18%	1%
WSE	13	0	4	17	13	0%	9%	-9%
PEABODY	4	1	3	8	5	20%	NA	NA
SPSBE	NA	NA	NA	NA	NA	NA	NA	NA
SAIS	22	1	4	27	23	4%	6%	-2%
SOM	126	15	21	162	141	11%	16%	-5%
SON	0	4	1	5	4	100%	NA	NA
BSPH	11	3	4	18	14	21%	30%	-9%
TOTAL	227	36	50	313	263	14%	18%	-4%

DEPARTMENT HEADS							FULL RANK	DEPT - FULL
	Male	Female	Unfilled	Total	Filled	% Female		
KSAS	18	5	0	23	23	22%	18%	4%
WSE	9	0	0	9	9	0%	9%	-9%
PEABODY	11	3	0	14	14	21%	NA	NA
SPSBE	7	3	0	10	10	30%	NA	NA
SAIS	17	1	0	18	18	6%	6%	0%
SOM	28	4	0	32	32	13%	16%	-4%
SON	NA	NA	NA	NA	NA	NA	NA	NA
BSPH	8	1	0	9	9	11%	30%	-19%
TOTAL	98	17	0	115	115	15%	18%	-3%

NOTES:

The percent of females at full rank is provided only for divisions where full rank is a common category. Some academic divisions at Johns Hopkins do not use faculty ranks (e.g. Peabody) or have very few full professors (e.g. SPSBE, Nursing). Revised Sept 2006.

5. Enhanced Training for the Next Generation: The existing resources of the Center for Training and Education should be fully utilized. This should include:

- new course offerings in the training center giving particular *emphasis to addressing the concerns of women and other underrepresented groups*, with a charge for participants to redesign leadership models, roles, and practices.
- *deans and directors ensuring the attendance* of all current department chairs, program directors, and senior staff and faculty members in the Leadership Development Program, starting with the most senior leaders first and then moving on to junior leaders and newcomers to their divisions.
- senior leaders in every division *taking responsibility for coaching and developing* those who are their juniors, and ensuring that this career development occurs for women.
- mid-level managers participating in the Management and Staff Development Program *within five years of their appointment to a*

management position. Those who are new to supervisory positions should complete the supervisory certificate *within the first two years* of their appointment as a supervisor. All newly hired senior staff and faculty members should receive training appropriate to their positions and levels of responsibility within the organization *within six months* of their employment by Johns Hopkins.

- senior leaders and managers planning for *training at the department level* as part of a developmental program that would encourage better communication, team building, the creation of an inclusive work environment, and a sense of community.

These courses will provide opportunities for Johns Hopkins faculty and staff members to learn the skills essential for moving into *positions of senior leadership and for accomplishing culture change at all levels that is essential to gender equity.*

6. Institute for Next-Generation Leadership and Think Tank: The university will endow and establish an institute, which potentially can be affiliated with existing programs, to envisage new exemplars for leadership, placing Johns Hopkins at the forefront of this arena. This Institute for Next-Generation Leadership will

- serve as a think tank and policy research center on leadership theory, with a particular emphasis on women and other underrepresented groups and on the *redesign of leadership roles.*
- provide expertise for *ongoing assessment of leadership roles* at Johns Hopkins to advise how the evolution of their design and the provision of resources might better serve to attract women and support their success.
- greatly extend and enrich current leadership training and education for Johns Hopkins faculty and staff members aspiring to move into leadership *within the university and throughout the nation and the world.*

Attracting and retaining women faculty and promoting leadership among women should be a priority of the Knowledge for the World capital campaign. With this in mind, funds will be raised and specifically earmarked for ongoing recruitment, development, and retention of women faculty, and for the Institute for Next-Generation Leadership.

2: Work/Life Balance:

A. Findings

REDEFINE THE IDEAL WORKER

Members of the Johns Hopkins faculty and staff, as well as its students, excel in their work, which is why they are selected to work and study at this university. This universal commitment to excellence is linked to an institutional culture that follows our national “ideal worker model,” as described by Professor Joan Williams

in *Unbending Gender: Why Work and Family Conflict*.³⁷ The ideal worker, Williams suggests, is an individual who is entirely devoted to his or her work, twenty-four hours a day/seven days a week. In such cultures, people who are completely available for work are highly valued, while those who allow time for childcare or other personal responsibilities often become marginalized. Williams points out that the “ideal worker culture is pervasive and has to be changed to permit women’s contributions to be valued and to permit women to succeed and to make contributions to academia without requiring that they give up their ability to have families to do so.”³⁸

At Johns Hopkins, this ideal worker mind-set pervades all aspects of the culture, and it is experienced adversely by women students, faculty members, and staff members. Students—from all divisions—who participated in the 2004 online survey conducted by this committee³⁹ depicted Johns Hopkins as a highly competitive, work-oriented environment, where pressures are primarily due to the nature of the Johns Hopkins work ethic and the expectations of the university.⁴⁰ Moreover, the inflated emphasis on the work environment, to the exclusion of all else, is seen by students to distinguish Johns Hopkins from other universities. Students’ comments suggested that

- difficulty in balancing work and life may create unacceptable levels of stress that adversely affect the quality of a student’s work;
- a balance of work with other aspects of life, including those necessary to physical and mental health, is, arguably, an ingredient of creative work. The need for such balance is not legitimized or adequately considered;
- change in norms, policies, and procedures to legitimize and support flexibility and protect time for personal lives and responsibilities would be welcome;
- lack of available or adequate day care is a serious concern for many students, particularly graduate students.

According to the American Association of University Professors, the ideal worker model disadvantages individuals who cannot spend as much time at work as individuals with few personal obligations.⁴¹ It disproportionately affects women, whose childbearing, child-rearing, and eldercare roles often require working in a different—though not inferior—pattern. This perceived difficulty in balancing work and life is perceived as a disincentive in attracting women students and faculty members. Establishing policies that improve work/life balance for faculty and staff members would likely improve recruitment at Johns Hopkins. It would also enrich the environment for students, faculty members, and staff members, giving them role

³⁷ Joan Williams, *Unbending Gender: Why Work and Family Conflict* (Oxford: Oxford University Press, 2000).

³⁸ Ibid.

³⁹ See Section D.3 and Appendix 2 for statistical results and methodology.

⁴⁰ These observations are consistent with this committee’s reports for faculty and staff.

⁴¹ <http://www.aaup.org/statements/REPORTS/FamilyWork.htm>

models for a productive and satisfying career, and enabling them to understand and meet the challenges of work/life balance without undue stress.

Notably, there is now a generational shift in expectations by both men and women, affirming that there should be time for family. Men with young children are increasingly requesting flexible work schedules.⁴² In addition, flexible work options are of great interest to older workers, who have needed skills and expertise and want to remain in the work force. Thus, *the needs already expressed by women are now being felt by a number of groups within the work force.*

Obstacles to work/life balance are particularly acute in dual-earner or single-parent families, which are now the norm.⁴³ Nationally, concerns about balancing work with family and ensuring that children receive adequate parental attention have led to a demand for flexibility and control of work schedules. The business world recognizes that work/life balance is a key issue and that when it is successfully addressed, the result is an increase in productivity and in the recruitment and retention of top workers, especially women. There is a broad acknowledgment among businesses that there is a need for clear protection of time for personal lives balanced with full-time jobs, or for the election of part-time jobs. Many in the business world recognize that workers who choose new work patterns should not be marginalized or viewed as uncommitted to a career and that there should be opportunity for an evolution in job definition over a worker's lifetime.⁴⁴

⁴² In a 2004 survey of faculty in the Johns Hopkins School of Medicine, 94 percent of women with dependent children were the primary or shared caregiver, compared to 64 percent of men; 86 percent of women and 49 percent of men reported that childcare responsibilities had "significantly" or "somewhat" slowed their career progress. Additionally, 33 percent of women and 16 percent of men said that inflexibility in work schedules was "somewhat" of a problem. Overall, 33 percent of men and 18 percent of women said they had achieved balance between work and family, while 34 percent and 42 percent, respectively, said they were "somewhat" satisfied. Conversely, 40 percent of women and 33 percent of men faculty were not satisfied. <http://www.insidehopkinsmedicine.org/gender/CFDGFfinalreport1.pdf>

⁴³ According to the Family and Work Institute's National Study of the Changing Work Force, 2002, less than 25 percent of the U.S. work force lives in a traditional family of a married couple with a single wage-earner. Rather, 44 percent of American children live in dual-earner families, and single-parent families now comprise 10 percent of all families. Twenty percent of all households and 35 percent of workers (men and women) are responsible for regular care for a parent or in-law over the age of sixty-five, and that figure is expected to double in the next ten years. (<http://www.familiesandwork.org/summary/nscw2002.pdf>)

⁴⁴ Ibid. Flexibility, respect, supervisor support, and a supportive work culture are more strongly associated with positive work outcomes than fringe benefits and they also promote more positive life outcomes. Issues related to trust, control, and autonomy over one's schedule are key to reducing stress and strain and improving the mental health and well-being of employees. The National Commission on the Status of Women reported, in 2002, that 77 percent of those who experienced their

The desire for flexibility should not force the end of careers. Rather, faculty and staff members and students throughout the Johns Hopkins community should be able to organize their time and work more flexibly without this being interpreted as diminished dedication to a career or to excellence. Johns Hopkins needs to adapt its cultural expectations to value, accommodate, and reward appropriately those women and men who seek a different work/life balance. This is essential to compete successfully for the best and brightest—men *and* women.⁴⁵

*To accomplish this, it is imperative that Johns Hopkins change **how it measures** excellence and commitment.* Changing our cultural expectations as to the characteristics of the ideal worker will help achieve equity for women and, simultaneously, help retain men and older workers with similar goals.

President Brody has provided significant leadership in this area by endorsing the American Association of University Professors' Statement of Principles on Family Responsibilities and Academic Work, adopted in November 2001, which was distributed throughout the Johns Hopkins University. In it, the AAUP asserted that cultural changes are essential to support the success of women faculty members and recommended that universities develop specific policies and procedures that support faculty members integrating work responsibilities and family life. "Transforming the academic workplace into one that supports family life requires substantial changes in policy and, more significantly, changes in academic culture. These changes require a thorough commitment from the leaders of educational institutions as well as from the faculty."⁴⁶ The statement quoted Dango and Williams's observation that

raising a child takes 20 years. American women, who still do the vast majority of childcare, will not achieve equality in academia so long as the ideal academic is defined as someone who takes no time off for child-rearing. With teaching, research, and committee assignments, pre-tenure academics commonly work many hours of overtime. Defining job requirements in this way tends to eliminate virtually all mothers....⁴⁷

The Johns Hopkins University leadership's support of this AAUP statement—and its implementation of a number of policies, approaches, and training programs—have begun the process of bringing these recommendations to fruition.⁴⁸ The university, however, has not yet accomplished the *cultural change* required for

culture as supportive said it was highly likely they would still be working at the company next year, compared to 41 percent who didn't find their culture supportive.

⁴⁵ At Johns Hopkins there are recurrent reports that many students, particularly women, anticipate enormous hurdles if they try to establish professional careers in academia while also starting families. Anticipation of difficulties in achieving work/life balance is a significant disincentive for electing an academic career.

⁴⁶ <http://www.aaup.org/statements/REPORTS/FamilyWork.htm#b6>

⁴⁷ Robert Drago and Joan Williams, "A half-time tenure track proposal" in *Change* (November-December 2000:47-48, and quoted in AAUP policy statement, 2001.

⁴⁸ See Gains Made section above.

women to be able to balance work and family without marginalization and harm to their careers. This was reinforced in the 2005 report by the School of Medicine's Committee on Faculty Development and Gender, which reported that twenty-four of thirty department chairs indicated that improvement of work/life balance would facilitate recruiting, advancing, and retaining women faculty.⁴⁹ Further, department chairs recommended that the institution

- create an environment of genuine acceptance for flexible career timelines and pathways;
- develop a culture that recognizes the realities of contemporary life and implement a specific set of institutional practices, policies, and programs with a philosophy that aggressively supports and promotes work/life balance.

This new approach, the chairs advised, should become standard enticements for faculty recruitment and retention, along the lines of current benefits packages and tuition reimbursement. **The University Committee on the Status of Women strongly endorses this proposal, and further proposes that it include staff members and students, as well as all faculty members, in all divisions of the university.**⁵⁰

B. Recommendations:

FACILITATING FLEXIBILITY

The University Committee on the Status of Women strongly believes that changing the university's culture to support career flexibility and gender equity will preserve and enhance the excellence that is the core of the Johns Hopkins. To this end, a next essential step, which was raised in the AAUP policy statement, is an evaluation of the metrics by which the university measures excellence and commitment. Such measures should focus on the *quality of the work produced and on its contribution to the field and to the institution*, rather than on time spent at work or on certain kinds of relationships or interactions (e.g., involvement in formal or informal networks). In this electronic age, when much work occurs online and off site, such factors should not play a part in evaluating the quality of one's work or the degree of one's commitment. To foster cultural change and achieve work/life balance for all constituencies in all divisions of the university, this committee recommends the following strategies to promote both work and personal success and satisfaction.

- 1. Policy Statement:** The university should develop a clear statement of policy that emphasizes a commitment to work/life issues and balance, and to the support of personal and family needs of employees and their family members

⁴⁹ <http://www.insidehopkinsmedicine.org/gender/CFDGFfinalreport1.pdf>

⁵⁰ Flexibility must be implemented at all levels. Women in the lowest paid positions at Johns Hopkins are often in the most rigid and inflexible jobs. At present, part-time workers are predominantly women, often forced to elect part-time work due to personal circumstances. *At Johns Hopkins those in part-time positions lack benefits, including health care coverage.*

(whether the employees are faculty or staff members) and of students.

2. **Measures of Excellence and Commitment:** New norms, policies, and procedures redefining the “ideal worker” at Johns Hopkins should include
 - agreement that commitment is based on career goals and excellence in product, rather than on time invested or visible to others;
 - promotion policies that ensure that those working less than full-time are considered for promotion, at perhaps a commensurately slower pace but without any other adverse effects on their career development;
 - benefits policies that guarantee workers moving from full-time to part-time retain their benefits, though at a proportionately decreased rate;
 - assurance that important or regular departmental meetings at which participation is expected will not be held during evenings or on weekends.
3. **Career Flexibility:** New policies should be developed to provide for
 - flexibility in scheduling and structuring work arrangements, with acknowledgment from those electing these options that they *will be a factor in determining promotion timelines*;
 - opportunities to alternate between full- and part-time work while retaining benefits proportional to the level of effort;
 - creation of a permanent, institution-wide pool of temporary staff, in order to maintain the experience these workers bring to the job at the university.⁵¹

Such new policies should ensure that individuals electing flexible career pathways are not penalized or marginalized but supported in the continuation of their career trajectories.

4. **Supervisor Training:** At present, the course “Managing in a New World: An Introduction to Flexibility and Supportiveness at Work,” offered by the Office of Human Resources, provides skills for a culture change toward valuing and supporting work/life balance. However, this course is optional; *only twenty managers per year throughout the university* take advantage of this opportunity to improve their supervisory skills.⁵² The University Committee on the Status of Women endorses this course and proposes that all supervisors of both faculty and staff members be *required* to participate, a goal that can be accomplished easily by utilizing existing resources. The committee further recommends that this training be integrated into the Office of Human Resources’ Leadership Skills Development Program. This will be a significant step in enabling all supervisors to understand the importance of

⁵¹ It should be noted that many of these recommendations, including proportional benefits, were made by the Work and Family Task Force at Johns Hopkins, in 1997.

⁵² https://learning.jhu.edu/ka/crsedwmsd.asp?DSN=ING_PROD&LED=810

supporting cultural change and valuing work/life balance in making decisions about flexible scheduling.

- 5. Universal Training and Education:** It is important that all current and new employees be held accountable for, and educated on how to develop an inclusive culture that supports civility in the workplace and work/life balance. **It is essential that**

- new policies and guidelines be widely and effectively publicized among the entire university community;
- performance appraisals for supervisors and managers of both faculty and staff members include accountability for management of work/life and diversity issues.

- 6. Sponsored Research:** The university's leadership should work with major funders, such as the National Institutes of Health, to ensure that, under the guidelines for sponsored research, faculty members who are working less than 100 percent are eligible to apply for and receive grant funding.

- 7. Dependent Care:** Johns Hopkins' policies should align with the state of scientific knowledge about optimal human growth and development. In the areas of pregnancy, family medical leave, and work/life—dynamics that affect employees and their families across the lifespan—the university's policies should be congruent with its values. For this report, the Office of Human Resources reviewed the university's policies to ensure that they match Johns Hopkins' mission and goals for education, health care, and research.⁵³ As a result of this analysis, this committee urges the university to develop *a comprehensive strategy to address continuing concerns about the lack of all-inclusive dependent care*.⁵⁴ Reasoning that increased dependent-care availability will enhance the well-being of women students, staff members, and faculty members, this committee recommends that the university

- determine faculty, student, and staff childcare and eldercare needs and preferences; identify the most pressing problems encountered by Johns Hopkins parents and caregivers; summarize and publish the findings; and develop and implement recommendations for improvement;

⁵³ See Section D.4.

⁵⁴ Business has learned the value of enhancing support for childcare. A 2001 study of the General Services Administration revealed that among low income workers who received childcare subsidies, 55 percent were better able to concentrate on work, 19 percent reported fewer days absent from work, and 75 percent felt the subsidy program improved their job performance. A 1999 study by NationsBank (now Bank of America) determined that turnover of tellers decreased from 46 percent to 14 percent among those who used a \$25 per week credit for childcare. http://www.winningworkplaces.org/library/research/rs_childcaresubsidympares.php?PHPSESSID=25f71764bb4d29b8e618bd2b92cc52ef

- expand affordable dependent care, making it available and accessible for all employees and students on all campuses, as a strategic initiative to aid in recruitment and retention of faculty and staff members and students;
- promote affordable, on-campus childcare as a recruitment strategy for graduate students;
- increase financial commitments to the dependent-care voucher program and subsidies for dependent care, both childcare and eldercare;
- establish equity of benefits for staff members with those of faculty members;
- consider additional novel benefits, which may increase recruitment of women and decrease work/life stress, such as establishing a university-run and subsidized elementary school, extending summer camp with priority given to children of Johns Hopkins employees and students, and expanding the availability of emergency in-home childcare for sick children and ill or elderly dependents;⁵⁵
- evaluate the business impact of paid and unpaid time off for extending family medical leave and increasing bereavement leave beyond three days, so that employees may be with their loved ones in times of need;
- provide leadership in supporting families by extending the number of days permitted for family medical leave through the use of short-term disability insurance, worker's compensation, or by providing other support for family members using leave;
- provide paid leave for childbirth for faculty and staff members;
- develop a formal parental leave policy for faculty members. Potential models are detailed in the report of the subcommittee on faculty.⁵⁶

8. Planning staffing to support flexibility: In its Statement of Principles on Family Responsibility and Academic Work, the AAUP warned that “institutions should be careful, in assigning the duties of a faculty member on leave, not to place disproportionate burdens on other faculty members.”⁵⁷ This committee supports this recommendation and further recommends that this caution *be extended to staff members*. This requires rational planning to reasonably anticipate shifts in staffing levels over the year, including potential staffing needs due to family leave, bereavement, retirement, or shifts to part-time work. Deans and directors should instruct all program leaders to develop appropriate staffing and the funding plans necessary to support such enhanced staffing. By preserving the morale of those who

⁵⁵ Currently, students are not eligible for the Parents in a Pinch program offered by Worklife Programs, and full- and part-time faculty and staff are eligible for only five placements per year. See <http://hrnt.jhu.edu/worklife/programs/sick/policy.cfm>

⁵⁶ See Section D.1 - Report of the Faculty. Subcommittee.

⁵⁷ <http://www.aaup.org/statements/REPORTS/FamilyWork.htm>

support others as they take time off, the university will take an essential step in legitimizing and providing for work/life needs within the academic community.⁵⁸

- 9. Coordination:** This committee recommends that there be a coordinated effort to work with governments, unions, committees, and professional associations to influence work/life policy development at the state and federal levels, and to find solutions, in partnership, for many of the social challenges now facing women and families. By leading a coordinated effort emulating companies that plan for social issues important to the recruitment, retention, and productivity of the work force,⁵⁹ *Johns Hopkins will become the pacesetter in higher education.*
- 10. Student Concerns:** The student subcommittee considered sustainable solutions to problems of work/life balance and recommends that the university
 - improve work/life balance for faculty members, which will provide role models to encourage women students to elect academic careers;
 - address students' perceptions that faculty members who are committed parents cannot succeed at Johns Hopkins or in academia in general;
 - provide mentorship for those concerned about work/life balance, both students and those in the early parts of their careers;
 - identify fields in which women leave degree programs in disproportionate numbers, and collect information (either by survey or interview) to identify the causes, especially when such decisions stem from the nature of the Johns Hopkins environment;
 - make work/life balance the basis for continuing discussions with student groups, including focus groups and student organizations, such as the Graduate Representative Organization, so that the university has a clear sense of the issues facing students;

⁵⁸ The Association of Professors of Medicine has published methods for academic units to use in estimating the number of physicians needed to staff an academic clinical service fully, taking into account the current reality: that a work force, to be adequately staffed for clinical and educational needs, must plan to accommodate younger women (as well as some men) assuming part-time status for purposes of child rearing, senior faculty moving to part-time status, absences for illness among faculty members or their families, and decreased availability as a result of new research funding—without unduly burdening faculty members not taking such leave. These models can be generalized to other academic situations. *American Journal of Medicine* 2002, vol. 113, pp. 443–448.

⁵⁹ For example, Eli Lilly's Public/Private Partnership program works directly with state and local governments in Indiana to develop a lasting childcare community infrastructure, and, in so doing, leverages its childcare dollars.

http://www.lillyendowment.org/annualreports/LEAR2004_pdf/Complete.pdf

- create an atmosphere in which students feel that they can influence policies and improve their work environment;
- review and reconsider the regulation for PhD students specifying that students must be in residence for a minimum of two consecutive semesters. While there are intellectually meaningful bases for this requirement, this demand makes it difficult for older students with established careers and families to pursue a PhD at Johns Hopkins on a part-time basis, without taking a leave of absence from their careers.

11. Visibility: The School of Medicine's 2005 Committee on Faculty Development and Gender acknowledged that "There is a 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 few options for career path flexibility and little time or energy for non-work activities."⁶⁰ In particular, department directors recommended that "institutional approaches need to be more proactive and concrete" about solving work/life issues.⁶¹ The University Committee on the Status of Women concurs. In order to rectify the national perception that Johns Hopkins is a male-dominated environment, nonsupportive to women, the university needs to work exhaustively to publicize the transformations expected to occur when it enacts the recommendations of this committee. Once there is true advancement in Johns Hopkins' policies and culture, enthusiastically communicating these accomplishments will be essential to eliminate existing perceptions and enhance the recruitment and retention of women.

3. Cultural Dimensions:

A. Findings:

A HOSTILE ENVIRONMENT FOR WOMEN

Women staff and faculty members and students at Johns Hopkins report being devalued and adversely affected by a host of interpersonal behaviors that result from gender schemas, including:

- exclusion
- isolation and invisibility
- exploitation and overt disrespect
- sexual harassment

These interpersonal behaviors, revealed in case histories, surveys, and reports from specific divisions, substantiate that the culture within which they are embedded is present in all divisions of the university. They underlie the hostile environment described by women staff members and faculty members in all formal reports conducted at this university over the last twenty years. While there has been a

⁶⁰ <http://www.insidehopkinsmedicine.org/gender/CFDGFfinalreport1.pdf>

⁶¹ Ibid.

diminution in the most overt manifestations, there is strong evidence that our culture has not substantially changed and the behaviors are persistent.⁶²

Women at all levels expressed ongoing and widespread experiences of devaluation of their contributions and abilities. Female staff members infer that these experiences relate to their position in the hierarchy but perceive that their experiences are significantly worse than those of male staff members. Women students and faculty members articulated similar devaluations. Anonymous reports collected by this committee include:

EXPERIENCES OF STUDENTS

Women students gave accounts revealing that the level of academic responsiveness of faculty to students varies with the gender of the students. This differential treatment is said to occur for instructors of both genders. The disparities include the level of attention in the classroom, laboratory, or operating room, and the amount of feedback (written or verbal) on students' work. Additionally, students conveyed that their peers also display differential treatment. One woman student wrote, "I have served as a TA; though I am conscientious about projecting an air of composure and polite authority, male undergraduate students seem less respectful/less inclined to take a female TA as 'seriously' as a male TA."

Reports by students indicated that these disparities caused female students to question their role in, and value to, the academy. This is compounded by the observations of women students that

- "The vast majority of our professors are white males."
- "Being presented with a mostly male faculty makes me doubt my prospects as a female scholar in my field."

Female students expressed the desire to have female professors as well as male, and to see women in leadership roles. Another student noted that "when the gender discrimination is added on to racial/ethnic discrimination, the problem is even more serious."

Students recognized that faculty members (or peers) engaged in this differential treatment are often unaware of their actions. However, there were circumstances described that were conscious, including sexual harassment experienced by women students. Quite recently, Homewood administrators have had to intervene in student activities to put a stop to harassment by students of other students. This institution has a long, and unfortunate, history of formal gender discrimination among students, such as the Pithotomy Club at the School of Medicine (notorious for its misogyny, and now disbanded), and institutionally sanctioned hostile comments towards women, whether in student newspapers or in classrooms or conferences. Examples of such gender discrimination persist to the present.

At the twentieth anniversary of the university's first report on the status of women at Johns Hopkins, it is worth recalling that the incident that triggered the initial report was a student newsletter containing imagery that was so violently

⁶² See Section D and appendices.

pornographic that it shocked the entire Homewood community. The Homewood schools subsequently appointed a committee to investigate a broad range of gender-related issues, but only a few of that study's recommendations were enacted. Unfortunately, they remain relevant today. Moreover, the university administration in 1985 was reluctant to discuss openly the broad cultural problem that was brought to light by the student newsletter, with the implication to the Johns Hopkins community that this was an isolated incident. Some students felt it could be dismissed as a harmless joke.

While overt hostility to women has diminished since 1985, it has not disappeared. At the more overt end of the spectrum, female students stated to this committee that there were numerous adverse experiences of undue and/or unwanted attention given to their physical appearance. We heard anecdotes regarding this from all campuses, including, as examples, the impression of preferential treatment of attractive women medical students, overly revealing costuming of female opera students, and the sexual objectification of women nurses. One student wrote, "I have overheard and been the object of sexually derogatory and unprofessional commentary from male physicians during my 4 years here. It is not prevalent but it still exists. Johns Hopkins still has a ways to go before it achieves gender equity."

EXPERIENCES OF FACULTY MEMBERS

As noted in the section on leadership above, the School of Medicine's 2005 survey provided up-to-date evidence of the persistence of gender-based disparities and their adverse effects on faculty members. In the report overall, only 40 percent of women perceived equal opportunities for men and women in their departments, compared to twice as many male faculty members. Specific experiences and impressions relating to medical faculty members are ***consistent with concerns existing across all divisions of the university*** in interviews conducted by this committee:

- Women are twice as likely as men to experience significant barriers to career advancement.
- Women are much less likely than their male counterparts to feel that men and women have equal opportunities in their department. Barriers to advancement that women detected include exclusion from informal networks, lack of mentors, lack of collegiality, unequal access to career-promoting activities, and frank sexual harassment.
- Women are significantly less likely than men to conclude that the promotions process was fair. These perceptions contribute to the experience of an adverse environment. Supporting data indicate that such disparities occur at the departmental and divisional levels more than within the promotions committee itself.
- Women are substantially less likely than men to have a voice in formal and informal departmental decision-making processes, or to serve in leadership roles;
- Women are less likely to feel valued by their department leaders.
- 21.5 percent of women, compared with 4.2 percent of men, reported being

subject to sexual harassment.

- 13.5 percent of women faculty members, compared to 1.3 percent of male faculty members, have heard demeaning remarks based on gender.
- Women are more likely to be the sole or shared caregiver for dependent children and considerably more likely to perceive that the advancement of their own careers has been slowed by care for children, parents or other relatives, or the demands of their spouse's career.

Case histories collected by this committee from faculty members in other divisions supported these aggregate results from the School of Medicine. Women faculty members across the university described additional compelling issues:

- Metrics of accomplishment and of knowledge that are valued are those conforming to a macho view of success, e.g., “war” on a disease.
- Male friendships and bonding and styles of decision-making exclude women, including women leaders, from important decision making.
- Within some departments, younger women faculty members reported that they were not encouraged to go up for early promotions, while men were. Some women faculty members felt that male colleagues received preferential treatment regarding promotions. Even if no gender bias actually existed, such comments indicate *poor communication* between department chairs and women faculty members.
- Female faculty members gave accounts of *being expected to perform more nurturing roles* than are male faculty members.
- A woman faculty member on a nontenure track was advised by her department director that *she was “too feminine”* to be competitive for a tenure track position—despite her other qualifications.
- A department chair advised one junior faculty member that she should be ready for nomination for promotion in the coming year, and that he anticipated no problem with the promotion. Several months later, she was asked to meet with the same chairman, who advised her that she was “aggressive” and “disrespectful,” and was “forcing her opinion on other people.” No evidence was presented to substantiate these concerns, and the faculty member herself was unable to identify the basis for these comments, except perhaps an e-mail memo she had sent to the faculty search committee on which she served, which some members did not like. He suggested that she “go knock on other people’s doors and ask them if [she] had offended them.” Two weeks later, in another meeting with her chair and senior colleagues, she was told that the departmental advancements and promotions committee had decided that she would not be eligible for promotion in the coming year, and she should wait and resubmit her materials at a later date. *She received no suggestions* about what was needed to become eligible for promotion.
- Women faculty members broadly conveyed hesitancy and fear about reporting both sexual harassment and more subtle gender-based concerns. One younger woman faculty member stated that it was “often the case that, if you witnessed the fact of a male colleague acting in inappropriate ways with

women students, there was no mechanism for attending to it.” Even when they were not harassed themselves, women expressed frustration that *they could not find a way* to report the behavior they witnessed for fear of vitiating the atmosphere in the department and putting themselves at risk.

