Ten Years Later: A Report Card for Vision 2020

2017 Analysis of the 2006 Vision 2020 Report

Prepared by the

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Committee on the Status of Women

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CSW Report Card
Evaluation of the Vision 2020 Goals for KSAS Faculty

The vision set forth by the 2006 report Vision 2020 was to achieve equal career satisfaction and success in the lives of everyone—women and men—in the Johns Hopkins community. Vision 2020 called for a culture of equal opportunity and absence of discrimination, whether based on gender or racial or cultural background. Vision 2020 demanded that the university, its leaders, all members of the community be accountable for these cultural norms.

As we review Vision 2020 in the context of our situation today, our primary concerns have to do with numbers and with climate. Or, put another way: with diversity and inclusion.

Numbers
    Number of women with tenure
    Number of years it took to achieve tenure
    Number of women who hold the rank of full professor
    Number of those who are in faculty leadership roles or plausibly headed toward one
    Number of Bloomberg Distinguished Professors
    Number who are teaching track
    Number of lecturers and senior lecturers who are promoted
    Number of women on the Board
    Salary equity: number of dollars coming our way

Climate
    How do we address a rewards system that favors publishing and research above all else, while women are more likely to be called up to contribute to teaching, informal advising, and committee work—efforts that are indispensable to the university but is not valued in the tenure system?
    When women run into gender bias in their departments—as we know they do—where can they turn without jeopardizing their own careers?
    How do we counterbalance the disproportionate effect that work/life issues have on women?
    How can we build in transparency in job expectations (acknowledging the dynamics of sabbaticals, family leave, etc.) that protects from inequities due to gender bias?
    When and where are women encouraged to talk, network, and support each other?
    What would make women want to come to Hopkins and stay?

As we considered these concerns and their possible solutions, we became keenly aware of some missing pieces:

1. *Data*. We have terrific information from the Faculty Composition report of 2016, but many of our other questions are answered only anecdotally.
2. *Time and knowledge*. We are volunteers and are working outside our expertise.
3. *Accountability of leadership*. Without a doubt, JHU leadership has put forth superb initiatives recently that are positioned to benefit women. At the same time, we have some very mixed messages. The Board of Trustees has 10 women out of 37 members; Hopkins' signature hiring initiative, the BDPs, has hired 8 women out of 27 faculty members.

When we look at the list of concerns against these three missing pieces, we must steady ourselves. How are we—without full information or sufficient time/preparation—to counteract a tide so strong that even in our most public faces (the Board and BDPs) our leadership has mustered *less than 1/3* women constituency?

The real answer lies in a culture shift that will be impossible to mandate, difficult to measure, often invisible, not always (possibly rarely) rewarded, and absolutely essential. In our report, we affirm everything our predecessors said, in impressive detail, in Vision 2020. Still, we do see clear evidence of some shifts: the Homewood Early Learning center occupies what was once a parking lot; we do have more senior women faculty on campus; we have unconscious bias training for hiring committees and diversity plans for departments; and so on.

To achieve "equal career satisfaction and success in the lives of everyone—women and men—in the Johns Hopkins community" will require more than one effort. In our report we sketch a range of steps that seem both critical and interdependent. We need a data-savvy professional to organize and support the efforts of committees like ours. We need chairs to give their unsolicited, explicit, absolute support for family leave and Work/Life resources. We need committees charged with promotion decisions to value the contributions of teaching, informal advising, and service to the university. We need the university leadership to lead by example and to actively connect all of these dots in the service of "career satisfaction" and "success in [our] lives."

