University of Colorado Denver

The Evaluation Center

A center for the advancement and practice of evaluation

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Supporting Gender Equity: Faculty Focus Group Results

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OVERVIEW

To inform the development of an action plan to support gender equity initiatives within the University of Colorado, Department of Medicine (DOM), The Evaluation Center conducted focus groups to gather faculty perceptions of possible actions. Nine focus groups were conducted between January 23 to March 2, 2017 (three on the Anschutz campus and two at each of the off-campus sites – Denver Health, National Jewish, and Veterans Administration Hospitals).

PARTICIPANTS

Participants were invited to attend focus groups using stratified random sampling to assure representation based on gender, rank, and faculty role. Members from all divisions were also invited. We invited a total of 577 faculty members based on the sampling plan. A total of 153 individuals participated in the focus groups (16.3% of the faculty and 27% of those in the selected sample). Attendees included members of 13 DOM divisions (see Appendix A for participation by division data). Participants also reflected the demographics of the DOM population based on the identified categories, as shown below.

Focus Group Attendee Demographics as compared to DOM Population

			Gender		Rank		Faculty Role	
		ALL TOTAL	Male	Female	Junior	Senior	Clinical	Research
POPULATION:	COUNT	941	453	488	562	379	540	400
	PERCENT	100	48.1	51.9	59.7	40.3	57.4	42.5
ATTENDEES:	COUNT	153	69	84	78	75	83	70
	PERCENT	16.3	45.1	54.9	51.0	49.0	54.2	45.8

METHOD

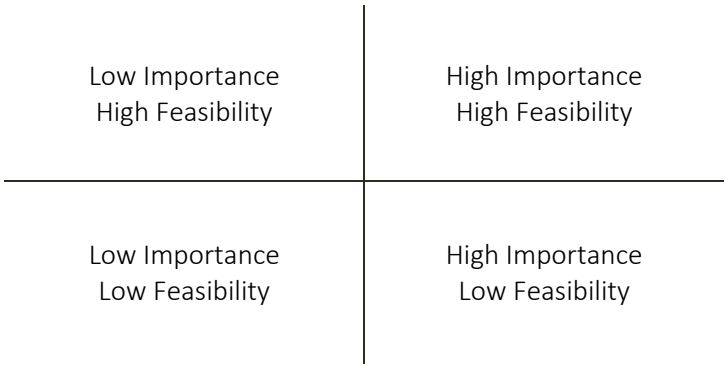
Prior to the focus groups, participants provided feedback concerning their preference for topics to be discussed at the sessions. They were given eight potential topics drawn from the relevant literature on gender equity at institutions of academic medicine. The topics are shown below in the order of faculty preference. Based on this feedback, the top four topics (in bold) were included in the focus groups.

1. **Salary Equity**
2. **Promotion and Tenure of Female Faculty**
3. **Faculty Development/Leadership Pipeline**
4. **Unconscious Bias/Creating an Equitable Culture**
5. Mentoring and Sponsorship
6. Work/Life Balance
7. Family Friendly Climate
8. Faculty Recruitment

As a next step, nine effective solutions were identified related to the prioritized topics. Participants were given descriptions of these solutions (see Appendix B). During the focus groups, participants were seated randomly in small groups and asked to address two questions in writing:

- What difference would this solution make to your faculty/school?
- What attributes are necessary to make this solution successful?

Each participant was invited to provide feedback on all solutions and to generate any new solutions relevant to the topics. Evaluators observed discussions and made field notes. After group discussions, each individual was given the opportunity to rate the solutions on a matrix of "importance" and "feasibility" by placing a dot in the quadrant of a graph that reflected their opinion of the solution.



Written results were coded thematically by two evaluators, and matrix rating scores were calculated across all sessions.

