Climate for Faculty

Report of the Chancellor's Task Force on the Climate for Faculty

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Author's Note

This report was written by the Chancellor's Task Force on the Climate for Faculty from April, 2002 to February, 2003.

The Chancellor's Task Force on the Climate for Faculty

Ruth Greenblatt, MD (School of Medicine)
William Margaretten, MD (School of Medicine)
Mary Croughan, PhD (School of Medicine)
John Featherstone, PhD (School of Denistry)
Howard Fields, MD (School of Medicine)
Donna Ferriero, MD (School of Medicine)
Patrick Fox, PhD (School of Nursing)
Reg Kelly, PhD (School of Medicine)
Helene Lipton, PhD (School of Pharmacy)
Eugene Washington, MD, MPH (School of Medicine)
Zena Werb, PhD (School of Medicine)
Sandra Weiss, PhD (School of Nursing)

and Ruth Weiller, Task Force Staff

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I. SUMMARY

A. BACKGROUND:

The University of California, San Francisco (UCSF) conducted a self-administered, mail back survey regarding the campus' climate for faculty among all paid faculty members during the fall of 2001. The UCSF Faculty Climate Survey data were analyzed by Belden, Russonello & Stewart, the company that administered data collection, and a final report was issued in April, 2002. In general, the survey results indicated that the faculty relish the intellectual challenges of their work at UCSF. Faculty reported relatively high levels of personal stress particularly with regard to melding their work lives with their personal lives. Improvements in the clarity of the policies and process for appointment to the faculty and by which merit is assessed was generally called for. Many faculty were not familiar with existing University of California family-friendly policies and improvements that have occurred at UCSF as a result of policies and services concerning sexual harassment in the work place. Women faculty indicated that their opportunities for future advancement were lesser than those of their male colleagues and that the campus made inadequate efforts to welcome new faculty. Women also reported concerns regarding use of flexibility options, such as extension of the tenure clock, including fears that use of these options would result in some kind of career penalty.

"This is not a pipeline issue any longer; that is, the proportion of women who obtained PhDs (and MDs) 20 years ago was higher than the proportion of women full professors today"

"There is no single magic bullet that will increase that proportion [of women full professors]; rather it will take institutional commitments of many kinds"

"The difficult task of balancing work and family is at the core of the under-representation of women in professions"

Shirley Tilghman, PhD quoted in [43]

This Task Force reviewed results of a large number of studies and expert recommendations, both originating at UCSF and in other organizations. Herein we provide recommendations based upon the work of a range of UCSF committees, "best practice" standards produced by leading academic and research organizations and a review of University of California policies to respond to the UCSF Climate Survey[4].

B. RECOMMENDATIONS (BY PRIORITY)

1. Leadership and Investment

The Chancellor and Deans must take an effective leadership role in the response to, and implementation of, recommendations resulting from the Faculty Climate Survey, and that these efforts be conducted in public. The experiences of other universities and organizations demonstrate that the most effective efforts to improve climate for professional workers begin with top leadership, who assume a vigorous role in the process. Further, public announcements of the program, and its progress, have been a characteristic of the more successful efforts.

2. Flexibility

UCSF must make full use of the flexibility mechanisms that have been established by the University of California to permit faculty to adjust work demands to the needs of their personal lives including: appropriate use of faculty appointment series and tenure clock timeline extension (which survey respondents reported not using for fear of being penalized). Departmental mentors should be assigned to assist junior faculty in planning

their career path via choice of appointment series, clock extensions, and clarification of expectations to coincide with personal life needs.

3. Transparency of Process

Written materials describing the departmental merit appraisal process and preparatory materials should be readily available (on-line for example,) and match the policies and procedures employed by the department. The University of California "Career Review Procedure" should be available to faculty especially for those who are considering a change in series.

4. Departmental Mentoring

Detailed and ongoing departmental mentoring should be provided by the chair, division chief or a designated senior faculty member to all assistant professors, associate professors at step 2, and professors at step 4 to: a. assist faculty in negotiating and understanding the terms of their appointments (hiring checklist) and documenting this in writing, b. inform faculty of flexibility options, c. identify and seek remedies for problems, d. assess progress on a semi- or annual basis, e. write an annual assessment of progress and goals for the upcoming year.

5. Institutional Welcoming

A mandatory on-line orientation program should be established to provide: a. UCSF-wide information on key policies (harassment, mediation services, APM, Dean's Office functions, faculty senate, appointment series, flexibility options, leave policies), b. orientation for faculty who will perform research (scientific integrity, basic fiscal management, basic personnel management, contracts and grants procedures, human and animal subjects protection and biohazard policies), c. orientation for faculty who will perform clinical work (staff appointment processes, emergency procedures, clinical record procedures and policies, patient care ethics), d. orientation for faculty who will teach (relevant policies, evaluation, helping troubled students, content and format of curricula, teaching materials and scheduling), e. departmental information.

6. Searches for Faculty and Leadership Positions

Clear guidance regarding the conduct of searches and the provision of informational resources for them should be provided. The Search Ambassadors Program proposed by the Academic Senate's Equal Opportunity Committee should be implemented to assist search committees in using best practices and in the relocation of recruits to the Bay Area. Toolkits should be developed to establish best practices and to make expertise and resources for searches more available.

7. Opportunity

UCSF should identify positions that provide experience that serves as a qualification for leadership ("springboard positions") and insure that fair consideration is given to all faculty who wish to be considered for such positions. Specialized mentoring should be provided to faculty who are considering or are assuming leadership positions to assist in decision-making, and to improve the efficacy of leaders. All leaders should undergo leadership training via extra- or intra-mural programs to ensure that each has the skills to support the development and retention of faculty.

8. Socially Welcoming New Faculty

Social welcoming programs for new faculty should be provided with the goals of making new faculty feel welcome and introducing new and existing faculty to each other.

9. Work/Life Balance

UCSF should work to foster a balance between professional and personal life by: eliminate an institutional culture that requires the unlimited availability of faculty to work.

10. Issues for Faculty who Perform Clinical Work

UCSF should work to identify new ways to assess merit for investigators whose work is highly collaborative and assign value to the unique contributions made to group efforts; make the merit appraisal process more open to valuing clinical and qualitative research; and find ways to assess clinician scientists that takes into consideration both research and clinical productivity, and does not expect active clinicians to have equal research productivity to faculty with no clinical responsibilities.

C. KEY FINDINGS OF THE UCSF FACULTY CLIMATE SURVEY

(Belden, Russonello & Stewart, Fall, 2001)

Most male and female faculty enjoy their work at UCSF.

They express satisfaction with the nature of their work at UCSF. They are enthusiastic about the intellectual stimulation of their jobs, and express satisfaction with the type of work in which they are engaged.

Women are less optimistic than men about their future prospects at UCSF.

Men are much more likely than women to see leadership and advancement in their own futures.

The faculty report that working at UCSF takes a heavy toll on faculty members' lives outside of work.

Women in particular are quite unhappy with the amount of time they have available to spend outside work. Only a third of all faculty believe that the institution does a good job of allowing for flexible schedules for faculty with young children, elderly parents, or other personal needs.

The faculty say the demands of work at UCSF seem overwhelming.

Three quarters of women and six in ten men say they have to work an unhealthy, unreasonable amount of time to succeed. In addition, women are far more likely than men to believe the system penalizes those who take maternity leave.

The faculty suggests institutionalized solutions.

Two thirds of women agree that Academic Senate faculty should be able to work part time. Men concur on this issue but with considerably less fervor.

Women at UCSF are particularly displeased with the level of information and the clarity of the processes related to their careers.

Men and women were critical of UCSF's performance in informing new faculty of options that are open to them, the advantages and disadvantages of various series, and the promotion process, but women's experience is more negative than men's.

UCSF has room to grow in modeling and mentoring.