- Leaders consistently state that gender-based obstacles exist within the institution, but they also consistently fail to observe such obstacles *within their own programs*.⁶³

EXPERIENCES OF STAFF MEMBERS

Women comprise 80 percent of the exempt support staff and 85 percent of the nonexempt support staff ranks. Over the last twenty years, there have been a number of committees that have registered serious concerns on behalf of staff in terms of their perceived low valuation, the paucity of investment in career development by the institution, and, particularly, gender-based concerns about a hostile climate for women staff members.⁶⁴

Both informally and in the case histories obtained by this committee,⁶⁵ women staff members related some improvement since 1985, particularly in the specific programs created within Human Resources to support staff members who seek services. However, women staff members continue to recount persistent problems.

- Women staff members do not feel valued as productive members of the Johns Hopkins community, either in absolute terms or when compared to male staff members or faculty members in general.⁶⁶ The human and economic costs of this experience of devaluation include low morale, reduced productivity, absenteeism, and attrition. This devaluation works

⁶³ In the School of Medicine’s 2005 report, department directors, when queried about conscious and unconscious slights to women faculty members that may limit their career success or satisfaction, acknowledged that **some problems persist in the system**, although less frequently and less blatantly than in the past. However, many thought that these actions **did not exist in their own department**. At the same time, a number of directors commented that invisibility and exploitation in the form of excess teaching or clinical demands continued, and that excessive committee obligations for women were a concern. Revealingly, they also commented that when women were involved in important decision making, it was because they either were already in the leadership group (which is rarely the case) or they were aggressive and brought themselves to the attention of leadership.

⁶⁴ These reports include: Report from the Ad Hoc Committee on the Status of Women (Arts and Sciences and Engineering), 1985; Johns Hopkins University Staff Attitude Survey, 1985; Human Climate Task Force, Subcommittee on Women and Minorities, Homewood Schools, 1987; Provost’s Committee on the Status of Women, staff subcommittee reports, 1989–99; Johns Hopkins Medicine Employee Satisfaction Surveys, 2003 and 2005; and Section D.4 of this report.

⁶⁵ See staff subcommittee report, Section D.2.

⁶⁶ See Section D.2.

against the university's goals of civility and inclusiveness, as well as its desire to be considered an "employer of choice." The challenge is to understand how to differentiate gender-based issues from hierarchical issues in this devaluation, and then, as an institution, to address both.

- Women staff members described a lack of mentorship and constrained opportunities for career advancement, with limited support by management for utilizing training opportunities offered by the university. While the university has developed many excellent opportunities for education and training (including the tuition benefit, the Center for Training and Education's courses, and the Career Management Program) important to career development, these valuable resources appear to be underutilized by staff members. To some degree, this may be the result of a lack of awareness of resources. The staff report indicates, however, that this is primarily a result of managers not supporting their staff members' requests to attend staff development and training activities, and that staff members are often discouraged from participating.
- Staff members continue to communicate unacceptably high rates of sexual harassment and demeaning comments, although the number of occurrences is perceived to have diminished in the last twenty years.

B. Recommendations:

ESTABLISH RESPONSIBILITIES

The provost should be responsible for

- establishing common standards for best practices to achieve gender equity,
- setting consistent goals for cultural change, and
- ensuring accountability across university divisions as appropriate.

Deans should be responsible for implementing these best practices and goals, and stipulating that accountability for gender equity is a condition for advancement within their divisions. *Deans, the university president, the provost, and the Johns Hopkins University Board of Trustees should demand full compliance with these common standards.*

INSTITUTE BEST PRACTICES

The University Committee on the Status of Women recommends the following strategies for instituting best practices to attain gender equity:

1. **Replicate Success:** Each dean and director's office should *seek out existing examples of departmental structures and systems that support academic success* for women students and faculty members and apply them school-wide. In doing so, deans and directors should specify emphatically that there will be no tolerance for gender-based obstacles or racial discrimination.
2. **Utilize and Empower Experts:** An office of professionals with expertise in gender equity issues and organizational change procedures should have the *authority and responsibility to analyze problems and implement needed*

changes throughout the university, in collaboration with all leadership. This will bring expertise to all divisions of the university. This office will require adequate resources and staffing.

3. **Annual Data:** Institutional Research should have adequate resources to conduct interviews and establish *annual data collection* to monitor the status of women and underrepresented minorities in the university, in collaboration with the office described in item 2, above, particularly with regard to *salary equity, career development, recruitment, retention, and promotions for women*.
4. **Faculty Leadership Groups:** Deans, division directors, and department chairs should establish *prestigious faculty leadership groups, which include a substantial number of women*, to advise them on all issues of policy. Appointment to these groups should be presented as an honor and the generous inclusion of women will alleviate (but not extinguish) the existing sense of the exclusion of women from leadership, leadership development, and important decision making within the university.
5. **New Metrics for Excellence:** University leaders should *determine new metrics for the evaluation of excellence, which will transform the model of the ideal* at Johns Hopkins from total dedication to work into other determinants of distinction and productivity that permit work/life balance. Faculty leaders and managers should be trained to employ these metrics in evaluations of their colleagues, staff members, and students. Leaders, administrators, and managers should receive training to recognize gender bias and eliminate it from evaluations and decisions regarding career development support and learn to value differences and work/life balance. Faculty leaders and managers should then be accountable for all of these concerns. **Successful performance evaluations and feedback for staff and faculty members should feature:**
 - a university-wide performance management system to ensure that every staff member receives a formal performance evaluation annually.
 - annual evaluations of career development progress for all faculty members, with consistency within and across departments, which are expected and ensured by all deans and directors. Evaluations should include consistency of manner, tone, and content, with attention to identifying and resolving gender-based concerns. There should be a particular focus on valuing women's contributions and accomplishments, respect for work/life balance for both women *and* men, and encouragement for the retention, timely promotion, and optimal career development for women faculty members.
6. **Accountability at the Highest Levels:** Systematic discussion concerning accountability for the recruitment, retention, and promotion of women should be an essential element of annual reviews

- in the dean's office concerning the accomplishments of all the *directors and department chairs*
- with the university president and provost during *annual reviews of deans and division directors*.

7. Meaningful Mentorship: All students, staff members, and junior and mid-level faculty members should receive superlative mentorship. Mentors should know how to provide effective mentoring for women and minorities, and to be comfortable discussing, legitimizing, and addressing gender-based obstacles and issues associated with minority status, for both men and women. **Successful mentorship for faculty and staff members and for students should consist of:**

- matching mentor and mentee along several professional and personal characteristics, especially for women faculty members;
- ensuring that mentees acquire specific skills in scholarship and advancing career goals and opportunities;
- clearly focusing on the requirements of academic careers;
- acknowledging special concerns about problematic aspects of Johns Hopkins' culture;
- understanding and respect by mentors of mentees' particular challenges, as related to subgroups (e.g., minorities, women);
- effectively utilize the Office of Human Resources' mentoring program to support staff members' career advancement;
- possessing skills to analyze gender-based obstacles, including balancing work/life issues; guiding mentees toward solutions that support career development and values mentees' potential and contributions;
- leaders holding mentors accountable for the success of their mentees and rewarding their success.

CREATE A CLIMATE OF EQUITY AND CIVILITY

Longstanding traditions and attitudes in the Johns Hopkins culture have spawned pernicious effects on career success and satisfaction, and smothered optimism about the future among many women faculty and staff members, as well as among students. An accumulation of adverse experiences, as reported by women students and staff and faculty members, has created a subtly hostile environment that has limited opportunities, been detrimental to achievement, and shaped career decisions for many members of this community. While overall there has been progress since 1985, incidents still occur regularly that are not in keeping with standards the university purports to uphold.

Clearly, interventions to date have not been sufficiently effective. Disparities—between reports by women that problems persist and the lack of recognition by many leaders that gender-based obstacles and adverse circumstances still occur in their own programs—indicate the low level of recognition of women's concerns and likely relate to the insufficient improvement over the last twenty years.

To expedite the formation of a more equitable and civil climate for women at the Johns Hopkins University, this committee recommends:

- 1. Develop a Short- and Long-Term Action Plan:** Hold all leaders responsible for achievement, by 2020, of gender equity in every academic and administrative endeavor within their purview. The operant assumption of gender equity is that women and men should be equally engaged in all levels and dimensions of the knowledge enterprise and, therefore, that intellectual leadership and resource distribution should reflect that equity. To achieve this goal, directors, deans, and department chairs must develop, with their respective faculties, *a gender parity action plan describing specific five- and ten-year goals*, in line with those of this report, and explain how these goals will be achieved within the school and/or department. Similar plans should be developed at the university level. Plans must include equitable distribution of faculty positions at each level as well as changes in evaluation metrics to reward productivity and creativity (rather than time spent on campus). Plans should also include support infrastructure and faculty development resources. Metrics for success of these plans will include
 - recruitment, promotion, and retention of women faculty members in leadership roles at all levels at equivalent rates to men;
 - women equally represented in scholarly and teaching awards and other university and external recognitions;
 - equal visibility of women's and men's expertise and achievements;
 - elimination of the isolation of women faculty members and students from mentorship, information, skills, resources, and networks;
 - salary equity;
 - equal valuation for the contributions and productivity of women and men who elect part-time positions on faculty and staff.
- 2. Create a Culture of Civility:** Institute policies, procedures, training, organizational structures, and programs to recognize, understand, and eliminate gender inequity. This will include training and establishing accountability for deans, directors, department chairs, and all managers and administrators to provide sustained leadership in the establishment of universal gender equity at Johns Hopkins. All leaders, managers, and faculty and staff members will undergo training to recognize gender-based obstacles and the toll these take on the morale, productivity, and success of women faculty members, staff members, and students. Everyone in the community will assume responsibility for countering bias—whether unintended or intended—and be knowledgeable about how to lead discussions and propose solutions. *Everyone will be accountable for establishing a culture that does not tolerate bias.*

The hallmarks of this new civil culture will be an environment where

 - everyone will recognize behaviors that devalue women;

- discussion of such behavior is considered legitimate and important;
- each person takes responsibility for eliminating devaluing behaviors;
- people need not fear retaliation if they raise issues or disclose incidents.

The Office of Human Resources is developing a policy statement on equity. Once a policy statement or statement of principles has been articulated and accepted, the university's executive leadership should communicate its principles widely and set the expectation that everyone in the Johns Hopkins community will live by these principles. The principles should be reviewed in all employee orientations and supervisory training sessions, giving the clear message that each person is accountable for implementing these policies. Adherence to principles of equity should be part of the performance management process.

The University Committee on the Status of Women proposes the following statement of principles for the Johns Hopkins University:

Ensuring Equity, Civility, and Respect for All

The Johns Hopkins University is a leader in research, patient care, and education. Our vision is to continue that leadership by ensuring a university culture that is without illegal discrimination and embraces both equity and diversity. We value all members of our community and their contributions to our mission. We demonstrate that value by ensuring that:

- *The Johns Hopkins University is an environment in which all people behave in a manner that engenders mutual respect, treating each other with courtesy and civility regardless of position or status in the academy. Rude, disrespectful behavior is unwelcome and will not be tolerated.*
- *Our community is one where we demonstrate respect for each other; we accept our individual differences; and we provide opportunities for everyone to maximize his or her potential. Every member of our community will be held accountable for creating a welcoming workplace for all.*
- *Paths to leadership are clear, so that opportunities are not blocked artificially. Leadership positions are filled from inclusive candidate pools established by casting a wide net in nontraditional ways. We will not tolerate exclusion based on gender, marital status, pregnancy, race, color, ethnicity, national origin, age, disability, religion, sexual orientation, gender identity, or expression.*
- *Salary equity is reviewed on a regular basis. We compensate our employees for the job they do in a manner that is equitable and rewards excellence in performance. We will not pay lower salaries to women and people of color simply because they are women and people of color.*
- *We support work/life balance by encouraging flexibility in the workplace; establishing supportive human resource policies and*

practices; and providing employee benefits that encourage healthy work and lifestyles. We will not sacrifice the health of our employees and their families in the pursuit of excellence.

○ *We hold our community and its individual members accountable for accomplishing these goals.*

3. **Change Institutional Images of Excellence:** Until very recently, the persons chosen to represent excellence at Johns Hopkins were predominantly white males. Beginning immediately, these icons should always include women generally and women and men of different ethnic and racial backgrounds. This will include the portraits of people honored in our hallways; recognition of awards, accomplishments, and expertise; and those depicted in our media. Female founders should be honored and early women scholars celebrated, thus providing high visibility to the women of Johns Hopkins who are acknowledged as intellectual giants of the nineteenth and twentieth centuries. The history of when and why Johns Hopkins became coeducational should be apparent, along with acknowledgment that this institution is still in the process of achieving full equality in gender matters. The recognition of this institutional heritage will serve as *a symbolic platform* for pursuing an aggressive strategy for achieving intellectual gender equity.
4. **Focus on the Gendered Nature of Academic Norms and Rules:** Members of the university community need to examine, understand, and eliminate *cultural practices that cause women to feel they are undervalued* or treated differently from their male colleagues.
5. **Achieve Gender Parity in Leadership:** Establishing women role models in academic and administrative leadership appointments at all ranks, and creating intellectual gender equity through recognition and rewards requires *intentional, active intervention*. At a minimum, this would mean setting a target date of 2015 to achieve gender parity (equal distribution of women and men within one standard deviation).
6. **Incorporate Gender Equity into Recruitment and Retention Goals:** Any plan to create equity in numbers of women and men faculty and leaders must be supported by approaches designed to attract women candidates and value them before and after recruitment. To this end, cultural changes are needed to correct adverse gender schemas, policies, and practices, and to establish equitable recognition and rewards—including compensation, space, support infrastructure (staff, technology, etc.), financial, and faculty and staff development resources. Academic norms and rules that govern criteria for evaluation and promotion tend to help men more than women, and these *conventions need to be reassessed and altered*. Attention also needs to be paid to informal networks that are used to identify candidates for leadership or other positions, including committee assignments, awards, opportunities to lead collaborative groups or programs, and access to development opportunities. Success in

these approaches will result in improved recruitment, promotion, and retention of women, as well as inclusion of women in important institutional decision-making and leadership roles.

7. **Eliminate Isolation of Women:** Collegial relationships often seem elusive to women faculty members and students at Johns Hopkins. Leaders must address this sense of isolation and *foster a culture of intellectual gender equity*. In an institutional setting such as Johns Hopkins, where the ratio of men to women in senior academic leadership ranks is currently 9:1, achieving intellectual gender equity will require intentional, active intervention by leadership to rebalance the ratio, prevent isolation and marginalization of women, and expand the framework of knowledge that is valued to include contributions by women. This will require addressing invisible patterns of gender bias that devalue women's intellectual enquiry and stature and adhere to a narrow view of knowledge and discovery. Correcting this bias will enhance the overall enterprise by incorporating the intellectual strengths of women's views, practices, values, and patterns of enquiry. Further, deans directors, and department chairs must be held responsible for cultivating the intellectual and administrative capabilities, productivity, and aspirations of *all* faculty members.
8. **Address Concerns of Staff Members:** Johns Hopkins should recognize the enormous contributions women staff members make to the success of this university and make their issues a top institutional priority. These include inequity in benefits and many of the same cultural issues of devaluation as those reported by women faculty members and students. University leadership should institutionalize equity for all staff members through policies, procedures, and accountability systems.
9. **Provide Safe Mechanisms for Addressing Difficult Gender Issues:** *Effective reporting and communication mechanisms concerning gender issues, particularly sexual harassment*, are vital to the university's success. This committee proposes reviving an ombuds office in each division, and assuring that these offices are properly resourced, staffed by trained persons, and that their work is respected and their recommendations acted upon by leaders, managers, supervisors, and fellow employees. Also, consider creating a separate and visible program of trained senior administrators and/or faculty members, which offers a place to discuss and analyze, without fear of recrimination, gender-based obstacles that are not as severe as discrimination. Both of these offices/roles should provide feedback to leadership about the nature of problems brought to their offices.
10. **Expose and Abolish Outdated Approaches:** By broadening its beliefs, incorporating highly self-conscious and intentional approaches to its strategic planning, and assessing and monitoring its progress in valuing and developing people, this university can *ensure that all segments of*

faculty, students, and staff have greater opportunity for success and satisfaction. Johns Hopkins should create and actively use a rigorous and comprehensive data-based approach to set its vision, standards, and practices and commit to a long-term, *fifteen-year intervention*, setting specific goals, using rigorous measures and methods, and monitoring and systematically assessing its progress. Ownership of this approach by the board of trustees and leaders at the university, divisional, and departmental levels—as well as allocation of necessary resources to implement such an approach—can lead to real and sustained improvements and reconcile our ever-present goodwill and intentions with the realities that this committee’s extensive work has exposed.

C. Implementing and Sustaining Change over the Long Term

One of the University Committee on the Status of Women’s greatest concerns has been to ensure that this report does not just sit on a shelf, and that the university will implement policies that seriously promote cultural change in the workplace, and avoid token changes that do not address the root causes of problems.

A NEW GENERATION OF APPROACHES

To accomplish sustainable change will require a new generation of approaches:

- commitment to long-term interventions, solutions and cultural change by the entire university;
- commitment to achieving long-term ten- and fifteen-year, as well as short-term, goals to establish gender equity;
- clear and consistent institutional expectations of leaders to lead these changes, and accountability of leaders to meet the university’s goals;
- commitment of substantial resources to achieve these recommendations;
- establishment of an office of professionals in gender equity and organizational change, charged with responsibility and authority to accomplish ongoing problem analysis and implement needed change throughout the university in collaboration with leadership;
- a charge to all members of the university community to personally implement cultural changes to meet goals of gender equity;
- a mandate for exit interviews, which will be carefully analyzed to understand how often and why women leave this university.

ESSENTIAL PROPOSALS

The University Committee on the Status of Women considers the following proposals to be essential for accomplishing sustainable change at Johns Hopkins University:

- 1. Assure Permanence:** It is time that this university makes a commitment to gender equity, which will no longer rise or fall depending on the priorities of individual leaders.
- 2. Engage Professionals:** It is time for the responsibility for research into

gender equity and recommendations regarding policy to pass from a committee with few resources, utilizing volunteers who already have full-time jobs—whether they be faculty members, administrators, staff members, or students—and are not experts in this area, into the hands of professionals with expertise in both gender equity and organizational change.

3. **Rely on HopkinsOne:** This committee recommends that HopkinsOne be charged with tracking a wide variety of essential human resources data relating to recruitment, promotion, retention, salaries, benefits, satisfaction, work/life issues, separation from service, etc. As one of the world's great research universities, where information is the coin of the realm and where most important activity is data-driven, information about the university's work force currently is not routinely collected, analyzed, and used to solve problems.⁶⁷
4. **Charge an Office with the following responsibilities:** Accomplishing the challenging—and sophisticated—agenda of organizational changes proposed in this report will require establishing a high profile, university-wide, resource-rich, and fully supported office, which will be charged with responsibility for fostering change toward gender equity. This office will be staffed by professionals and dedicated to ensuring that solutions are implemented in a sustainable way over the long term. This office should be charged with responsibility for
 - institutional analysis and identification of gender-based obstacles for women faculty members, staff members, and students, in collaboration with Institutional Research;
 - acting as a central clearing house for data about equity issues, with the authority to provide data to other offices or divisions as needed;
 - developing interventions and changes in policies and practices needed to alter Johns Hopkins' culture, establish accountability, and monitor progress, thus achieving gender equity;
 - formulating policy and promoting change, in consultation and collaboration with members of the faculty and administrative and support staffs;
 - implementing a policy of low tolerance for discrimination or bias, and promoting equity, civility, and respect for all;
 - building and supporting a university culture that is without illegal—even if unintended—discrimination, and is one that embraces both equity and diversity, valuing all members of our community and their potential to contribute to Johns Hopkins' mission;
 - developing new training programs;
 - supporting university departments and offices in the implementation of proposals recommended in this report;

⁶⁷ Over the past twenty years, reports have repeatedly cited the inadequacy of human resources information systems as a major barrier to addressing gender inequities.

- reviewing gender equity plans and providing feedback and expert advice concerning their content and execution;
- evaluating gender-based concerns for all members of the university community, so that all grievances can be heard and adequately addressed;
- producing an annual report for administrative leadership and the board of trustees recounting progress and ongoing concerns relating to gender equity issues, and reporting to an advisory group, selected by the president and provost, of representatives from all divisions.

This office shall be adequately financed to meet these goals. It is anticipated that this office will work closely with individuals involved with minority concerns and policies.

- 5. Involve Trustees:** The University Committee on the Status of Women, with President Brody, Provost Knapp, and Vice President McGill, will present the findings and recommendations of this report to the Johns Hopkins University Board of Trustees in 2006, obtain trustees' opinions on its recommendations, and seek commitment to raise the funds to achieve the report's goals. Further, this committee recommends that the trustees
 - be kept fully apprised of the needs and challenges, as well as opportunities and successes, of the university in establishing gender equity, and
 - set expectations and accountability for leadership's commitment to sustained gender equity.
- 6. Leaders' Strategic Planning Retreat:** The administration should hold a retreat of key leaders to review and discuss this report, and develop a strategic plan for implementation of its recommendations. There should then be a follow-up meeting with this committee to present leaders' recommendations and obtain further feedback.
- 7. Disband the Committee:** After charging an office with responsibility for accomplishing gender equity, this committee should be disbanded and reconstituted as an advisory committee to respond to recommendations or new policy suggestions, provide feedback to the administration on policies and practices, and critique the effectiveness of the new office created to implement recommendations and monitor change.

SHORT-TERM GOALS FOR ACHIEVING GENDER EQUITY

University officers, deans, and directors should quickly accomplish the following measurable, bold, and achievable short-term goals:

- **October 2006:** a cover story in the Johns Hopkins *Gazette* heralding release of this report.
- **October 2, 2006:** electronically publish and distribute this report to faculty, staff, and students. This will enable the Johns Hopkins community to absorb

this committee's determinations on gender equity issues and recommendations for changes in policies and practices.

- **Week of October 15, 2006:** all divisions will meet and review this committee's recommendations. Each academic and administrative unit will discuss its role in the broad transformation process called for in this report.
- **Autumn 2006:** this committee, with President Brody, Provost Knapp, and Vice President McGill, will present this report, its findings, and its recommendations to the Johns Hopkins University Board of Trustees.
- **Autumn 2006:** the university will issue a press release on this report and the university's commitment to leadership to establish gender equality.
- **By December 2006:** each academic unit will develop three to five substantial, challenging, and attainable one- and five-year goals toward establishing sustainable gender equity within its ranks. These goals should address both manifestations of gender inequity and its underlying causes.
- **December 2006:** the university and all of its divisions will make an official commitment to address and change specific aspects of the Johns Hopkins University culture that unintentionally foster gender inequity.
- **January 2007:** the administration will hold a retreat of key leaders to review and discuss this report, and develop a strategic plan for implementation of its recommendations. A meeting with members of this committee will follow, so that administrators can present their recommendations and obtain feedback from the committee.
- **From February 15, 2007:** leaders at all levels will be held accountable for establishing policies and practices designed to meet goals towards gender equity. Metrics for determining accountability:
 1. **reporting annually the number of women department chairs and representation of women in faculty and staff leadership positions by division;**
 2. **discussing progress at the annual diversity meeting of the Council of Deans;**
 3. **retaining women leaders at Johns Hopkins;**
 4. **considering progress toward gender equity and supporting culture change in annual merit reviews for deans and directors and in reports to the board of trustees.**
- **By April 2007:** the university will assign a senior administrator with expertise in both gender equity *and* organizational change to lead a new and appropriate office. This office will be charged with responsibility for strategic planning for organizational change to effect and sustain university-wide gender equity, and for the design and implementation of interventions,

in collaboration with deans and directors.⁶⁸

- **Beginning in 2007:** Institutional Research will collect annual data concerning the status of women and underrepresented minorities throughout Johns Hopkins and make this information available to this senior administrator. A monitoring committee with clear leadership will be charged with annual assessment of the progress and effectiveness of this new office.
- **Late 2007:** after this administrator and office have been at work for three months, the University Committee on the Status of Women will disband and be reconstituted as an advisory committee—consisting of faculty members, administrators, staff members, and students conversant with the rationale and recommendations of this report—with a charge to meet with her/him twice a year. This advisory committee will respond to recommendations for new policies and practices, provide general feedback, and scrutinize the effectiveness of the person filling this new position and the initiatives implemented.
- **October 2007:** one year after the release of this report, there will be a university-wide conference to showcase strategies adopted to resolve gender inequities, to discuss goals achieved so far, and to focus on future challenges.
- **2008:** the university will establish an Institute for Next Generation Leadership. This initiative should be a focus of the Knowledge for the World and any future capital campaigns.

LONGER-TERM BENCHMARKS FOR GENDER EQUITY

By 2020, the Johns Hopkins University will pride itself on being recognized as a national and international leader for gender equity issues in the academy. By then, the university will boast

- *equal representation of women* in the top leadership ranks of the university, including the positions of president, provost, deans, and directors, at all levels of administrative leadership and in the faculty of every division of the university;
- the highest rate of recruitment and retention of women faculty members and representation of women in leadership roles among peer universities;
- a culture of equal opportunity and absence of discrimination, whether based on gender or racial or cultural background, throughout the university—and its leaders and all members of the community will be accountable for these

⁶⁸ This office will provide guidance for organizational and strategic change at all levels of the university; develop accountability measures and incentives in collaboration with the board of trustees and university leadership; and be an essential partner with every division in planning effective, long-term, and sustainable change to accomplish gender equity for faculty, staff, and students.

cultural norms;

- standards and practices that support optimal work/life balance and flexibility over a career and eliminate marginalization of anyone who is highly productive within the time he or she commits to work;
- equal career satisfaction and success in the lives of *everyone*— women and men—in the Johns Hopkins community.

D.1. Report of the Faculty Subcommittee

**STATUS OF WOMEN FACULTY
AT
THE JOHNS HOPKINS UNIVERSITY**

University Committee on the Status of Women,
Faculty subcommittee



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1. NATIONAL AND INSTITUTIONAL EVIDENCE ON ROOT CAUSES AND MANIFESTATIONS OF GENDER-BIAS

Reports of the Provost's Committee on the Status of Women have established repeatedly that gender-based obstacles are a significant factor in the success and satisfaction of careers of women faculty across the JHU Divisions. This is also the case for and at every major University that has assessed this (Tables 1a and 1b).

More than twenty years of analyses at JHU and nationally indicates that there are clear etiologic factors, or root causes, by which women are disadvantaged in academic career (See Table 1a). Previous Reports on the Status of Women have focused mainly on fixing the manifestations or outcomes of root causes, focused on symptom-based analyses (analyses of salary differences, promotion rates, lab space). At Johns Hopkins, previous reports have been focused on issues specific to a particular division of our School. Current analyses indicate that approaches to date have had little impact at the level of Divisions.

This overwhelming evidence on gender-based obstacles reflects the status of women in our society and our acculturation. One such category regards gender roles, or gender stereotyping.

First, gender schemas in general have been shown to lead women's capabilities to be under-recognized (Valian, V. 1998).

Second, women in the University are in a double bind in terms of acceptable behaviors. Women with career aspirations are expected to meet the cultural norms that value proactive, assertive behaviors, and yet, if these behaviors for which men are rewarded are enacted in a manner that could be perceived as too assertive, women can be marginalized, denigrated or even lose their jobs or their access to necessary resources. Conversely, normatively "acceptable" behaviors for women – passivity, service, acceptance of boundary intrusions that are contrary to the individual's career goals – are ineffective for career advancement, and undermine leadership credibility. As a result, individual faculty and women leaders are constrained to a very narrow band of culturally acceptable behaviors for professional women. This is a difficult situation to succeed in, particularly when successful leaders need to be able draw from a wide range of approaches.

A third major challenge to the career development of women- both faculty and staff- is the tendency, perhaps because of gender role expectations, for women to be accorded responsibility without authority or adequate resources to accomplish a job. This situation can constrain the possibility of success. If highly successful, even under these adverse circumstances, the woman leader will be less likely to receive appropriate recognition for accomplishments because the credit will go to the individual to whom she reports, who has the named "authority". This limits the credentials that women acquire as successful leaders, which constrains their ability to compete successfully for future leadership roles.