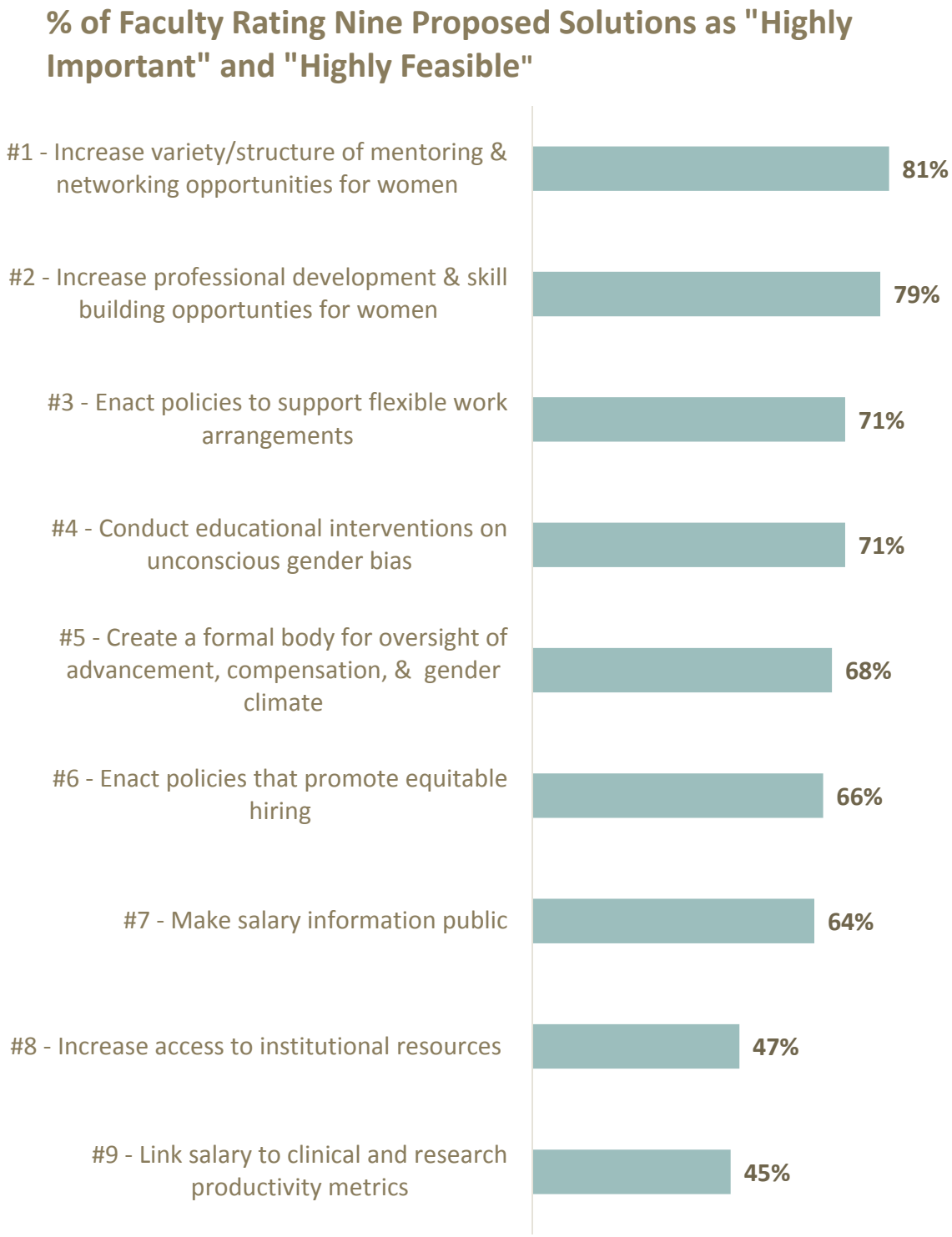
REPORT ORGANIZATION

In this summary report, DOM faculty feedback is presented for the nine proposed solutions in the order of their rating of importance and feasibility. Representative quotes are presented to describe the importance of the solution. The matrix ratings are summarized in a graph to show the percentage of faculty rating the importance/feasibility of each solution by quadrant.

In this summary, only the most prevalent themes in the participants' recommendations for important attributes of the solution are presented. Many recommendations were offered only once; a full list of recommendations will be included in the final report.

New solutions that emerged during the focus groups are presented in areas most closely aligned with the topic areas.

RESULT HIGHLIGHTS



RESULTS BY SOLUTION

#1 – MORE MENTORING OPTIONS

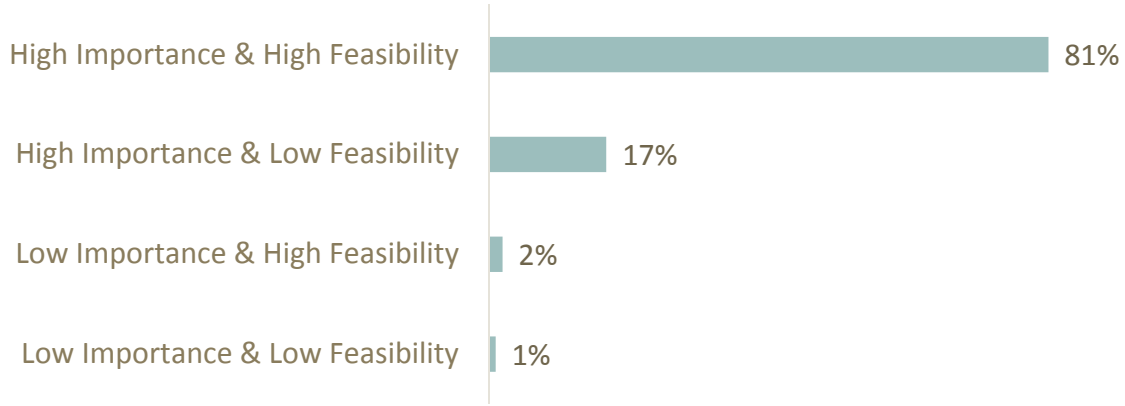
"Mentoring is most effective and makes a difference."

"[Mentoring] creates a more supportive environment [and] increases connections."

Proposed Solution:

Increase the variety and structure of mentoring and informal networking opportunities available, especially options designed for women.