Only a third of men and women are satisfied with the mentoring available to them, and few believe the University does a good job of providing formal or informal mentoring. Most faculty who have mentors found them through their own efforts. Furthermore, while nearly all men had a mentor of the same sex, less than half of women say their mentor was also a woman.

Female faculty members are particularly critical of UCSF for doing an inadequate job of welcoming new women.

Only a third of all faculty members call the job the University does of welcoming new faculty of their own gender "excellent" or "good."

Women and men have starkly different views of their work environment at UCSF.

Men see a good climate for all at UCSF, while women see a good climate for men only. Many women see unfair limits on their participation in the University: sizable pluralities of women believe they are asked to serve on less important committees, left out of decision making, and are given assignments as tokens. Men, by contrast, heartily disagree with all these views.

The University receives weak marks on providing a climate free of sexual discrimination.

Women are more likely than their male colleagues to be critical in this area as well.

Nearly one half of the women, but less than one in ten men, believe they have definitely or probably experienced discrimination at UCSF. Few women believe UCSF performs well in responding to charges of sexual harassment or discrimination.

The faculty overall gives lukewarm approval to UCSF on addressing discrimination issues. About four in ten men, but only about a quarter of women agree that the University does a good job: responding to charges of sexual harassment; addressing perceived discrimination; and providing appropriate resources for persons with disabilities.

The efforts needed to attract and keep top-notch female faculty are a climate that promotes mentoring and advancement, family friendly policies, and financial benefits.

More mentoring, better role models, and more women in leadership positions are among the most called for measures. Faculty members frequently specify more flexibility and part-time work, assistance with childcare and spousal employment, and more encouragement to work regular hours, as important to luring top women to UCSF.

D. TASK FORCE CHARGE

The UCSF Chancellor's Task Force on the Climate for Faculty was appointed in April, 2002 to:

- review the survey report and propose any further analyses or data gathering that might be appropriate;
- seek input from appropriate campus units (committees, organizations, offices) and individuals;
- identify efforts which may already be underway to address issues of concern that have been identified in the survey;
- identify, by priority, problems that need to be addressed; and
- recommend specific actions.

II. INTRODUCTION

The UCSF Faculty Climate Survey included women, men and minority faculty from all UCSF departments and schools. The results address the overall climate at UCSF for faculty, though a significant number of survey questions were directed at determining whether and where gender inequities may exist. This report and its recommendations include items that address issues that exist for faculty in general and for women more specifically. Unfortunately, UCSF, like its sister institutions, has relatively few minority faculty, and the recent survey of faculty did not have the power to separately address the issues experienced by this important group. However, other surveys of minority faculty, both institutional and national, exist, and these consistently indicate that women and minority faculty experience many of the same difficulties, and that these are often similar to the problems reported by faculty in general, but more severe and more pervasive. We have used information derived from studies of general faculty, women and minority faculties and other organizations for this report, and we often refer to women and minorities together in our recommendations.

> *"For departments with no women or minorities, the question of whether such an appointment is possible is very real".*
> From Sisters of the Academy [1].

The expansion of the numbers of women entering the sciences and engineering between 1970 and 1995 has resulted in a visible presence of women in these fields of the academy[5]. Sufficient data now exist to inform the assessment of advancement of women within scientific academia and challenges experienced by women faculty. Many of the problems identified by faculty respondents to the UCSF Faculty Climate Survey echo those identified by participants of other studies of faculties of a broad range of fields of study and academic institutions. Demographic and technological transitions over-time have resulted in disparities in the experiences of senior faculty and their successors[6]. In general, the problems reported almost universally among junior faculty are found to be more intense and limiting for women and minorities. In view of other such studies, the findings of UCSF's recent faculty climate survey are neither a surprise nor unique. However, the problems identified by the survey reflect the real experience of faculty, and indicate a threat to the University's ongoing success in recruiting and retaining top-notch professors. However, UCSF has an opportunity to compete more effectively for faculty than other institutions by making UCSF positions more attractive than those of our competitors. The risks are real and if improvements are not made in the way universities function, academic positions may not be attractive enough to engage the most talented postdoctoral scholars available for recruitment[6]. Recent findings indicate that a "brain drain" of young talent is occurring away from the academy to industry,

which, has in general been effective in accommodating the lifestyle flexibility needs of today's young scientists, while the unique prestige of academia appears to have diminished.

Recommendation 1. Leadership and Investment

The Stakes for UCSF

A. Background

Morahan and Bickel recently wrote that: "women and minorities make up almost 80% of the labor force. Yet women in the professions live in a half-changed world." [7] Over the last 20 years, most of the increase in the number of biomedical PhDs has occurred among non-U.S. citizens, and though within the pool of domestic PhDs, the proportion of women and racial minorities has substantially increased. Only about 11% of medical school graduates plan careers in research, [8] reflecting a steady decrease in research career interests among both male and female medical school graduates [9],[10]. The rapid growth in the ranks of clinical researchers that occurred after WWII was in part the product of the physician draft, and the availability of exemptions for research training and work [8]. Thus, in the near future, the clinical research workforce may be insufficient to support the translation of advances in basic sciences to clinical care[11]. Increased training of PhD researchers in the field of clinical research has been proposed as a solution to the problem of recruiting physician scientists [12], though PhDs themselves are being increasingly pulled away from the academics.

The proportion of PhDs who are employed in industry doubled from 1980 to 1995 to one-in-three[13]. Leading biomedical corporations are among the most diligent in addressing the needs of women professionals, and successfully compete for women scientists through the development of extensive work/life programs. Many of these companies report reaping unanticipated benefits in the retention of young male professionals as well. Increasingly, the corporate world appreciates the value of diversity, recognizing that diversity is associated with enhanced productivity and innovation and reduced cost of turnover among highly trained employees [14]. The economic advantages of a diverse workforce are even greater for businesses that serve a diverse clientele [14] (such as the State of California). Competitive pressures on the recruitment of biomedical PhDs are expected to increase, with a larger proportion of PhDs accepting industry employment[13]. For many early-career scientists, the hardships experienced during postdoctoral training may have resulted in diminished esteem for the academy, and make a more welcoming industrial workplace all the more appealing[15].

> *"The argument has been that the pipeline will take care of this," Blackburn says, referring to the idea that if enough women are encouraged to enter science early, the gender gap, over time, will disappear. "But the pipeline has been good for a number of years, and it hasn't taken care of it. In biology it's especially insidious because 50 percent of grad students are female. This has been the case for quite some time. Yet when I was chair of my department, I was the only woman chair in the entire medical school. We are putting a lot of our students off continuing—both men and women, but more women. They vote with their feet."*
>
> UCSF Professor, Elizabeth Blackburn, quoted recently in Discover Magazine [3].

The academic medical workplace is a particularly difficult one for women. It has taken more than 15 years for the proportion of women faculty who are professors to increase one percent[16]. However, the proportion of women entering non-medical faculties has increased more substantially, indicating a particular problem in the health sciences. In academic medicine, the average annual rate of faculty attrition for women (9.1%) still exceeds that of men (7.7%)[16]. The great majority of recently published papers on faculty retention and recruitment now cite improvements in climate and elimination of obstacles such as family and work life balance as key factors[17]. Until recently,

programs to assist women and minority faculty obtain tenure and leadership positions have focused on equipping these candidates with organizational skills they are perceived to lack, but it is now recognized that this approach can only have limited success; more needs to change than just the candidates[18]. The present academic work place, as Morahan and Bickel point out, is not much changed from that devised at a time when life spans were short, domestic work required full-time effort and access to education was restricted[7].

