

PROJECT CONCLUSION

The primary goal of this report is to identify action initiatives that make up the **Action Agenda for a New Millennium** in order to foster a responsive university climate where all faculty are valued equally and treated with respect. To that end, *The Millennium Project Summary Report* calls for an increase in the number of tenure-track women faculty and faculty of color at all ranks, including leadership positions; the analysis and reallocation of workload responsibilities; the assurance of fair treatment; equal access to resources; and the implementation of existing policies and the initiation of new policies and procedures.

The changes *The Millennium Report* proposes will not be realized without institutional accountability to ensure that they are carried out. As one faculty member observed,

"What is needed is someone who will enforce the policies that exist. There is just so much disregard of the current policies. Nobody has a way of checking on whether things are being enforced. So get these results to the President soon, and make sure that there's someone in there who is equitable and will enforce the policies."

The *Millennium Report Action Agenda for a New Millennium* will inevitably evolve as the larger university community begins to work on improving the campus climate. The goals of the Millennium Project can only be realized through continuing dialogue among all members of the campus community. Moreover, the Millennium Project can be deemed a success only if the university administration, working in concert with the faculty, moves forward to address the range of recommendations outlined in the report.

To conclude with the words of one faculty member interviewed for the Project: "Don't let this Millennium Project sit in a big folder and not be acted upon!"

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APPENDIX

The GRACE Project of the UA College of Medicine: Summary of Results and Preliminary Solutions

The GRACE Project (Generating Respect for All in a Climate of academic Excellence) was designed to investigate causes of the disparity between women and men faculty in the College of Medicine (COM) in track assignment, promotion to higher ranks, and leadership positions. The project was conducted by the Dean's Committee on Women Faculty, which was composed of men and women faculty from all COM departments. The COM administration provided access to personnel data and funding for a part-time research assistant.

Methods

Three approaches were utilized to test a series of hypotheses.

- Data regarding rank and salary were obtained from the Appointed Personnel database to provide quantitative information about the status of women faculty at the College of Medicine. Data were obtained for FY 1999-2000 on the 413 faculty in the COM who were $\geq 50\%$ time on the tenure, clinical suffix or research track and assistant, associate, and full professors located in Tucson. Comparisons between salaries of women and men faculty were adjusted for rank, years at that rank, track, degree, "specialty," whether section or department head, and, on a subset, publications and clinical revenues.
- Faculty members were surveyed (n=198) using an on-line, structured questionnaire to identify demographic factors, behaviors, attitudes and experiences that foster productivity, advancement and leadership in the COM.
- Ethnographic interviews were conducted with a representative sample of men and women at the COM (n=54). Topics included reasons behind career choices and personal definitions of success, advice received, promotion experiences, leadership opportunities, interaction with department leaders, and treatment.

Results have been presented to and discussed with the COM dean, the faculty and the university administration.

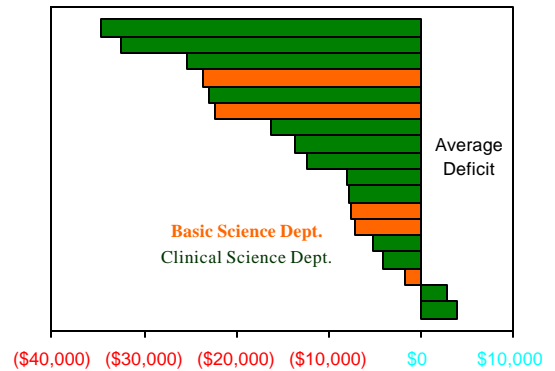
Results (of rank/salary and survey analyses)

I. Salary and Resources

Hypothesis 1: Women faculty in the College of Medicine are paid equally and have equal access to resources.

The Facts: Salary

- The average salary for women was 89% of the average salary for men, after adjusting for rank, track, degree, specialty, etc. as described above.
- Adjusted average salary was \$14,000 less for women than men in clinical departments, and \$7,000 less in basic science departments.
- The salary differential increased with rank, from \$9,600 for assistant professors to \$30,300 for full professors in clinical departments, and from \$7,500 for assistant to \$24,000 for full professors in basic science departments.
- The gender difference in salary existed for virtually all departments.



The Facts: Resources

- There were no gender differences (either overall or when adjusted for rank) in perceived difficulty of obtaining secretarial or technical support, operating resources, or office space.
- However, women full professors were significantly more likely to share research space with other faculty (*women - 73%, men - 40%; p < .05*)

II. Gender Differences in Rank and Track

Hypothesis 2a: The distribution of women in the COM reflects the “pool” of available women.

The Facts: Rank and Track Assignment

- The percent women in the COM declined with rank, from 45% of assistant professors to 25% of associate professors, and 14% of full professors.
- Women were also less represented on the tenure-track. They were 45% of the research faculty, 39% of the clinical faculty, and 26% of faculty on the tenure-track.
- The majority of men (55%) were promoted, tenured associate or full professors, while only 22% of women in the COM had this distinction.

- The lack of women at higher ranks and on the tenure-track could not be explained by the “pipeline effect” since 27% of assistant professors nationwide in 1989 were women, while only 22% of associate and 11% of full professors at the COM were women, ten years later.

Hypothesis 2b: There are fewer women at more advanced ranks because they are less committed to their careers (and therefore less productive) than are men.

The Facts: Career Commitment and Productivity

- There were **no** reported differences between women and men in 1) importance of career advancement; 2) importance of balancing work with personal life; 3) extent to which work and personal life conflict; or 4) desire to work part-time (among full time faculty).
- There were also no significant gender differences in the self-reported number of publications when adjusting for rank and track (*mean peer-reviewed publications: 37 women, 46 for men; $p=.25$*).