Faculty Rating of Importance and Feasibility of this Solution:



Faculty Recommendations of Necessary Attributes for this Solution to Succeed:

(Most prevalent themes, sorted high to low based on frequency)

- Compensate mentors (time and/or money)
- Provide more structured mentorships; more accountability
- Provide roles models of successful women
- Provide gender specific mentoring
- Focus on leadership development
- Evaluate mentoring outcomes
- Expand existing mentoring programs (LITES)
- Structure to avoid conflicts of interest in multiple roles of mentor
- Increase information on mentoring opportunities

A new solution offered by faculty was a recommendation for encouraging peer support networks.

#2 – INCREASE PROFESSIONAL DEVELOPMENT OPPORTUNITIES

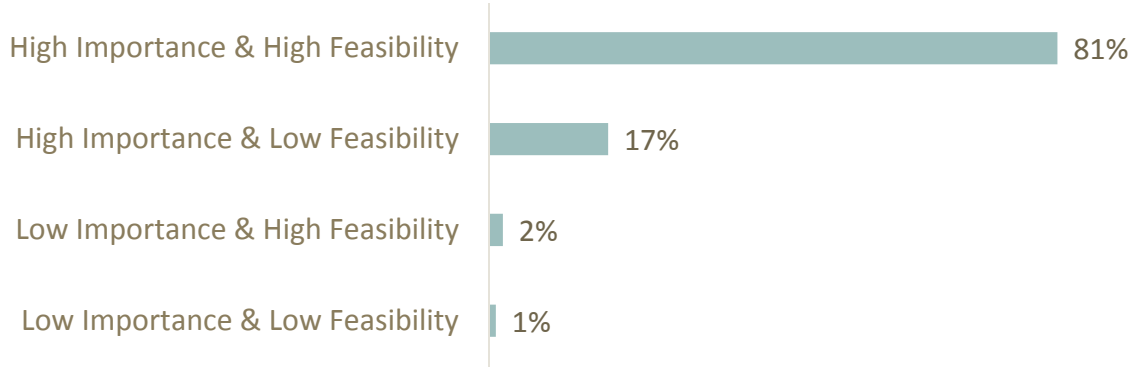
Proposed Solution:

Increase opportunities for women's participation in structured professional development and skill building workshops.

"[Professional development] would engage females in the academic process."

"[This would encourage] a higher percentage of women leaders [and] women staying."

Faculty Rating of Importance and Feasibility of this Solution:



Faculty Recommendations of Necessary Attributes for this Solution to Succeed:

(Most prevalent themes, sorted high to low based on frequency)

- Provide protected time for professional development
- Train mentors
- Provide targeted professional development for women
- Expand training opportunities for everyone
- Increase awareness and recruitment for professional development opportunities
- Provide access to leaders
- Conduct trainings at all sites
- Evaluate outcomes

The most highly rated new solution offered by faculty was a recommendation for training in salary negotiation.

Another new solution was a recommendation to offer sabbatical leaves for women to shadow leaders at other institutions. negotiation.

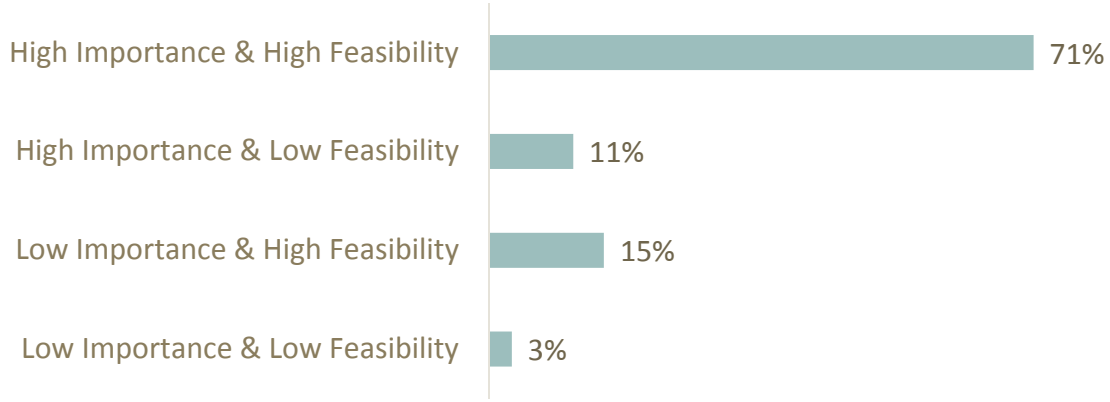
#3 – CONDUCT EDUCATIONAL INTERVENTIONS

Proposed Solution:

Conduct educational interventions on unconscious gender bias.

"[Educational interventions would have] broad impacts including hiring, equitable pay [and] promotion."

Faculty Rating of Importance and Feasibility of this Solution:



Faculty Recommendations of Necessary Attributes for this Solution to Succeed:

(Most prevalent themes, sorted high to low based on frequency)

- Include content to raise awareness of biases
- Include self-assessment of bias
- Require training
- Train leaders and provide them feedback
- Use evidence-based strategies
- Offer reoccurring training
- Use cases and examples
- Provide interactive training
- Provide funding for trainings

A new solution offered by faculty related to unconscious gender bias was a recommendation to establish a process for confidential reporting of gender bias.