Deloitte and Touche: An example of organizational change

In 1991, the accounting firm Deloitte and Touche realized that it was experiencing a high rate of attrition among women professionals. While initially many company leaders attributed this pattern to society rather then their company, they soon realized that their primary product was their company's talent, and a sizable share of this product left each year. This realization led to cultural changes at Deloitte and Touche that have been widely regarded as successful[19]. During the nine years following implementation of an initiative for retention and advancement of women, the proportion of women full partners and directors increased from 5% to 14% and attrition rates for men and women have equalized. In addition, overall retention rates improved substantially which was estimated to save $250 million in hiring and training costs and has supported increased productivity among the retained staff.

The initial step taken to address the problem of attrition of skilled employees was collection of data on the problem, similar to the climate survey conducted at UCSF. Then meetings of company leaders and managers were conducted to introduce the problem and plan for policy changes. Top management led the initiative making it clear to all that this was a top priority. The arguments for policy and cultural change were based on data and business outcomes. Deloitte found that it was very effective in hiring women, and the women received high performance ratings, yet attrition occurred at each step in the promotional path. Contrary to expectation, women were not leaving to care for their family -- they were being recruited by organizations that offered more desirable environments. The women also reported believing that they had fewer opportunities for advancement than men, a problem that had been attributed to societal culture, rather than to issues specific to the firm's workplace. Women tended to be evaluated on their performance, but men were evaluated on their potential.

As a result of attrition, the company had to go to lower levels in its candidate pool for full partners. This perception was further reinforced by input from highly productive early career men, who like the women, preferred an environment with a different work/life balance. Deloitte decided attrition would be a growing and generalized problem unless intervention was made quickly. As at UCSF, relatively few Deloitte employees were using the flexibility options that existed for temporary work hour modification, apparently due to concerns that the use of these options would hinder future promotional opportunities.

Policy changes were implemented that were targeted at fair distribution of prestigious assignments and improved work/life balance. The company went public with its plan, and named an external advisory committee to review progress and to provide continued visibility to the effort. The public forum for the initiative was perceived as providing a healthy pressure for change. While momentum was created, Deloitte's CEO did make telephone calls to prod laggards. Efforts were made to enable use of work hour flexibility, and though this resulted in longer time to promotion, once individuals who had used this option reached full partner status, the acceptability of the program increased dramatically. Perhaps more significantly, Deloitte modified its work hour expectations globally, limiting time spent away from home (this change is reminiscent of the AAMC's recent recommendation to stop the practice of rewarding the unlimited ability to work). Another outcome

of these changes was that employees became much more comfortable discussing aspects of their personal lives in the workplace and making requests for schedules to accommodate family needs.

MIT: An example of academic change

A 1999 survey of MIT faculty identified significant disparities in resource allocation and tenure awards between men and women. The survey result prompted a vigorous and effective response by that University, which provided a useful precedent for UCSF. MIT's President Charles Vest responded by setting a goal of gender equity and appointing high level university officials to ensure that this occurred by devising institutional solutions to the problems that had been identified. The survey reports were released to the media and generated a great deal of interest. Recognizing that the problem of gender equity likely extended well beyond MIT, President Vest also initiated a series of conferences attended by Presidents of many other leading research universities. Foundation monies were sought and obtained to support these efforts [20]. The success of the MIT effort was attributed to the leadership of top campus officials including the President, Provost and Deans of all MIT colleges. In addition, the public nature of this process was also seen as a major contributor to the vigor of the response.

MIT made policy changes that had both rapid and long-term effects. Since the university had a good record of responding to problems identified by committees of women faculty members, these committees were charged with long-term assessment of gender equity via reviews of primary data collected on salary and promotion rates. A Council on Diversity was appointed in response to the complexity of the factors that underlined gender inequity, and included leaders of women faculty and top university administrators.

Policy changes were made to augment leave for child birth, adoption and care of family members or partners. Utilization of the new policies will be tracked prospectively to determine if impediments to use them exist. Standardized search committee policies and procedures (including a search tool kit based on the one developed by University of Washington School of Engineering, that is recognized to be an excellent example) were established to maximize the potential for the recruitment of women and minorities. The Deans instituted policies to review searches and send back those that did not meet institutional standards. Women were found to be under-represented in campus leadership positions; a finding that was assessed by MIT to be a major contributor to other problems. The School of Science responded by appointing six women faculty to prestigious leadership positions, a change that was noted to have quickly made a significant impact on both women and men faculty and leaders.

B. Specific Recommendations:

Since the experiences of other universities and organizations demonstrate that the most effective efforts to improve climate for professional workers begins with top leadership who assume a vigorous role in the process, we recommend that the Chancellor and Deans lead the response to and the implementation of recommendations resulting from the Faculty Climate Survey which should be pursued in a public and accessible manner. Public announcements of the program and its progress should occur as a matter of routine. Extramural funding should be sought as a fund-raising priority to support long-term commitments to this effort. In particular funding should be obtained to support faculty development program staffing rather than the continued reliance on faculty volunteers, or leaders whose efforts in faculty development are minimally funded.

At UCSF, the most effective interventions would include:

- appointing a council to finalize policy changes and to implement the new policies, review progress, and maintain visibility of the initiative;
- having a top campus administrator lead the council, preferably someone who is widely recognized both as a scientific leader and as being fully committed to improvements in the climate for faculty;
- inclusion of other top administrators and leaders of women and minority faculty on the council;
- giving responsibility for implementing program policies to the Vice Chancellor for Academic Affairs, and including this in the job description for this position;
- calling a campus-wide faculty meeting to announce the program;
- having each Dean write a letter announcing the program to their faculties;
- couple the announcements with press-releases and a press conference;
- obtain funding, via a fund raising priority, to support staffing of the council and related activities:
  - Hiring staff to support the council and Vice Chancellor's work, including an organizational professional experienced in the introduction of faculty development programs and cultural change within academic medical centers, or other complex organizations;
  - Development of orientation websites (see section on Welcoming, below);
  - Support for departmental mentoring programs (see section on Transparency, below);
  - Support for the Search Ambassadors Program (see section on Opportunities, below);
  - Support for expansion of campus childcare and elder care programs (see section on Stress, below).

Recommendations 2 & 9 Flexibility, Work/Life Balance

Overwhelming Demands and the Toll on Private Lives

A. Background

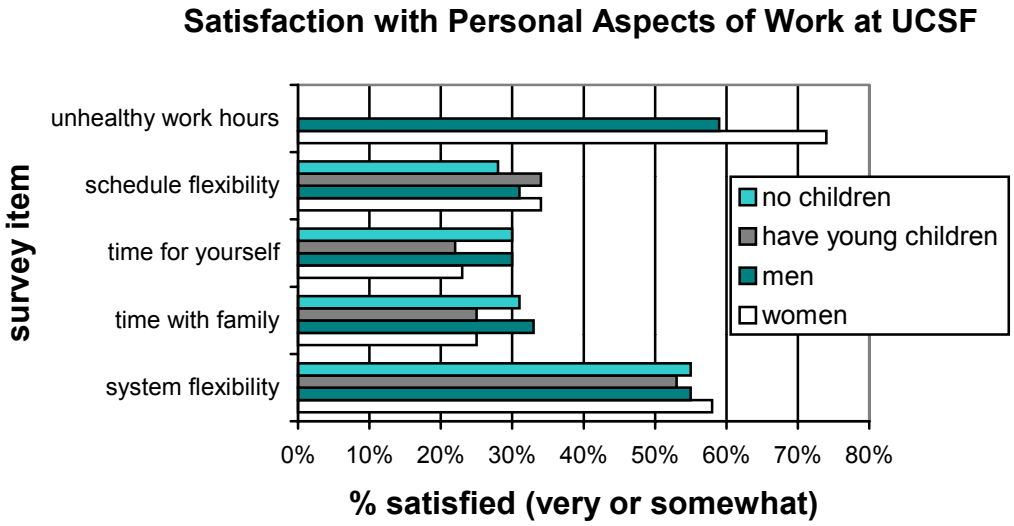
A faculty career is still an appealing idea to many graduate students who describe being attracted by a love of learning and intellectual pursuit, a career with variety, creativity, and the challenge of inquiry [6]. "Heeding New Voices," a study of junior faculty at a wide range of U.S. universities and colleges, also reported strong interests in contributing to the development of their fields and using their intellectual expertise to help society [6]. So, it is consistent with other surveys that more than ninety percent of faculty gave UCSF high marks for the intellectual stimulation of their work here.