Respectfully Submitted,

2017 KSAS Committee on the Status of Women
Anne-Elizabeth Brodsky, English (EWP), Co-Chair
Karen Fleming, Biophysics, Co-Chair
Karen Beemon, Biology
Angus Burgin, History
Naveeda Khan, Anthropology
Yi-Ping Ong, Humanities Center
Todd Shepard, History, Program in Women, Gender & Sexuality

Symbols Key

✔	This recommendation from Vision 2020 has been implemented.
✔—	This recommendation from Vision 2020 has been partially implemented
?	Action on this recommendation from Vision 2020 is unclear
X	As far as we know, this recommendation from Vision 2020 has not been implemented.
🔊	This goal/policy needs to be clearly articulated and broadly communicated.
👫	Contributes to a culture of inclusive excellence
📊	This recommendation needs data collection and/or analysis.
➡	This recommendation needs a plan for implementation and action. Who will do this? What will they do? How will success be evaluated?

Category & Score	Goal set in 2006 & comments	Recommendations
Family Policies ✔	Develop formal parental leave policy for faculty members. [Page 38 in Vision 2020] *Yes. But publicize! Key stakeholders, including job candidates and new faculty, are under-informed and may be reluctant to ask. One way to implement this would be to ask/remind chairs to read the policy once a year at faculty meetings. That day, the chairs would also send the link for the policy to the whole department.*	🔊 👥
Family Policies ✔	Paid leave for childbirth for faculty [Page 38 in Vision 2020] *Yes for tenure track, unclear for teaching track.* *JHU needs to facilitate good day care options at all price points. The DLC Family Support Subcommittee report offers concrete, relatively low-cost steps toward achieving this comprehensive strategy.*	
Family Policies ✔−	Establish and publicize clear policies supporting work/life balance [Pages 35 and 57 in Vision 2020] Increase dollars for vouchers Work/Life Determine childcare & elder care needs for faculty, staff, and students; publish findings; develop & implement a plan. [Page 37 in Vision 2020] Extend number of days allowed for family medical leave by using short-term disability insurance, etc. Require supervisors to be trained in flexible scheduling and other work/life issues. For example: "Managing in a New World: An Introduction to Flexibility and Supportiveness at Work." [Page 36 in Vision 2020] *JHU has been moving in the right direction with a superb Office of Work, Life, & Engagement. But a shift to a more inclusive culture is slow. Engagement of leadership, including departmental Chairs, could promote these efforts.*	👥 📊 🔊
Family Policies X	Create comprehensive strategy for dependent care that aligns with scientific knowledge about human development. [Page 37, Item 7 in Vision 2020] Expand affordable dependent care for faculty with lower salaries, and to recruit graduate students. [Pages 38 and 105 in Vision 2020] Increase funding for dependent care vouchers and subsidies. [Page 38 in Vision 2020] *How do we facilitate having good day care options at all price points? The DLC Family Support Subcommittee reports of the past several years reiterate concrete and not terribly expensive steps toward achieving this comprehensive strategy.*	IDEA PLAN ACTION 👥

Category & Score	Goal set in 2006 & comments	Recommendations
Family Policies ?	Plan staffing to support flexibility (staff and faculty) so that morale of those covering while someone is out is preserved [Page 38 in Vision 2020] *Departments are uneven in their establishment and publication of such policies.*	
Family Policies X	Establish and publicize a policy that avoids scheduling regular or important meetings on evenings or weekends. [Page 36 in Vision 2020] *Use Brown University's Provost's letter as a guide for this, and then communicate it broadly.*	
Family Policies **Faculty Recruitment** X	Think creatively about other benefits to help recruit women and decrease work/life stress, like elementary school, summer programs, etc. [Page 38 in Vision 2020] *This could be part of what CSW/HCIE members do, perhaps as members of a committee in Work Life, or as advisory to the deans, or, ideally, in concert with the office of gender equity. For example: Ask faculty/staff/students who have experience with Baltimore area schools (public & private, city & county) to volunteer to be on a Hopkins database like the OUTList. They could list their names, division, and the schools they know something about, and the database would be searchable by division and by school.*	
Administrative Leadership ✔—	Commit to achieving the *New Generation of Approaches* set forth by Vision 2020. This involves achieving long-term (10-15yr) and short-term goals (1-2yr) to establish gender equity. Include resources, accountability for administration, and plans for permanence. [Page 52 in Vision 2020] *This could be the immediate mandate of a gender equity office for faculty. It should be coordinated with the Diversity Action Plans in KSAS (and soon also in WSE).*	
Administrative Leadership X	By 2020: Achieve equal representation of women in the top leadership ranks of the university, including the positions of president, provost, deans, and directors, at all levels of administrative leadership and in the faculty of every division of the university. [Page 56 in Vision 2020] *Such an analysis has not been published. We applaud the 2016 Report on Faculty Composition and would love to see the same for administration.*	