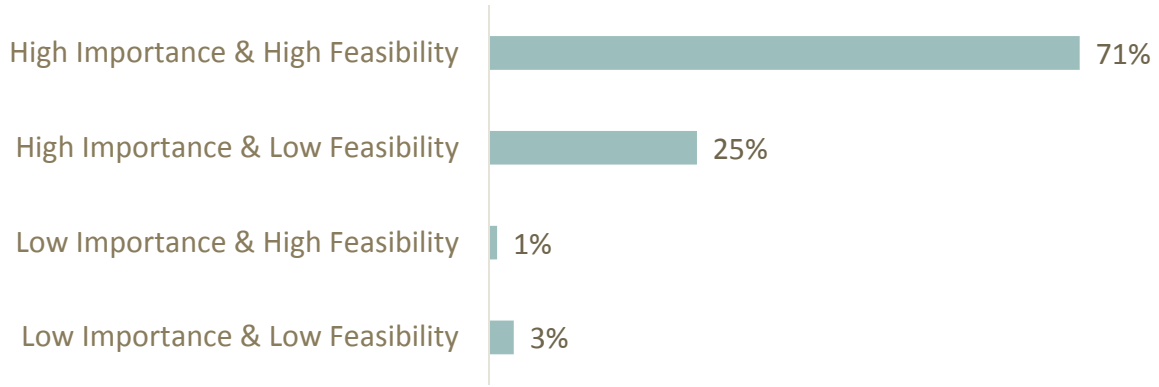
#4 – PROVIDE FLEXIBLE WORK OPTIONS

Proposed Solution:

Enact policies for flexible work arrangements

"Institutional policies for flexible work arrangements [are] especially important in recruiting."

Faculty Rating of Importance and Feasibility of this Solution:



Faculty Recommendations of Necessary Attributes for this Solution to Succeed:

(Most prevalent themes, sorted high to low based on frequency)

- Flexible policies needed by both men and women
- Provide maternity/paternity leave
- Allow promotion timeline to stop or slow
- Allow part time
- Provide coverage, locums
- Allow job sharing

The most frequently mentioned new solution offered by faculty was a recommendation for on-campus day care options.

Another new solution offered by faculty related to work arrangements was a recommendation to regularly conduct group discussions on work/life balance with all levels of faculty.

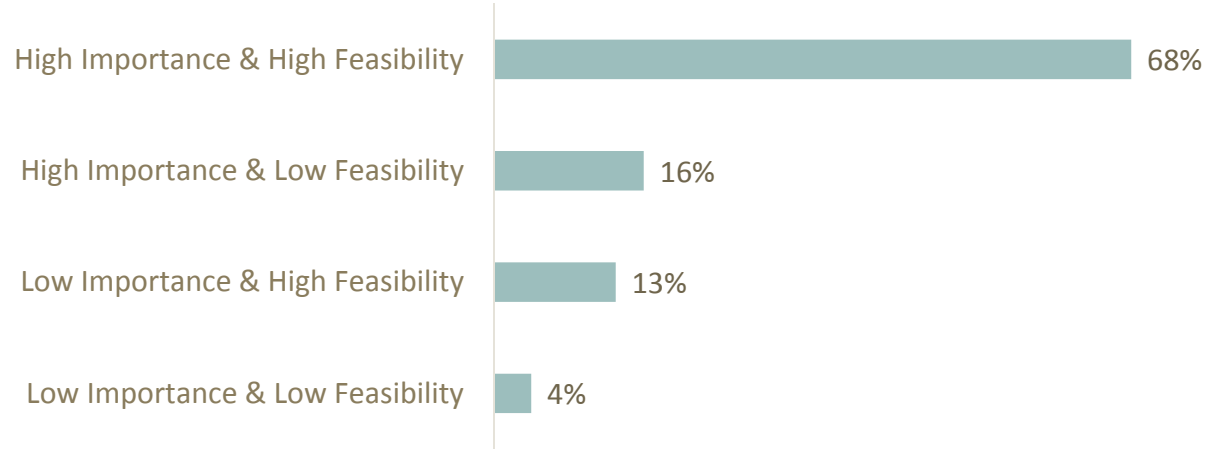
#5 – ESTABLISH AN OVERSIGHT COMMITTEE

Proposed Solution:

Create a formal body (e.g., committee, office) that provides ongoing oversight of advancement, compensation, and overall gender climate.

"[This] establishes an expectation simply by existing."