The Facts: Promotion

- Despite the lack of gender differences in productivity or reported commitment, the time to promotion to associate professor tended to be greater for women than men (*6.0 years vs. 5.1 years, $p<.10$*), after adjusting for track and publications.
- Women on the tenure-track were more likely to have considered changing tracks (*46% vs. 9%, $p<.00001$*), but were no more likely to delay the tenure clock.

III. Leadership Skills and Opportunities

Hypothesis 3: Women don’t have the “right stuff” to be leaders.

The Facts: Leadership Potential

There were **no** significant gender differences in:

- Aspiration to a leadership position (*women - 61%, men - 57%*).
- Importance of having a leadership position (*1-5 scale, 5 as “very important”: women - 3.0, men - 3.3*).
- Perception that they had the qualities of a good leader (*women - 91%, men - 95%*).
- Willingness to take on time consuming tasks (*1-6 scale, 6 as “very willing”: women - 4.33, men - 4.55*).
- Perception of being undermined in a leadership role (*women - 42%, men - 44%*).

The Facts: Leadership Opportunity

However, women were significantly less likely **to be asked** to serve as a:

- Committee chair (*women - 48%, men - 68%; $p < .006$*).
- Section or division head (*women - 12%, men - 45%; $p < .00001$*).
- Department head (*women - 6%, men - 26%; $p < .0007$*).
- Comparisons for section and department head were statistically significant when analyses were limited to associate and full professors.

The Facts: Leadership Experience

- Women felt significantly less effective in influencing departmental decisions (*1-6 scale, 6 as “very effective”: women - 3.6, men - 4.2, $p < .01$*).
- Women were less likely to have decision-making authority over promotion of colleagues (*women - 27%, men - 48%; $p < .005$*) or over allocation of resources (*women - 22%, men - 47%; $p < .0006$*).
- Women were less likely to offer advice to the department chair (*1-5 scale, 5 as “always”: women - 2.7, men - 3.2, $p < .001$*).
- Gender differences in decision-making authority and advice to the chair remained significant when analyses were limited to associate and full professors.

IV. Gender Discrimination

Hypothesis 4a: Women and men are treated equally by colleagues and supervisors.

The Facts: Differential Treatment by Colleagues and Supervisors

- There were **no** gender differences in frequency of 1) colleagues/supervisors questioning one’s expertise or authority; 2) being criticized by colleagues or supervisors on appearance or style of communication, or 3) respectful treatment by staff.
- Nevertheless, women were less likely to feel like they “fit in” (*women - 72%, men - 85%, $p < .03$*).
- Women were significantly less likely to feel they were given appropriate credit for their work (*1-6 scale, 6 as “always”: women - 4.2, men - 4.5; $p < .06$*).
- Women were significantly more likely to report that safety concerns had deterred them from working at certain times (*women - 10.1%, men - 1.6%; $p < .01$*), or in certain places (*women - 11.6%, men - 4.7%; $p < .07$*).

Hypothesis 4b: There is little discrimination in the College of Medicine, but when it occurs, the system responds effectively.

The Facts: Differential Treatment by Department and College

- Women were significantly more likely to state that their department treated men and women differently, either somewhat or to a great extent (*women - 54%, men - 21%; $p < .00001$*).
- Women were significantly more likely to report they had been discriminated against (*women - 32%, men - 5%; $p < .00001$*).
- More women than men felt that the COM responds inappropriately to charges of discrimination (*women - 68%, men - 15%, $p < .00001$*).

Summary of Problems/Preliminary Solutions

Some proposed solutions to the problems identified through the GRACE Project follow. It is anticipated that there will be an Advisory Council of Women Faculty that will oversee the collection, analysis and reporting of data and the implementation of solutions. Accountability for improvement in the status of women faculty will reside with the department heads and deans. Rewards, in the form of additional discretionary funds, faculty lines and research support for faculty, will be apportioned to those deans and department heads that demonstrate significant progress in the equitable support, promotion, and retention of women faculty, and the advancement of women leaders.

- I. Salary and Resources: Women are less likely than men to receive the rewards of the system, such as salary or research space.
 - Track and report salary by gender, with funds from the administration.
 - Track and report resources provided to faculty members, including space and start-up packages, by gender.
 - Rectify differences in salary, space and support for women faculty.
- II. Rank and Track: Women are underrepresented at higher ranks and on the tenure-track, despite the lack of differences in commitment or productivity.
 - Monitor and report gender differences in distribution of faculty by rank and track.
 - Track gender differences in recruitment and retention of faculty.
 - Collect exit interview data on all COM faculty.
 - Create a structure for appropriate, effective mentoring of faculty.

III. Leadership: Women are interested in, and capable of taking on leadership positions, but are rarely given the opportunity.

- Track and report gender distribution of leadership appointments within departments and colleges of the Arizona Health Sciences Center.
- Educate search committees for leadership positions about subtle discrimination.
- Train existing leaders in alternate leadership styles.
- Foster leadership development in all faculty.

IV. Gender Discrimination: Discrimination against women faculty is common, and few feel the COM adequately addresses discrimination.

- Educate leadership and faculty about subtle discrimination.
- Research perceptions of discrimination and the institutional handling of discrimination among women and men faculty.
- Address issues of life/work balance to enhance the working environment for all.
- Facilitate peer-peer and faculty-leadership interaction to identify creative solutions to the issue of discrimination (Promote Equity Awareness and Climate Enhancement, PEACE).

Conclusion

The GRACE Project has documented substantial differences in the treatment of men and women faculty in the College of Medicine. Current objectives are to 1) continue with analysis of the data collected, particularly the ethnographic interviews with faculty and department chairs, and 2) continue to meet with faculty and administration to identify additional strategies for solving the problems identified. The ultimate goal of the project is to achieve parity for women and men faculty in an environment of academic excellence.