Many graduate students observe that early-career faculty live "crazed lives." The pre-tenure/junior faculty period is perceived as the most stressful. That the early career phase frequently coincides with childbearing and child-rearing[21] is recognized by many graduate students to contribute to the difficulty of this career phase. But personal stress is certainly not limited to junior faculty; later career faculty are increasingly called upon to care for their elderly parents, or other family members.[22] In national surveys of faculty that preceded UCSF's, the greatest satisfaction (86%) came from faculty autonomy and independence, yet high levels of stress were reported due to time pressures, sacrifices to personal life, and managing household responsibilities. In general, women showed higher levels of stress than men.

Faculty work is often fragmented into diverse and conflicting responsibilities[21]. So, despite the advantages of independence and flexibility in work, faculty life can be psychologically difficult. The unbounded nature of the academic career may be at the heart of the problem. Often, in reality, there

is not enough time to do all the things the job requires, and it becomes impossible to protect personal life[23]. Senior faculty and leaders recall the sacrifices they made, but may see this sacrifice as a right of passage, and an expression of a cultural value that the faculty who make the extended commitment should be rewarded[21]. The American Association of University Professors recently stated principles on family responsibilities and academic work that reflect current thinking about work/family policies in academic settings (Appendix Three).

The UCSF climate survey responses, that many faculty perceive a lack of time and balance in life, are too consistent and pervasive to be dismissed as the normal anxieties of professionals laboring under heavy workloads. The academic culture is perceived as enforcing one to be available to work all the time, and to be boastful of the driven nature of the profession[6, 16]. In 989, Carnegie Foundation for the



Advancement of Teaching found that the intrusion of work into personal life was a primary cause of dissatisfaction among faculty[24]. Similarly, based on a national survey about the perception of being overworked, the Work and Families Institute reported that the experience of long work hours being expected, lack of control over work hours and the chronicity of the work hour problems are important determinates[25] of stress. The perception of being overworked is also associated with workplace attrition[25]. With regard to faculty life a 1993 report noted that "it is the strains and conflicts of every day life, rather than major episodes, that contribute the most stress to faculty"[26]. Appendix Two is a listing of principles of excellence in work and family produced by the Center on Work and Family at Brown University.

Women, even those in two-professional families, shoulder a larger share of the responsibilities of child-rearing and household duties than their male spouses[17, 27]. In the 2001 AAAS survey, women were more likely than men to report dissatisfaction with working hours, collegial relations, promotion opportunity and sabbaticals[28]. Both male and female survey respondents at UCSF commonly reported dissatisfaction with personal aspects of their work. The majority of parents and women faculty were dissatisfied with the amount of time they have available to spend with their families. Similar findings were reported for measures of satisfaction with the amount of time available to spend on one self. Only 17% of faculty with or without children reported being "very satisfied" with the flexibility working at UCSF offers for addressing family or personal needs. 27% of women and 22% of men were dissatisfied with this flexibility. Clinical faculty were the most unhappy with flexibility. Almost one in five faculty respondents either refused to respond to questions about flexibility or did not know what kind of job UCSF

did with it, another 20-30% reported neutral responses to UCSF's flexibility policies. 74% of women and 59% of men agreed that they had to work an unhealthy and unreasonable amount of hours to succeed at UCSF. An average of 55% of faculty supported a change in rules to allow academic senate faculty to work part-time, even though this option has existed for years in the University of California system. The majority of women faculty, and 31% of men reported believing that use of the tenure clock flexibility option would be held against faculty who use it. In a recent article in Discover Magazine, Elizabeth Blackburn noted that when she "entered science in the 1970s, the expectation was that once the pesky problem of overt discrimination was solved, women would adapt to science. Three decades later, she believes that hypothesis was wrong. To create true equality—to ensure that the best minds continue—she feels that science will have to adapt to women [3]".

It seems fair to say that flexibility does not stand out as a major feature of the UCSF workplace, yet the UC has been a leader in the implementation of tenure clock flexibility and part-time and active service modified duty options[29] (see also Appendix 8). Recent reports note that within the UC system, medical school faculty have made the least use of the existing flexibility options [30]. The survey findings -- that few faculty believe UCSF does a good job in providing information about options available to new faculty and in providing clear information about the promotion process make sense given the apparent misunderstanding of the existence and potential career repercussions of the available options. Improvements in the range of options available to faculty will have not impact if faculty are not made aware of them or are afraid to use them. Misunderstandings of flexibility options are common, if not prevalent, at UCSF. Some of the common myths regarding UC flexibility policies are listed below (*in italics*) and are compared with documentation from UC Family Friendly Policies (Appendix 8):

> *"...the culture that expects meetings to occur during early mornings, evenings and weekends, when family demands are often primary, needs to be changed."* Fried, Stobo et al in letter to JAMA [2]

- "*Part-time options are not available for faculty in the academic senate.*" The Academic Personnel Manual (APM – 220-16-c and 220-16-d) states that appointment to a title in the Professor series is normally for full-time service to the University, although there may subsequently be a permanent or temporary reduction in the percentage of time of the appointment by agreement between the appointee and the University. An appointment for less than full-time service with a title in the Professor series may be authorized under appropriate circumstances, provided the Chancellor specifically approves the arrangement as being in the interest of the University and fully justified by the particular circumstances.
- *"Extension of the eight-year probationary period must be requested at the time of childbirth and can occur when faculty choose part-time work."* (APM – 133-17) Upon request of a faculty member who has substantial responsibility for care of a newborn child or newly adopted child under age five, time of extension of the tenure clock for up to one year may be granted by the Chancellor for each event of birth or adoption during the probationary period provided that a time of the tenure clock totals no more than two years in the probationary period. Requests for time off the tenure clock must be made within two years of a birth or adoption. The provision to stop the tenure clock may be invoked even if the faculty member does not take a formal leave or a modification of duties.
- *'Faculty must request any extension of the probationary period.*" (APM – 133-17) Any childbearing or parental leave provided for in APM – 760-25 or others which is equal to or exceeds one semester or quarter and which is not greater than one year, whether with or without salary, shall automatically be excluded from service toward the eight-year probationary period unless the faculty member informs the department chair in writing before, during or within one quarter or semester after the leave, that it should not be excluded from service toward the eight-year probationary period.

- *"Extension of the probationary period can only occur once."* (APM – 133-17) The tenure clock may be stopped more than one time during the probationary period. Each request for time off the tenure clock must include a written statement by the faculty member certifying that he/she has substantial responsibility for the care of the child or children. For determining years toward the eight-year limitation of service, the combined total periods of leave, unrelated to academic duties and time off the tenure clock may not exceed two years.
- *"Tenure clock extension is the only available flexibility option".* (APM – 760-28) A period of active service-modified duties shall be granted on request to any appointee who has substantial responsibility for the care of his or her newborn child or child under age five placed for adoption or foster care. Eligibility for one quarter (semester) of Active Service-Modified Duties shall normally extend from 3 months prior to 12 months following the birth or placement and shall be concluded within 12 months following the birth or placement. During this period, normal duties shall be reduced. A request for a period of Active Service-Modified Duties shall include a written statement by the academic appointee certifying that he/she has substantial responsibility for the care of an infant or young child. A statement describing the modified duties is subject to approval by the Chancellor. During a period of Active Service-Modified Duties, the appointee is on active status. Active Service-Modified Duties is not a leave of absence. Normally, for faculty, the modification of duties will be either partial or full relief from teaching. In the quarter or semester of childbearing leave, there must be full relief from scheduled teaching duties. In the case of health sciences faculty, however, clinical duties may be reduced, as appropriate. In no event may the aggregate duration of all leaves plus periods of Active Service-Modified Duties granted for a birth or placement exceed one year.
- *" Flexibility options do not apply to adoptive or foster parents."* (APM – 760-28 and APM – 760-27) A period of Active Service-Modified Duties shall be granted on request to any appointee who has substantial responsibility for the care of his or her newborn child or child under age five placed for adoption or foster care. // Parental leave without pay may be granted for up to one year to any academic appointee for the purpose of caring for his or her child. The period shall not exceed one year for each birth or placement of a child for adoption or foster care with an appointee or the spouse or domestic partner of an appointee.