Faculty Rating of Importance and Feasibility of this Solution:



Faculty Recommendations of Necessary Attributes for this Solution to Succeed:

(Most prevalent themes, sorted high to low based on frequency)

- Ensure the committee is impartial, possibly external
- Assure equitable representation of groups on committee
- Enact all salary equity solutions (public salary, metrics, oversight committee) as a package
- Ensure committee is empowered to make changes

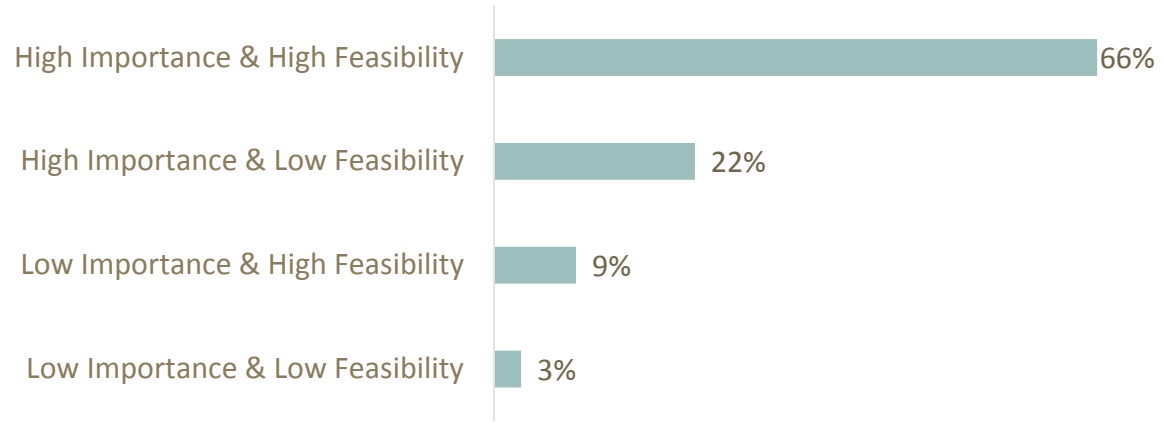
6- ENACT HIRING POLICIES

Proposed Solution:

Enact policies that promote equitable hiring.

"[Equitable hiring policies] could attract more women to our organization, if diversity exists."

Faculty Rating of Importance and Feasibility of this Solution:



Faculty Recommendations of Necessary Attributes for this Solution to Succeed:

(Most prevalent themes, sorted high to low based on frequency)

- Require search committees to have a clear plan and metrics followed by a full report
- Require search committees to include defined % of women, minorities
- Conduct gender-blind reviews of applications (although equally prevalent was a concern about this practice and quotas)
- Require gender bias training for search committees

#7 – MAKE SALARIES PUBLIC

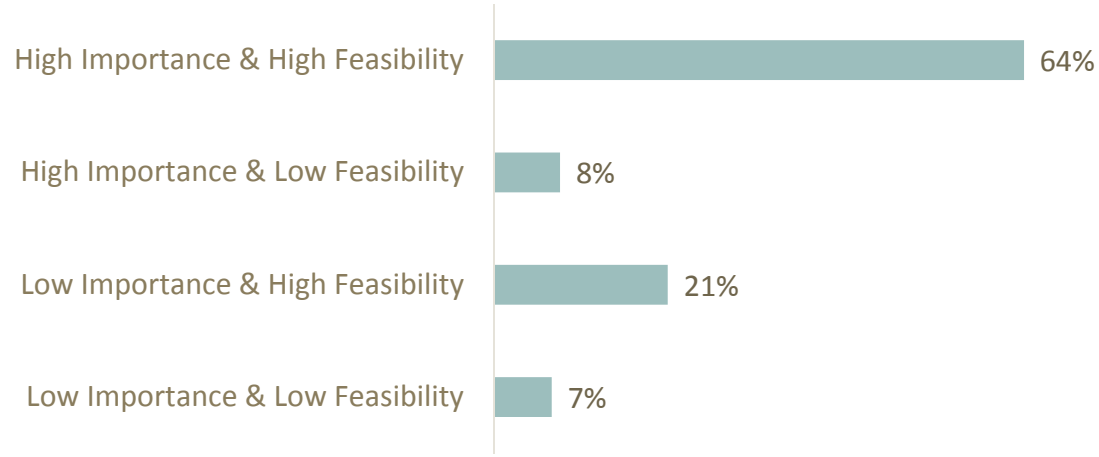
Proposed Solution:

Make salary information public.

"Yes! Transparency would go a long way toward normalizing gender inequality."

"[This could] increase stress for individuals, groups."

Faculty Rating of Importance and Feasibility of this Solution:



Faculty Recommendations of Necessary Attributes for this Solution to Succeed:

(Most prevalent themes, sorted high to low based on frequency)

- Provide clear descriptions of salary metrics and sources
- Provide accurate data updated regularly
- Make public data anonymous