There is substantial evidence both at JHU and nationally (Tables 1a, 1b, 2) that women faculty are more likely than men to be under-resourced. This may well result from cumulative disadvantages, as above and beginning in the negotiation for such resources (Fried et al 1996 JAMA). Women are often in the position of having to negotiate for resources without support of an informal network that can assist in identifying resources needed or the mentorship to provide guidance towards accomplishing a mutually satisfactory negotiation. This problem is compounded by gender dynamics, where women are often negotiating with male bosses, and hierarchical intimidation is not uncommon. If the senior individual brings gender stereotypes to the table regarding the worth of the individual based on gender, or the behavior by a woman in negotiation (eg, a woman who is a serious negotiator is perceived as “difficult”), negotiation can become even more problematic.

The premise in this report is that this University, over the last 20 years, has repeatedly documented serious gender-based disparities in gender-representation in faculty and leadership, in salaries and in promotions (Table 1a). From 1985 to 2005, while there was evidence of improvement in isolated Departments or programs where interventions were initiated, there was also evidence of rapid backsliding when these interventions were targeted solely to the manifestations of gender bias, such as salary disparities. Beyond that there is little evidence of significant change in culture or gender representation or leadership by women faculty in these 20 years.

This report seeks to focus on how the University can now move to significant change. Recognizing stereotypes is the first way to eliminate them. Therefore, the work of the faculty sub-committee began by summarizing the evidence of root causes and manifestation of gender-based obstacles from Status of Women faculty reports from this institution and from other academic institutions (Table 2).

As summarized in Table 2, root causes of gender-based obstacles identified at research universities nationally and at Johns Hopkins are:

- **Gender schemas:** women are undervalued, under-recognized for their contributions and under-rewarded;
- **Leadership stereotyping:** There is a normative image of leadership: male and the 24/7 ideal worker with a spouse at home;
- **Work-life balance and the tenure process:** A code of conduct that minimizes the importance of work-life balance disadvantages women. The timeline of the tenure process is also an enormous impediment to women. The job and the tenure track schedule are structured with male careers in mind.

These root causes manifest in many different ways, as for example:

- **Women are underrepresented in leadership positions:** women are underrepresented as deans, departmental chairs, endowed professorships. Women are recruited with tenure less often than men. Women are less often identified for leadership roles than men (University of Pennsylvania, Case Western, Princeton University, Emory, MIT, 1999 Provosts’ Committee on

the Status of Women see Tables 1a and 1b). Johns Hopkins University ranked last among peer institutions with respect to Full Time Executive Leadership by gender (see Appendix A, Table 9);

- **Isolation:** because of gender-based informal networks, women are often isolated from senior mentorship, collaboration, and information critical to career development (Case Western, MIT, Arizona, Duke, 1999 Provosts' Committee on the Status of Women see Tables 1a and 1b);
- **Lack of transparency in the searches for leadership positions:** most leadership opportunities are known through informal networks and women are less likely to have information as to the nature of the job, expectations, as well as opportunities (MIT, Case Western, Arizona);
- **Unequal application of rules, procedures, and practices especially for the leadership positions:** criteria for selecting a leader include but go beyond scholarship only; however, these criteria are not transparent, and appear to put women at disadvantage (Case Western, Duke University, 1999 Provosts' Committee on the Status of Women). Given that most leaders are white males with not working spouses, this poses questions as to the unspoken criteria for leadership positions;
- **The pipeline is full but the percentage of women faculty is not rising:** regardless national evidence suggesting that women are equally represented in the entering classes of most of our graduate departments from the last two decades, the percentage of women faculty has remained stagnant in the past decade (Princeton University, MIT, Duke University, Lynn et 2000, Emory, University of Pennsylvania, Arizona, 1999 Provosts' Committee on the Status of Women);
- **For women academics, deciding to have a baby is a career decision:** There is a consistent and large gap in achieving tenure between women who have early babies and men who have early babies, and this gap is surprisingly uniform across disciplines and institutions. In addition, overall, women who attain tenure across disciplines are unlikely to have children in the household (Berkeley). Tenured women in science are twice as likely as tenured men to be single, and more tenured women remain single in the social sciences and humanities. These data suggest that opening up graduate education is not enough to assure equal opportunities in the long run for those women who choose to have children, raising children takes time and only accommodation to that basic fact can ultimately allow women to achieve their career goals;
- **Leaky pipeline:** Tenured women leave in disproportionate numbers (University of Pennsylvania, Emory, Lynn NEJM 2000);
- **Resource inequities:** Women faculty are paid less, have slower rate to promotion, have less lab space than male counterpart, and have less access to mentorship (Princeton University, Emory, MIT, University of

Pennsylvania, Fried et al 1999, Arizona). Career awards are given less often to women regardless the fact that their success rate in grant applications is the same as men (Science 2004, University of Pennsylvania, MIT)

Seeking to understand the nature and root causes of gender based obstacles to career success and satisfaction of women faculty for the entire University is a huge undertaking. Seeking to translate this understanding into a vision and methods for the University is also hugely ambitious. The best of academia is required to be successful in this undertaking, which includes objective analysis, dispassionate commitment to accomplish the ideal through identification of optimal models, and commitment to sustainable change.

2. DATA AND METHODS: Based on substantial evaluation, the faculty sub-committee identified the under-representation of women in leadership positions as a core issue. However, the faculty sub-committee recognized that there are several other important issues and these were discussed in the UCSOW full report.

To conduct an objective analysis, the committee members used several approaches:

- They summarized the evidence of root causes and manifestation of gender-based obstacles from Status of Women faculty reports from this institution and from other academic institutions (Tables 1a, 1b, and 2).
- They analyzed institutional and national data about representation of women full time faculty at Johns Hopkins University and, for comparison a select group of 18 peer universities (Appendix A).
- They conducted subcommittee meetings to review and distill findings, and to identify key areas of concern.
- They conducted several focus group interviews with senior women faculty at Johns Hopkins University concerning their perceptions of gender-based obstacles for leadership roles, taped the discussions, and summarized the findings (Appendix B).

3. FINDINGS: In Appendix A, we summarize results of analyses of institutional and peer data carried out by Institutional Research at Johns Hopkins. In Appendix B, we provide a characterization of the root causes of the under-representation of women in leadership positions from focus group interviews with senior women faculty.

At the end of the study the committee concluded that:

- There are substantial, persistent gender-based obstacles that significantly affect careers of women faculty. **Women remain a minority of the full-time faculty.** In fall 2003, 37% of the full-time faculty positions, 20% of tenured

faculty, and 18% of full professors were female (JHU Institutional Research, Appendix A) ;

- An area of particular concern at this time is **the persistent dearth of women leaders at Johns Hopkins**, absolutely and in comparison to the eligible pool of tenured women. Only 14% of endowed chairs are held by women (36 of 263 filled positions). Only 15% of department heads are female (17 of 115 filled positions). Hopkins ranks last in its peer group (the 18 Ivy League and non-Ivy private universities) for the percentage of female executives (41%). This category includes all persons who manage the university or academic divisions, from the president and vice presidents to deans (JHU Institutional Research, Appendix Part A).
- **This dearth of women leaders, both academic and administrative, is no longer a pipeline issue:** Twenty years ago the percentage of doctoral degrees awarded to women was 41% at Johns Hopkins. By 2005, 49% of the doctoral degrees awarded by the university were received by women. The percentage of doctoral degrees awarded to women by the Whiting School of Engineering increased from 15% in 1993 to 21% in 2005. (JHU Institutional Research). The increase in the total number of doctoral degrees awarded to women at Hopkins is significant and compares favorably with peer institutions. The peer universities awarded 31% of their doctoral degrees to women in 1984 and 35% in 1993. Women comprised 39% of doctoral degree recipients at AAU institutions in 1995. For the first time, in 2001-02, more doctorates were earned by women in the United States than by men (NSF Survey of Earned Doctorates).

Thus, substantial numbers of qualified women have been available for the academic pipeline for 20 years. Despite that, there is still low representation of women at senior levels as described above. This suggests the need to evaluate the culture, institutional policies, and practices to ensure that these are not contributing to this persistent gender gap.

4. SETTING 10 YEARS GOAL, PROCESS NEEDED TO GET TO THE

OUTCOMES AND ACCOUNTABILITY MEASURES: The data presented in this report are rich in their implications for our institution. As such our first and major recommendation is for the widest possible dissemination and discussion of this report. Many of the negative experiences reported by the focus groups participants reflect lack of awareness rather than overt discrimination or hostility against women. JHU is a center of excellence and must and can become a center of excellence in the representation of women on their world-class faculty. We recommend that every academic unit (e.g. school, department and division) discuss the report. The response to this report needs, however, to go beyond discussion and dissemination. There is a need for an organizational change, for developing systems where critical data on diversity (faculty representation and climate survey), can be routinely collected and analyzed, progress toward gender-issues monitored. Organizational change is a very ambitious goal which requires ongoing evaluation and it requires affirmatively setting bold goals, working with the JHU leadership toward the identification of the process as they will be effective in resolving the current gender gap, and building institutional infrastructures to monitor change.

4.1. GOALS: Increase the representation of women in senior faculty and leadership positions and achieve gender equity with respect to every measure of career satisfaction and advancement: The dearth of women at JHU in both senior scholarly and administrative positions represents one of the most serious obstacles to changing the Hopkins profile. We believe that it is crucial for the highest levels of the administration to make a clear, extensive and public commitment to changing this. Below, we outline two bold goals, which we see as both necessary and attainable. We then spell out mechanisms for achieving these goals.

4.1.1. We recommend a goal of 50% representation of women in key administrative roles in the University. These roles include the levels of Provosts, Deans, and Department Chairs. This level of representation is essential for several reasons. First, we need to ensure that we tap the entire pool of talent as we fill new positions; women represent a severely underused leadership pool at JHU, and the University-- as a leader in higher education-- needs to be a leader in change. We need to increase the representation of women in order to establish tangible demonstrations of our commitment to equal access for all. We need more women administrative leaders so that we can broaden our perspectives on acceptable (and even desirable) work/family relationships. This may also listen to a broader set of perspectives on a wide variety of issues relevant to higher education. The recommended level of representation is demonstrably achievable. We point to Princeton University, which has -- in the space of several years-- moved to a 50% female representation at the top administrative levels.

4.1.2. We recommend a goal of 50% representation of women in the most senior scholarly positions in the University. This includes representation at the level of tenured faculty, and within the group of endowed or distinguished Professorships. This level of representation is essential. We need more female scholarly leaders -- including senior faculty and distinguished positions. If JHU is to maintain its reputation for excellence, it will have to make its searches more successful in recruiting women. Given the statistics on the eligibility pool, one cannot argue that there are not enough qualified women. They are there, and we must seek them out; if not, our peer Universities will soon surpass us-- not only in gender equity, but in quality. Moreover, increasing the proportion of female scholarly leaders rewards successful women and will evolve the balance of a male dominated culture to one of gender balance. Both of these consequences will have a major impact on both graduate and undergraduate students, who otherwise might not see successful female role models or have optimism about the possibility of success of women leaders in academia.

4.1.3. We recommend a goal of gender-equity in every measure of career reward. This includes equity in: 1) the rate of promotion at any rank; 2) salary; 3) access to resources and space; 4) awards of their recognition; 5) endowed chairs.

4.2. MECHANISMS: To achieve these goals, the administration must make a clear and highly public commitment. This should include: a) setting specific University-wide goals as stated above; b) commit resources to increase representation of senior scholarly women; c) develop new hiring practices for both administrative and senior faculty positions; and d) reduce the opacity in

mechanisms of recruitment, hiring, promotion and retention. Finally, the administration must establish clear mechanisms to evaluate the results of their efforts and movement towards the stated goals. This includes opening up lines of communication between UCSOW and the JHU leadership and encouraging the two to enter into a partnership for change. More specifically we recommend to:

4.2.1. Set University-wide goals. If the administration clearly states as its goal increasing the representation of women-- specifically, to have a goal of 50% female hiring across all faculty leadership positions every year-- then the bolder, long-term goal of 50% representation will be achievable. Without a clear, public statement about these goals, it is unlikely that JHU will ever achieve gender equity.

4.2.2. Commit resources to increase representation of senior scholarly women

- We recommend that the leadership of the University-- including the President and Board of Trustees— commits resources specifically to recruit female professors. In the last few months, several Universities have stepped forward with such commitment. For example Harvard and Columbia Universities have recently announced that they pledge to spend 50 and 15 million to recruit more female faculty, respectively (Harvard University see Table 1b). In addition, we recommend that the leadership of the University makes attracting and retaining senior women faculty a target of the Capital Campaign.
- We recommend that the President, Provost, and Deans activate Endowed Professorships and other distinguished positions targeted to senior women, with the goal of moving towards 50% representation of women in these positions. Women still occupy only the 9.7% of these positions across the university.

4.2.3. Develop new hiring practices for both administrative and senior faculty positions. Searches for academic leadership positions must incorporate best practices in constituting and managing search processes and committees, as outlined below. We recommend that search and hiring practices be evaluated on an annual basis (by the UCSOW and the Provost's Office) to ensure that appropriate practices have been followed. More specifically:

- **Establish the search committee:** We recommend that the search committee must be diverse and composed in excess of the proportion of women on campus. Women faculty should be compensated for serving in many committees. The search committee must be sensitive to issues of gender and diversity and trained at the outset in issues relevant to recruiting and hiring biases. Search committees for leadership positions must provide a pool of diverse candidates. Soliciting and hiring search firms that have ability to provide diverse pools of candidates. Further, the institution should evaluate whether standard leadership positions, resource or recruitment approaches need to be modified to be attractive to women candidates. Until equity is achieved, search committees must provide a credible and competitive written defense for recommending any white male.

- **Develop the candidate lists:** We recommend that the pool of candidates must broadly represent the interests and diversity of the faculty. We also recommend solicit input from faculty in developing lists of individuals nationally and internationally who can provide a broad range of candidates. There should be a more active need to discuss how to search for female and minority candidates. We also recommend solicit specific candidates in these categories from faculty on campus and colleagues nation-wide. In house senior women should be seriously considered for leadership roles. The candidate list should be examined for diversity before any invitations for interviews are made: Deans should examine a preliminary candidate list using specific criteria for diversity prior to approving any interviews. (This is current practice in KSAS). Deans should be required to follow specific hiring practices that encourage diversity: A specific policy on hiring mechanisms should be developed, approved, and publicized on the web as "Faculty Search Procedures".
- **Reduce opacity:** We recommend that all policies must be disseminate and made them publicly available, both in print and on the web. We recommend that Deans regularly discuss these policies and their implementation with faculty and Chairs.

4.2.4. Evaluate progress and maintain ongoing channels of communication between the JHU Leadership and the UCSOW, or its success body. More specifically:

- Following the release of the report, we request that President Brody, Provost Knapp and Vice President McGill meet with the UCSOW to discuss its response to report and refine a proposed implementation plan.
- We recommend that a funded office for faculty women be established at the University Level. This unit will report directly to the Provost and President. They will be responsible for assessing whether short and long term goals toward gender equity are met, for integrating groups across the University that are doing research on gender-based obstacles, and for participating in research with other universities facing similar challenges.
- We recommend that a high-level external committee review progress towards gender-based obstacles and provide recommendations. This should be carried out once every 3 years over a 10 year period.
- We recommend that Deans/directors report on UCSOW recommendations in their annual Diversity Reports.
- We recommend that President Brody, Provost Knapp and Vice President McGill, meet annually with UCSOW to provide a progress report on the UCSOW Report.

4.2.5. Routinely Conduct Climate, Salary, and Representation Survey at Institutional Level to Monitor Change

- We recommend a survey of JHU female faculty regarding their experiences over time.

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- We recommend exit interviews be conducted by a contract firm or other independent group.
- We recommend a survey of female faculty members at other research institutions to determine their perceptions of JHU and interest in faculty positions at JHU.
- We recommend that salary equity be monitored annually in order to change the representation of women at senior levels.

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Table 1a : List of reports on the status of women at JHU reviewed by the committee in chronological order, title, and institution

Date	Committee/Office	Title
Summer 85	Office of Personal Programs/HR	Staff Attitude Survey
Jun 1985	Ad Hoc Committee on the Status of Women, Chair Matthew Creson	
Fall 1985	Ad Hoc Committee on the Status of Women at Homewood, Chair Jerome Schneewind	
Fall 1987	Subcommittee on Women & Minorities, Chair Annie Kronk	Human Climate Task Force
Mar 1987	Homewood Child Care Committee	
Sept 1988	Chair, Susan Broadbent	Report on Undergraduate Coeducation
June 1989	Provost's Committee on the Status of Women Human Climate Task Force	First Annual Report
1990	Dept. of Medicine, Chair Linda Friend	Task Force on the Status of Women Faculty & Trainees
Jan 1991	Office of the Dean 1990 Status of Women in the Johns Hopkins School of Medicine, Chair Catherine DeAngelis	
May 1990	Provost's Committee on the Status of Women	Position Paper on Dependent Care
Sept. 1990	Provost's Committee on the Status of Women	Position Paper on Campus Security
Sept. 1990	Provost's Committee on the Status of Women	Position Paper on Physical facilities
Sept. 1990	Provost's Committee on the Status of Women	Position Paper Recruitment of Faculty & Staff
Oct. 1990	Provost's Committee on the Status of Women	Position Paper on Professional Advancement of Faculty & S
Oct. 1990	Provost's Committee on the Status of Women	Position Paper on Salaries of Faculty & Staff
1991	Provost's Committee on the Status of Women	Position Paper on Curricula, Programs, Services and organizations Relating to Women
Feb 1991	Provost's Committee on the Status of Women	Position Paper on Students

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Table 1a, continued

1990-91	Provost's Committee on the Status of Women	Reports of Divisional Subcommittee
Jun 1991	Provost's office, Chair Stephen McClain	Report on the Status of Recommendations from Various Documents on the Status of women 1989-present
July 1991	Provost's Committee on the Status of Women	Dependent Care & other Family Issues Subcommittee Report
Oct 1991		Report of the Survey on the Status of Women in the School of Hygiene & Public Health
1991-92	Provost's Committee on the Status of Women/Work Environment & Family Issues Subcommittee	Annual Report
Dec 1992	Provost's Committee on the Status of Women	Third Annual Report
Mar 1993	Provost's Committee on the Status of Women	Staff Salary Analysis Report
1993	Sexual Harassment Task Force	
1995	Provost's Committee on the Status of Women	Fourth Annual Report
1993-1994		Report from Staff Issues Sub Committee
1995-1996		Staff Issues Subcommittee Report
1996-97	Provost's Committee on the Status of Women	First Report of the PCSW
		Staff Issues Subcommittee Annual Report
1996-97		Staff issues Subcommittee Report
Feb 1, 1999		Recruitment, Retention, and Professional Development of Women Faculty
Aug 1999		Academic Issues Subcommittee Report on Recruitment, Retention and Advancement of women faculty
2000-01		Annual Reports of PCSW subcommittee
Jan 2002		PCSW list of Accomplishments Memo from Provost
Sept. 2002	Presentation by Vice Provost Burger, Accomplishments	First meeting of UCSW

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Table 1b: List of reports on the status of women from peer institutions reviewed by the committee in chronological order, title, and institution

Aug1999	University of Arizona		Millennium Project Phase One Report	http://www.u.arizona.edu/~millen/index.html
Mar 3, 03	Case Western Reserve University	Equity Study Committee	Resource Equity at Case Western Reserve University: Results of Faulty focus Groups	
Nov 29, 01	Cornell University	Cornell Chronicle	Provost Martin briefs faculty senate on salary program, gender equity study	http://www.news.cornell.edu/Chronicles/11.29.01/FacultySenate.html
2003	Duke University		Steering Committee's Report	http://www.duke.edu/womens_initiative/index.html
Sept 2002	Emory University	Office of Institutional Research	An Analysis of Faculty Gender Equity issues at Emory University	http://www.pcs.w.emory.edu/pdf/Gender%20Equity%20Report.pdf
Mar 2002	MIT		Reports of the Committees on the Status of Women Faculty	http://web.mit.edu/gep/
Dec 4, 01	University of Penn.	Gender Equity Committee	The Gender Equity Report/ Almanac Supplement	http://www.upenn.edu/almanac/v48pdf/011204/GenderEquity.pdf
Feb 21, 01	University of California Berkley	Marry Ann Mason et al Dean of the graduate division at University of California Berkeley	Do Babies Matter: The effect of family formation on the life long careers of academic men and women	http://www.ucop.edu/pressumit/babies.pdf
2003-04	University of Virginia		Equal Opportunity Plan	http://minerva.acc.virginia.edu/~equal/eop_plan.pdf
May 27, 04	Stanford University		Report of the Provost's Advisory Committee on the Status of Women Faculty Stanford releases findings of three-year study on status of women faculty, New Release	http://www.stanford.edu/dept/provost/womenfacultyreport/PACSWF.pdf
May 2005	Harvard University		Report of the Task Force on Women Faculty	http://www.news.harvard.edu/gazette/daily2005/05/women-faculty.pdf

Table 2: Summary evidence on root-causes and manifestations of gender-based obstacles for women faculty, from UCSOW Reports at JHU and in other academic institutions

ROOT CAUSES	MANIFESTATIONS
<p>Gender Schemas: women are undervalued, under-recognized for their contributions and under-rewarded</p> <p>Leadership stereotyping: There is a normative image of leadership: male and the 24/7 ideal worker with a spouse at home (Case Western,JHU,MIT,Arizona)</p>	<p>Under-representation of women faculty with respect to the eligible pool of PhDs: the percentage of women faculty has remained stagnant in the past decade, whereas women are equally represented in the entering classes of most of our graduate departments from the last two decades (Princeton, JHU, MIT, Duke, Lynn et al NEJM, Emory, Univ. Penn., Arizona)</p> <p>Leaky pipeline: Tenured women leave in disproportionate numbers (Univ. Penn., Emory,Lynn et al 2000 NEJM)</p> <p>Women are underrepresented in leadership positions: women are underrepresented as deans, departmental chairs, endowed professorships. Women are recruited with tenure less often than men. Women are less often identified for leadership roles than men (Univ. Penn, JHU, Case Western, Princeton Univ, Emory, MIT)</p> <p>Lack of transparency in the searches for leadership positions: Most leadership opportunities are communicated through informal networks and women are less likely to have information as to the nature of the job, expectations, as well as opportunities. Pool of applicants and short lists are often kept secret (JHU, MIT, Case Western, Arizona)</p> <p>Unequal application of rules, procedures, and practices especially for the leadership positions: criteria for selecting a leader are often not based on scholarship only, these criteria are not transparent, and often put women in disadvantage (Case Western,JHU, Duke)</p>
<p>Work-life balance and the tenure process: Expectation of availability 24/7 that minimizes the importance of work-life balance disadvantages women. The timeline of the tenure process is also an enormous impediment to women. The job and the tenure track schedule is structured with male careers in mind (Case Western, JHU, MIT, Duke, Stanford). Among male faculty, 30% had spouse/partner who were full-time homemakers, while only 3% of women faculty had spouses/partners who were at home full time (Univ. Penn)</p>	<p>Early babies make a difference: There is 24% gap in the rate of achieving tenure between women who have babies within 5 years of their PhDs (early babies) and men who have early babies (Berkeley)</p> <p>Women make hard choices: 50% of the women faculty have no babies (Berkeley, National Center for Education Statistics)</p>
<p>The under-valuing of women. Women are under-valued and are more often asked to take nurturing roles. For example, women are likely to have heavier teaching commitments, mentor more students, serve on a large number of committees, and are less often nominated for prestigious awards and/or lectureships (Case Western,JHU,MIT, Arizona, Science 2004)</p>	<p>Isolation: Women are isolated from information and colleagues that influence for success, satisfaction, or retention (CW, JHU, MIT, Arizona, Duke, JHU)</p> <p>Resources inequities: Women faculty are paid less, have slower rate to promotion, have less lab space than male counterpart, and have less access to mentorship (Princeton, Emory, MIT, UPenn, Fried et al 1996 JAMA, The Chronicle of Higher Education 2004, JHU, Arizona). Career awards are given less often to women regardless the fact that their success rate in grant applications is the same as men (Mervis 2004 Science, UPenn, MIT)</p>

APPENDIX

PART A: ANALYSES OF INSTITUTIONAL AND PEER DATA

1. Faculty Composition by Rank at JHU and at Peer Universities: 1993-2003

Progress increasing the number and proportion of female faculty by rank is occurring at roughly the same pace at Johns Hopkins and the peer universities. Table 3 shows that the percentage of females among all full-time faculty increased 5% at Johns Hopkins and 6% at the peer universities over the last ten years. A larger percentage of all full-time faculty at Johns Hopkins were female compared to the peer universities in 1993 and also in 2003, by roughly the same margin (32% at Hopkins and 25% at peers in 1993, 37% at Hopkins and 31% at peers in 2003). The proportion of females among the full-time faculty at Johns Hopkins in 2003 is equal to or higher than the peer average at every rank except associate professor.

Between 1993 and 2003, the number of female full professors at Johns Hopkins doubled from 60 to 121, increasing from 13% to 18% of all full professors. The growth in numbers was less dramatic among the peer universities as a whole. The number of female full professors increased from 1470 to 1864 thus changing the percentage of full professors that are female from 13% to 16%.

Noteworthy change occurred in the non-tenured ranks (instructor, lecturer, and no rank) at Johns Hopkins over the last ten years. The number of instructors increased from 112 to 131. The number of lecturers increased from 12 to 52. These non-tenure track positions are largely and increasingly female. The number of faculty positions without rank also increased from 185 to 263 at Johns Hopkins, but the percentage of these positions held by women dropped from 45% to 40%.

These data suggest Hopkins has fared slightly better than the peer average, increasing the representation of women on the faculty between 1993 and 2003. Representation of women on the faculty is the combined result of recruitment and retention. We do not have separate data, either for Johns Hopkins or peer institutions, on recruitment and retention. It is not yet possible to determine if both recruitment and retention improved, or if the improvement in one aspect outdistanced a decline in the other aspect. Since there is an improvement in the representation of women at every rank, except for a 5% decline for faculty without rank, we could reasonably expect to see that retention had improved. However, we don't know the extent to which we appoint directly to rank rather than promote and tenure from within, and whether those hiring and promotion patterns have changed over time. The peer universities as a group have also seen an increase in the representation of women at most ranks, except for lecturer and faculty without rank.

Some universities have adopted deliberate strategies to hire female and/or minority faculty into senior positions to diversify their faculty. Columbia recently announced a plan to hire 15-20 new faculty in Arts and Sciences into senior positions over the next three to five years (Chronicle of Higher Education Aug 3, 2005). They believe the investment of \$15 million in these new positions will be a catalyst to help them recruit additional women and minority faculty. This strategy will also have a perhaps unintended consequence on their peer institutions, including Johns

Hopkins, as Columbia recruits this group of female and minority scholars. Does moving senior scholars from one institution to another solve the problem? Will Columbia be able to bring junior faculty on board and move them through the promotion and tenure process? Is the scale of this change, in just one academic division, sufficient to provide a critical mass?

2. Faculty Composition at JHU by School: 1996, 1998, 1999, 2001, 2003

Table 4 shows the rate of change in the number and proportion of female faculty by academic division across previous institutional studies. Peabody doubled the number of female faculty and increased the proportion from 33% to 44% since 1996. SAIS increased the number of female faculty from 3 to 23 and the proportion of females from 10% to 31%. Arts and Sciences achieved steady and significant improvement in the proportion of female faculty, increasing from 21.5% to 28% female. On the other end, divisions with better representation of women on the full-time faculty in 1996 (Medicine, Public Health, and SPSBE which were more than 30% female) experienced very little additional increase in the proportion of female faculty between 1996 and 2003.

3. Women faculty in 2003 with respect to Women PhDs in 1984 and 1993

We examined the number of doctoral degrees awarded to women at JHU and the peer universities to see if women were receiving Ph.D.s in sufficient numbers to increase the representation of women on the faculty. The peer universities are part of the pipeline for female faculty, producing women with Ph.D.s who may go on to faculty positions at these same institutions. Johns Hopkins itself contributes female graduates to the pool of eligible candidates for faculty positions.

Table 5A shows the percentage of PhDs awarded to women graduating from each of the academic divisions of Johns Hopkins in 1993 and 1983. Looking at four of the divisions that grant doctorates (KSAS, WSE, BSPH, MED), the greatest change in the proportion of female PhDs produced occurred in Medicine and Engineering (increasing 12% and 10% respectively). There was a slight increase in the proportion of Ph.D.s granted to females in Arts and Sciences (5.7%) and a decrease in Public Health (-2.7%).

The percentage of doctorates granted to females increased between 1983 and 1993 for three of the four divisions (KSAS, WSE, MED, but not BSPH). The representation of women on the full-time faculty did not keep pace with this change in the production of females with doctorates from Johns Hopkins. Representation of females on the faculty lags behind the proportion of 1993 graduates that are female in KSAS, WSE, MED, and BSPH by 8-12%. Tables 5B and 5C compare the rate of female graduates at Johns Hopkins to the peer universities in 1993 and 1984. The tables are arranged by broad areas of study. Looking at five areas where Johns Hopkins produces significant numbers of graduates (Engineering, Health Sciences, Life Sciences, Physical Sciences, and Social Sciences), the proportion of female graduates at Johns Hopkins improved slightly compared to the peer universities. Three divisions (Engineering, Physical Sciences, and Social Sciences) are

producing a larger proportion of female graduates than the peer average in 1993. The proportion of female graduates from doctoral programs at Johns Hopkins exceeded the peer average by 2% in Engineering, 5% in the Physical Sciences, and 8% in the Social Sciences and History. In the other two divisions (Life Sciences and Health Sciences), the proportion of female graduates increased significantly from 1984 to 1993, but still falls below the peer average in 1993 (3% below in Biological and Life Sciences, 2% below in Health Professions and Related Sciences).