The flexibility options that the UC system has established provide resources that have been recommended by many advisors for the support of faculty. The timeline for promotion considerations is a major concern for most junior faculty. "The tenure timeline is especially harsh on women (and sometimes men) whose heavy family responsibilities, especially childbirth and rearing of young children, conflict with the timeline's demands.[6] Medical schools, compared with other science academies, have a persistently larger gap in the rates of tenure among male and female faculty, even when age is considered[5]. Interestingly, the effects of marriage and having children on achievement of tenure differ between men and women. Married men with young children are more likely to be tenured compared to single men, while married women with young children are less likely than single women to be tenured[5]. When data are adjusted for type of institution and career age we find that women have lost ground in terms of rate of tenure, compared with men. Similarly, women, while increased in their representation among assistant and associate professors, have not progressed similarly to full professorship.

Utilization of flexibility options may produce challenges, particularly for small clinical departments, for whom loss of clinical provider time can result in gaps in clinical service provision and redistribution of duties to other faculty. However, the current system, in which faculty members are not aware of flexibility options or are not encouraged to use them, results in the lack of utilization of these options by many of the young women for whom they were initially designed. Methods to provide relief to clinical departments could be developed and might include: supplemental funding

for hiring additional faculty or augmenting the salaries of faculty members who assume added duties, hiring of UC-wide "floating clinicians" in specialties that tend to have small faculties.

C. Specific Recommendations:

UCSF should make full use of the flexibility mechanisms that have been established by the University of California (Appendix 9) to permit faculty to adjust work demands to the needs of their personal lives including:

- as recommended in its recent report, the AAMC (appendix 7) the unlimited availability to work should not be rewarded. Meetings should be held during regular working hours (8-5) on weekdays;
- appropriate use of faculty appointment series and tenure clock timeline extension (which survey respondents reported not using due to concerns regarding penalization);
- departmental leaders and mentors should support junior faculty in planning career path via choice of appointment series, clock extensions, and clarification of expectations to coincide with personal life needs;
- departmental leaders and faculty mentors should be informed about the UC system flexibility options, and be required to provide accurate information about these options to faculty;
- continued development and expansion of UCSF's pre-school childcare programs should occur;
- UCSF should encourage amendment of the UC's family friendly academic policies to include consideration of elder care and the care of other family members (including domestic partners);
- UC should be encouraged seek out methods for ameliorating the impact of family leave, periods of part-time employment, and active service modified duties for faculty in clinical departments.

Recommendation 3. Transparency of Process

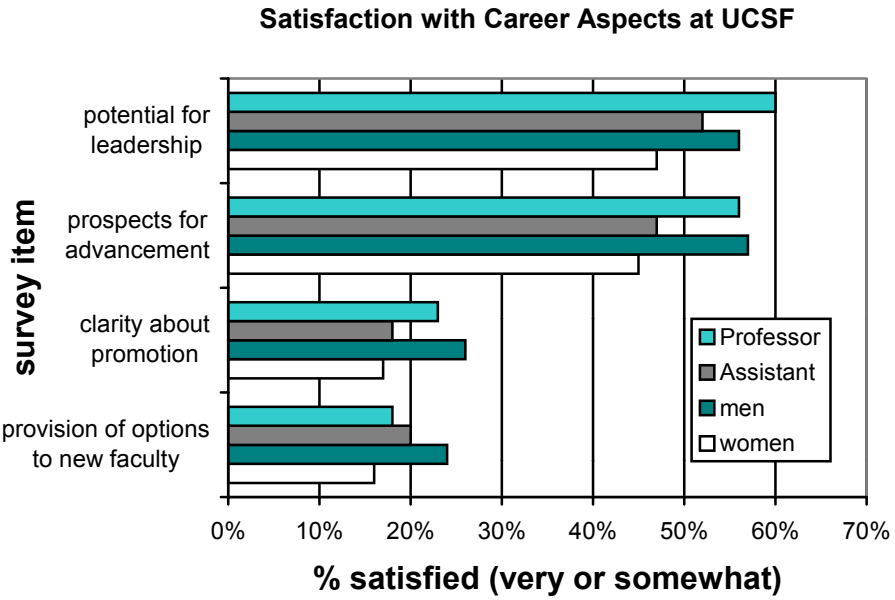
Lack of Career Information and Clarity of Promotion Process

A. Background

Fewer than one quarter of UCSF faculty survey respondents reported that the University does a good or excellent job of providing clarity regarding the faculty promotion process. This result is resonant with previous studies of faculty which document that junior faculty find the tenure process mystifying, and thus potentially unfair[6]. Junior faculty "are troubled by vague, unclear, shifting, and conflicting expectations for performance" and "expectations are not stated openly or explicitly." [6] When they consult senior colleagues for advice, new faculty are often given conflicting messages[6].

The confusion regarding promotion is further exacerbated by "insufficient, unfocused, and unclear feedback on performance" [6]. Similar to the reports of women, the lives of African American faculty members are described by Lemuel Watson as "stressful because no one seems to be able to assist them in making meaning out of the environment in which they must become engaged." [31] He notes that the black faculty member must know exactly the nature of the review process, the value of each review, the department's and institution's expectations and the promotion timeline [31]. The process is also complicated by turnover in the membership of promotion review committees, and the closed nature of the review process. New faculty often identify the chairperson of their department, or the chief of their division as their advocate; turnover in these key positions can result in a sense of

"having the rug pulled out from under me" due to shifts in expectations.



Some studies have identified complaints that "the evaluation process has not kept pace with the increasing level of interdisciplinary activity" [6] (see additional discussion of this problem in the section on Clinicians, below).

Some institutions have introduced procedures for ensuring that all faculty have mentoring regarding promotions and career expectations. These programs may have particular value to women and members of underrepresented groups; a committee at one institution ensures that its faculty are aware of tenure expectations: "the committee meets with you individually twice a year. It's a very nice thing. They look at your CV and see where you are in terms of publications, research, etc… They will let you know what you need to do… They really spell it out in terms of what you need to do. I mean you are aware of where you are deficient." [1]

Navigation of the promotion process and negotiation for positions are made all the more complex by the existence of so many faculty series at UCSF. The majority of UCSF faculty do not hold "tenure track" or ladder rank positions, and could fit the characterization "unfaculty." [32] The remaining faculty are appointed to series that differ widely in terms of prestige, resources and security. As stated in From Scarcity to Visibility (the recent NSF report on the participation of women in science), "off-track positions greatly benefit the university by providing an elastic, highly trained labor force at a low cost. These marginal positions can be used by the university to respond quickly and cheaply to fluctuations in enrollments, external funding, and faculty leaves." [5] At UCSF, as well as nationally, the growth in women on faculties of science schools has occurred in the off-track positions with little progress toward more women receiving tenure[17], even though actual work duties and research activity between tenured men and nontenured women may be similar.[17] The perception that opportunities and resources provided to women faculty are limited may be related to this tendency of women faculty to be appointed in non-track positions (see Table in Appendix 9). That most women faculty are clustered in the lower ranks further compounds this problem.[27]