#8 – INSTITUTIONAL RESOURCES

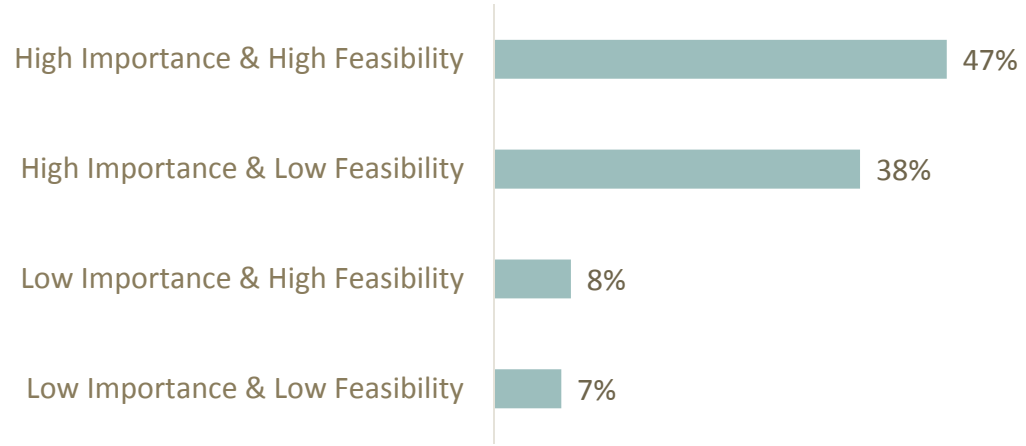
Proposed Solution:

Provide greater access to institutional resources such as protected time for female junior faculty.

"[This would have a] large effect. Protected time is valuable."

"[The] percentage of women with tenure would increase [and] representation [would] increase."

Faculty Rating of Importance and Feasibility of this Solution:



Faculty Recommendations of Necessary Attributes for this Solution to Succeed:

(Most prevalent themes, sorted high to low based on frequency)

- Provide more information on promotion requirements and opportunities
- Be sure to include all groups, sites
- Increase institutional resources
- Provide resources to both junior men and women
- Increase information on institutional resources
- Provide funding for protected time
- Make support from division heads evident

A new solution offered by faculty related to promotion and tenure was a recommendation that promotion committees use set criteria and provide written feedback if promotion is denied.

Another new solution related to promotion was a recommendation that promotion committees value funding sources equally.

A third new solution was to support women's participation on local and national award committees.

#9 – SALARY METRICS

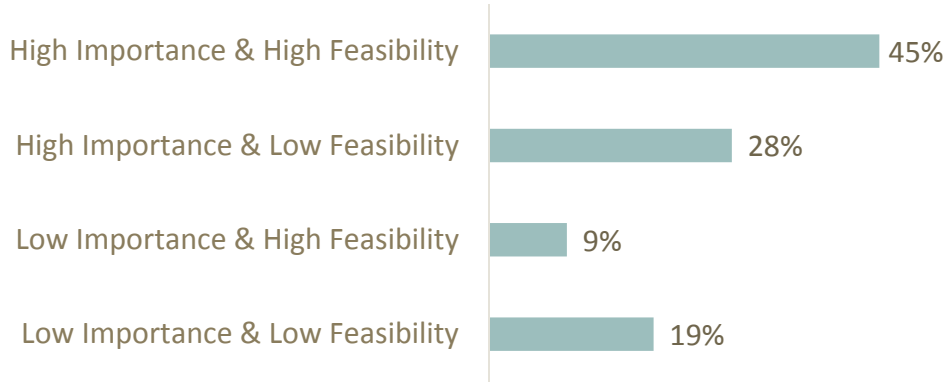
Proposed Solution:

Link salary data to a broad range of clinical and research productivity metrics that can be updated periodically.

"[This] would allow for transparency and fairness."

"Objective metrics [are] difficult to standardize."

Faculty Rating of Importance and Feasibility of this Solution:



Faculty Recommendations of Necessary Attributes for this Solution to Succeed:

(Most prevalent themes, sorted high to low based on frequency)

- Ascertain that metrics are clear, equitable, and reflect the complexity of roles
- Incorporate cost of living measures

A new solution offered by faculty related to salary equity was a recommendation to establish financial incentives for divisions achieving gender equity.

Another new solution offered by faculty was to eliminate the negotiation process and use a system of standardized salaries.

APPENDIX A: PARTICIPANT ATTENDANCE BY DIVISION

Focus Group Attendees as Compared to DOM Population, by Division

	Population		Attendees	
Division	COUNT	PERCENT	COUNT	PERCENT
Medicine-Allergy/Clinical Immunology	21	2.2	4	2.6
Medicine-Bioinformatics	9	1	2	1.3
Medicine-Cardiology	99	10.5	20	13.1
Medicine-Clinical Pharmacology/Toxicology	3	0.3	0	0
Medicine-Cvp-Cardio	1	0.1	0	0
Medicine-Cvp-Pulmonary	14	1.5	0	0
Medicine-Endocrinology/Metabolism/Diabetes	62	6.6	13	8.5
Medicine-Gastroenterology	55	5.8	4	2.6
Medicine-Geriatrics	23	2.4	4	2.6
Medicine-Health Care Policy Research	8	0.9	0	0
Medicine-Hematology	44	4.7	2	1.3
Medicine-Infectious Disease	72	7.7	11	7.2
Medicine-Internal Medicine	284	30.2	34	22.2
Medicine-Medical Oncology	73	7.8	20	13.1
Medicine-Pulmonary Sciences & Critical Care	104	11.1	22	14.4
Medicine-Renal Med Diseases/Hypertension	47	5	11	7.2
Medicine-Rheumatology	22	2.3	6	3.9
Total	941	100	153	100