4. Women faculty in 2003 with respect to women graduate students in 2003

A student to faculty ratio provides one measure of the extent to which students can find suitable role models and advisors. Recognizing that students do seek guidance from many different faculty, it is nonetheless apparent that female students find it harder to find female mentors. The ratios on Table 6 suggest the extent to which female graduate students have access to sufficient numbers of female faculty. The ratios also show the pressure that can be placed on female faculty to mentor far larger numbers of students than their male counterparts.

The student faculty ratios in Table 6 compare the number of male faculty to male graduate students and female faculty to female graduate students. In Arts and Sciences, Engineering, Peabody, SAIS, and Public Health, the ratio of students to faculty is twice as great for females compared to males. This imbalance in the proportion of faculty and students by gender means that female graduates see fewer female role models and have fewer female professional contacts to assist their entry into the faculty workforce. A compounding factor is the extent to which nurturing stereotypes place a disproportionate advising burden on female faculty for both female and male students. Expectations are raised by male colleagues who expect women to fill this instructional role. The same bias can lead both male and female students to seek female advisors. The end result is that female faculty have to serve more students and female students have fewer opportunities than male students for same sex mentors.

5. Representation of Women in Leadership positions with respect to the eligible pool at JHU by School in 2003

Women are much less likely than men to be hired into an endowed faculty position or to be appointed as the head of a department at Johns Hopkins. However, Table 7 shows that the proportion of females in endowed chairs and serving as department heads is similar to the proportion of females at full rank (14% endowed chairs, 15% department heads, 18% full rank) across the university.

Women have the best chance of serving in a leadership position in the part-time programs in the School of Professional Studies in Business and Education. Among the full-time programs, women in Arts and Sciences and Peabody Institute have the best chance, although still a limited chance, of serving in a leadership position compared to the other divisions. They have approximately a one in five chance of holding an endowed chair or being a department head. The biggest gap between representation of women as full professors and in leadership positions exists in

Public Health. Nearly a third of the full professors in Public Health are women, but only 21% of endowed chairs and 11% of department heads are female.

Women may be promoted from within or hired externally into leadership positions. The percentage of women at full rank is one indicator of the depth of talent within Johns Hopkins for promotion to leadership positions. The scarcity of women in leadership positions also makes it difficult for the university to hire from outside directly into leadership positions. Female candidates for leadership positions can be better attracted to a University where there are more bright, talented women in the senior faculty ranks.

6. Comparison of JHU and Peer Universities with respect to Deans by Gender in 2004

Academic deans can be key agents of change to diversify the academy, encouraging new approaches to recruitment and equity in promotion and tenure. Yet female deans are rare at the peer universities. Table 8 shows that the number of female deans at any peer university ranges from 1 to 3. In 2003, two of the eight divisions at Johns Hopkins (SAIS and NURSING) were led by female deans. The number and responsibility of supporting associate and assistant deans varies across the divisions. The total number of female deans, associate or assistant deans in any of the divisions at Johns Hopkins ranges from 1 (Engineering) to 7 (Nursing), and the percentage of positions held by women ranges from 10% to 88% (see Figure 1 below). Nursing and Peabody lead all divisions in female leadership. Women are close to achieving parity in Public Health, where 44% of the dean positions are occupied by women. The School of Medicine and Engineering have the lowest representation of women in these leadership positions, respectively 23% and 10%.

Academic Deans at Johns Hopkins, 2003

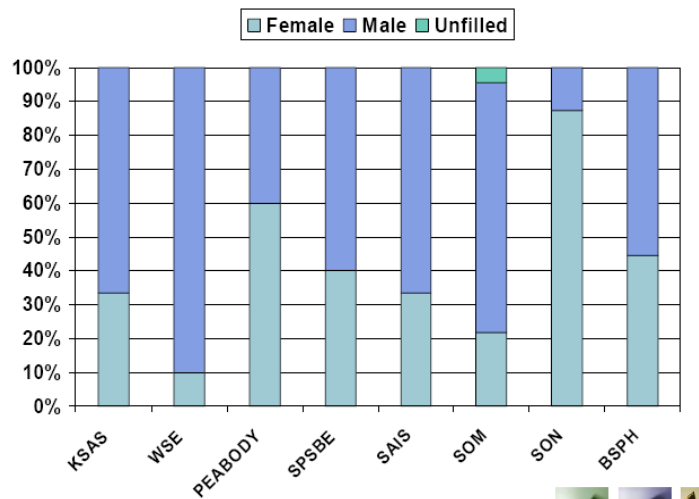


Figure 1

7. Comparison of JHU and Peer Universities with respect to Full Time Executive Leadership by Gender 2003

Table 9 shows the percentage of executive staff positions that are held by women at the peer universities. This job classification includes administrative appointments such as directors, deans, vice presidents, and president. Faculty who hold appointments as directors of centers or departments are not included in this category. There is considerable variation in the total number of employees reported in this category across the peer universities, attributable both to differences in the way the definition of this category is locally applied and to real differences in the number of executive positions. Johns Hopkins reports fewer executive positions than most of its peers (99), but also has the lowest percentage of female administrators (41%) of any of the peer institutions. Rice University reports a similarly low number of positions (99), but twice the proportion of females (53%). The paucity of women in senior leadership positions at Johns Hopkins affects many aspects of diversity including recruitment and promotion of female faculty, appointments of faculty leadership positions, family friendly policies, and progressive goals for diversifying the faculty.

Summary of Findings

Leadership: Women are a minority of the full-time faculty and are under-represented in leadership positions at Johns Hopkins. In fall 2003, 37% of the full-time faculty positions, 20% of tenured faculty, and 18% of full professors were female. If you are a female faculty member at Johns Hopkins, then you are most likely in a non-tenure track position. Three out of four female faculty are in non-tenure track positions, compared to one in four male faculty.

Women faculty at Johns Hopkins have a limited role in leadership at Johns Hopkins. Only 12% of female faculty are full professors, compared to 31% of male faculty. Few women hold endowed chairs (36 of 263 filled positions, 14%). Only 15% of department heads are female (17 of 115 filled positions).

Hopkins is tied for last place in its peer group, the 18 peer Ivy League and non-Ivy universities, for the percentage of female executives in 2005. This category includes all persons who manage the university or academic divisions, from the president and vice presidents to deans. The percentage of women executives at peer universities ranged from 41% to 75%, with a median of 55%. The definition of executive staff used at Johns Hopkins implies a greater role in institutional management.

Sufficient women in the pipeline: Twenty years ago the percentage of doctoral degrees awarded to women was 41% at Johns Hopkins. By 2004, 50% of the doctoral degrees awarded by the university were received by women.

The increase in the total number of doctoral degrees awarded to women at Johns Hopkins is significant and compares favorably with peer institutions. The peer universities awarded 31% of their doctoral degrees to women in 1984 and 35% in 1993. The percentage of degrees awarded to women in 1993 ranged from 19% at MIT to 50% at Columbia. The mix of academic programs clearly affects female enrollment and graduation. MIT is disadvantaged by low participation of women in Engineering and the Physical Sciences. Columbia benefits from large doctoral programs in Education and the Social Sciences. Johns Hopkins awarded 42% of its doctoral degrees to women in 1993, led by the number of women in the health professions and related sciences [48 of 85 doctoral degrees awarded in public health and medicine, 56%]. The percentage of doctoral degrees awarded to women by the Whiting School of Engineering increased from 15% in 1993 to 24% in 2004.

Ph.D. production in the United States increased significantly from the mid-1980's to the mid-1990's as both the number of institutions offering the doctorate and the number of doctoral programs expanded. The 60 research universities that are members of the AAU accounted for roughly 22,000 graduates, about half of the 41,610 doctorates awarded in the United States in 1995. Increased participation by women and minorities helped to fuel the increase in Ph.D. recipients. Women comprised 39% of doctoral degree recipients at AAU institutions in 1995. For the first time, in 2001-02, more doctorates were earned by women in the United States than by men (NSF Survey of Earned Doctorates).

PART B: CHARACTERIZING THE ROOT CAUSES OF THE UNDER-REPRESENTATION OF WOMEN IN LEADERSHIP POSITIONS FROM FOCUS GROUPS

As part B the work of this committee, we collected and analyzed the following information:

1. **Focus group interviews with Senior Women Faculty at JHU** concerning their perceptions of barriers, both formal and informal, that women faculty encounter in their careers;
2. **Focus group interviews with the participants of the Women's Academic Leadership Course** during the period September-December 2003. This seminar was created by President Brody to address some of the perceived needs for increasing leadership by women in the University.

In the focus groups we asked the following questions:

- What do women need to learn about leadership? What do men need to learn?
- What did this course/your experience in it reveal about the issue of leadership roles and gender-based obstacles?
- What is it about leadership roles in our institution (including differences by school) that could be problematic for women?

All the focus group interviews were taped. Because of the sensitive nature of subject matter, we have gone to great lengths to maintain confidentiality of the focus groups participants. We have analyzed the focus groups transcriptions by first reading them to identify distinct comments and then use these to identify common issues. Below we first present a summary of findings followed by our “interview data”, where we quote typical comments, seeking to allow the focus group participants to speak for themselves.

SUMMARY OF FINDINGS: From the taped discussions our committee identified the following issues for the advancement of women faculty to leadership positions:

Women leaders encounter different, and more adverse, experiences than male leaders in the same role:

- Women leaders are less frequently identified for leadership roles or groomed for leadership roles. This suggests:
 - Under-recognition of leadership potential
 - Different criteria are applied to men and women as to whether have leadership potential
 - Leadership stereotyping: what are the expected and required behaviors of a woman: many mixed messages.
- Lower longevity rate for women leaders than male
- Different expectations, criteria for success; metrics by which evaluated
- Different resource access
- Isolation from information and colleagues essential to both success, satisfaction and retention
- Different visibility, valuing, and promotion of successes
- Less tolerance of errors by bosses and subordinates, who are also quicker than they would be for a man to raise questions about dedication and success
- Women faulted for being effective negotiators (“too aggressive”), and punished if not effective
- Less access to the “back room” or informal networks, where deal making happens substantially
- Women may have less experience in negotiation: for a job, for adequate resources, for support.

There are institutional obstacles for identifying and recruiting women leaders:

Process of identification and recruitment of leaders should be aimed at recruiting outstanding women leaders at the same rate as men or in proportion to excellent women in the academic workforce, which is approaching equity. This persistent under-representation of women in senior academic and administrative roles raises the following questions: while it is the responsibility of leaders to recruit the most talented people, is the current process, including its reliance on personal judgment and informal networks, an obstacle to identification of women leaders?

- Women are excluded from many of the discussions about leadership positions, which lead to lower likelihood of formal recognition within the hierarchy. This disadvantages affect women because they may not have met what is conceived

- of as benchmark qualifications – even though they may have the skills through other avenues;
- Women are often ahead to provide leadership on women's issues for the University. A challenging leadership role which, if successfully carried out does not create access to informal networks among established leaders;
- Women are brought in as tokens for affirmative action – which they are aware of – and (often) a sense of not being seen as a serious candidate. This leads to women hesitant to “waste” their time looking at positions for which they do not think they will be seriously considered;
- 24/7 Ideal worker expectations are very apparent for leadership roles. This is likely exemplified by the observation that most leaders are married men with nonworking spouses. It appears to many women that most leadership roles implicitly require the contributions of a nonworking spouse to adequately be successful in the job, even to bring extra resources to the role. Women with personal responsibilities, who are essentially working two jobs, may not have the personal reserves available to draw on to resource the position as currently constructed, and their spouse may not be interested in play the prescribed spousal leaders roles. Perhaps a consequence of this, women who are leaders are often not married. Overall, women (and some men) are questioning the value of taking on such a role, perhaps because, for some, the roles are perceived to require spouse at home and 24/7 availability. Women faculty have already important roles outside of work, and they may not have the reserves available to draw on to resource the positions as currently constructed.
- The parts of the leadership role that are apparent to outsiders are the old fashioned models of leadership, particularly the “command and control”, competitive approaches. These approaches, which are male models of leadership, are not necessarily attractive to women. On the other hand, women bring to leadership a diversity of leadership styles, including a predominance of transactional leadership styles which are thought more effective in academia.
- Leadership groups are often perceived to not function well as collaborative teams; there is jockeying, hostility, intense competition. These are situations in which women recognize that they are likely to be isolated and marginalized, and diminish ability to succeed. In addition, for many women this environment is not perceived to foster collegiality and success for the collective mission, and may be deemed not attractive for this reason. On the other end women's leadership styles are observed to be effective in changing these dynamics to ones more constructive for the organization.

“Why care” about under-representation of women leaders? Society (and academia) needs all the best leaders it can get. Current issues (as above) lead to loss of some of the best leaders. Instead, academic institutions need to take advantage of talent. In addition, women bring both diverse perspectives and proclivities to transformational leadership and they most likely motivate for needed change in academia. Leadership needs to move toward transformational, consensus-based leadership models, for which women are often quite skillful.

- Need diverse perspectives for great leadership
- Leaders need to lead the bully pulpit in terms of recognizing the values of a diverse workforce.

- Ability to recruit women leaders is a competitive issue – both to model and lead a commitment to diversity and to be able to recruit women and underrepresented minorities to the faculty and student bodies.
- Recruiting leaders who are not retained is a poor investment.

Management of high level searches to make the institutional role attractive to women candidates: The overall perception across the University is that the hiring process itself is problematic for all candidates. There are problems with transparency, consistency, fairness. High level searches are often not managed in an organized and systematic way. For example, rolling recruitment (a common practice) is a fluid system that may not treat candidates fairly. Not setting deadlines for replies and getting back to candidates in timely way undermines recruitments. Beyond that, there is a perception that search committees are not gracious to interviewees, do not convey effectively that their candidacy is valued; don't provide materials needed in a timely fashion. Don't send thank you notes after visits, etc.

Searches are too often run independent of addressing any issues related to diversity. Focus group members recommend the development of a university-level policy that all high level searches will have a diverse candidate pool and every search will address the candidate's history regarding supporting diversity and behavior (supportive or destructive) toward individuals of the opposite gender or different ethnic background. Expectations of new leaders as to leading the development of a diverse workforce should be part of the job description.

INTERVIEW DATA

Identification of Women Leaders: The groups felt that women were identified and courted for leadership roles less frequently than men. Search committees tend to leave women faculty from the institution feeling excluded and devalued by the search process. In part, that “*different criteria are applied to women and men when they have leadership potential*” and that “*women leaders encounter disadvantages for their promotional success*”.

The group described problems in perception that hinder women being identified as leaders and acting as leaders. For instance, the group gave examples of labels being applied more to women than to men. For example that “*women who were angry were characterized as upset or as being difficult*” or that women who felt strongly about a point were characterized as being “*too emotional*”. The group agreed that a scenario in which “[a woman] in a leadership role acting as other people in the same role was told that she was being too aggressive” was not uncommon. It was suggested that concrete definitions of the expectations of leaders, of the attributes of leaders, and of acceptable behaviors for leaders would help in eliminating the “*different expectations [and]... different metrics by which they're [women and men] evaluated*”.

The group described its perception of a leader in our institution. “*At JHU there is one model for a leader, and all leaders have very similar leadership behavior. There is very little tolerance of deviation from the canonical definition of a leader. A female leader, with a very different style, is generally not tolerated and creates a sense of discomfort. Important meetings are all run by a male dominated leadership.*” Male

leaders like to be surrounded by predictable colleagues who support them, who will always support their ideas, who would tolerate actions “off the line”. The perception is that leaders do not tolerate other leaders who don’t make them comfortable, who could disagree with them, that are not afraid to challenge them in front of other people.

Hiring practices were repeatedly mentioned as needing improvement. High level searches were cited as being conducted “*more or less independent of the issues related to diversity*” and that people need to “*change the tenor of conversation so that this [diversity] has elevated importance*”. It was suggested that just having women on search committee is not enough: “*not any good to just appoint women, [we] need to appoint women who will speak up and are familiar with the issues. [We] also need women who understand the politics*”.

Lack of Attraction to Leadership Positions: The group discussed procedural impediments to attracting women to leadership roles, as well as perceived or real attributes of the leadership roles that might discourage women from applying. On the procedural level, the group identified the search process as potentially discouraging women from wanting positions, and that search committees needed to set time scales (rather than interviewing candidates while still accepting applications), communicate better with candidates, and treat the candidates with courtesy and consideration. It was agreed that there needs to be more transparency in hiring practices at the institutional level, and that currently, there are “*not sufficient descriptions of what positions are and [that] they’re not circulated*”.

Search committees should balance the “*tensions between interviewing and criticizing somebody and recruiting somebody*”, and recognize that “*women are not interested in these roles if the way the search is handled makes you think there won’t be discretion and courtesy and that you’re setting yourself up to take a position in which you will get trashed*.”

It was also suggested that women (and an increasing number of men) may not want leadership positions in their current form. First, that the demands on deans, associate deans, and chairs are very heavy, but that “*they accept these roles with very few personal perks and few resources to get done what needs to be done*”. More men and women may be starting to stray away from these roles-women especially may be looking at these roles but knowing they have many additional burdens and obligations outside. The implicit assumption is that “*people draw on their own reserves to provide resources – physical, emotional, or time reserves – in exchange for stature of role*”. Additionally, when women look at these positions, they are wondering: “*Are any of these guys married to women who also work? Men have an additional resource for their job – their wife!*”. In order to address the problem of different levels of resource access for women and men, the group discussed what data might be available to investigate who can meet the demands of leadership positions the way the roles are currently defined.

A second reason women may not be attracted to leadership positions is that “*people are miserable in their jobs*” and that “*there’s not a clear enough mission for*

these positions to really motivate a woman to know why she would want it". The group reported hearing that "women may not be attracted to leadership roles that are perceived to involve a team that is not cooperative and hostile". Namely, "the closer women get to these positions and seeing what they're like, the more dominance model [for leadership]," the less they may want the positions. It was suggested that women may also perceive leaders as being embattled rather than productive- that "it's not so much an issue of isolation, but do you want to spend your time battling or do you want to spend your time just figuring out what needs to be done and getting it done?".

A third reason women may not be attracted to leadership roles is that when interviewing they perceived a lack of diversity. Specifically, *"when trying to recruit a faculty member, candidates look around and don't see any women or any people of color and they think something is wrong with the place"*. It was noted that the same is true when trying to persuade students to aspire to an academic career.

Finally, women leaders experience great challenge in "managing up". Male leaders do not encounter this difficulty: they build an informal network of dinners and social events where they make deals. Generally, women leaders do not participate in these type of activities and they need to make their deals within the hierarchical structure, this can be very challenging particularly without the social relationships established for male leaders through informal activities. .

Mentoring and Isolation: The group considered two aspects of providing an atmosphere in which women turn into leaders: providing effective mentorship in which senior leaders are invested in the success of women leaders, and making sure women are not isolated. There was concern that women are isolated *"from information and colleagues who are essential for success or satisfaction and retention"*. The group discussed that defining effective mentorship was essential to guiding mentors in what is expected of them and making sure that women are well mentored. Specifically, effective mentorship *"should include information sharing and educating but also intervention on behalf of the person as well as sponsorship"*, and that there is a *"need to help mentors with clarity of what is expected of them"*. One participant noted that it is *"key to have someone in a leadership position who is your advocate"*. One participant noted that it's important for women to have *"access to the appropriate people"*, and that one way of ensuring this is to *"give access to influential positions, such as important scientific committees"*.

Children and Tenure: As one participant put it, *"The tenure process is an enormous issue for candidates because there's a clock ticking and if you don't get tenure by a particular time gives the perception that you are not committed nor excellent in your job. This is an enormous impediment to women ... [who] tend to delay child bearing until you've gone through the process"*. The current solution to this problem is to stop the clock for a year, but the group did not consider this solution entirely sufficient. The underlying feeling may be that *"tenure system is saying that if she's worth anything she'll get it done in so many years – changing the clock doesn't fully address the issue"*. Furthermore, *"part of getting tenure is growing a research program, but if you go away for one year, it is gone"*. It was reported that there is a policy change at Homewood for tenure to be given at the associate level (~7 years in position) rather than at full (~11 years in position). This

would help address the problem as described by one participant: *“Tenure on the Homewood campus took 10-11 years, where at other schools it took about 6 [at a different point in the conversation the 6 years was referred to as Stanford’s time to tenure]. Even if you blaze through the PhD and start a tenure-track job at 28, you’re 38 before you’re thinking about starting a family. Biologically possible, but...”*.

Creating a sense of urgency: The group also discussed why people should care about the lack of women in leadership positions, and how to encourage administrators to pay attention to the group’s findings. One participant questioned rhetorically: *“why [should anyone care] that they [women] don’t want to be in leadership positions as those positions are currently constructed?”*

Answers to this question included that we *“need diverse perspectives ... otherwise you’re missing important, creative, opportunities”*, and that to build a diverse workforce it is important *“to have women leaders who can cultivate a diverse workforce”*. A participant heard from one of the (male) deans that a *“major responsibility of the dean was to ensure that talented people who come through the system and are hired and retained”*. Thus it *“attracts attention if [a dean] is losing very talented women, and if he/she is investing resources in training very talented women that he is not able to recruit”*.

Finally the participants expressed concerns that the group’s report would not be heeded, and discussed how to make it relevant to all branches of JHU. One participant stated *“I’ve been here long enough to see many wonderful reports written only to take up shelf space [...] this has been such a massive undertaking that we want to ensure that it will be paid attention to”*.

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UNIVERSITY COMMITTEE ON THE STATUS OF WOMEN
TABLE 3 - FACULTY COMPOSITION BY RANK

	JOHNS HOPKINS				PEER UNIVERSITIES				CHANGE BETWEEN 1993 AND 2003			
	1993		2003		1993		2003		HOPKINS		PEER UNIV	
	FEMALE		FEMALE		FEMALE		FEMALE		FEMALE		FEMALE	
	COUNT	PCT	COUNT	PCT	COUNT	PCT	COUNT	PCT	COUNT	PCT	COUNT	PCT
PROF	60	13%	121	18%	1,470	13%	1,864	16%	61	5%	394	3%
ASSOC	97	24%	137	30%	1,137	24%	1,821	31%	40	5%	684	7%
ASST	192	35%	381	43%	2,521	34%	3,164	37%	189	8%	643	4%
INSTRUCT	112	50%	131	57%	627	45%	747	51%	19	7%	120	7%
LECT	12	55%	52	68%	474	52%	1,172	47%	40	14%	698	-5%
NO RANK	185	45%	263	40%	841	36%	2,465	37%	78	-5%	1,624	2%
TOTAL	658	32%	1,085	37%	6,654	25%	11,233	31%	427	5%	4,579	8%

SOURCE:
IPEDS Fall Staff 1993, 2003

UNIVERSITY COMMITTEE ON THE STATUS OF WOMEN
TABLE 4 - FACULTY COMPOSITION BY DIVISION

JOHNS HOPKINS UNIVERSITY																	CHANGE IN PERCENT FEMALE 96 TO 03								
1996					1998					1999					2001					2003					
COUNT					PERCENT			COUNT			PERCENT			COUNT			PERCENT			COUNT			PERCENT		
F	M	TOTAL	FEMALE		F	M	TOTAL	FEMALE		F	M	TOTAL	FEMALE		F	M	TOTAL	FEMALE		F	M	TOTAL	FEMALE		
61	223	284	21.5%		64	221	285	22.5%		64	214	278	23.0%		82	218	300	27.3%		89	229	318	28.0%		
7	90	97	7.2%		9	104	113	8.0%		10	97	107	9.3%		12	105	117	10.3%		13	120	133	9.8%		6.5%
24	48	72	33.3%		22	49	71	31.0%		22	50	72	30.6%		21	44	65	32.3%		46	60	106	43.4%		2.6%
22	17	39	56.4%		18	15	33	54.5%		25	19	44	56.8%		33	26	59	55.9%		53	35	88	60.2%		10.1%
3	27	30	10.0%		6	31	37	16.2%		6	33	39	15.4%		19	32	51	37.3%		23	51	74	31.1%		3.8%
508	1,120	1,628	31.2%		532	1,169	1,701	31.3%		547	1,210	1,757	31.1%		643	1,312	1,955	32.9%		562	1,111	1,673	33.6%		21.1%
																									2.4%
																									-0.9%
																									0.1%
																									3.5%

CHANGE IN PERCENT FEMALE 96 TO 03
FEMALE
6.5%
2.5%
10.1%
3.8%
21.1%
2.4%
-0.9%
0.1%
3.5%

SOURCE:

1996-97, 1998-99, 1999-00 from IR, Gender Analysis, March 2001
2001-02 from IR, Gender & Minority Analysis, March 2003
2003-04 from IR, Annual Diversity Report, Table 3, March 2004

NOTES:

Based on full-time faculty, including tenured, tenure track, and non-tenure track positions

UNIVERSITY COMMITTEE ON THE STATUS OF WOMEN

TABLE 5A - DOCTORAL PIPELINE

	JOHNS HOPKINS UNIVERSITY											
	FULL-TIME FACULTY 2003						DOCTORATES GRANTED 1993					
	COUNT			PERCENT			COUNT			PERCENT		
	FEMALE	MALE	TOTAL	FEMALE	MALE	TOTAL	FEMALE	MALE	TOTAL	FEMALE	MALE	TOTAL
KSAS	114	277	391	29.2%	49	79	128	38.3%	29	60	89	32.5%
KSAS AAP	6	3	9	66.7%	0	0	0	0.0%	0	0	0	0.0%
WSE	15	117	132	11.4%	10	34	44	22.7%	2	14	16	12.5%
WSE EPP	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%
PEABODY	46	60	106	43.4%	4	7	11	36.4%	3	2	5	60.0%
SPSBE	54	34	88	61.4%	3	1	4	75.0%	4	0	4	100.0%
SAIS	22	39	61	36.1%	7	7	14	50.0%	1	0	1	100.0%
MED	570	1,117	1,687	33.8%	72	101	173	41.6%	44	105	149	29.5%
NURSING	65	2	67	97.0%	0	0	0	0.0%	0	0	0	0.0%
BSPH	193	236	429	45.0%	48	37	85	56.5%	29	20	49	59.2%
Total	1,085	1,885	2,970	36.5%	193	266	459	42.0%	112	201	313	35.8%

CHANGE PERCENT FEMALE Ph.D.		COMPARISON PERCENT FEMALE FACULTY IN 2003 TO DOCTORATES GRANTED	
1983 TO 1993	1993	1983	1993
5.7%	-3.4%	-3.4%	-9.1%
0.0%	66.7%	66.7%	66.7%
10.2%	-1.1%	-1.1%	-11.4%
0.0%	0.0%	0.0%	0.0%
-23.6%	-16.6%	-16.6%	7.0%
-25.0%	-38.6%	-38.6%	-13.6%
-50.0%	-63.9%	-63.9%	-13.9%
12.1%	4.3%	4.3%	-7.8%
0.0%	97.0%	97.0%	97.0%
-2.7%	-14.2%	-14.2%	-11.5%
6.3%	0.7%	0.7%	-5.5%

SOURCE:

IPEDS Fall Staff 2003

JHU Registrar Degrees Conferred 1992-93, 1982-83

NOTE:

MED includes PhD and MD degrees granted

UNIVERSITY COMMITTEE ON THE STATUS OF WOMEN

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TABLE 5B - DOCTORAL DEGREES AWARDED BY FIELD OF STUDY
JULY 1, 1992 TO JUNE 30, 1993

AREA OF STUDY	PEER UNIVERSITIES				JOHNS HOPKINS UNIVERSITY				COMPARE HOPKINS TO PEER PCT WOMEN
	MEN	WOMEN	TOTAL	PCT WOMEN	MEN	WOMEN	TOTAL	PCT WOMEN	
Agricultural Business and Production	4	4	8	50%					
Architecture and Related Programs	38	21	59	36%					
Area, Ethnic and Cultural Studies	33	34	67	51%	2	2	4	50%	
Biological Sciences/Life Sciences	392	285	677	42%	36	23	59	39%	-3%
Business Management and Admin. Services	116	31	147	21%					
Communications	3	8	11	73%					
Computer and Information Sciences	106	13	119	11%	3	0	3	0%	
Conservation and Renew. Natural Resources	4	4	8	50%					
Education	138	250	388	64%	1	3	4	75%	
Engineering	837	128	963	13%	33	6	39	15%	2%
English Language and Literature/Letters	92	125	217	58%	1	1	2	50%	
Foreign Languages and Literatures	112	171	283	60%	3	8	11	73%	
Health Professions and Related Sciences	102	142	244	58%	37	48	85	56%	-2%
Law and Legal Studies	53	14	67	21%					
Liberal/General Studies and Humanities	9	8	17	47%	2	3	5	60%	
Library Science	2	8	10	80%					
Mathematics	167	41	208	20%	3	0	3	0%	
Multi/Interdisciplinary Studies	10	5	15	33%					
Philosophy and Religion	82	37	119	31%	3	0	3	0%	
Physical Sciences	655	170	825	21%	26	9	35	26%	5%
Psychology	79	108	187	58%	1	2	3	67%	
Public Administration and Services	15	14	29	48%					
Social Sciences and History	560	304	864	35%	32	24	56	43%	8%
Theological Studies/Religious Vocations	33	7	40	18%					
Visual and Performing Arts	94	93	187	50%	1	5	6	83%	
TOTAL	3736	2023	5759	35%	184	134	318	42%	

Hopkins > Peer
equal
Hopkins < Peer

SOURCE:
IPEDS Completions 1993

NOTE:
MD degrees are not included in these totals. MD is considered a Professional, not Doctoral degree.