Like many other universities, UCSF has a decentralized structure, one that permits Department Chairs and Division Chiefs to interpret and apply UC policies and resources differently. This structure, while designed to allow policy to be adapted to a wide variety of disciplines, can lead to inconsistency and inequity[21]. This effect may be amplified by differences in departmental access to extramural funds and clinical revenues, and influence the ability of a unit to support leave requests

and modifications in work schedule. For faculty to feel comfortable in taking advantage of work life services, and tenure track options, a family-friendly departmental culture is needed[21]. In 1996 the College and University Personnel Association Foundation and the Families & Work Institute published the results of a survey they conducted on campuses and the work-life programs available on them[33]. They identified campuses that scored within the top quartile, and determined the campus characteristics that were associated with the better programs and these campuses had:

- large operating budgets, student enrollments and numbers of employees;
- doctoral programs;
- human resource managers who were familiar with the family demographics of employees and developed a focus on strategic planning and change;
- targeted diversity efforts;
- connections between work-family efforts and strategic issues of morale, recruitment, and retention;
- commitment of top administrators and faculty to work-family initiatives, with department chairs seen as critical to the success of these efforts;
- completed needs assessments; and
- campus-wide task forces;

The association of the better programs with large campuses that offer doctoral degrees was interpreted as a response to the competition in attracting the outstanding faculty. However, the programs are used inconsistently with stop-the-clock mechanisms, emergency childcare and elder care referral resources least often used.

UCSF permits faculty to stop the tenure clock and, in some departments offers extended pre-tenure-track appointments, with subsequent opportunity to transfer to tenure-track status. The majority of schools of medicine in the U.S. offered these options to faculty a decade ago[34], yet the demographics of tenured and/or full professors in medical schools have if anything become less diverse during this period[5]. Have the policies failed, or has their implementation failed? The extent of use of the tenure clock options was linked to faculty perceptions that they may be penalized for using them and that use of the program could have negative career impact. So formal monitoring of the utilization rates of such programs and policies is recommended[33]; however, if such programs are offered but their use not encouraged by leaders, does the opportunity to use the policy really exist? [21] The implementation of flexible tenure-clock policies must also include clear communications with promotion committees and other appraisers of the specifics of the policy and that its use is encouraged.

B. Specific Recommendations:

To address the problem of dissemination of relevant and accurate information regarding the promotion process, we suggest that:

- Written materials describing the departmental merit appraisal process and application should be readily available (for example, on-line). An excellent example of such a resource is offered by the Department of Anesthesia that has posted descriptions of the faculty series, departmental criteria for promotion in each of the series, sample materials, and promotion forms on a website (Appendix Six).

- Materials available to faculty regarding promotion should match the policies and procedures employed by the department. If a department has criteria beyond those in the Academic

Personnel Manual, these should be available in written form to each faculty member. Any faculty member should be able to have the expectation that the merit assessment criteria they are provided with are the actual criteria that will be used by the department in making this assessment.

- The UC Career Review procedure should be available to faculty in all series and encouraged for those who are considering a change in series. Gender inequity in appointment series exists at UCSF, and appointment series has bearing on the institutional commitment made to faculty and to allocation of resources. At UCSF, appointment series is not consistently related to the responsibilities and activities of faculty members, and this practice likely contributes to gender differences in the perception of opportunity for advancement identified by the Climate Survey. Further, changes in appointment series occur often, and are initiated before any extra-departmental review can occur, thereby creating circumstances in which inconsistent application of series can occur.

Recommendation 4. Departmental Mentoring

Mentoring and Role Models

A. Background

For UCSF to remain the premier health science campus in California, we must respond to the diversity that has made the State great. Women faculty are a visible presence on campus, but minority faculty are far less evident. For departments with no women or minorities, the question of whether such an appointment is possible is very real [1], and for students, the dearth of minority faculty role models may be a contributor to recent decreases in minority applicants to medical schools [35]. Indeed, the classroom performance of minorities, and the ability of minority faculty to attract minority student applicants has been measured, and is significant [36].

Writing for the American Association for Higher Education, Gappa and MacDermid note that "In the best academic departments, senior faculty mentor junior faculty, expectations for tenure are clear, and junior faculty are protected from capricious requests for activities that will not count toward tenure [21]" (Appendix One contains the AAHE principles of good practice for supporting early career faculty.) A campus climate can be described as chilly if the following conditions exist: lack of a formal mentoring structure, perception by junior, female or minority faculty that they are not taken seriously, a cultural belief that female and minority faculty were not the best qualified to be hired, and that the campus climate cannot be modified to respond to the needs of women or minorities[31].

One well-recognized potential barrier to the academic advancement of women and minorities is the lack of effective mentors and role models. Women appear to face more challenges in getting career advise than men, a problem that may be particularly severe for clinicians[16, 17]. In 1998 the Public Health Service Office of Women's Health funded four National Centers of Leadership in Academic Medicine that established intensive mentoring programs at each site[37]. The mentoring program at each center is unique, but in general these programs include mentoring of first year assistant professors with longitudinal mentoring up to the associate professor level. Mentoring skills programs are offered at some of the centers to prepare senior faculty for mentoring roles. Another offers interactive skills development sessions to junior faculty to improve capability of navigating academia. One center has chosen to use a written contract between early career faculty and departments to elucidate expectations and goals. UCSD, one of the program sites, has developed mentoring programs for all junior faculty with the goal of furthering institutional mission by improving the performance of individual faculty[37, 38] via required participation in 12 half-day faculty

development workshops (Goal Setting and Academic Portfolio, Principles of Teaching and Learning, Leadership Styles, Negotiation Skills, Stress Management, Academic Resources, Grant Resources, Grant Writing, Conflict Resolution, Curriculum Development, Performance Evaluation and Effective Presentation Skills) [38], an arranged seven-month, one-on-one, senior/junior-faculty mentoring relationship (averaging 12 hours per month), a two-hour academic performance counseling session, and a finished professional development project. This program resulted in statistically significant improvements in self-efficacy scores of program participants, compared with a control group, in a survey that queried various traits previously identified as being linked with academic success[38].

Particular efforts are needed to provide optimal mentoring for faculty who work part-time and are appointed in non-tenure track series. The American Association of University Professors recently stated principles for good practice for part-time and non-tenure track faculty (Appendix Four) that emphasize the need for clear articulation of expectations.

B. Specific Recommendations:

It should be recognized that in the collaborative research environment that exists today, some faculty may receive scientific mentoring from mentors outside of their department or division, and that this advice can extend to issues of appointment and promotion, and can be misinformed. Each department should insure that accurate and helpful advice is provided to its faculty, particularly those in the midst of crucial transitions such as early career, mid-career faculty who are preparing for promotion to full-professor, and full-professors approaching a review for professor step 6.

Detailed and ongoing departmental mentoring should be provided to all new faculty, all assistant professors, associate professors at step 2, and professors at step 4 to:

- assist faculty in negotiating and understanding the terms of their appointment (hiring checklist developed by the Academic Senate) and documenting this in writing;
- inform all faculty of flexibility options early in their work at UCSF;
- identify and seek remedies for problems including use of mediation services offered by the Work Life Program;
- assess progress on a semi- or annual basis regardless of series of appointment, for faculty whose work is based at UCSF (i.e., not part-time faculty whose clinical practice is based outside of UCSF);
- write an annual assessment of progress and goals for the upcoming year for each faculty member receiving mentorship. The letter should be specific enough to provide clear guidelines for development during the upcoming year that will lead to a successful promotion review or will clarify the problems that may exist in the faculty member's progress as described by the American Council on Education (Appendix 5). These letters should be reviewed in person with the mentee, signed by the mentee, mentor and Department chair.