APPENDIX B: SOLUTION DESCRIPTIONS

EQUITY IN PROMOTION AND TENURE OF WOMEN FACULTY

DEFINITION: Marked increases in the number of women graduating from medical schools have not kept pace with promotions and tenure of female faculty. When promotion and tenure processes do not provide "equal protection and transparency for all faculty, they may result in inequity that serves to maintain the status quo." We must pay attention to women's "advancement through the ranks." (Brief #6)
"A growing body of evidence suggests that women's advancement requires practices that establish organizational responsibility and accountability, thereby creating "organizational catalysts of change." (Valantine, et al., 2014)

RECOMMENDED SOLUTIONS FROM THE LITERATURE:
Solution #1: Greater Access to Institutional Resources (Valantine, et al., 2014)
Examples:

a) Awards that provide female junior faculty (assistant professors) with unrestricted funding for protected time to pursue research. The Stanford University School of Medicine study suggests this intervention mitigates the competing demands experienced by junior faculty (demands of clinical work, research, teaching, etc.). These demands have been shown to be detrimental to work and family, especially for women.

Solution #2: Institutional Policies for Flexible Work Arrangements (Brief #8)
Polices for flexible work arrangement most often fall into three categories:

Models:

a) Policy on tenure clock stoppage for a new parent (stopping the tenure clock or extending it)
b) Active service with modified duties (adjusting responsibilities for a period of time due to birth, death, other family matters such as elder care)
c) Part-time tenure-track appointment policies (this offers faculty with "significant other responsibilities to engage in a full faculty life, including progressing toward tenure")

Examples:

a) At Case Western Reserve University, stop the clock arrangement are automatic for births and adoptions; other family matters are available by request. Faculty may stop the clock for family leave as many times as needed.
b) The University of Montana has a modified duties policy that enables faculty in a tenure-stream position, who has caregiver responsibilities (not just for children) to be released from teaching, research and service for one semester. The administration funds the teaching replacement costs. Further, the policy provides a tenure-clock extension and delays annual evaluation by one year.

References:

Strategic Intervention Brief #6; Equitable Processes of Tenure and Promotion, accessed at http://www.colorado.edu/eer/research/strategic.html

Strategic Intervention Brief #8; flexible Work Arrangements, accessed at http://www.colorado.edu/eer/research/strategic.html

Valantine, H., Grewal, D., Manwai, C. K., Moseley, J., Mei-Chiung, S., Stevenson, D., Pizzo, P. (2014). The Gender Gap in Academic Medicine: Comparing Results from a Multifacted Intervention for Stanford Faculty to Peer and National Cohorts. *Academic Medicine*, Vol. 89, No 6 / June 2014.

FACULTY DEVELOPMENT/LEADERSHIP PIPELINE

DEFINITION:
Women have fewer opportunities for professional development, mentoring, and informal networking than men do. Women are less likely to be selected for leadership roles.

RECOMMENDED SOLUTIONS FROM THE LITERATURE:
Solution #1: Increase opportunities for women's participation in structured professional development programs and skill building workshops.

Examples:

a) Stanford University offered structured professional development as part of a multi-faceted intervention to increase the percentage of women retain and promoted to full professor. Programs included:
   - Structured professional development that provided "… individualized development, access to influential faculty and university leadership, and intensive mentoring" and included a rigorous nomination process, emphasizing a priority for diversity.
   - Workshops that provided faculty with support and guidance on topics relevant to career advancement and developed specific skills (scientific writing, grant writing, time management) (Valantine, et al., 2014)

b) In a 20-year study, women who participated in career development programs were less likely to leave academic medicine. (Chang, et al., 2016)

Solution #2: Increase the variety and structure of mentoring and informal networking opportunities available, especially options designed for women

Examples (Brief #5):

a) Junior Faculty Mentoring Lunches -- Monthly informal lunches for mentors/mentees on a wide variety of topics (University of Texas at El Paso)
b) Hotline Mentoring – Telephone conversations with an experienced colleague to brainstorm approaches to immediate or serious situations (e.g., salary negotiations, work-life concerns) (Case Western Reserve)
c) Mentoring for Leadership – Monthly presentations by women leaders who discuss their personal history, challenges, and success strategies (University of Washington)
d) Monthly Workshops – Focused on career development, writing and publishing, work-life balance, and women's challenges (Hunter College)
e) The Department of Surgery, Mass General, Harvard Medical School, developed an evidence-based mentorship instrument with standardized metrics of academic success, which contributes to transparency in faculty skill building and promotion potential. (Phitayakorn, et al., 2016)

References:

Chang, S., Morahan, P. S., Magrane, D., Helitzer, D., Lee, H. Y., Newbill, S., Peng, H. L., Guindani, M., & Carinalie, G. (2016). Retaining faculty in academic medicine: The impact of career development programs for women, Journal of Women's Health, 1 – 10.

Phitayakorn, R., Petrusa, E., Hodin, R. (2016). Development and initial results of faculty mentoring pilot program. *Journal of Surgical Research*, Vol. 205, Issue 1, 234 – 237.