UNIVERSITY COMMITTEE ON THE STATUS OF WOMEN

UNIVERSITY COMMITTEE ON THE STATUS OF WOMEN

TABLE 5C - DOCTORAL DEGREES AWARDED BY FIELD OF STUDY
JULY 1, 1983 TO JUNE 30, 1984

AREA OF STUDY	PEER UNIVERSITIES				JOHNS HOPKINS UNIVERSITY				COMPARE HOPKINS TO PEER PCT WOMEN
	MEN	WOMEN	TOTAL	PCT WOMEN	MEN	WOMEN	TOTAL	PCT WOMEN	
Agricultural Business	3	3	6	50%					
Allied Health	4	12	16	75%					
Architecture and Environmental Design	33	12	45	27%					
Area and Ethnic Studies	28	20	48	42%	1	0	1	0%	
Business and Management	134	27	161	17%					
Communications	13	9	22	41%					
Computer and Information Sciences	40	9	49	18%					
Education	117	179	296	60%	0	6	6	100%	
Engineering	645	56	701	8%	6	1	7	14%	6%
Foreign Languages	51	74	125	59%	1	4	5	80%	
Health Sciences	84	97	181	54%	35	33	68	49%	-5%
Law	13	2	15	13%					
Letters	102	141	243	58%	8	4	12	33%	
Liberal/General Studies	3	4	7	57%					
Library and Archival Sciences	2	7	9	78%					
Life Sciences	326	172	498	35%	24	11	35	31%	-3%
Mathematics	90	19	109	17%	3	1	4	25%	
Multi/Interdisciplinary Studies	30	18	48	38%	0	1	1	100%	
Philosophy and Religion	95	46	141	33%	1	0	1	0%	
Physical Sciences	615	96	711	14%	17	3	20	15%	1%
Psychology	64	99	163	61%	1	6	7	86%	
Public Affairs	32	31	63	49%					
Renewable Natural Resources	11	0	11	0%					
Social Sciences	486	212	698	30%	29	14	43	33%	2%
Theology	11	3	14	21%					
Visual and Performing Arts	79	71	150	47%	0	2	2	100%	
TOTAL	3111	1419	4530	31%	126	86	212	41%	

Hopkins > Peer

Hopkins = Peer

Hopkins < Peer

SOURCE:

IPEDS Completions 1984

NOTE:

MD degrees are not included in these totals. MD is considered a Professional, not Doctoral degree.

UNIVERSITY COMMITTEE ON THE STATUS OF WOMEN
TABLE 6 - FEMALE ROLE MODELS

JOHNS HOPKINS UNIVERSITY, FALL 2003													
FULL-TIME FACULTY				GRADUATE ENROLLMENT									
COUNT				PERCENT		COUNT				PERCENT			
	FEMALE	MALE	TOTAL	FEMALE	MALE	FEMALE	MALE	TOTAL	FEMALE	MALE	TOTAL		
KSAS	114	277	391	29.2%	490	529	1,019	48.1%					
KSAS AAP	6	3	9	66.7%	872	566	1,438	60.6%					
WISE	15	117	132	11.4%	137	454	591	23.2%					
WISE EPP	0	0	0	0.0%	503	1,665	2,168	23.2%					
PEABODY	46	60	106	43.4%	201	137	338	59.5%					
SPSBE	54	34	88	61.4%	2,668	1,626	4,294	62.1%					
SAIS	22	39	61	36.1%	298	291	589	50.6%					
MED	570	1,117	1,687	33.8%	525	592	1,117	47.0%					
NURSING	65	2	67	97.0%	247	13	260	95.0%					
BSPH	193	236	429	45.0%	1,077	539	1,616	66.6%					
Total	1,085	1,885	2,970	36.5%	7,018	6,412	13,430	52.3%					
												STUDENT FACULTY RATIO	
						FEMALE		MALE					
						4.3		1.9					
						145.3		188.7					
						9.1		3.9					
						NA		NA					
						4.4		2.3					
						49.4		47.8					
						13.5		7.5					
						0.9		0.5					
						3.8		6.5					
						5.6		2.3					
						6.5		3.4					

STUDENT FACULTY RATIO	
FEMALE	MALE
4.3	1.9
145.3	188.7
9.1	3.9
NA	NA
4.4	2.3
49.4	47.8
13.5	7.5
0.9	0.5
3.8	6.5
5.6	2.3
6.5	3.4

SOURCE:
IPEDS Fall Staff 2003
JHU Registrar census, fall 2003

UNIVERSITY COMMITTEE ON THE STATUS OF WOMEN

UNIVERSITY COMMITTEE ON THE STATUS OF WOMEN

TABLE 8- ACADEMIC DEANS

JOHNS HOPKINS UNIVERSITY, FALL 2003						
DEANS & ASSOCIATE, ASSISTANT DEANS						
	Male	Female	Unfilled	Total	Filled	% Female
KSAS	6	3	0	9	9	33%
WSE	9	1	0	10	10	10%
PEABODY	2	3	0	5	5	60%
SPSBE	3	2	0	5	5	40%
SAIS	4	4	0	8	8	50%
SOM	17	5	1	23	22	23%
SON	1	7	0	8	8	88%
BSPH	5	4	0	9	9	44%
TOTAL	42	25	1	68	67	37%

PEER UNIVERSITIES, 2003-04			
DEANS			
UNIVERSITY	Female	Male	% Female
BROWN UNIVERSITY	1	2	33%
COLUMBIA UNIVERSITY IN THE CITY OF NEW YORK	3	13	19%
CORNELL UNIVERSITY-ENDOWED COLLEGES	3	10	23%
DARTMOUTH COLLEGE	1	3	25%
DUKE UNIVERSITY	3	7	30%
GEORGETOWN UNIVERSITY	2	5	29%
HARVARD UNIVERSITY	3	7	30%
JOHNS HOPKINS UNIVERSITY	2	6	25%
MASSACHUSETTS INSTITUTE OF TECHNOLOGY	2	5	29%
NORTHWESTERN UNIVERSITY	3	8	27%
PRINCETON UNIVERSITY	3	2	60%
RICE UNIVERSITY	2	6	25%
STANFORD UNIVERSITY	3	4	43%
UNIVERSITY OF CHICAGO	3	8	27%
UNIVERSITY OF PENNSYLVANIA	3	9	25%
UNIVERSITY OF ROCHESTER	2	4	33%
WASHINGTON UNIVERSITY IN ST LOUIS	1	7	13%
YALE UNIVERSITY	1	12	8%
maximum	3	13	60%
minimum	1	2	8%
average	2	7	28%

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UNIVERSITY COMMITTEE ON THE STATUS OF WOMEN

TABLE 9 - EXECUTIVE LEADERSHIP

	PEER UNIVERSITIES, FALL 2005				
	MEN		WOMEN		TOTAL COUNT
	COUNT	PCT	COUNT	PCT	
Brown University	267	44%	344	56%	611
Columbia University in the City of New York	904	35%	1663	65%	2567
Cornell University	401	52%	367	48%	768
Dartmouth College	162	58%	115	42%	277
Duke University	379	47%	436	53%	815
Georgetown University	268	43%	352	57%	620
Harvard University	985	49%	1040	51%	2025
Johns Hopkins University	58	59%	41	41%	99
Massachusetts Institute of Technology	388	48%	416	52%	804
Northwestern University	157	59%	108	41%	265
Princeton University	128	50%	129	50%	257
Rice University	47	47%	52	53%	99
Stanford University	157	40%	239	60%	396
University of Chicago	193	39%	305	61%	498
University of Pennsylvania	761	42%	1055	58%	1816
University of Rochester	302	25%	921	75%	1223
Washington University in St Louis	445	42%	604	58%	1049
Yale University	632	39%	1005	61%	1637
maximum	985	59%	1663	75%	2567
minimum	47	25%	41	41%	99
mean	369	45%	511	55%	879
median	285	45%	360	55%	694
Hopkins rank (descending order)	17	2	18	17	17
Hopkins percentile (descending order)	0.05	0.94	0	0.05	0

NOTES:

Executives are all persons who manage the university, the academic schools and divisions of the university, and administrative departments. Positions included in this classification are the President, vice presidents, deans (plus associate, assistant deans) and some directors. The total number of executive positions reported in this tables ranges from 99 to 2567, reflecting variation in how the definition of executive position is applied at each institution. One significant difference is in the inclusion or exclusion of faculty who serve as directors.

SOURCE: IPEDS HR 2005

D.2. Report of the Staff Subcommittee

**STATUS OF WOMEN STAFF
AT
THE JOHNS HOPKINS
UNIVERSITY**

**University Committee on the Status of Women,
Staff Subcommittee**



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TO ADDRESS THEM**

I. HISTORICAL EVIDENCE OF GENDER BASED STAFF PROBLEMS AT JOHNS HOPKINS UNIVERSITY

Women comprise 80% of the exempt support staff and 85% of the non-exempt support staff ranks. Thus, constituting significantly more than half of the Johns Hopkins University (JHU) workforce, women staff are critical to the functioning and success of the University. Yet women have, since 1985, contributed to the production of many reports on the status of women at JHU, which indicate that staff women are not considered a legitimate, valued part of the University, particularly as compared to faculty and to men. **(See Table 1 below and Appendix 2, Tables A and B, for Women Issues Raised by Various Groups and Committees)** The human and economic costs of this devaluation are high and include low morale, reduced productivity, absenteeism, and attrition, and this devaluation also works against the University's goal of being an "Employer of Choice." The challenge has been to understand how to differentiate gender-based issues in this devaluation from hierarchical issues, and then, as an institution address both.

While the University and many of its Divisions have utilized structures as Committees and Task Forces and developed numerous reports, women staffs' needs in the workplace and the principles that could assure that they are met remain elusive and unpredictable. A variety of sources - including 25 university committee reports on women's issues over the past 20 years that focus on similar issues (including recruitment and hiring, advancement, professional training and development, compensation, human resources policies & management, gender-based discrimination and sexual harassment, work life balance, security and a supportive climate) - show that there has been progress in some areas, particularly in the specific programs created within Human Resources that are supportive to staff who seek services. These programs (e.g., Career Management, WorkLife, Center for Education and Training and FASAP) have almost 15 years of experience with clients, the majority of whom are women. From a gender equity framework (CGO, Simmons), the interventions from these programs can be largely characterized as "Equipping Women" to cope with barriers they experience in their jobs, career advancement aspirations, exclusionary practices, hostility and more blatant discrimination and harassment. Systematic and strategic use of this 'frame' along with 3 others—"Leveling the Playing Field," "Valuing Differences" and "Revising the Culture" are necessary to lead to greater and more enduring positive outcomes.

Notably, many of the issues documented since 1985 remain unresolved, because too often the reports were shelved and forgotten. When recommendations were, in fact, implemented, the gains have frequently been only temporary, particularly with respect to equity in hiring, advancement, and salary.

Table 1: SOURCES OF DATA AND INFORMATION

Staff	Narrative With Some Numerical Data	Surveys
	Report from Ad Hoc Committee on the Status of Women (A&S and Engineering, 1985)	JHU Staff Attitude Survey (1985)
	Human Climate Task Force, Subcommittee on Women and Minorities (Homewood Schools 1987)	JHM Employee Satisfaction Survey (2003, 2005)
	Prior PCSW Reports and Minutes, Staff Subcommittees or sections of reports (1989-1999)	
	Reports from The Women's Forum (1990-1992)	
	OHS Report to University Committee on the Status of Women (2004)	

See Appendix 1 for detail

II. ANECDOTAL EVIDENCE OF GENDER BASED STAFF PROBLEMS AT JOHNS HOPKINS UNIVERSITY

In discerning gender-based staff issues, the Staff Subcommittee held a number of meetings and discussions with various women staff members, which included the JHU Women's Network Chair and various members of the University Committee on the Status of Women. Participants shared either their own or the experiences of others with whom they work or have contact. The discussions resulted in a consensus that gender-based staff issues persist, with the following areas of anecdotal evidence in support this:

Symptoms of the Problem	Why Salient/Important
<ul style="list-style-type: none"> Women staff feel unimportant; not a legitimate valued part of the University 	<ul style="list-style-type: none"> Employees who do not feel equally valued or important will not be fully productive and there will be the human and economic costs of attrition This concern is even more poignant as Hopkins focuses on being "An Employer of Choice" To ensure Hopkins' successful future, all staff needs to be fully productive

UNIVERSITY COMMITTEE ON THE STATUS OF WOMEN

Symptoms of the Problem	Why Salient/Important
<ul style="list-style-type: none"> Faculty-Staff Divide: There is a disconnect between what management believes and how the staff feels 	<ul style="list-style-type: none"> A disconnect in perceptions impacts on results in productivity, morale, absenteeism, attrition, and other issues Modern organizations find ways to routinely understand what their workforce is experiencing and how satisfied it is with its place in the organization
<ul style="list-style-type: none"> A culture of civility is not prevalent at Hopkins Women staff often feel devalued and identify policies and practices that confer second-class status. 	<ul style="list-style-type: none"> A respectful, polite, and considerate work culture engenders feelings of inclusiveness, value, and importance which lead to a fully productive staff To ensure Hopkins' successful future, all staff needs to be fully productive
<p>➤ The adverse experiences of women staff are often raised via informal means, rather than through formal channels. This could occur because some are unaware of formal channels. It could also result from a sense of vulnerability about relaying gender-based concerns.</p> <p>Many staff:</p> <ul style="list-style-type: none"> ➤ Will not use formal channels for fear of retaliation and “career suicide” ➤ View formal channels as being more for faculty and management ➤ Choose to suffer in silence 	<ul style="list-style-type: none"> As Hopkins continues to strive for excellence in all endeavors, it can't improve on what it does not know Effective issue reporting and communications mechanisms are vital to the success of Hopkins If competency in the role of management and supervision is defined to include both seeking awareness and action about employee concerns and if supervisors were constructively made aware of their deficits, they would care and would want to change their behavior

III. ONGOING WOMEN STAFF BARRIERS AND RECOMMENDATIONS TO ADDRESS THEM

Barriers that persist for staff women are rooted in policies and everyday practices and culture that are often out of sync with contemporary needs that many women face because of work and family roles and demands. These barriers also result from a culture of resistance to change and traditionalism and result in decision-making and in systems that are either dysfunctional or outdated. ‘Gender schemas’ are relevant to the experiences of staff women, especially because both men and women hold these ways of thinking.

Within the workplace one of the gender-based problems is the ‘Faculty-Staff Divide.’ These schemas affect our expectations of men and women, our evaluations of their potential, their actual work and their performance as professionals. They also account for many of the difficulties that women in senior and supervisory roles experience when interacting with women in support roles.

The current approach to the status of women does not seriously and rigorously set priorities and consistently measure, monitor and report progress in a highly communicative way. Albeit unintentionally, this contributes to women staff’s perception of second class citizenry or status. Moreover, when women staff raise their concerns and complaints, they tend to do so through informal networks because they are either unaware of or afraid to use formal resolution channels. Because the University does not learn of issues that are raised in this covert or informal manner, it cannot address them effectively. This, in turn, leads to a perception among women staff that management neither knows nor cares about their employment and career development issues.

The Staff Subcommittee has identified **four major barriers** that impede the success and lower the satisfaction of women in their jobs and in their career aspirations at Johns Hopkins. Below are descriptions of these barriers and recommendations for overcoming them.

Barrier 1: Devaluation of Women: Employment Inequities

Devaluation of women staff is most blatant and obvious in the inequities they face in key employment areas, such as compensation and promotion. Job performance evaluations are not conducted consistently or with an appreciation of the different perspectives and skills that women bring to their positions. The existence of salary inequities, however, is only anecdotal, since data are not systematically collected and analyzed by gender. (See Barrier 4, below). In the area of benefits, because the University’s *support* staff is overwhelmingly female, women are disproportionately affected by the benefits differential based on rank (faculty and senior staff versus support staff), particularly in the areas of vacation and retirement. In addition, since

only women bear children and are also usually the primary caregiver for their children and older relatives, they are more likely to require options such as part-time work, at least for part of their careers. Women who work part-time are devalued in terms of their career dedication. Thus, they are disproportionately affected by the differential in benefits based on full-time and part-time status. Support staff women may be disproportionately affected by the availability of the tuition benefit only for educational programs at Hopkins, which may not include the more basic programs needed by some staff.

Recommendations:

- Provide gender equity in rewards and compensations, including salary, benefits, promotion rates, and recognition.
- Institute a university performance management system, and ensure that performance evaluations are done annually for all staff. Train managers to recognize gender bias, eliminate it from evaluations, and value differences.
- Develop a system to encourage and facilitate the promotion of employees from within the University.
- Build transparency into the new position classification and salary administration systems as they are reviewed and overhauled as part of the HopkinsOne project.

Barrier 2: Devaluation of Women: Hostile Environment

Women staff at Johns Hopkins are also devalued by a host of interpersonal behaviors that are gender-related, including disrespect, exclusion, isolation, invisibility and sexual harassment. Often, these behaviors are discussed only through informal networks, as mentioned above, because women fear that reporting incidents will bring reprisals and doubt that the problems will be solved anyway. Many staff women believe that misbehavior by high-level faculty and staff is often tolerated. In addition, women doubt that they will be taken seriously if they voice their concerns about “micro-inequities” (e.g., being kept out of the loop in the office, or not having opportunities for mentoring), even though these behaviors, taken together, form a formidable barrier to women’s careers. Women also experience significant insecurity about participating in activities that address women’s issues, including membership on committees, because they are concerned that identifying with women’s issues will worsen their vulnerability and gender-related problems at work. Because fear, doubt and insecurity conspire to prevent women from openly discussing the hostile environment many of them experience, problems do not stand a chance of being resolved.

Recommendations:

- Create a culture where everyone can recognize behaviors that devalue women; where discussion of this is regarded as legitimate and important; where all take responsibility for eliminating devaluing behaviors; and where people need not fear retaliation if they raise issues or disclose incidents. To create this culture, institute all necessary policies, procedures, organizational structures and programs, including training. Provide an institutional setting where people feel safe about raising gender issues. Recognize that effective issue reporting and communication mechanisms are vital to the University's success.
- As part of creating a safe institutional setting in which gender-based issues can be raised, the university should revive the Ombuds Office and assure that it is properly resourced and that its work is respected and its recommendations acted upon by leaders, managers, and supervisors as well as fellow employees.

Barrier 3: Inadequate Recognition of Staff Career Development Needs and Aspirations

The University's mission of education, research and service is primarily carried out by the faculty and students. Yet the work of the faculty and students is in many respects made possible by the staff. In this supporting role, many staff want to develop their skills, advance their careers, and be regarded as professionals in their fields. The University provides many excellent opportunities for education and training, including the tuition benefit, the Center for Training and Education, and the Career Management Program. Yet these valuable resources may be underutilized in part because some managers do not adequately support—and sometimes even discourage—staff training activity. This has a disproportionate effect on women who predominantly represent the non-exempt and exempt staff ranks.

Recommendations:

- Ensure that the three-day training policy is enforced across the institution.
- Mandate that managers monitor the progress of their employees toward the Management and Staff Development training policy.
- Monitor the development activities of employees through the use of the Individual Development Plan feature in HopkinsOne.

Barrier 4: Inadequate Data Collection, Analysis, and Utilization

Johns Hopkins is one of the world's great research universities, where information is the coin of the realm and where most important activity is data-driven. Yet, ironically, information about the University's workforce is not routinely collected, analyzed, and used to solve problems. Over the past 20 years, reports have repeatedly cited the inadequacy of human resources information systems as a major barrier to addressing gender inequities. The HopkinsOne project will presumably lead to the institutionalization of data collection and analysis, but currently it is impossible to track a wide variety of essential human resources data relating to recruitment, promotion, salaries, benefits, satisfaction, work/family issues, separation from service, etc.

Recommendations:

- Institutionalize ongoing, routine data collection and analysis across the University and corrective action to eliminate inequity permanently.
- Build into HopkinsOne the ability to conduct a wide variety of studies relating to gender, and conduct those studies regularly—annually in most cases.
- Undertake a Staff Attitude Survey, similar to the survey SRI International conducted for Johns Hopkins in 1985, but with more attention to gender issues as legitimate foci of analysis and action.

Overall, the primary recommendation of the Staff Subcommittee is that the University should value women staff sufficiently that their issues become a top institutional priority. University leadership should do no less than embrace change, transform the culture, and *institutionalize* equity through policies, procedures, and accountability systems.

D.3. Report of the Student Subcommittee

**STATUS OF STUDENTS
AT
THE JOHNS HOPKINS
UNIVERSITY**

University Committee on the Status of Women,
Student-focused Subcommittee



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The Johns Hopkins University
University Committee on the Status of Women
Student Focused Subcommittee

Statement of Findings and Recommendations

Prepared by Sharon Kingsland (incoming chair of the subcommittee)
September 1, 2005

Background

The University Committee on the Status of Women effectively began operations in November 2002 with a kick-off retreat. The Student Focused Subcommittee held its first meeting February 2003 and met several times subsequently. The committee's membership consisted of students, faculty, the Homewood Dean of Students, and the Associate Provost & Director of the Office of Equal Opportunity and Affirmative Action Programs. The members of the committee had representation from six of the eight academic divisions (Arts & Sciences, Engineering, Medicine, Nursing, Peabody, and Public Health) but not from two (SPSBE and SAIS). This report largely reflects the committee's work under its first chair, Edward Scheinerman, who left the committee at the end of 2004 when he went on sabbatical leave, and builds on his draft report presented to the committee in September 2004.

Methods

The committee examined a wide range of issues facing women students. We desired both anecdotal data as well as large-scale, aggregate data. We set out five avenues of exploration, three of which were fruitful.

- *Internal discussions among ourselves:* The students, faculty, and administration members of the subcommittee spoke of our own personal experiences and of the experiences of friends and acquaintances at the university. These discussions were enormously enlightening.
- *Examination of student movement data:* We are interested in studying the movement of students through the university and to examine differences between men's and women's experiences. In particular, we wished to track undergraduate students from application to graduation, see how they changed major/school, etc. We were not able to obtain the information we desired, but

recent survey data on freshman and seniors collected by the Institutional Research office will create a database for future analysis.

- *Focused discussions:* These are discussions with small groups of students on the various campuses to air concerns of women students. We held one discussion at the School of Medicine that was lightly attended. In consultation with the Office of Organizational Development and Diversity, we determined that such open forums would be better attended and more productive if a specific issue formed the focal point of the discussion. New policies that the administration may propose as a result of the present report could serve as a basis for focused discussions.
- *University wide survey of students:* The committee, with support from Heather Mason-Williams of the Office of Organizational Development and Diversity, created and deployed an extensive survey on all aspects of women's academic and personal experience at Hopkins. The survey was conducted on-line during Spring 2004; all full-time students (men and women) were invited to participate. A little over 1000 responses were received. The survey served: (i) to explore and benchmark attitudes and experiences on a host of issues of concern to women students, (ii) to form a focal point for future focused discussions (see above), and (iii) to raise the visibility of the UCSow and its mission.
- *Exploration of initiatives undertaken at other universities.* Tufts University has a commitment to encouraging women and minorities in engineering. Women students are transferring into engineering at Tufts, whereas at other universities they transfer out. The incoming subcommittee Chair spoke to Dr. Kim Knox, Associate Dean in the School of Engineering, to discuss reasons for their success. The website (<http://engineering.tufts.edu/>) also has useful information on how to present a vision and action plan.

Findings

The highly autonomous nature of the university's divisions and departments is reflected in the diversity of the experiences facing students. The issues and concerns of graduate students are different from those of the undergraduates. Even on a single campus, we heard dissimilar remarks from students. We found stark differences where one might expect some semblance of uniformity. For example, let us restrict our attention to graduate students in humanities departments at Homewood; for this narrow, apparently homogenous cohort we heard praise for the treatment of women for some departments and harsh criticism for others. The university is a mosaic of microcultures; one presents generalizations at great peril.

These caveats notwithstanding, some themes emerged from our work. These findings are in part distillations of anecdotal evidence and are not the results of formal analysis of survey results.

Findings include the following:

- *Mentors for personal success and academic role models:* Especially among the various graduate student populations, but also for some undergraduates,

we witnessed a strong need for better mentoring. Students expressed concern about work/life balance as students, but more importantly in the early part of their careers. Many of our students plan employment in the medical and academic professions, and they anticipate enormous hurdles in establishing their professional careers while starting families. These students need the advice and support of mentors on how to navigate these difficult paths; in most cases few (if any) such mentors can be found. Although women are well represented⁶⁹ in the student bodies of all our academic programs, in many cases the number of women on the faculty (and in faculty leadership positions) is low. Dr. Kim Knox of Tufts University's School of Engineering emphasized the importance in their program of having strong women role models, both within the administration and on the faculty. More than this, however, she cited the importance of establishing an advising system that encourages personal contact between students, advisors and mentors. In her experience, women students internalized academic problems in ways that men did not: as a result they were more likely to blame themselves for problems, and not the "system". They solved problems by talking them out with advisors. In her view programs alone will not work without such *direct personal interactions*.

- *Differential treatment*: In many instances, the level of responsiveness by faculty to students varies with the gender of the students. This differential treatment occurs for instructors of both genders. The differential treatment includes the level of attention in the classroom, laboratory, or operating room and the amount of feedback (written or verbal) on students' work. Students also reported that differential treatment was manifested by their peers. This differential treatment causes female students to question their role in and value to the academy. Repeated micro-inequities create a subtly hostile environment that is detrimental to success. The faculty (or peers) engaged in this differential treatment are often unaware of their actions.
- *Matters of physical appearance*: Female students reported that undue and/or unwanted attention was given to their physical appearance. We heard anecdotes from all campuses including the preferential treatment of attractive women medical students, the sexual objectification of female nurses, and overly revealing costuming of female opera students.
- *Work/life balance*: While many of our women students are concerned about balancing career and personal life after graduation, a number already face these issues as students. A portion of our graduate student population is married and raising children; women in this situation face added hardships because of some inflexibilities in our programs.
- *Perceptions of self and the environment, and expectations*: Survey data on recent undergraduates by the Institutional Research office reveals various differences between men and women students, for example in how they

⁶⁹ In some programs, women and men are enrolled in equal numbers, while in others (such as in Nursing or Engineering) the numbers are noticeably skewed from parity.

spend their recreational time, in their community service and volunteer activities, and in their perception of Hopkins as a stressful environment. Women undergraduates tend to do more community/volunteer work; are less involved in sports; and are more likely to feel overwhelmed by their workload, to lack self-confidence, and to think they need help with stress management. While the interpretation of these survey results requires more analysis and we lack long-term records for comparison, these differences are significant.

In addition to these themes, we note that severe problems such as sexual assault and harassment are sporadic, but present at Hopkins.

Recommendations

Because of the diverse nature of the divisions and departments of the university, and the diverse nature of the problems we face, no single intervention is appropriate for all campuses or all issues. Nonetheless, based on the themes we observed we suggest the following:

1. Increase women faculty and women administrators. A long-term commitment should be made to increase the number of women on our faculty and women serving in faculty leadership positions and administrative leadership positions. The limited number of women we currently have cannot fulfill all the mentoring and role-model needs of our students. Specific targets should be set, with deadlines for achieving them

2. Ensure that advisors or mentors are directly available to students at all levels. There should not be a case where a student experiences a problem and has no one available to discuss it with personally.

3. Create a welcoming environment by providing resources and flexibility that will enhance student work life. There are a number of actions the university (and its divisions) can take to create an environment that is supportive of its female students. Each of these sends a message to students that they are valued. We want to create a genuine atmosphere that clearly states “women are welcome and fully supported at Johns Hopkins”. Such actions might include:

- Affordable day-care for students and postdoctoral fellows;
- Increased flexibility in graduate student residency requirements, including more part-time options in the regular graduate programs;
- Improve safety and security such that all members of the community can move about and feel safe in the campus area. The focus on this issue during

orientation can be increased as well. (We note that the University is committed to making safety a high priority).

These are given as examples to illustrate the variety of environmental or cultural improvements that can alleviate problems across the campus. The role of the administration is to evaluate the environment on each campus. *New policies or recommendations can be discussed with focus groups, to fine-tune policies and ensure sustainability. The formation of policy should not be a “top-down” process, but should involve regular conversations with those who will be affected.*

4. Publicize the university’s goals and commitment. Create a strategic plan that will fold issues of equity into the university’s larger goals of maintaining excellence in research and education. Place a summary and vision statement on the website so that anyone can see what Hopkins stands for and how it is assuming leadership as an intellectual and cultural force.

5. Reviews and consultancy. We believe that the vast majority of the faculty and administration is sincere in our mission to provide the best possible educational environment for all its students—men and women—but may be unaware of or benignly insensitive to the issues facing the women in their programs. As part of departments’ periodic review, external reviewers should address women’s (and other diversity) issues. For example, a team of external specialists could visit departments on a periodic basis to assist those units in understanding the issues facing their students and to help the units to devise strategies to address the challenges. On the Homewood campus, the Academic Council has already begun to consider diversity (including gender) in its regular round of department and program reviews. The Council can play an important role in opening up discussion and should be encouraged to continue in this direction.