Departments will need to adapt mentoring programs to their specific needs and organization. For some larger departments, division chiefs or a group of designated mentors may be charged with this role. The mentors should be thoroughly versed in the department's current criteria for promotion, (by series), the hiring plan for the faculty they counsel; and departmental or divisional problems or challenges (for example, if staffing for specific clinical programs is short, and thus results in shifting of clinical duties).

Department chairs should be made responsible for implementation of the departmental mentoring program, and its performance should be evaluated as part of the stewardship review criteria for chairs. Departments may want to add performance criteria for this program (consistency of use,

quality of mentoring and written documentation) for the merit assessment of division chiefs. Deans' offices should ensure that the program is implemented and performing adequately in each department. Deans may consider School-wide training efforts, and occasional discussion sessions or seminars for the departmental mentors.

The departmental mentoring will require effort and diligence on the part of the mentors, who should receive tangible credit for this work. This credit could be in the form of teaching credits or other measures.

Recommendation 5. Institutional Welcoming

Welcoming and What it Means

A. Background

Fewer than one in three of the female respondents to the UCSF Faculty Climate Survey reported that UCSF does a good or excellent job in welcoming new faculty; less than one half of men selected the same response. The notion of "welcoming" does not fit with the adjectives customarily used to characterize faculty life and formal welcoming programs for new faculty are rare. However, universities invariably provide welcoming and orientation services to students. Why, then, are students welcomed and not faculty? It seems unlikely that orientation experienced during training years would carry over to faculty appointment which may occur many years later and at different locations. The need to assume a full workload rapidly is likely to be greater for faculty than students, who tend to be provided with a start up phase to their training. Daily campus life for students is certainly no more complex than that of new faculty, and the difference would be likely to be even more significant when family commitments and housing issues are considered. The complexity of work tasks, organizational structure and evaluative process are generally much greater for faculty, so simplicity of life cannot explain the lack of welcoming programs for them. Women and minorities who join faculties are also likely to experience a more substantial decrease in representation when they join the faculty compared with students, so the need for institutional welcoming for faculty who are members of under-represented groups is likely to be even greater. For new faculty who may recall the welcomes they had received during their training, the lack of welcoming in their faculty role may be perceived as a slight, and contribute to the sense that the campus climate is chilly.

The ability of a faculty member to "hit the ground running" is crucial to later success and job satisfaction[26]; early career successes generate both the opportunities and the desire for later success. Many new faculty report experiencing isolation, separation, fragmentation, loneliness, competition, and sometimes incivility. The result is a commonly reported yearning for community, or sense of being unwelcome in the University environment. The establishment of community is further challenged by what is perceived as a generational gap between faculty who are still early in their careers and their senior colleagues. The perception is based in the real understanding that the academic world today differs significantly from that of 25 years ago and the belief that early career faculty are now more insistent on a balanced life[6]. The insights regarding changes in the academy are made tangible by the entry of large numbers of women, and to a lesser extent, minorities into the faculty.

The welcoming that faculty members receive after arriving at UCSF can influence their professional experience here for many years. Many faculty members report that the appointment series was never explained to them, that they were never informed about flexibility options and campus mediation programs. It is discouraging not to have access to helpful resources or for them to exist but not be publicized adequately. Great strides have been made a UCSF in its response to sexual harassment and other issues of workplace conduct. The Climate Survey respondents provided evidence that few faculty know about this progress, and thus, perhaps more troubling, did not know about UCSF

policy and how it has been implemented. New faculty should be required to review key policies concerning workplace conduct and resources for getting help with problems. The requirement is needed because faculty who volunteer to review conduct policies may be the ones who have an interest in the issue and are more sensitive to them.

Mistakes in setting up administrative support, fiscal management, and interactions with colleagues can lead directly to stress and trauma later during work at UCSF. In an effort to "hit the ground running," new faculty may hire staff, obtain grant support and set precedents in dealing with their colleagues that result in problems later on. When added to pressures inherent in being a faculty member in a leading university, problems with staff performance, overdrafts on grants and misunderstandings with colleagues can overwhelm, making UCSF feel like a toxic environment. Any missed opportunities for orientation are likely forgotten and the result is an angry or disaffected faculty member who thinks things should have been done differently. With the early drive for faculty to get their work moving, it is here that UCSF must utilize its greater insight, and insist that all faculty receive some basic information.

The logistics of such a program can be more than cumbersome. Getting faculty to attend classes and the like would be very difficult, if for scheduling problems alone. Skipping this kind of training is the norm. However, recently implemented Human Subjects web-based certification programs provides a good example of how such a program could be constructed, and allow new faculty to participate at a time of their choosing, over a specified period of time. In addition, a web-based system is available for reference and refresher consultations on an as-needed basis.

B. Specific Recommendations:

UCSF should establish a mandatory on-line orientation program to provide:

- UCSF-wide information on key policies (harassment, mediation services, APM, Dean's Office functions, faculty senate, appointment series, flexibility options, leave policies);
- orientation for faculty who will perform research (scientific integrity, basic fiscal management, basic personnel management, contracts and grants procedures, human and animal subjects protection and biohazard policies);
- orientation for faculty who will perform clinical work (staff appointment processes, emergency procedures, clinical record procedures and policies, patient care ethics);
- orientation for faculty who will teach (relevant policies, evaluation, helping troubled students, nuts and bolts of curriculum, teaching materials and getting rooms);
- departmental modules can be created to provide information for specific fields or activities;
- certification, that the appropriate training modules have been completed at periodic intervals (e.g., within six months of appointment) should be required. This requirement should be enforced in a manner analogous to medical staff appointments and human subjects training certification requirements.

We recommend the creation of:

- social welcoming programs for new faculty with the goals of making new faculty feel welcome and introducing new and existing faculty to each other. Departments should be responsible for social welcoming activities.

Recommendations 6 & 7 Searches and Advancement

Equality and opportunities for advancement and leadership

A. Background

The differences between men and women UCSF faculty in perception of opportunity for promotion and recognition, were greater than those found in the AAAS 2001 survey of members[28]. UCSF faculty also reported less satisfaction with working hours and conditions than the AAAS respondents[28], among whom, those employed by medical schools were among the most likely to seek work elsewhere in the near future.

Despite vast increases in the proportion of women completing doctoral programs in the sciences during the last 20 years, the proportion of women who become full professors or become tenured has not increased during this period of time, progress that is generally recognized as inadequate[16]. Even after adjustment for differences in working hours (women worked about 10% fewer hours than men) and the number of publications (slightly lower for women), Tesch and colleagues, using AAMC data base information found that women were substantially less likely to be promoted than men[39]. These differences persist regardless of whether analyses were limited to tenure-track or non-tenure track faculty[40] where the gender disparities were greatest in the assistant to associate professor transitions. Series and school of appointment for UCSF faculty are compared in Appendix Nine. Given the realities, it is not surprising that UCSF and other women faculty are more likely than their male colleagues to report that gender-based career obstacles exist[17].

The AAMC recently issued a report of its implementation committee to increase women's leadership in academic medicine. The committee found, at the outset, that few medical schools treat their faculty as human resources to be retained and developed, and thus lack an infrastructure for improving faculty professional development, coupled with a paucity of data on methods for establishing such an infrastructure [16]. As noted above as well as in the AAMC Report, the proportion of tenured faculty who are women declined between 1995 and 2001.

Virtually all discussions concerning the advancement of women and minorities as faculty includes mention of efforts to improve the search and recruitment process. Many recommendations regarding methods for improving the efficacy of searches exist, including intramural reports by the Faculty Senate Equal Opportunity Committee and the Chancellor's Advisory Committee on the Status of Women (CACSW). ELAM (Executive Leadership in Academic Medicine) leaders recently recommended education of search committee members regarding methods for achieving an effective search, increasing the number of women appointed to serve on search committees, routinely obtaining input from senior women and minority faculty, implementing policies to enhance the internal candidate pool, establishing policy to interview all women and minority candidates, emphasis by leadership of the importance of recruiting women and minority candidates, and use of search firms [41].