Strategic Intervention Brief #5; Inclusive Recruitment and Hiring, accessed at http://www.colorado.edu/eer/research/strategic.html

Valantine, H., Grewal, D., Manwai, C. K., Moseley, J., Mei-Chiung, S., Stevenson, D., Pizzo, P. (2014). The gender gap in academic medicine: Comparing results from a multifacted Intervention for Stanford faculty to peer and national cohorts. *Academic Medicine*, 89, 904-911.

SALARY EQUITY

DEFINITION:
Multiple studies have found that there are significant gaps in salary between male and female faculty members at all levels and ranks in public medical schools.

Salary Equity is the number one priority topic selected by focus group participants.

RECOMMENDED SOLUTIONS FROM THE LITERATURE:

Solution #1: Make salary information public; by doing so, institutions/departments are likely to want to assess progress towards reducing gender salary gaps. (Jena, et al., 2016)

Solution #2: Link salary data to a broad range of clinical and research productivity metrics that can be updated periodically. (Jena, et al., 2016)

Solution #3: Create a formal body (a committee, office, etc.) that provides ongoing oversight of advancement, compensation and overall gender climate. This gender balanced committee or office regularly reviews salary equity, criteria from starting salary packages to end of career salaries for the most senior faculty. (Carr, et al., 2015)

References:

Jena, Anupan B., MD, Ph.D; Olenski, Andrew R.,BS; Blumenthal, Daniel M., MD,MBA, Sex Differences in Physician Salary in U.S. Public Medical Schools, Published online, July 11, 2016, doi:10.1001/jamainternmed.2016.3284

Carr, Phyllis, MD., FACP, et.al., Inadequate Progress for Women in Academic Medicine: Findings from the National Faculty Study, Journal of Women's Health, Vol., 24, Number 3, 2015 @Mary Ann Liebert, Inc. DOI: 10.1089/jwh.2014.4848.

UNCONSCIOUS GENDER BIAS: CREATING AN EQUITABLE CULTURE

DEFINITION:
Unconscious gender bias is the unintentional filtering of information based on preconceptions of common societal gender stereotypes. (Sheridan & Carnes, University of Wisconsin-Madison)

RECOMMENDED SOLUTIONS FROM THE LITERATURE:
Solution #1: Conduct educational interventions on unconscious gender bias

Examples:

a) In 2012-2013, senior Stanford School of Medicine faculty (n = 13) gave 20-minute presentations at departmental faculty meetings on gender bias; 281 faculty members participated. The standardized presentation provided data that depicts the existence and effects of unconscious gender bias in academic science as well as tips for overcoming bias. Research on the impact of the presentations found this educational intervention "significantly changed all faculty members' perceptions of bias."
(Girod, et al., 2016)

b) In 2010-2012, faculty (n= 2,290) at the University of Wisconsin-Madison participated in a 2.5 hour standardized workshop to enhance gender equity that included three modules: 1) review of research on bias; 2) identification of bias manifestations; and 3) presentation of behaviors to overcome gender bias. Research on the impact of the workshops found significant changes and concluded such workshops "can help faculty break the gender bias habit and change departmental climate." (Carnes, et al., 2015)

Solution #2: Enact policies that promote equitable hiring

Examples:
In a review of 27 studies, these policies were found to promote gender equity hiring:

a) Improve the interview process
   - Provide training in equitable hiring to search committee members (Brief #5)
   - Search committees use structured interviews with standardized sequential questions (Isaac 2009)
   - Search committee members rate credentials and specific criteria before reviewing applicants (Isaac 2009)

b) Increase accountability for department leaders and search committees:
   - Require a written plan describing inclusiveness plan (Brief #5)
   - Require the applicant pool for hiring to be at least 25% women (Isaac 2009)

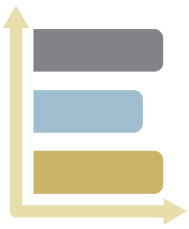
c) Create a senior faculty committee to advise all search committees on best practices, potential biases, and strategies to improve searches and evaluation of candidates (Brief #5)

References:
Carnes, M., Devine, P. G., Manwell, L. B., Byars-Winston, A., Fine, E., Ford, C. E., Forshcher, P., Isaac, C., Kaatz, A., Magua, W. (2015). The effect of an intervention to break the gender bias habit for faculty at one institution: A cluster randomized, controlled trial. *Academic Medicine*, 90, 221- 230.

Girod, S., Fassiotto, M., Grewal, D., Manwai, C. K., Sriaram, N., Nosek, B. A., & Valantine, H. (2016). Reducing implicit gender leadership bias in academic medicine with an educational intervention. *Academic Medicine*, 91, 1143-1150.

Isaac, C., Lee, B., & Carnes, M. (2009). Interventions that affect gender bias in hiring: A systematic review. *Academic Medicine*, 84, 1440-1446.)

Strategic Intervention Brief #5; Inclusive Recruitment and Hiring, accessed at http://www.colorado.edu/eer/research/strategic.html



University of Colorado **Denver**

The Evaluation Center

A center for the advancement and practice of evaluation.

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