6. Undergraduate orientation and advising. Introduce into the freshman undergraduate experience, from orientation through dorm life and other aspects of student life, some consistent programming designed to create a tolerant and respectful environment. Currently a variety of programs occur, ranging from an interactive theatre presentation focusing on sexual harassment/assault scenarios during freshmen orientation, to on-going programs in the residence halls throughout the freshman year. Resident Advisors and Orientation staff also receive training in these areas as part of their overall training. These elements should be expanded.

7. Incentives to departments to use short-term solutions as steps toward long-term solutions. The change in the gender make-up of the faculty is a slow process, and the needs we face are immediate. One rapid way to provide role models is for divisions and departments to invite women to serve as colloquium/seminar/graduation speakers and as visiting faculty to cover vacancies and sabbatical leaves. In addition, programs can be created to fund visiting graduate students in the final dissertation stages, as a potential recruitment tool and in order to introduce gender diversity into fields that are traditionally male-dominated. While

we do not intend to dictate policies to departments, small incentives can encourage departments to increase diversity on the short term, in the hope that this will lead to long-term changes.

8. *Collect data on student experiences.* Systematic surveys of graduating undergraduates and recent alumni designed to elicit information about their satisfaction with their undergraduate experience and preparation for future careers. Survey data on undergraduates, with results broken down by gender, is available only for recent years, but the greater attention now being given to surveying students by the Institutional Research office will greatly help future analyses. This information should be disseminated to department chairs and administrators, and be readily available so that committees like this one do need to begin anew with each report. Data on graduate students is needed to identify whether there are obstacles at Hopkins preventing women from completing degrees or moving into chosen careers.

9. *Adopt long-term goals related to recruitment.* A program of outreach to Baltimore City and suburban schools will make Hopkins a better citizen in its community. Such programs should not be aimed at women students, but at all students, and will inevitably benefit underrepresented minorities. Hopkins can partner with other organizations such as the Abell Foundation, which has been working to improve the quality of science education in Baltimore schools. With the Baltimore Scholars program now in place, an outreach program targeted to Baltimore schools is the next logical step.

Outcomes: What Hopkins Will Achieve

The outcomes of such measures will enhance the university at all levels and create a growing population of individuals with firm loyalties to the University and its mission.

- Students who are well-educated and experience a satisfactory quality of life while here will have strong positive feelings about Hopkins.
- Hopkins will lead in creating a student work environment that will not only improve the educational experiences of women, but will also be result in improvement for minority students.
- Students will improve communication skills. Evidence suggests that most peer-to-peer harassment or assault incidents involve inability to communicate effectively; thus educational effort in this area will have other positive side effects.
- Students will replicate the “Hopkins model” when they move to other institutions.

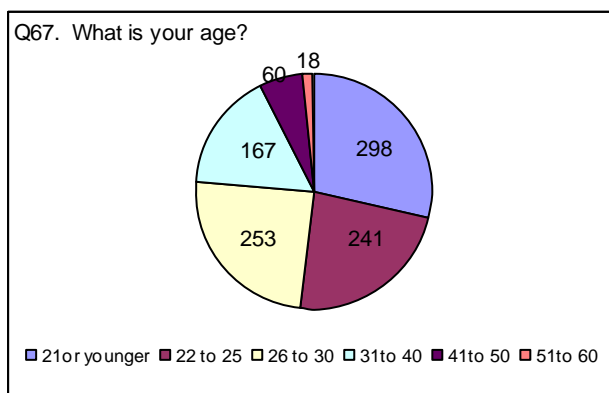
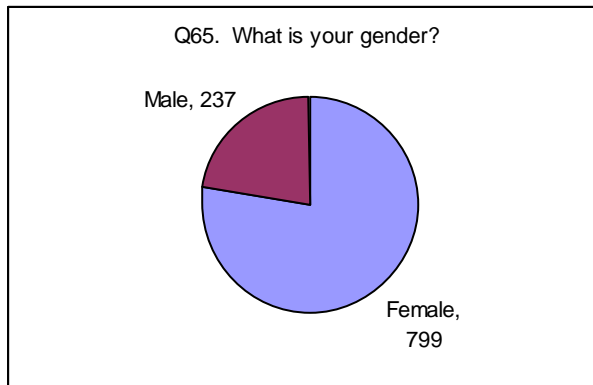
Appendix to Student-Focused Subcommittee Report Summary of Student Survey Results

May 26, 2004

Method:

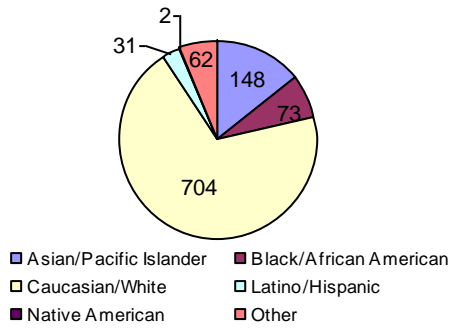
- This survey was conducted as an online survey. The site was maintained by the University's office of Organization Development and Diversity (OD&D), but was housed by an external vendor – www.surveymonkey.com
- The 71 survey items were constructed and approved by members of the UCSW's Student Focused Subcommittee, which is chaired by Edward Scheinerman, Ph.D. Additional survey design support and this report's preparation were completed by Heather Mason Williams in OD&D.
- Participation was voluntary and anonymous, prompted by individual emails to each of the eight schools with students (Arts and Sciences, Engineering, Nursing, Medicine, Peabody, Public Health, SAIS and SPSBE) and was targeted to both undergraduate and graduate students. The survey was accessible for more than three weeks.
- A response rate is impossible to calculate since it is unknown how many students were contacted through these emails.
- 1211 individuals responded to the survey (though not to every item – the average number of useable responses is 1055). Some questions may have had a higher number of non-responses and/or neutral responses because of the lack of a "Not Applicable" or "Don't Know" option.
- See page Y for a copy of the survey instructions and email invitation to participate. See page Z for a copy of the introductory webpage that echoed the instructions found in the email.
- See page 2 for respondent characteristics.
- There was no opportunity for respondents to add qualitative information to any of the scaled questions. There were two directed comment questions (questions 64 and 65) to which a total of 215 (to question 64) and 277 (to question 65) individuals chose to respond. A summary of the thematic organization of comments is available on page 9.
- Please note, in the days immediately preceding the release of this survey a Homewood undergraduate student was murdered by an intruder while in off-campus housing. This may have influenced participants' responses.

Respondent Characteristics:

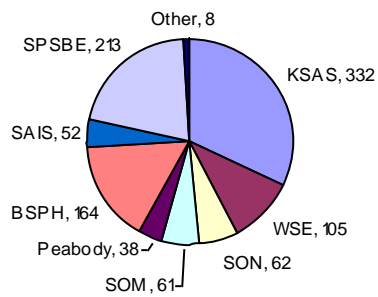


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Q68. What is your primary race/ethnicity?

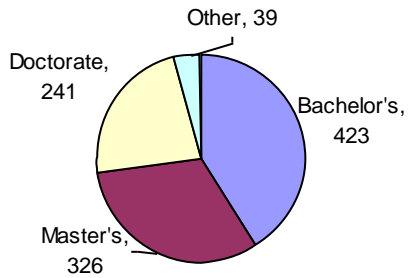


Q69. In what school are you primarily enrolled?

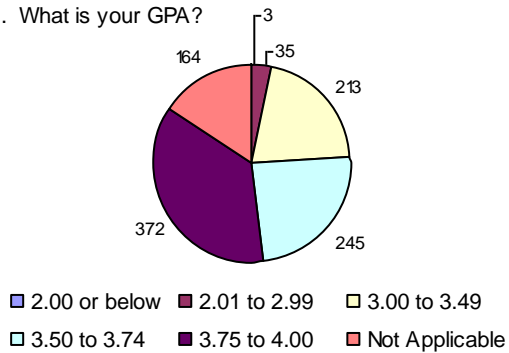


*

Q70. What degree are you primarily seeking?



Q71. What is your GPA?



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All items:

Questions:	Mean:	Useable responses:	Standard deviation:
1. I feel like a welcome member of the Hopkins community.	4.11	1209	0.85
2. I am getting a rich academic experience	4.16	1207	0.76
3. Faculty provide me with the same opportunities as other students.	4.37	1203	0.79
4. Faculty members provide enough feedback to me on my classwork.	3.77	1195	0.89
5. I am confident in my ability to be successful at this University.	4.11	1208	0.89
6. I have been sexually harassed at JHU. ←	4.68	1206	0.71
7. I feel accepted in my department.	4.23	1197	0.87
8. The academic pressure at JHU is detrimental to my health. ←	3.47	1206	1.08
9. There is adequate representation of a variety of career options here at JHU.	3.30	1202	1.08
10. I feel comfortable asking for help from faculty members outside of class.	3.74	1191	1.02
11. One or more faculty members has tried to intimidate me. • ←	3.35	1207	0.99
12. Faculty treat male and female students equally.	4.27	1125	0.77
13. Teaching assistants treat male and female students equally.	4.39	1071	0.73
14. Gender discrimination is a problem at Hopkins. ←	3.98	1108	0.91
15. Faculty members refer to contributions made by women in by field(s) of study.	3.41	1110	1.04
16. Faculty show partiality to students on the basis of gender. ←	4.13	1115	0.85
17. Teaching assistants show partiality to students on the basis of gender. ←	4.26	1059	0.81
18. Students pay as much attention when females speak as when males speak.	4.23	1112	0.86
19. Male students get more feedback from faculty on their academic performance than female students.	2.03	415	1.11
20. Women are made to feel welcome in class.	4.48	1046	0.77
21. Women who are in a same-sex relationship face hardship at this University. ←	3.11	1086	0.90
22. Female students participate more often in class discussions than male students.	3.16	1103	0.89
23. My program provides a supportive environment for women.	3.99	1115	0.95
24. I hear faculty make jokes or remarks that put down women. ←	4.56	1111	0.76
25. Female students have their ideas taken seriously by faculty members.	4.32	1107	0.74
26. I am aware of the resources this University provides to support women.	2.79	1112	1.03
27. Compared to men, women at JHU receive preferential treatment. ←	4.14	1098	0.86
28. Male students participate more often in class discussions than female students.	2.80	1003	0.86
29. I have heard a male student make derogatory remarks about women. ←	3.62	1113	1.20
30. JHU is a good place to be a female student	3.92	1115	0.90

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31. Someone at Hopkins has directed me towards a particular career path because of my gender. ←	4.13	1106	0.94
32. I feel like my career options are limited because of my gender. ←	4.07	1110	1.06
33. I would recommend JHU to prospective female students.	4.15	1115	0.93
34. I have informally found a mentor who helps me navigate the academic environment.	3.00	1064	1.27
35. I have formally found a mentor who helps me navigate the academic environment.	2.78	1064	1.28
36. I feel academically supported by JHU.	3.49	1059	1.05
37. I feel personally supported by JHU.	3.02	1053	1.14
38. Mentoring is more available to male students than female students. ←	4.12	609	1.08
39. Participation in a formal mentoring program would increase my satisfaction as a student at JHU.	3.42	937	1.11
40. Having a mentor is critical to my academic development.	3.62	997	1.16
41. I feel that women can succeed in my field.	4.60	1065	0.62
42. Women are well-represented on the faculty in my program.	3.38	1065	1.40
43. Women are regularly featured as guest speakers and lecturers at Hopkins.	3.60	1060	1.08
44. I regularly see women who are leaders in their field.	3.64	1062	1.00
45. Female students have support networks of female peers at this University.	3.57	1037	1.04
46. Hopkins security effectively protects the students on my campus.	3.59	995	1.03
47. Hopkins security effectively protects the students in the area adjacent to my campus.	3.18	950	1.05
48. I feel safe walking on campus at night alone.	3.31	963	1.26
49. I feel threatened while in my campus residence (dorm, apartment etc.). ←	4.18	552	0.91
50. University parking lots are safe.	3.58	1026	0.91
51. I take steps to prevent being the victim of a crime while at Hopkins.	4.22	1046	0.97
52. If I am the victim of a crime, I know whom to contact at Hopkins to seek help.	3.37	1049	1.26
53. I or someone I know has experienced groping or other unwanted physical contact at Hopkins. • ←	3.51	1045	0.85
54. I or someone I know has experienced sexual assault at Hopkins. • ←	3.72	1041	0.65
55. I or someone I know has experienced acquaintance rape at Hopkins. • ←	3.84	1046	0.51
56. I or someone I know has experienced non-acquaintance rape at Hopkins. • ←	3.93	1040	0.32
57. I am aware of the resources on campus that are available to respond to cases of sexual assault and rape.	2.84	1052	1.19
58. JHU has adequate resources to help me balance school and my other responsibilities.	2.84	999	1.07
59. I know faculty members who are good examples of setting boundaries around their career to allow room for personal	3.27	1031	1.07

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responsibilities.

60. Male members of the faculty are supportive of students' balancing of work, school and family.	3.38	909	0.98
61. Female members of the faculty are supportive of students' balancing of work, school and family.	3.65	882	0.85
62. I am concerned about whether it's possible to balance work with my personal life and other responsibilities after graduation.	3.50	1034	1.23
63. I have learned ways to balance my responsibilities from faculty members.	2.70	1034	1.04

● = 4 point scale (all other item scales are 5 point)

← = scale has been reversed

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Items with the 10 highest means (all have 5-point scales)

(Indicates a high level of agreement with the question.

For those with reversed scales, indicates a high level of disagreement.)

Questions:	Mean:	Useable responses:	Standard deviation:
6. I have been sexually harassed at JHU. ←	4.68	1206	0.71
41. I feel that women can succeed in my field.	4.60	1065	0.62
24. I hear faculty make jokes or remarks that put down women. ←	4.56	1111	0.76
20. Women are made to feel welcome in class.	4.48	1046	0.77
13. Teaching assistants treat male and female students equally.	4.39	1071	0.73
3. Faculty provide me with the same opportunities as other students.	4.37	1203	0.79
25. Female students have their ideas taken seriously by faculty members.	4.32	1107	0.74
12. Faculty treat male and female students equally.	4.27	1125	0.77
17. Teaching assistants show partiality to students on the basis of gender. ←	4.26	1059	0.81
7. I feel accepted in my department.	4.23	1197	0.87

Items with the 10 lowest means (all have 5-point scales)

(Indicates a high level of disagreement with the question)

Questions:	Mean:	Useable responses:	Standard deviation:
19. Male students get more feedback from faculty on their academic performance than female students.	2.03	415	1.11
63. I have learned ways to balance my responsibilities from faculty members.	2.70	1034	1.04
35. I have formally found a mentor who helps me navigate the academic environment.	2.78	1064	1.28
26. I am aware of the resources this University provides to support women.	2.79	1112	1.03
28. Male students participate more often in class discussions than female students.	2.80	1003	0.86
58. JHU has adequate resources to help me balance school and my other responsibilities.	2.84	999	1.07
57. I am aware of the resources on campus that are available to respond to cases of sexual assault and rape.	2.84	1052	1.19
34. I have informally found a mentor who helps me navigate the academic environment.	3.00	1064	1.27
37. I feel personally supported by JHU.	3.02	1053	1.14
21. Women who are in a same-sex relationship face hardship at this University.	3.11	1086	0.90

← = scale has been reversed

Items with the greatest difference in means between male and female respondents

(all have 5-point scales)

Men agree more:

	Female mean:	Male mean:	Difference:
8. The academic pressure at JHU is detrimental to my health.	3.44	3.64	.20
38. Mentoring is more available to male students than female students.	4.13	4.24	.10
49. I feel threatened while in my campus residence (dorm apartment etc.).	4.15	4.24	.09
7. I feel accepted in my department.	4.24	4.30	.06
1. I feel like a welcome member of the Hopkins community.	4.11	4.17	.06
5. I am confident in my ability to be successful at this University.	4.09	4.14	.06
23. My program provides a supportive environment for women.	3.99	4.03	.04
34. I have informally found a mentor who helps me navigate the academic environment.	3.01	3.05	.04
15. Faculty members refer to contributions made by women in by field(s) of study.	3.41	3.45	.04
48. I feel safe walking on campus at night alone.	3.28	3.32	.04
24. I hear faculty make jokes or remarks that put down women.	4.55	4.59	.04

Women agree more:

	Female mean:	Male mean:	Difference:
40. Having a mentor is critical to my academic development.	3.67	3.51	-0.16
61. Female members of the faculty are supportive of students' balancing of work, school and family.	3.69	3.53	-0.16
42. Women are well-represented on the faculty in my program.	3.42	3.32	-0.10
53. I or someone I know has experienced groping or other unwanted physical contact at Hopkins.	3.54	3.44	-0.10
60. Male members of the faculty are supportive of students' balancing of work, school and family.	3.41	3.32	-0.10
10. I feel comfortable asking for help from faculty members outside of class.	3.77	3.68	-0.10
19. Male students get more feedback from faculty on their academic performance than female students.	2.04	1.94	-0.09
51. I take steps to prevent being the victim of a crime while at Hopkins.	4.24	4.15	-0.09
59. I know faculty members who are good examples of setting boundaries around their career to allow room for personal responsibilities.	3.28	3.21	-0.07
3. Faculty provide me with the same opportunities as other students.	4.40	4.34	-0.07

Thematic Analysis of Comments

64. Please add any other comments here...

Themes found:	Example comments:
Faculty	<ul style="list-style-type: none"> • I find it is difficult to get effective help from faculty, but I think it has very little to do with my gender. • For the most part, instructors treat everyone the same. • There's nothing done by other faculty members when you have a complaint against one faculty member. • Many departments do not hire tenured female faculty. • Senior tenured female faculty rarely assume leadership roles. • The faculty in my department is almost entirely male, while the students are almost entirely female. Being presented with a mostly male faculty makes me doubt my prospects as a female scholar in my field. • The vast majority of our professors are white males. • The department is unwilling to admit (is blind) to their own political intrigues. • My department has few women faculty, but I don't think this is really the problem. That faculty member has actually been rather unsupportive of and antagonistic to female students though she gets along fine with male students. Most of the male profs are very supportive. • Some professors treat female students nicer than male students • I have found the faculty to be extremely supportive of female graduate students and sensitive to gender issues in communication. • Basically, the faculty, regardless of gender, is very disconnected and seemingly uninterested in the lives of students at Hopkins. • SAIS needs to have more female professors. • There are one or two female faculty who seem to be in competition with students. Interesting dynamics. They are strong women but for some reason, they do not like to see other strong female students.
Individual experiences	<ul style="list-style-type: none"> • I have been to both JHU and SAIS, I find that the lack of a supportive environment academically has nothing to do with gender and more to do with the Hopkins model that essentially doesn't hold your hand. Hopkins is difficult, but that generally makes

	<p>us better students and people. You have to seek out your opportunities and your mentors. Formal programs that hold the hands of students would most likely be a detriment.</p> <ul style="list-style-type: none"> • Never felt or noticed in any way any kind of discrimination based on gender. Derogatory remarks come from both sexes equally. Academic environment is gender-neutral. • I see many examples of successful, strong female opera singers both at school and in the opera world. In most of my applied music courses and performance classes like choir and studio reparatory class women outnumber the men. I have experienced discrimination based on my sex, however, in my academic courses. • Hopkins is a unique place where the students who fit best are 100% dedicated to their careers and are happy to give up families and hobbies to pursue their clinical and academic pursuits. I don't know that gender is a huge handicap, it just seems that more men than women fit this description, so we see more men than women as professors. • It is almost unheard of for a woman to be treated as inferior simply because of her gender. • Gender division isn't a problem on campus. Humanities/social sciences and hard sciences/engineering division is. • I have heard several stories of date rape and nonconsensual sexual experiences in dating relationships from undergraduate students. • It never occurred to me before until I took this survey, but we rarely if ever have female guest speakers at our department. Other than that, women and men have an equal involvement in all areas of my department. • On a day to day basis, I don't feel underprivileged by being a woman on this campus. However, several of these questions have made it clear to me that I don't see as many women faculty members in my field as I would like. • Hopkins is awesome and definitely gives power to women, since it encourages females to participate in athletics and take an active/leadership role in the Hopkins community. • I am a female math major at Hopkins. Clearly math is a male-dominated field. In fact, I am the only girl in one of my classes and it DID make for an awkward experience. I don't feel as though I had to work harder to do well than any of the guys in the class, but that's because of the objective nature of the course (versus subjective). However, I have definitely felt the "weirdness" of being the
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	<p>only girl, with NO woman role models in my field.</p> <ul style="list-style-type: none"> • Circumstance of the school is not easy for foreign countries. I did not feel any gender discrimination but language discrimination. Please consider this point if possible. • I'm at the school of nursing and most of the faculty is female and also most of the student body, so I feel women are strongly encouraged and supported to pursue and accomplish anything and everything. • I think age plays a bigger role than gender in all of these questions. • I also understand that conservatory students are concerned mainly with practicing constantly, but knowing the resources available to me at Hopkins without prolonged searching would be beneficial to me and, I'm sure, other females at Peabody. • I have overheard and been the object of sexually derogatory and unprofessional commentary from male physicians during my 4 years here. It is not prevalent but it still exists. Hopkins still has a ways to go before it achieves gender equity. • I have served as a TA; though I am conscientious about projecting an air of composure and polite authority, male undergraduate students seem less respectful/less inclined to take a female TA as "seriously" as a male TA.
Mentoring	<ul style="list-style-type: none"> • I have found that professors here at the graduate level are available to be mentors if asked, but do not seek out those kinds of interactions with students. I believe that if students feel the need for a mentor to assist them with academic and personal balancing issues, it is up to them to identify and request the help they need. • I think there is a real lack of mentoring and advising at Hopkins Medical School not just for female students but for all students. I think that mentors are available but that the onus falls on students to go out and find mentors. I have friends at other schools who were referred or assigned mentors early during their medical school careers and really gained a lot from the experience. • The best mentors I have are both men. I rarely see faculty members in my field of public health, but I know that they are out there. The vast majority of speakers I've had are male. However, I think this is not so much a reflection of JHU than it is a reflection on society historically. Ten years from now, as women obtain more degrees and faculty positions, this should begin to turn around. • I have formal mentors but they rarely contact me. I think that allowing students to choose mentors based on matching characteristics and common

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	<p>interests might be more successful.</p> <ul style="list-style-type: none"> • A mentor would have been MOST helpful. • Addition mentoring programs would be a great benefit to Hopkins. I personally was inspired by the female faculty that shared common career paths and industry experience. Round tables related to career growth and opportunities would be a great addition. • I have found that professors here at the graduate level are available to be mentors if asked, but do not seek out those kinds of interactions with students. I believe that if students feel the need for a mentor to assist them with academic and personal balancing issues, it is up to them to identify and request the help they need.
Race	<ul style="list-style-type: none"> • Race is another issue that is plaguing the University overall. The minority students' voice is often silent. In addition, they are not made to feel welcome or wanted. Graduate minority students probably feel it the most! Hopkins does not have an inviting atmosphere and I will be glad to graduate. • On a side note, I have seen many teaching assistants of non-Caucasian heritage giving preferential treatment to students of like-heritage. • I think race is a more serious issue at JHU than gender. I think a survey on that would be more significant. Why doesn't the school of medicine have an office of multicultural affairs like all of our peer institutions? I find that ludicrous. • You should seriously consider a survey on racial/ethnic discrimination at Johns Hopkins University. When the gender discrimination is added on to racial/ethnic discrimination, the problem is even more serious. What is worst, the discrimination coming from female faculty members on racially different female students is what I have consistently encountered in the past 30 years of my career. It is worst than male faculty members discriminating against racially different female members.
Safety	<ul style="list-style-type: none"> • I walk on campus every day and often at night. Undergraduates are out of control. The labs are overcrowded and the undergrad students make loud comments about their social lives, how much they drink, and occasionally their sex lives. Plus they are just generally rude. • I really think that there needs to be additional security available at the downtown center. Students use the garage located up the street and it is not very safe to walk there late at night. • Security is a big concern here at Hopkins. I don't

	<p>feel safe walking around at night (nor in Charles Village during even the day). I feel that if I were in a dangerous situation and one of the security officers were around, they wouldn't be able to help me out anyway. No one would be afraid of them and no one thinks they are actually threatening or that they provide more security on and off campus.</p> <ul style="list-style-type: none"> • My car was stolen from Broadway Street 1/2 block north of Kennedy Krieger on a Monday between 8 am and 3 pm in broad daylight within view of a Security Booth and an on-foot Security Guard within the adjacent fenced-in parking lot. Before this incident, I was very confident in Hopkins' ability to protect me (especially as a female student), but since this incident, I feel that myself and my belongings are less safe in/around Hopkins. • As for safety and security, I don't think the presence of high security should take the place of personal accountability and personal safety. No matter how many police cars, security booths, or officers I see, they are not with me at all times so I never feel completely safe. I do think Hopkins has a substantial security presence and I think the officers do a good job. • I feel that the security department at Hopkins is horrible. My AMR1 dorm room was broken into in 2000 while I was asleep, I woke up to the intruder rifling through my roommates desk. • Security is a huge problem at Hopkins- the university does not do nearly enough to guarantee the security of those students who live off campus in Charles village, and there are constant muggings and acts of violence that result in tragedy. It is absolutely necessary that the university take steps to ensure safety, because it is so terrifying for male and female students, but especially female students, to wander around at night when they need to get from place to place. • In terms of security, I think more shuttle vans should be used, or the drivers should be much more efficient. (How many times has the van taken 25 minutes to show up, without anyone else in the van?) Vans can take anywhere from 5 minutes to 50 minutes to pick you up, and since it can be a hassle, I sometimes just walk home at night (and I live in a rowhouse off E. University). Campus seems safe at night, but off campus in the Charles Village area is definitely not. • I feel quite safe in the medical area but safety is a huge concern at home in Charles Village. I am aware of MANY break-ins, muggings, and even
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	<p>stabbings in my neighborhood and I do not feel that the University does enough to protect students (male or female) in this area.</p> <ul style="list-style-type: none"> • I do not feel safe around campus though, especially the adjacent areas. I would never dare cross the campus at night, I think. In winter after dark I am afraid, but that doesn't change that I use the subway all the same. • Homewood campus is scary. There needs to be more ways to signal for help. More guards walking and they should be very identifiable as guards. They should be commonly known around campus. They could even have dogs. Cleaning staff is generally nice but they should also be known clearly. The night van is getting very strict about minutia yet casual about standards. If you need to flag them down on the street they tell you to call in and request. This is absurd. I could be attacked while waiting for the next one as an empty van rides away.
Suggestions for improvement or change	<ul style="list-style-type: none"> • Faculty members should have mandatory training relating to harassment and discrimination. Companies have mandatory training...and so should Hopkins. • I would like more career advice from a career counselor. • I also think it would be helpful for there to be formal study groups for women. • Cheaper parking should be offered at the garage right next to the Downtown Center. Also, classes for graduate school should be offered at the Homewood campus. The downtown center is not very convenient. • I feel JHU should make all efforts to support its own employees who wish to use their tuition remission to attend other colleges or universities. • I would like to see child care provided on site for evening courses. • Parking after 5 on the Homewood campus should be free. if not you have to pay or walk in unsafe places. • I suspect female students, particularly undergrads, would benefit from having a women's center on campus: a "safe space" where women's groups could meet, hold special events, have a library of books and other resources, perhaps offer peer counseling or work with other offices on campus such as the career center, the deans, etc. • Many graduate students with families feel very sorely the lack of daycare facilities on or near campus, and this situation hits women especially hard. If you want to help us in "balancing work,

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	<p>family and other responsibilities," establishing affordable on-campus child care would be a great place to start!</p> <ul style="list-style-type: none"> • It is unbelievable that a world-class university like Hopkins does not offer child care on campus. If you look at other top universities, many have noted the need for on-campus child care to support the members, and especially the female members, of their community (students, staff, and faculty alike). We need a child care facility at Homewood. The center adjacent to the medical campus is too far and too expensive. The much talked-about plans to work something out with the YMCA coming to Waverly is still a bus-ride away and appears to only have a select number of slots reserved for Hopkins people. This is not good enough. Hopkins, with its prestige and power, can definitely do better. I have specifically heard stories of female graduate students and female junior faculty choosing other institutions over Hopkins precisely because of the lack of resources Homewood provides young families. We are losing talent due to a problem that could easily be addressed, if only someone would take it seriously. • More online classes should be offered for graduate students. More classes should be offered on Homewood classes during the summer. More female professors in the graduate division of supervision. • It is frustrating that the libraries are not open on Sundays. This makes it sometimes extremely difficult for the working professional. • I have enjoyed my Hopkins experience very much. It would be wonderful to have a seminar on how to achieve equal pay in the work force. •
The University	<ul style="list-style-type: none"> • I appreciate the effort to investigate these issues at JHU. As an adult student in the MBA program, many of these questions did not apply to my situation. I can say, in a wider context, that I have found the student academic advising/support in this program to be poor. For many months, the Montgomery County campus had no advisor regularly available. When I did have a question, it took several calls and emails back and forth to get questions sorted out. At the present time, I am waiting to hear if a class I want to take from the IT concentration is eligible to apply to my Management electives. Classes start June 2 and I still do not have an answer to this relatively simple question. And don't get me started about the availability of electives across campuses. There are

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	<p>no classes offered in Summer 2004 in the Management concentration in Montgomery County. Other classes are offered in downtown DC and downtown Baltimore at 5:30. How is that helping working adults (the targeted demographic for this program)?</p> <ul style="list-style-type: none"> • Overall the faculty at Hopkins is excellent. The problem is the administration. In general non faculty staff are rude and unhelpful. Except for [a specific person], I find the advisors to be non responsive. Especially those of the MS/ITS program. Also the career center service needs to be greatly improved. Especially in the DC Campus. • I am concerned about the amount of balance in the lives of students on campus. Some students appear to be robotic in their actions, unaware of the living world outside of their labs or textbooks. I am certain JHU makes an effort to help students when problems occur. However, some students may not voice their concerns if they are active participants in this lifestyle. • I have been to both JHU and SAIS, I find that the lack of a supportive environment academically has nothing to do with gender and more to do with the HOPKINS model that essentially doesn't hold your hand. Hopkins is difficult, but that generally makes us better students and people. You have to seek out your opportunities and your mentors. Formal programs that hold the hands of students would most likely be a detriment.
Work/School/Family balance	<ul style="list-style-type: none"> • Heavily weighted towards work and academic prestige. • I think in the back of my mind, I am wondering about the work-life balance during and post residency as it applies to female physicians - when it is best to have children, how long to take off (is there an off/on ramp in this career path), the different options available in terms of part-time work, etc.