In writing for the AAMC[42], Raymond Alexander, founder of an academic search firm, recommended that the dean:

- must present the search committee with a clear charge that encompasses how inclusive the search is to be;
- select a chairperson who can motivate and lead the committee;
- must clearly define the position and the requirements for it;
- advise the committee to go into "selling mode" by providing candidates with relevant institutional brochures, reports and statistics as well as materials about the locale.

Effective practices for the successful recruitment of women into leadership positions was discussed during the Spring 2002 session of ELAM program for women [41]. One key issue is the difficulty in recruiting highly qualified women to engage in interview and relocation processes. Thus, the meeting group noted that institutions have met with success by cultivating internal candidates for

leadership positions. The group noted that leadership development and planning for succession must start when a new chair is recruited and should be an expectation for every leader. The ELAM group described several successful strategies for internal recruitment:

- Leadership development: use of intramural leadership training programs, supporting faculty in participation in extramural leadership training programs, provision of internal leadership opportunities for potential internal candidates (such as the so-called "springboard" positions);
- Preparation for the search process: membership on or service as chair of a search committee, explicitly for the purpose of learning for future advancement;
- Positioning the potential internal candidate as a leader: appointments to interim positions, provision of formal coaching services, strategic use of the visibility of potential candidates key internal and external circles, and encouraging the potential candidate to present a strong vision, action plan and business plan for the position.
- Optimizing the potential of internal candidates who were not selected for a leadership position: retention packages as part of the candidacy process can help retain talented faculty who do not succeed in the selection process.

The bottom line of the volume of published reports and recommendations regarding the promotion of women and appointment of women to leadership positions is that strategies aimed exclusively at "fixing women" do not work; the workplace itself must change[16, 43].

B. Specific Recommendations:

In order to insure gender equity exists at UCSF with regard to opportunities for advancement and leadership, we recommend:

- Clear guidance regarding the conduct of searches and the provision of informational resources for them should be provided;
- The Search Ambassadors Program, proposed by the Faculty Senate Equal Opportunity Committee, should be implemented to assist search committees in using the best practices. In addition, Search Ambassadors could be responsible for assisting newly recruited faculty who must relocate to the Bay Area by providing information on housing, schools, and community resources;
- "Toolkits" should be developed to establish best practices and to make expertise and resources for searches more available. For example, the University of Washington School of Engineering has developed a highly regarded search toolkit that could be used as a model for the development of such a toolkit for UCSF;
- UCSF should identify positions that provide experience to serve as a qualification for leadership ("springboard positions") and insure that fair consideration is given to all faculty who wish to be considered for such positions;
- Specialized mentoring should be provided to faculty who are considering or assuming leadership positions to assist in decision-making, and to improve the efficacy of leaders. An intramural leadership training program could be developed to complement the extramural programs, such as ELAM, that UCSF already sends faculty to. An intramural program can effectively prepare existing faculty for leadership, which is an important resource for women who are more likely to be appointed to leadership positions at their home institution. An effort should be made to ensure that UCSF sponsors participants for ELAM, and the AAMC leadership training programs each year.;

- All leaders should undergo leadership training via extra- or intra-mural programs to ensure that each has the skills to develop and retain women and minority faculty, and to foster the development of leadership capability among faculty members.

Recommendation 10. Issues for Faculty who Perform Clinical Work

Challenges specific to a key UCSF mission

A. Background:

The collegial culture of the campus, that looks to peer review for validation and leadership [6], has long been a refuge from the business culture of private practice for clinicians interested in teaching. Nowhere has the campus culture so given way to a managerial culture, driven by concerns for the bottom line, accountability and efficiency [6] as in academic clinical medicine. Over the past decade medical schools have redefined their relationships with their full-time clinical faculty by separating them into research and clinician groups, increasing use of non-tenure tracks, limiting promises of financial security and establishing various incentive systems for maximizing clinical income[44]. While these policies may ultimately help stabilize academic medical centers, incorporation of managerial culture into academic settings may create stress. Clinician scientists, in particular, are caught between the newer managerial culture of health care, and the academic environment of research and achieving merit in this realm. Young clinical faculty may feel overwhelmed by the demands of the merged expectations of these cultures. Because clinicians are trained to provide health care, they have alternative career options if academic careers become unattractive[27]; retention of clinical faculty and clinical researchers is becoming an increasing concern.

While clinical research has been supported traditionally by excess income from clinical practice, rather than from grants, medical schools are now imposing expanded funding expectations on young physician investigators, who are expected to support themselves with clinical income while performing pilot research until further support can be obtained[27 45 10]. "High levels of educational debt, pressures to develop a unique academic practice and earn one's salary, obligations to family, responsibility to serve on numerous committees, and other commitments add to the pressures confronting junior faculty." [27] Over the last 30 years the proportion of NIH grant applications submitted by M.D.s, versus Ph.D.s, has fallen to almost one-half the percentage of 1970 [10]. As noted above, approximately 11% of medical school graduates now plan careers in research [8]. A shortage of qualified translational researchers has now been identified [45].

Laboratory research, without human subjects review delays, and rapid production of data, can result in more rapid publication and is considered more prestigious and is perceived as a more certain route to academic success than clinical research[27 46]. Many clinician scientists report that excessive clinical responsibilities interfere with their ability to do research [45]. Many scientists in training note that they have been advised that clinical research is second rate when compared with basic science[11]. Finding a good mentor may be especially challenging for postdoctoral scholars and junior faculty interested in clinical research. Many clinical researchers are also less optimistic about promotion since this form of research may generate fewer papers, or have a longer period of investment prior to publication, than laboratory-based research. Even successful clinician scientists commonly report that they have considered abandoning their research careers due to these pressures[11].

> *"They eat their young"*
> advice given to a postdoctoral scholar being recruited from another University to join the UCSF faculty.

The requirement for scientific independence in research as a criterion for advancement presents problems for many clinician investigators, who often work in teams with other scientists. The

difficulties in gaining recognition for clinical and collaborative research is a major barrier to increasing the number of clinician investigators today [8 45]. Even the participants in the collaborative endeavor may fail to accurately assess the contributions made by their colleagues [45]. Since many studies have demonstrated that the assessment of the value of contributions to academic work vary with gender [47], clinician investigators who are women may have a particularly difficult time meeting expectations for promotion. This issue also may disproportionately affect women faculty, since evidence exists that women have a greater inherent ability to work collaboratively than men[7]. Women who enter medical school with the expressed intention of having a research career were more likely than men to lose interest in research before graduation [9]. In general the participation of women in clinician scientist training programs lags significantly behind that of men, which may be a reflection of belief that obstacles are particularly problematic in this field [9].

A restructuring of the academy to increase understanding and recognition of clinical and collaborative research has been endorsed by several organizations and leading scientists [45 46]. Some schools have developed tenure-track series adapted for clinical researchers.

B. Specific Recommendations:

UCSF should:

- identify new ways to assess merit for investigators whose work is highly collaborative that assigns value to unique contributions made to group efforts;
- take the period of investment required for the generation of clinical research data into consideration by adjusting expectations of the number of publications required for assessment of meritorious work;
- make the merit appraisal process more open to valuing clinical and qualitative research;
- define the requirements for faculty to be regarded as clinician-scientist at UCSF in the following ways:
  - is a clinical degree or training required?
  - is active work as a clinician required?
  - is clinical leadership or a certain level of clinical activity required?
- find ways to assess clinician scientists that takes into consideration both research and clinical productivity, and does not expect active clinicians to have equal research productivity to faculty with no clinical responsibilities.

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