D. 4. Report of the Office of Human Services

**Perspectives on Gender-Related Obstacles
For Women Staff and Faculty
From the Office of Human Services**

**A Division of the Office of the
Vice President for Human Resources**

**Report to the
University Committee on the Status of Women
Johns Hopkins University**

December 1, 2004

Prepared by:

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INTRODUCTION

This report provides information on the gender-related obstacles facing women staff and faculty at The Johns Hopkins University from the perspectives of the clients, staff, and directors of four programs within the Office of Human Services. The Office of Human Services is a division of the Office of the Vice President for Human Resources and specializes in providing employee development services for both the staff and the faculty at JHU.

By way of background, the Office of Human Services (OHS) is comprised of five programs: the Career Management Program (CMP), Center for Training and Education (T&E), Faculty and Staff Assistance Program (FASAP), Organization Development and Diversity (OD&D), and WORKlife Programs. The directors of these five programs report to the Senior Director of the Office of Human Services who reports to the Vice President for Human Resources.

Three directors have served on the University Committee on the Status of Women (UCSW) as ex officio members since the committee's inception: Kathleen Beauchesne, Director of both FASAP and WORKlife Programs; Lisa Heiser, Director of the Career Management Program; and Linda Dillon Jones, Director of the Center for Training and Education. The perspectives offered here will principally pertain to these four OHS programs that provide services most frequently to individuals or groups of individuals.

Kathleen Beauchesne, Lisa Heiser, and Linda Dillon Jones were requested to prepare presentations and a report on OHS perspectives on gender-related obstacles for women faculty and staff. The following report summarizes: quantitative and qualitative data within and across these programs, anecdotal reports of clients and staff, and the Directors' and Senior Director Richard Kilburg's, perspectives on larger policy issues that pertain to gender-related problems in the workplace.

The report is comprised of an executive summary, a review of the national context for many worklife issues, a brief orientation to several accomplishments of the OHS programs and their progress to date, an in-depth review of persistent gender-related obstacles that women staff and faculty face from an OHS point of view, and a set of recommendations for steps that can be taken to resolve these long-standing concerns.

EXECUTIVE SUMMARY

Introduction

The 18 issues that follow represent a distillation of the most salient concerns that adversely impact the success and satisfaction of women at Hopkins from the perspective of four Office of Human Services programs. This summary is based on a review of client concerns, data from annual reports, staff interviews, and three directors' experiences in serving a multitude of client groups over several years. The summary of issues is grouped into five focal areas below.

Summary of Issues

Leadership

1. Women are under-represented in senior leadership structures in the university, (with the exception of the School of Nursing), a situation which is not only de-motivating to female faculty and staff but also leads women to feel disenfranchised from the Hopkins community.

Training and Education

2. Without a mandate from senior leaders, few managers will ever make the time to become knowledgeable of leadership training content that focuses on new workforce demographics and family-responsive policies and programs,
3. Staff are concerned that tuition remission can only be used at Hopkins, discouraging and preventing some women from developing themselves in educational programs that are not offered at Hopkins, at other institutions that are closer to home, or in programs that are more appropriate to their interests or needs.
4. Some managers across the institution do not adequately support training activity, which has a disproportionate impact on women who predominantly represent the non-exempt and exempt support staff ranks.

Worklife Issues

5. There is a call for a clear statement of policy to support the needs of employees and their family members.
6. Human Resources policies and procedures should be reviewed to ensure that they are aligned with the university's mission and goals for education, healthcare, and research.
7. There needs to be a strategic annual plan to work with other stakeholders (governments, unions, communities, and professional associations) to influence work and family policy development at the state and federal levels.

8. *Although the university has a stated policy that provides managers with the discretion for flexible scheduling, there is insufficient support and consultation to managers to enable them to make these decisions.*

Career Success and Satisfaction

9. *Managers need to be more strongly encouraged to support and assist in the career development of their direct reports and be held accountable for doing so.*
10. *The university needs to further build its career information infrastructure so that employees can be aware of **career opportunities and the requisite knowledge, skills, and experience needed** for careers of interest.*
11. *The university needs to extend current methods and develop further means to support staff in building new skills and acquiring relevant experience needed for **career advancement**.*
12. *The university needs to **adopt a consistent performance appraisal process across the institution to ensure** that women get the feedback and coaching they need to guide their development.*
13. *Although formal policies exist regarding codes of conduct, sexual harassment, and a hostile workplace, the university needs to make further strides in creating a more civil workplace and developing more effective management practices.*
14. *The university needs to find additional methods to create a more welcoming and supportive climate for faculty women.*
15. *The university needs to explore additional ways to support its employees, who lose jobs through no fault of their own because their positions are grant funded.*

Institutional Barriers

16. *The university needs a more strategic and comprehensive approach to dependent care.*
17. *The university needs to explore improved approaches to part-time employment.*
18. *The university needs to review and potentially revise benefits plans in which women are disproportionately impacted by inequities in benefits.*

Recommendations

The document, which follows, proposes systemic and centralized approaches to address the needs described above. We believe the time has come to both broaden and deepen the approaches to resolving these persistent obstacles to women's career success and satisfaction at Hopkins.

NATIONAL CONTEXT FOR WORKPLACE ISSUES

The problems that women face at JHU are best understood within the context of national changes in demographic patterns in the labor market and changing attitudes about work, family, and quality of life that are reshaping the way we think about management, organizations, and employee benefits in this nation

The new face of the workforce is increasingly female, minority, immigrant, and aging. At the same time, the skill demands of jobs are rapidly increasing and employers are confronting a work force that increasingly lacks basic educational qualifications for employment. When the demographic shifts of the past thirty years are combined with earthshaking changes in family structure, our economy, and the work force, it is clear that the current labor market is facing prolonged and serious problems including finding new ways to deal with labor shortages, managing an aging workforce, balancing the needs of women, integrating people of color, and ensuring necessary education and skill training for workers.

Over the past 30 years, these dramatic changes in the work place have also placed tremendous strain on workers and their families. Today the demands of full-time work and family life intersect with care giving at each stage of working life, ranging from the care and raising of children to the responsibility for ill or elderly family members and friends. With both parents likely to be working and responsible for parenting children or caring for an ill or elderly relative, a Families and Work Institute study recently found that 87 percent of the American work force goes home to care for a family member every night.

Universities and academic medical centers (like all other organizations) have not been immune to these work force problems. Increasingly, institutions of higher education have found it more and more difficult to carry out their mission in the face of these social, economic and demographic shifts. But, higher education and academic medicine have also had to respond to unique concerns like the impact of technology, distance learning, changes in funding patterns for education and research, health care reform, increasing pressure for inclusion and sensitivity from diverse workforces and student populations, and increasing competition from the corporate sector—especially in adult specialized education programs developed by corporations. Even more critically, universities and academic medical centers have run into the challenge of recruitment and retention of high quality faculty and staff and the subsequent demands for flexibility, creative employment practices, and expanded benefits structures that these talented and mobile workers demand.

Because these changes have been so challenging, our social structures have lagged behind. Most employers have barely altered their benefit programs and policies to meet the changing family needs of their workers. Existing labor laws such as the Fair Labor Standards Act lack the flexibility needed by today's working parents and caregivers. Unemployment, Social Security, and other safety nets are still geared toward the needs of the nuclear family with the traditional husband in the labor force. Schools

still close at 3 o'clock and businesses still operate as though there were a woman employed full-time as a wife and mother in the home of every employee.

The need to deal with these issues could not be more critical at the beginning of this new century. The terrorist attacks on the World Trade Center and the subsequent economic repercussions have sadly and rapidly brought home to everyone the need to focus on work, family, and the quality of life. Many jobs have been lost and low wage workers in service industries are increasingly at risk for layoffs. It is clear that the American labor market faces a set of serious and deeply-rooted problems.

It is equally clear that many of these demographic and cultural shifts within the American economy are reflected in the stories and experiences of women staff and faculty at Hopkins. Women seek their livelihoods at the university, yet struggle to do so within a context of national and institutional policies and practices that have not been able to keep pace with the challenging changes our country has undergone during the past 30 years. The information that follows outlines many of the efforts that have been made to date to ameliorate some of the problems women face at Hopkins, identifies the persistent challenges that remain, and offers recommendations regarding what might be done next within the institution to resolve them.

OHS RECORD OF ACCOMPLISHMENT IN SERVING WOMEN

The Office of Human Services was created to support the development of all staff and faculty at Hopkins and the programs within OHS have a recognized record of accomplishment in that regard. Annual reports for the four programs have been submitted to the UCSW and provide a detailed review of the wide array of activities and achievements of the programs. Recent annual reports are also appended to provide an updated review of each program's services and activities.

At the first meeting of the UCSW in September 2002, Vice Provost Paula Burger highlighted a number of accomplishments at the university over the years that have contributed to improvements in the well-being and success of women staff and faculty at the university. She referred to particularly noteworthy achievements from the Office of the Provost, Office of the Vice President for Human Resources, and within the Academic Divisions (Burger, 2002). The following are the selected accomplishments Vice Provost Burger chose to highlight that pertain to the Office of Human Services.

Office of Human Services

Center for Training and Education

- Training policy for all employees
- Staff education and training program
- New employee orientation program

WORKlife Programs

- Flexible work guidelines
- Childcare center

Career Management Program

- Career development program
- Mentoring program
- Exit interviews

Naturally, these are simply highlights of the many programs and activities that have been developed over the years by the OHS programs, but they do demonstrate the level of impact the programs have had in creating a more supportive, developmental, flexible, and responsive work environment for both women and men who earn their livelihoods at the university.

The Career Management Program and Center for Training and Education provide services to the nearly 14,000 full-time university faculty and staff each year. FASAP and WORKlife Programs serve the 33,808 employees of both the Johns Hopkins Hospital and the Johns Hopkins University, and their families each year. Additional highlights worthy of mention for the various programs include the following:

CMP works with approximately 2,500 JHU employees in service contacts per year in a combination of counseling, courses, and outreach programs. Of these JHU employees, 80% are women. The program is an award-winning program and has received the "Outstanding Employer Career Development Program" award from the Maryland Career Development Association, the state division of the National Career Development Association. The director was also the first recipient of the annual Johns Hopkins University Women's Network "Women in Leadership Award," which was awarded for providing motivation to women in their work, developing leadership skills in others, and mentoring others in their work.

Key accomplishments in addition to those highlighted above include:

- Developed managerial training for career development coaching.
- Leveraged of the university-wide mentoring program's principles and techniques to several departmental staff and faculty mentoring initiatives.
- Developed the career pathing initiative for Human Resources, which can be used as a model for future career pathing efforts in other functional areas.
- Developed a self-service website which can be used by employees who are unable to come to the program for individual counseling services or group courses.

FASAP serves JHU employees and their family members in several programs including employee assistance assessment and referral services, and substance abuse services, consultation to supervisors and managers, condition of employment services, professional assistance services to impaired physicians, critical incident and disaster mental health response, workplace violence risk assessment, and the emergency loan services. FASAP provided confidential employee assistance services across the institutions to 1,425 individuals, their dependents and significant others in FY04 in a total of 4,907 contacts representing 8,073 hours of clinical time. Of the JHU employees served, 76 % are women.

In addition, the program provided student assistance services to 112 students including 65 students in the Bloomberg School of Public Health (BSPH) in FY04 and 47 students in the School of Medicine (SOM). There were 283 contacts in FY04 in BSPH, and 223 contacts in the SOM. Over 1,200 students participated in SAP/SOM events. In the SOM, 47% of the students seen were women, and in the BSHP, 83% were women.

Key accomplishments include:

- Clinical and administrative support to a regional and national award-winning multi-disciplinary risk assessment teams across the institutions.
- Participation and administrative leadership and support for the institution-wide disaster mental health initiatives, including local crisis response.
- Clinical support for the Professional Assistance Committee (PAC) serving impaired physicians.
- Organization and development of the Student Assistance Programs in the School of Medicine and the Bloomberg School of Public Health.
- Support for an emergency loan program providing assistance to Hopkins families in financial crisis.

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Development of an institution-wide Task Force on Domestic Violence that will begin meeting in FY05.

T&E works with approximately 10,600 JHU employees in service contacts per year across several training programs (e.g., Financial Administrative Training, extensive IT training, Management and Staff Development training, Coding Training for the International Classification of Disease, Technical Workshops for Laboratory Excellence, and a Leadership Development Program for senior leaders), 78% of whom are women.

Key accomplishments in addition to those highlighted above include:

- Training and Education had 4,033 individual participants attend 10,563 days of training during FY 04.
- In every category of training provided, the majority of participants were women.
- Financial Administrative Training has conducted a series of focus groups to develop a well-articulated curriculum for financial positions, and created a scope and sequence that allows individuals to master the functions that are found in their position. Much of this training has been converted to an e-learning environment to facilitate easier access to training.
- Information Technology training has been greatly expanded in recent years to ensure that employees are able to gain the IT skills they need to be productive in their present employment.
- A Supervisory Certificate and Certified Professional Managers program to ensure the availability of coursework for career advancement beyond administrative support roles.
- The university's Leadership Development Program is available to encourage women into more senior leadership roles, and coursework on Assertive Communication, Decision-making, and Influencing has been designed to meet the specific needs of women.

WORKlife Programs has been honored as a nationally ranked work/life program and is one of the top 29 university work and family programs in a national survey done in 1996 by the College and University Personnel Association and the Families and Work Institute. The program has been recognized as a model employer for elder care services at Last Acts Press Conference at the National Press Club; by the State of Maryland, Department of Aging as one of 5 employers in the State providing exemplary programs; and by Governor Glendening as the leader in the statewide Live Near Your Work Program. Almost 98% of University employees using the program are women.

Key accomplishments for WORKlife Programs in FY03 include:

- Collaborated and organized the FASAP/WORKlife Advisory Committee, which was charged by the Vice Presidents of Human Resources in the Hospital and University to address a set of workforce issues facing the institutions.
- Worked with the HR Conference Planning Committee in FY02 and FY03 to develop annual conferences that focus on work/life balance and the development.

of supportive cultures to support employees as they work and care for their families.

- Developed a plan and response to the funding shortages in the Live Near Your Work Program created by the State of Maryland budget shortfall.
- Developed and piloted an E-Training class *Managing the 21st Century Workforce: A Guide to Flexibility and Support at Work* using an E-training developed by Work and Family Newsbrief and Gil Gordon, of Gil Gordon Associates.
- Revised the childcare voucher and scholarship programs including raising income levels and changing the reimbursement rate to a percentage of childcare costs.

Clearly, the data show the extensive usage of the programs and a number of important initiatives that have been successfully launched to meet the needs of women faculty and staff of the institution. Yet, the directors collectively perceive that the programs, until now, have had impact primarily at the individual and group level, but not at the organizational level. It is hard to find any data that point to profound organizational change as a result of these activities.

The programs predominantly attract women who need and value these services, but are less able to reach men, particularly those in senior leadership and decision-making positions. The programs also tend to "preach to the choir," to those who already understand the importance of supportive and developmental practices, and are less able to reach or influence those who do not understand the important role they can play in supporting the success and well-being of women (or men). Such individuals continually miss the message that they can create a more diverse and high functioning community by addressing the developmental needs of women, supporting their career goals, and incorporating their presence into the mainstream of all activity at Hopkins.

As the following data will demonstrate, some stubborn problems continue to persist, despite the investment of considerable time, energy and resources that have gone into developing these widely-respected OHS programs and services.

The answer to broadening the impact of these programs, may well lie in efforts that are now needed to make the interventions more *systemic, integrated, centralized, and mandated, with both monitoring and accountability*. The culture and organization of the university presents formidable obstacles to such an approach, but the time may well have come, particularly with the advent of Hopkins One, to consider how such an approach might indeed be successfully undertaken.

OHS PERSPECTIVES ON PERSISTENT GENDER-RELATED OBSTACLES

Methodology

Data was gathered for this report through a variety of means. The directors reviewed data, themes, and trends from their annual reports. The Center for Training and Education supported an intern to conduct qualitative interviews with OHS practitioners (clinicians, counselors, trainers, etc.) across the programs to identify obstacles facing women at JHU. The Career Management Program counseling staff conducted a file audit in July 2004 of the most recent 100 female clients to sample current presenting concerns and perceived barriers to women's career success and satisfaction. The director of *WORKlife* Programs prepared a review of national and local policy issues and workplace practices that adversely affect women in the workforce.

The directors also drew on their own experiences in counseling clients, training course participants, presenting programs, and consulting to departments and affinity groups to distill all of the quantitative and qualitative data into the key areas of concern highlighted below.

Focal Areas

The obstacles that have been identified are clustered into five key areas to provide a degree of alignment with the recommended UCSW final report structure and they include: Leadership, Training and Education, Worklife Issues, Career Success and Satisfaction, and Institutional Barriers. Within each of the focal areas, issues that need to be addressed are presented along with rationales and supporting data, benchmark data, and recommendations for addressing the problems.

Leadership

Issue 1

Women are under-represented in senior leadership structures in the university, (with the exception of the School of Nursing), a situation which is not only de-motivating to female faculty and staff but also leads women to feel disenfranchised from the Hopkins community.

Rationale and Supporting Data. In FY03, 56% of all university faculty and staff were women, but women are still clustered in lower level staff positions, and not represented proportionally in senior leadership positions. Women on the Board of Trustees in the School of Medicine, the Hospital, the Health System and the University constitute just 11% of the total membership.

Benchmarks. Higher education and the tenure system were designed by white men and do not take into account the perspectives of women and minorities. Nationally, women make up more than 60% of the undergraduate enrollment, and in 2001/2 for the first time, women earned more doctorates than American men; but men make up more than 70% of professors at the top research institutions, and nearly 60% of assistant professors at the entry level; other research shows that women at doctorate-granting institutions take longer to be promoted than men and are paid less. Women faculty are more likely to be working in community colleges, small liberal arts colleges, lower academic ranks or part- or full-time non-tenure-track positions.

The representation of women nationally on corporate boards is still low at 15-16%, but at progressive companies (like Starbucks) women comprise 24% of the corporate board.

Hopkins-related data shows positive efforts to bring women into the leadership structure. For example, the majority of people who've attended the Leadership Development Program of Johns Hopkins University over the eight years of its history have been women, and women were in the majority when nominations were made. Women continue to be the majority of people who attend course work offered by the Leadership Development track of the Management and Staff Development program. Whether by invitation or as volunteers, women at Hopkins have expressed their interest in moving into senior leadership roles.

Recommendations.

- Examine strategies to commit to institutional structures that allow women's voices to be heard at all levels of the organization, e.g., on boards, councils, committees, etc.
- **Commit to methods that increase the percentage of women in senior leadership roles.**

Training and Education

Issue 2

Without a mandate from senior leaders, few managers will ever make the time to become knowledgeable of leadership training content that focuses on new workforce demographics and family responsive policies and programs

Rationale and Supporting Data. Currently, the Management and Staff Development program offers a course called ***Managing In a New World: An Introduction to Flexibility and Supportiveness at Work*** However, because this course work is not required, attendance is limited to those who choose to register.

A good year will see 20 managers gaining an understanding of this content. At this rate, progress will be slow.

Benchmarks. Less than 25% of the workforce lives in a traditional family; 44% of American children live in dual-earner families; 20% of all households are responsible for eldercare (and that is expected to double in the next ten years). Single parent families now comprise 10% of all families, and on average, in recent years there has been a 7.9% increase in hours worked. Clearly, balancing work and family issues will be a priority for most employees.

Recommendations.

- Mandate required training in these issues in both the Leadership Development Program and Management and Staff Development Program.
- Performance appraisals for supervisors and managers should hold them accountable for the management of work/life and diversity issues.

Issue 3

Staff are concerned that tuition remission can only be used at Hopkins, discouraging and preventing some women from developing themselves in educational programs that are not offered at Hopkins, at other institutions that are closer to home, or in programs that are more appropriate to their interests or needs.

Rationale and Supporting Data. In 2004, the Educational Assistance Plan made payments for employees and their dependents to use tuition remission at Hopkins of \$7,661,143. The average payment made on behalf of an employee was \$2,220. But despite the generosity inherent in this program, the requirement that it be used at Hopkins means that it is of little value to certain employees. Interviews with OHS practitioners (Perin, 2004) reveal the comments they've heard from clients: "The classes here just aren't convenient. Other colleges have shorter semesters, weekend classes, or online classes." "A lot of my friends want to get more financial training, but Hopkins doesn't have accounting classes."

Benchmarks. Many corporations and non-profit institutions support tuition for job and career-related training at any accredited institution of higher learning or relevant training program. The Johns Hopkins Hospital educational benefit is seen as a superior benefit to the university's because it can be used at any institution, whereas university employees are limited to courses at JHU.

Recommendations.

- Make tuition remission available for programs that are not offered at Hopkins on an experimental basis, while testing for adverse financial impact to the institution.

Issue 4

Some managers across the institution do not adequately support training activity, which has a disproportionate impact on women who predominantly represent the non-exempt and exempt support staff ranks.

Rationale and Supporting Data. The university's investment in training is appropriate to the size of the population, but the culture frequently fails to value the opportunity. In 2004, a total of \$1,767,248 of Staff Development Remission was spent to fund employee training. Women are certainly being served by Training and Education: in fact, the vast majority of people who attend training are women (78% in FY 2004). But why do women seek this opportunity? Is it because their male counterparts don't pursue lower paying administrative support staff positions, or because women believe that they will not be able to compete successfully against their male peers without the advantage which training represents?

Despite this significant financial commitment, this money is not used to its best advantage if classes are not fully subscribed. The Management and Staff Development Policy states:

1. Within two years of initial employment, it is expected that all new managers and supervisors will complete the JHU Supervisory Training Program established by the administration and conducted by Human Resources, the Department of Health and Safety, and the General Counsel's Office.
2. All staff with access to the university's financial and administrative information systems must complete the appropriate modules of the Financial Administrative Training Program and maintain current knowledge of changes and systems as they occur.
3. All faculty, managers, and supervisors should ensure that each non-bargaining unit staff member reporting to them has a minimum of three full days of training per year in areas of knowledge and skill relevant to their job duties and professional aspirations.

But compliance with this policy is left up to individual managers, and the Center for Training and Education still receives frequent complaints that "My supervisor won't let me attendance training." As a result, some employees still do not receive the development activities to which they are entitled. Quotes come from OHS practitioners (Perin, 2004): "Many managers won't allow employees to attend training." "Developing your staff is a risk that many managers are unwilling to take—with the new skills, the staff members might leave."

Benchmarks – Large organizations require annual training for all employees. For example, IBM requires one week of training each year for all managers. Most organizations have a requirement for minimum days of training (e.g., 5 per year at IBM and Motorola) that go up to as much as a month of training annually depending on the needs of the job. Other organizations monitor the continued training and development of their employees through the use of the electronic Individual Development Plans available through modern Learning Management Systems. Large organizations also realize that as employees advance, a prepared pool of candidates can minimize the negative impact of turnover.

Recommendations.

- Ensure the three-day training policy is implemented across the institution.
- Mandate that managers monitor the progress of their employees toward the Management and Staff Development training policy.
- Monitor the development activities of employees through the use of the Individual Development Plan feature in Hopkins One.

Worklife Issues

Issue 5

There is a call for a clear statement of policy to support the needs of employees and their family members.

Rationale and Supporting Data. Currently, the university has no public statement of policy.

Benchmarks. Among the Working Mother 100 and Fortune 100 lists of "Best Places to Work," the majority have statements that made clear their intention to support the needs of working adults and their families. Clear statements of support have a positive impact on business. According to a Hewitt study (2001), the "Best" receive nearly twice as many unsolicited employment applications, and the "Best" have half the voluntary turnover.

Recommendations.

- Include a policy statement from the university that emphasizes a commitment to work/life issues.

Issue 6

Human Resources policies and procedures should be reviewed to ensure that they are aligned with the university's mission and goals for education, healthcare, and research.

Rationale and Supporting Data. Fannie Mae leads the nation in its employer-assisted housing program; their business is mortgages, and they believe that benefit is congruent with their business objectives.

In another example, the Society for Human Resource Management (SHRM) has represented the employer's interests and routinely lobbied against any increments to the Family and Medical Leave Act based on cost; the university has supported SHRM's position, even though there is research that indicates that larger investments and support of family leave will provide a better outcome for parents, children and employers with minimal increases in costs. In one example, Aetna reported saving one million dollars by granting extended maternity leaves to their employees.

Benchmarks. Between 89% and 95% of employers reported no costs or small costs related to family medical leaves, and 3% of employers reported cost savings. The American Association of University Professors has issued comprehensive statements on pregnancy, family medical leave, and work and family dating from 1978, the most recent statement was issued in 2001.

Recommendations.

As a leading research, educational, and healthcare institution, the university should ensure that its positions on policies that affect its employees and their families across the lifespan are congruent with its goals. For example, in its role as a leader, the institution can provide new perspectives about supporting families that extends the Family Medical Leave Act by promoting the use of short-term disability insurance, worker's compensation, or other support for working families using the leave.

Issue 7

There needs to be a strategic annual plan to work with other stakeholders (governments, unions, communities, and professional associations) to influence work and family policy development at the state and federal levels.

Rationale and Supporting Data. In many companies, corporate responsibility is expanding to include strong communities both within the organization and within the communities in which the organization operates. Companies view a commitment to social issues as good for business and a reputation for working with other stakeholders on social cause's can be critical for recruitment. Today's knowledge workers seek organizations that reflect their values. In order to build strong communities within Hopkins ways must be found for all voices to be heard. For example, the voices of Hopkins labor union women are not represented on the UCSW

Benchmarks. The formation of labor unions in universities is not uncommon and labor unions have been at the forefront of innovative contracts addressing women's issues. At Harvard, 34% of all labor union members are women; Harvard Union of Clerical and Technical Workers (HUCTW) has included work and family initiatives at the bargaining table and HUCTW members get 13 weeks of paid maternity leave.

For example, the Eli Lilly Public/Private Partnership program works directly with state and local governments to develop a lasting childcare community infrastructure, and in so doing, leverages its childcare dollars. Other examples of state initiatives include Oregon Shines, an initiative to create quality jobs and safe communities; Minnesota Milestones: Measures That Matter; and the Livable Tucson program, which illustrate state efforts to address personal and work issues.

Recommendations.

- Work with employees, families, labor unions, communities, government, and other employers to find solutions for social problems affecting women and families.
- Leverage these partnerships and collaborations to work together to solve these social problems.
- Provide leadership to develop safe and healthy communities and create opportunities for women to come together to discuss issues and support each other (roundtables, panels, support groups).

Issue 8

Although the university has a stated policy that provides managers with the discretion for flexible scheduling, there is insufficient support and consultation to managers to enable them to make these decisions.

Rationale and Supporting Data. Currently, the amount of flexibility an individual may experience is determined by the supervisor. Those with the most flexibility include faculty, administrators, and managers, and those with the least are clerical staff, service, craft, and bargaining unit workers. Women in our lowest paid positions are often in the most rigid and inflexible jobs.

Benchmarks. According to the National Study of the Changing Workforce (2003), greater work/life supports (flexibility, respect, supervisor support, supportive work culture) are more strongly associated with positive work outcomes than fringe benefits, and greater worklife supports on the job are positively related to more positive life outcomes. Issues related to trust, control, and autonomy over one's schedule are key to reducing stress and strain and

improving the mental health and well-being of employees. Seventy-seven percent of those who experience their culture as being supportive say it is highly likely they will still be working at the company next year, compared to 41% who don't (NCSW, 2003).

According to a survey by Work/Family Newsbrief (2001) 86% of companies are focusing their efforts on flexible work arrangements, 85% on more supportive policies, and 77% on work redesign.

The demand for flexibility and control over work schedules is already critical to American workers who are balancing work and personal lives. Employees with families report significantly higher levels of interference between their jobs and their family lives than employees 25 years ago (45% vs. 34% report this "some" or "a lot") (NCSW, 2003). By 2002, one in five households had at least one adult working full-time from home for him or herself or an employer, and 80% of "Baby Boomers" expect to work part-time during their retirement. Currently, 90% of all flexible schedule requests are initiated by the employee.

Recommendations.

- Develop training and education programs for faculty, managers, administrators, and employees about flexible scheduling.
- Develop and publicize clear policies and guidelines for supervisors and employees about flexible schedules.

Career Success and Satisfaction

Issue 9

Managers need to be more strongly encouraged to support and assist in the career development of their direct reports and be held accountable for doing so.

Rationale and Supporting Data. The Career Management Program has offered a course for managers entitled *Coaching for Career Development and Peak Performance* for nearly a decade, in which managers are provided the tools and techniques needed to support the career development of their employees. As with many other courses, 20-30 managers per year will gain an understanding of the course content. Those who participate are typically already dedicated to the process, leaving many other managers and supervisors unaware of the importance of their role and lacking the skills needed to develop their staff.

Representative OHS Staff and various UCSW Staff Issues and Organizational Culture Subcommittee members suggest the following rationales for why so few managers are committed to the process of supporting the career development of their direct reports:

- a. JHU's entrepreneurial culture and the isolation of units inhibits systems thinking about human capital across the organization, thereby limiting opportunities for advancement, the development of bench strength, succession planning, etc.
- b. The structure of grant funding and limited time lines for productivity encourage PI's and others to view employees in a utilitarian mode ("indentured servitude" has been suggested as a metaphor).
- c. Many managers have not been trained as managers, and many do not understand their role in coaching and developing employees.
- d. Performance management strategies are under-utilized in many departments. Career development discussions frequently do not occur or are "tacked on" haphazardly at the time of an employee's annual review.
- e. There is little reward for managers who do support career development and advancement for their direct reports.
- f. There is the perceived disincentive to developing others, which is losing a talented individual who has become a valuable contributor over the years.

Career Management Program counselors, who surveyed the last 100 female clients regarding their career issues and perceived obstacles to success and satisfaction, reported the following observations:

"Clients are bored and not challenged." "Clients report being in 'dead end' positions, and want career advancement that is not available." "Clients feel the university does not support their personal development and growth." "Clients have complained that managers often tell them the workload does not support their taking time away to attend workshops."

Women, who make up 80% of the exempt support staff and 85% of the non-exempt support staff ranks (Gillian, 2004), are most affected by this lack of managerial support. Further, there is a fear of reprisals among some staff who pursue career development. Some staff feel that if their managers knew about their interest in pursuing other career opportunities, their jobs would be at risk.

Benchmarks. The corporate sector has focused on the importance of cultivating its human capital for decades. Several corporations, from both the service and manufacturing economies, offer examples: First Bank, Baxter, Corning, Hartford Insurance, Southwest Airlines, 3M, Kodak, AT&T, BP, and Boeing (Gutteridge, et al., 1993).

Recommendations.

- Work to create a more systemic view of the Hopkins culture and develop a focus on how to support appropriate advancement, succession planning, and the development of bench strength.
- Require some form of training for all managers/leaders on the importance of developing employees. Current training exists in the area of Coaching and Mentoring, but training on these important managerial skills is not required. Develop additional methods such as e-learning to supplement current classroom training events.
- Make information more readily accessible on how to conduct career development discussions and coach employees as part of the performance management process.
- Revise the performance management process to include some form of career development coaching.
- Evaluate supervisors on their ability to develop their staff.
- Ensure that regular employee performance evaluations are conducted, which will provide employees with regular opportunities to reflect on growth and necessary improvement.

Issue 10

The university needs to build its career information infrastructure so that employees can be aware of career opportunities and the requisite knowledge, skills, and experience needed for careers of interest.

Rationale and Supporting Data. Classic career development theory and research recommends a three-step model for ensuring well-informed and successful career choices. Individuals:

1. must have a comprehensive knowledge of themselves, and
2. a thorough understanding of available career opportunities, and then
3. must apply sound decision-making to the career choice process (Brown, et al., 1985).

CMP provides expert support with steps one and three of this model by offering comprehensive self-assessment and counseling services to employees. In addition, important strides have been made in providing important career information to employees, such as the semi-annual career panel programs offered through CMP, the establishment of the university-wide Mentoring Program, and the creation of the prototype Career Pathing Guide for Human Resources (Office of Human Resources, 2003). This career pathing guide outlines the organization of HR at the university, clarifies the specific career fields within Human

Resources, provides examples of various career paths in HR, describes competencies needed for careers in HR, and reviews the educational preparation and certification process for becoming an HR professional.

It was the HR Career Pathing Work Group's intent that the Career Pathing Guide would offer a useful model for creating similar guides for other large job families at Hopkins. Now, the support of thought leaders in the other functional career areas at Hopkins (such as administration, finance, etc.) is needed to create further information sources and infrastructures to help employees better understand their career options and make informed career decisions.

Benchmarks. Other organizations that have built career paths and related resources include the following: Baxter, NASA, EPA, Hartford, First USA, Eli Lilly, FAA, Medtronic, U. of Chicago Hospitals (Gutteridge, et al., 1993).

Recommendations.

- Support the further development of career paths and associated guides and resources for the major Hopkins job families, and publicize this information.
- Ensure that ALL employees receive information about hiring practices (even just via email links) every time a vacancy is posted in their department.

Issue 11

The university needs to extend current methods and develop further means to support staff in building new skills and acquiring relevant experience needed for career advancement.

Rationale and Supporting Data. The university has made important strides in supporting career advancement for staff through the creation of the Career Management Program's counseling services, courses, and resources; through CMP's development of the university-wide mentoring program and several related departmental initiatives that are currently underway; and through the recent career pathing initiative in Human Resources, as examples. The time has now come to leverage these successes and programmatic initiatives to more academic divisions and departments and to other functional units across the institution.

In spite of the successes above, CMP counselors indicate that many staff continue to believe that one must often "move out to move up." Clients report that hiring managers and HR employment staff often do not consider employees who meet educational requirements for jobs, but lack requisite experience. It would appear, education rarely substitutes for experience in the Hopkins culture, in which highly skilled and experienced workers, who can "hit the ground running," are generally preferred over those who may have high potential, but are untested.

While the mentoring program has provided useful access to some skill-building opportunities, some employees continue to have difficulty gaining needed experience and skills that would enable them to become more qualified for advancement opportunities. Such employees continue to be caught in the hiring "Catch-22." They lack needed experience for the desired job, yet they cannot acquire the experience until they are in the job. Many staff also reportedly believe it is "career suicide" to downshift to gain needed experience for a future advancement opportunity. Consequently, many remain unhappily "plateaued" and underemployed in their current positions.

Benchmarks. Most major corporations use a combination of mentoring, internships, traineeships, and rotational assignments to help employees who have the aptitude for higher-level positions gain the needed experience and skills to compete for and function effectively in those positions. For example, in the corporate sector employees may be hired as management trainees or sales management trainees and then are coached and developed so that they can then be promoted into higher-level positions, as managers or sales managers, etc.

Recommendations.

- Increase information and awareness regarding current mentoring, career pathing, and succession planning efforts across the institution.
- Encourage the efforts to develop internships, traineeships, and rotational assignments for all functional areas, such as those currently under consideration in the Career Pathing for HR Implementation Committee.
- Support the efforts currently underway in the Compensation Review process to revise the university pay grade system for staff. Focus instead on market salary rates as a way to determine pay and support more strategic career moves to gain skills.
- Encourage staff to build their skills through mentoring, training, special assignments, internships or traineeships, as they are developed.

Issue 12

The university needs to adopt a consistent performance appraisal process across the institution to ensure that women get the feedback and coaching they need to guide their development.

Rationale and Supporting Data. Although the performance appraisal process is taught in the Supervisory Certificate program, which is required for all new supervisors, still there are some work units where the regular appraisal of employee performance is lacking. The following quotes come from OHS

practitioners (Perin, 2004): "Hopkins' decentralization inhibits standardization of staff development and performance appraisal, which results in stalled careers for women." "Human resources is trying to encourage regular employee evaluation, but I have seen many clients who have never had an evaluation, or do not have one every year."

Benchmarks. The American Society for Training and Development recommends the use of the performance management process as a fundamental HR tool to support employee performance and development.

Recommendations.

- Encourage/require all departments to follow a regular performance appraisal schedule for every employee.
- Performance evaluations for supervisors should include a review of the performance evaluations for their subordinates.

Issue 13

Although formal policies exist regarding codes of conduct, sexual harassment, and a hostile workplace, the university needs to make further strides in creating a more civil workplace and developing more effective management practices.

Rationale and Supporting Data. The Career Management Program has reported work environment concerns as one of the top three primary concerns of clients in four of the five last annual reports (FY99-03). Staff have reported they are subjected to various forms of abuse and stress in their work environments. Client cases involve reports of leaders, managers, and supervisors using abusive or contemptuous language, throwing objects in anger, publicly criticizing or humiliating staff in meetings, mocking staff, making inappropriate requests, demonstrating a lack of civility and respect, and engaging in threatening and sexually harassing behavior.

These problems often go unabated because staff fear being "ostracized" if they raise complaints. Counselors hear complaints about specific supervisors or departments, but clients are typically unwilling to release confidential information permitting these issues to be surfaced to the larger organization, for fear of reprisals. In particular they fear job loss and being ostracized from the institution, thereby losing any future employment opportunities. They often choose instead to try to find work somewhere else.

Benchmarks. Gerald Lewis, Ph.D., author of Workplace Hostility Myth and Reality (1999) and consultant to the Office of Human Services, reports that a 1995 Workplace Violence Research Institute study found acts of harassment; threats,

assaults, rapes and fatalities combined resulted in a \$36 billion dollar annual loss to US organizations.

Lewis characterizes the "toxic workplace" as having the following 10 characteristics, many of which former clients believe describes the Hopkins culture: an authoritarian management style, favoritism, perceived humiliation, arbitrary decisions, poor communication, increased work demands, "poor" working conditions, minimal management training, betrayal and abandonment, and feelings of being trapped. As one concrete step, Lewis recommends considering the adoption of an updated code of conduct for *all* employees that spells out acceptable and unacceptable behavior.

Also, many corporate and non-profit organizations routinely administer climate or employee satisfaction surveys to track the satisfaction levels of their employees and resolve problematic issues. This practice is a requirement for inclusion in the Fortune 100 List of Best Companies.

Recommendations.

- Expand and enforce the current employee Code of Conduct and apply it to the behavior of all faculty and staff.
- Create routine climate surveys to be administered to all departments.
- Create new structures and safety nets (such as a temporary pool) to support employees who risk reprisals when surfacing long-standing organizational issues.
- Synchronize managerial counseling and coaching services available through the Office of Human Services to resolve recurrent managerial problems in troubled areas.

Issue 14

The university needs to find additional methods to create a more welcoming and supportive climate for faculty women.

Rationale and Supporting Data. Many important efforts have been made to support female (and male) faculty across the divisions, such as the publishing of the "Gold Book" and the "Silver Book" about promotions and professional development in the SOM, the establishment of task forces to support the professional development of faculty women, and the various mentoring programs that have been initiated across departments and divisions.

Still, faculty women have a number of concerns in common that are different from those of men. CMP faculty clients and faculty who make requests of T & E and CMP for programs, such as the Women's Leadership Council in the School of

Medicine, often identify lack of access to mentors, resources, and networks as a source of concern to women faculty. Additional concerns include the following:

- a. Women have to compete with men for available mentors and resources and those relationships are not always the most accessible to women or comfortable for either women or men.
- b. There is still a lack of clarity about steps to career advancement.
- c. Many women faculty continue to bear the primary responsibility for child and eldercare in their families. Unlike their male counterparts, they cannot enjoy having a family and commit the time needed for advancement to their work according to the "male model." The pressure to publish rarely fits well with the need of young women to have children during their best child-rearing years.
- d. Women often feel invisible to senior leaders and disrespected by them when they are among their male peers. Further, their contributions are frequently ignored or attributed to male colleagues.
- e. Women report being challenged verbally by their male students in large public sessions in a way that would be unlikely if they were male.
- f. Women continually face decisions about family vs. career. There are no "stop the clock" policies that would allow women, who must carry other family responsibilities, to ultimately achieve the same goals as men who have far fewer external burdens or requirements. The lack of a "stop the clock" policy to support their needs leaves many women feeling extremely stressed and challenged.
- g. Finally, there is a fear of reprisals if the work/family path is chosen; indeed, such a choice does, ultimately, result in job loss for some women faculty.

Further data and more complete rationales, benchmarks, and recommendations will be available through the UCSW Faculty Sub-committee.

Benchmarks. See Faculty Sub-committee.

Recommendations.

- Develop or continue to develop formal mentoring programs for women faculty (and other junior faculty).
- Continue to develop and publish guides that clearly lay out step-by-step guidelines to the promotion process. Include examples and case studies of successful faculty.
- Make the guides specific, as well, to departments and divisions.

- Consider building "stop the clock" policies that enable women to be successful as they also carry the many responsibilities of child- and elder-care in their families.
- Continue to build in training for all leaders, department chairs, division chiefs, and all levels of faculty, male and female, about the "micro-inequities" that are experienced by women and minority faculty.
- Create deepened understanding about the toll these abuses take over time to the morale, productivity, and success of talented female and minority members of the faculty.

Issue 15

The university needs to explore additional ways to support its employees who lose jobs through no fault of their own because their positions are grant funded.

Rationale and Supporting Data. Job loss is a fact of life at Hopkins and other major academic research centers because of the large number of grant-funded positions. When grants come to an end, or funding sources are not renewed, job loss naturally follows. We do not, however, acknowledge that reality as well as we could in our employment policies and practices.

In response, CMP in cooperation with HR has developed an effective set of job transition support services including full-day job loss workshops, individualized ongoing job search and counseling support, and networking and referral services. However, other ideas need to be explored as well. The formation of a temporary pool has been discussed, but never fully investigated. Also, consideration should be given to protecting the benefits eligibility of employees who have lost their jobs through no fault of their own.

Benchmarks. Johns Hopkins Hospital has created Intrastaff as an internal temporary agency for supporting staff in transition and meeting the short-term needs of its organizational units.

Recommendations.

- Create a temporary pool, like Intrastaff at the Johns Hopkins Hospital, to support employees who have lost jobs through no fault of their own.
- Make a commitment to employees permitting them to maintain their benefits eligibility so that they can leave and re-enter the organization as necessary. In 2003, employees who were involuntarily terminated due to a reduction in force were enabled to retain their existing benefits if rehired within twelve months, up from six months prior to 2003. This was an excellent step. We should, however, make the length of time indefinite. In that way, employees who must be re-

employed to meet financial obligations and care for their families, and who find work outside Hopkins, could return to Hopkins whenever they are able to secure suitable employment, without losing their hard-earned benefits eligibility.

Institutional Barriers

Issue 16

The university needs a more strategic and comprehensive approach to dependent care.

Rationale and Supporting Data. Without childcare, women cannot work. At the same time, the cost of dependent care is a disproportionate part of the typical staff woman's income. The typical caregiver is a 46-year old woman, who is caring for her 76-year old mother. The physical, emotional and financial demands of caring for children and ill or elderly family members will continue to confront our youngest and middle-aged workers. For single women, there is no spouse or partner to absorb some of the responsibility and costs.

Benchmarks. For women making less than \$30,000, the cost of day care is a quarter of their income; for women making higher incomes the cost of day care may drop to <10% of their income. For example, a 2001 General Services Administration study found that child care subsidies offered to low-income workers resulted in 55 percent who were better able to concentrate on work, 19 percent reported fewer days absent from work and 75 percent of recipients felt the subsidy program had improved their job performance and in a 1999 study, turnover of tellers from NationsBank (now Bank of America) who used a \$25 per week credit for child care fell from 46 percent to 14 percent.

As the population ages, more and more employees are providing elder care for relatives. In 2002, 35% of workers, *men and women alike*, say they provided regular care for a parent or in-law over 65 in the past year, helping them do things that they could not otherwise do themselves (NSCW, 2003).

Recommendations.

- Increase financial commitments to the voucher program and subsidies for dependent care—including child-care and elder-care. Develop dependent care as a strategic initiative to aid recruitment and retention of faculty, staff and students.
- Develop a comprehensive business strategy to address the needs of employees and their family members across the life span.
- Evaluate the business impact of paid and unpaid time off for family medical leave and other time off, such as increased bereavement leaves so that employees may be with their loved ones in times of need

- Make a financial commitment to adoption programs and support.
- Increase bereavement leave beyond three days.

Issue 17

The university needs to explore improved approaches to part-time employment.

Rationale and Supporting Data. Part-time workers are eligible to attend training, but many do not. They are the disposable workforce, but if managed well, their contribution could be great. Part-time workers receive few benefits (health care and/or retirement) and have few career options.

Benchmarks. Nationally, part-time workers are predominantly women, and 24% of part-time jobs have no healthcare; 26% have no benefits. Adjunct and part-time faculty positions are characterized by low pay and not benefits. These jobs are predominately held by women.

Recommendations.

- Redesign part-time jobs so that there is a career path and benefits.
- Create an institution-wide permanent temporary pool to gain the value of the experience that these workers bring to the job across time and multiple positions.

Issue 18

The university needs to review and potentially revise benefits plans in which women are disproportionately impacted by inequities in benefits.

Rationale and Supporting Data. Inequities in benefits plans exist between Senior Staff and Faculty, and Support Staff. Many people will not have enough money to retire. Staff members don't know about benefits or perceive benefits to be unfair, and may fail to plan appropriately.

Benchmarks. Health care and pensions were designed for the traditional worker, and in the US, the average family no longer fits the model. Rates of health care coverage have been dropping over the past 20 years to include 65% of all American workers; the rate of non-coverage for women rose to 16.2%. Pensions have increased in complexity; nationally, white employees have higher rates of coverage; women are disadvantaged in retirement due to the income disparity across their careers.

Recommendations.

- Increase training about benefits plans.
- Consider ways to use Hopkins benefits, health, and welfare plans to promote resiliency, health, and well-being in employees and their family members
- Develop benefits for part-time employees that are proportional to their level of effort. This was a recommendation made by the Work and Family Task Force in 1997.
- Make benefits more flexible to accommodate the aging workforce and the university's need to retain valuable aging faculty and staff.
- Consider ways to reduce or eliminate the inequities in benefits plans, particularly those that impact women in the non-exempt and exempt support staff ranks.
- Take a lifespan approach that emphasizes benefits across the life of an employee; this approach reduces backlash and emphasizes that singles and people without families use different benefits; and that the need for benefits changes across the lifespan.

RECOMMENDATIONS

The strategies, which the directors have proposed for possible implementation to address the long-standing concerns, are provided once more in a summary form below. These recommendations generally speak to the need to create more systemic, university-wide, and integrated programs, systems, and services into which oversight and accountabilities can be built. Each recommendation necessarily carries with it associated costs, staffing concerns, and the potential requirement to forfeit former priorities to achieve what is needed now. The decision to actually move forward with any of the proposed recommendations must naturally follow a thorough analysis of estimated costs and the probabilities associated with successful outcomes.

Issue 1. Women are under-represented in senior leadership structures in the university, (with the exception of the School of Nursing), a situation which is not only de-motivating to female faculty and staff, but also leads women to feel disenfranchised from the Hopkins community.

- Examine strategies to commit to institutional structures that allow women's voices to be heard at all levels of the organization, e.g., on boards, councils, committees, etc.
- Commit to methods that increase the **percentage of women in senior leadership roles.**

Issue 2. Without a mandate from senior leaders, few managers will ever make the time to become knowledgeable of leadership training content that focuses on new workforce demographics and family responsive policies and programs.

- Mandate required training in these issues in both the Leadership Development Program and Management and Staff Development Program.
- Performance appraisals for supervisors and managers should hold them accountable for the management of work/life and diversity issues.

Issue 3. Staff are concerned that tuition remission can only be used at Hopkins, discouraging and preventing some women from developing themselves in educational programs that are not offered at Hopkins, at other institutions that are closer to home, or in programs that are more appropriate to their interests or needs.

- Make tuition remission available for programs that are not offered at Hopkins on an experimental basis, while testing for adverse financial impact to the institution.

Issue 4. Some managers across the institution do not adequately support staff training activity, which has a disproportionate impact on women who predominantly represent the non-exempt and exempt support staff ranks.

- Ensure the three-day training policy is implemented across the institution.
- Mandate that managers monitor the progress of their employees toward the Management and Staff Development training policy.
- Monitor the development activities of employees through the use of the Individual Development Plan feature in Hopkins One.

***Issue 5.** There is a call for a clear statement of policy to support the needs of employees and their family members.*

- Include a policy statement from the university that emphasizes a commitment to work/life issues.

Issue 6. Human Resources** policies and procedures should be reviewed to ensure that they are aligned with the university's mission and goals for education, healthcare, **and research.

- As a leading research, educational, and healthcare institution, the university should ensure that its positions on policies that affect its employees and their families across the lifespan are congruent with its goals. For example, in its role as a leader, the institution can provide new perspectives about supporting families that extends the Family Medical Leave Act by promoting the use of short-term disability insurance, worker's compensation, or other support for working families using the leave.

***Issue 7.** There needs to be a strategic annual plan to work with other stakeholders (governments, unions, communities, and professional associations) to influence work and family policy development at the state and federal levels.*

- Work with employees, families, labor unions, communities, government, and other employers to find solutions for social problems affecting women and families.
- Leverage these partnerships and collaborations to work together to solve these social problems.
- Provide leadership to develop safe and healthy communities and create opportunities for women to come together to discuss issues and support each other (roundtables, panels, support groups).

***Issue 8.** Although the university has a stated policy that provides managers with the discretion for flexible scheduling, there is insufficient support and consultation to managers to enable them to make these decisions.*

- Develop training and education programs for faculty, managers, administrators, and employees about flexible scheduling.

Develop and publicize clear policies and guidelines for supervisors and employees about flexible schedules.

Issue 9. Managers need to be more strongly encouraged to support and assist in the career development of their direct reports and be held accountable for doing so.

- Work to create a more systemic view of the Hopkins culture and develop a focus on how to support appropriate advancement, succession planning, and the development of bench strength.
- Require some form of training for all managers/leaders on the importance of developing employees. Current training exists in the area of Coaching and Mentoring, but training on these important managerial skills is not required. Develop additional methods such as e-learning to supplement current classroom training events.
- Make information more readily accessible on how to conduct career development discussions and coach employees as part of the performance management process.
- Revise the performance management process to include some form of career development coaching.
- Evaluate supervisors on their ability to develop their staff.
- Ensure that regular employee performance evaluations are conducted, which will provide employees with regular opportunities to reflect on growth and necessary improvement.

Issue 10. The university needs to build its career information infrastructure so that employees can be aware of career opportunities and the requisite knowledge, skills, and experience needed for careers of interest.

- Support the further development of career paths and associated guides and resources for the major Hopkins job families, and publicize this information.
- Ensure that ALL employees receive information about hiring practices (even just via email links) every time a vacancy is posted in their department.

Issue 11. The university needs to extend current methods and develop further means to support staff in building new skills and acquiring relevant experience needed for career advancement.

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- Increase information and awareness regarding current mentoring, career pathing, and succession planning efforts across the institution.
- Encourage the efforts to develop internships, traineeships, and rotational assignments for all functional areas, such as those currently under consideration in the Career Pathing for HR Implementation Committee.
- Support the efforts currently underway in the Compensation Review process to revise the university pay grade system for staff. Focus instead on market salary rates as a way to determine pay and support more strategic career moves to gain skills.
- Encourage staff to build their skills through mentoring, training, special assignments, internships or traineeships, as they are developed.

Issue 12. *The **university** needs to adopt a consistent performance appraisal process across the institution to ensure that women get the feedback and coaching they need to guide their development.*

- Encourage/require all departments to follow a regular performance appraisal schedule for every employee.
- Performance evaluations for supervisors should include a review of the performance evaluations for their subordinates.

Issue 13. ***Although** formal policies exist regarding codes of conduct, sexual harassment, and a hostile workplace, the university needs to make further strides in creating a more civil workplace and developing more effective management practices.*

- Expand and enforce the current employee Code of Conduct and apply it to the behavior of all faculty and staff.
- Create routine climate surveys to be administered to all departments.
- Create new structures and safety nets (such as a temporary pool) to support employees who risk reprisals when surfacing long-standing organizational issues.
- Synchronize managerial counseling and coaching services available through the Office of Human Services to resolve recurrent managerial problems in troubled areas.

Issue 14. *The university needs to find additional methods to create a more welcoming and supportive climate for faculty women.*

- Develop or continue to develop formal mentoring programs for women faculty (and other junior faculty).

- Continue to develop and publish guides that clearly lay out step-by-step guidelines to the promotion process. Include examples and case studies of successful faculty.
- Make the guides specific, as well, to departments and divisions.
- Consider building "stop the clock" policies that enable women to be successful as they also carry the many responsibilities of child- and elder-care in their families.
- Continue to build in training for all leaders, department chairs, division chiefs, and all levels of faculty, male and female, about the "microinequities" that are experienced by women and minority faculty.
- Create deepened understanding about the toll these abuses take over time to the morale, productivity, and success of talented female and minority members of the faculty.

Issue 15. The university needs to explore additional ways to support its employees who lose jobs through no fault of their own because their positions are grant funded.

- Create a temporary pool, like Intrastaff at the Johns Hopkins Hospital, to support employees who have lost jobs through no fault of their own.
- Make a commitment to employees permitting them to maintain their benefits eligibility so that they can leave and re-enter the organization as necessary. In 2003, employees who were involuntarily terminated due to a reduction in force were enabled to retain their existing benefits if rehired within twelve months, up from six months prior to 2003. This was an excellent step: We should, however, make the length of time indefinite. In that way, employees who must be re-employed to meet financial obligations and care for their families, and who find work outside Hopkins, could return to Hopkins whenever they are able to secure suitable employment, without losing their hard-earned benefits eligibility.

Issue 16.' The university needs a more strategic and comprehensive approach to dependent care.

- Increase financial commitments to the voucher program and subsidies for dependent care—including child-care and elder-care. Develop dependent care as a strategic initiative to aid recruitment and retention of faculty, staff and students.
- Develop a comprehensive business strategy to address the needs of employees and their family members across the life span.
- Evaluate the business impact of paid and unpaid time off for family medical leave and other time off, such as increased bereavement leaves so that employees may be with their loved ones in times of need

- Make a financial commitment to adoption programs and support.
- Increase bereavement leave beyond three days.

Issue 17. The university needs to explore improved approaches to part-time employment.

- Redesign part-time jobs so that there is a career path and benefits.
- Create an institution-wide permanent temporary pool to gain the value of the experience that these workers bring to the job across time and multiple positions.

Issue 18. The university needs to review and potentially revise benefits plans in which women are disproportionately impacted by inequities in benefits.

- Increase training about benefits plans.
- Consider ways to use Hopkins benefits, health, and welfare plans to promote resiliency, health, and well-being in employees and their family members
- Develop benefits for part-time employees that are proportional to their level of effort. This was a recommendation made by the Work and Family Task Force in 1997.
- Make benefits more flexible to accommodate the aging workforce and the university's need to retain valuable aging faculty and staff.

Consider ways to reduce or eliminate the inequities in benefits plans, particularly those that impact women in the non-exempt and exempt support staff ranks.

- Take a lifespan approach that emphasizes benefits across the life of an employee; this approach reduces backlash and emphasizes that singles and people without families use different benefits; and that the need for benefits changes across the lifespan.

SUMMARY

This report illustrates both how far we have come and how far we have to go in creating a more inclusive and supportive environment for women faculty and staff at the university.

Clearly, significant efforts and resources of time, energy, staffing, and funding have been committed through Human Resources and its Office of Human Services to create greater developmental opportunities for all staff and faculty. Many staff and faculty can now be supported in finding and preparing for rewarding work, becoming well-trained for current and future roles, and negotiating the myriad life challenges encountered throughout the lifespan. The OHS programs have many noteworthy achievements that testify to their successes in providing personal and professional development and life support for literally thousands of individuals at the university each year. The data show that women have been the primary participants in and beneficiaries of these efforts.

While we have reason to celebrate, we also need to recognize the persistent nature of some deeply imbedded problems that continue to adversely affect the success and well-being of women at the university. We need to examine what is left to do, and among those things, what the next priorities should be.

The directors of four OHS programs have highlighted an array of concerns that have surfaced again and again within their programs. Some of these problems are rooted in the culture of the organization, some in our historical policies, and some in our current practices. Many of the concerns are resistant to change because they are so imbedded in our fundamental ways of doing business in our decentralized, entrepreneurial, independent academic environment with its freedom from controls, oversight, and accountability.

The university has the opportunity to be a national leader, once more, this time in creating and instituting policies and practices that enable women to participate as fully as men in reaching their potential as workers and leaders, as well as in enjoying the benefits associated with making their livelihoods in this academic enterprise.

The recommendations in this report respond to persistent problems in leadership, training and education, worklife issues, career success and satisfaction, and institutional structure and can serve as part of the blueprint for achieving gender equity in exciting new ways. We are in a position to capitalize on our past successes and to leverage them into more integrated and centralized systems that impact not only individuals and groups, but create true organizational change in support of the university's women staff and faculty. We are excited about the future and look forward to partnering in creating the kind of systemic change that, if performed thoughtfully and well, in the end will benefit all employees.

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