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Administrative Leadership X	Clarify role of CSW; perhaps recast as university advisory committee on women or resource/networking committee for women? [Page 56 in Vision 2020] *Our committee should be advisory to the gender equity office for faculty.*	
Administrative Leadership ?	Create meaningful mentorship for women faculty. [Page 47 in Vision 2020] *This is another topic that could be handled by a faculty office for gender equity. Our understanding is that there is a mentorship program now, but we are murky on its shape and size, and we are not aware of any data on accountability, how much of it happens or how effective it is. If we are not sure, we imagine most faculty are not sure.*	
Administrative leadership X	Establish an office of professionals that can implement recommendations in gender equity and effect organizational change. [Pages 53 and 55 in Vision 2020; Original goal: by April 2007] *We are delighted that Dr. Jeannine Heynes has joined Hopkins, but her office focuses on undergraduate women's issues. We need a gender equity office focused on faculty. Although we are sensitive to concerns of administrative bloat, the institutional change envisioned in Vision 2020 requires dedicated, data-savvy staff with analytical skills, who can gather and analyze numeric and survey information in response to requests from this committee and/or other stakeholders in KSAS working on diversity and inclusion issues. This office should also set goals and see them through to implementation.* *Specific issues this office could address/implement include:* Questions about salary equity Analytics on tenure rates and promotion timelines for women faculty Climate analysis (through surveys and exit interviews) Women's leadership training Women's faculty leadership group [Pages 25, 60, 52, 12, 46 in Vision 2020]	
Leadership ?	Discuss progress at the annual diversity meeting of the Council of Deans [Page 55 in Vision 2020] *The office of gender equity for faculty could serve as an educational resource and accountability manger for this purpose.*	

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Faculty Recruitment & Retention **Leadership** ✔️➖	By 2020: Achieve the highest rate of recruitment and retention of women faculty members and representation of women in leadership roles among peer universities. 　　　　[Page 56 in Vision 2020] *Although we applaud both the diversity training now required by faculty search committees and the initiatives to increase the diversity in faculty hires, creating an inclusive climate has not yet been attained. Will we retain these new faculty? Retention questions, in particular, need data collection and/or analysis to evaluate reasons for leaving. We concur with Vision 2020 that exit surveys conducted by a contract firm or independent group are important data that speak to climate. Their analysis is also essential. In addition, data on peer institutions would inform on the scope of climate challenges in academia.*	
Faculty Recruitment & Retention X	Require new & current employees to be educated about inclusive culture, civility in the workplace, & work/life balance. 　　　　[Page 37 in Vision 2020] *There was talk of "onboarding" under Charlene Hayes-Moore to do just this. Onboarding should involve chairs to emphasize that new faculty know they have their support. It is unclear where this effort currently stands.*	
Faculty Recruitment & Retention X	Vision 2020 recognized over ten years ago that information about the university's work force currently is not routinely collected, analyzed, and used to solve problems. The report recommended tracking a wide variety of essential human resources data relating to recruitment, promotion, retention, salaries, benefits, satisfaction, work/life issues, separation from service, etc. As one of the world's great research universities, where information is the coin of the realm and where most important activity is data-driven, this is essential. 　　　　[Page 53 in Vision 2020] *This has not been implemented and would naturally be handled by an office of gender equity for faculty.*	
Public Advocacy X	Lead a coordinated effort with government, union, committees, professional associations to influence work/life policy development at state & local levels. 　　　　[Page 38 in Vision 2020] *Not yet. But this strikes us as invigorating direction for Hopkins' Knowledge for the World, particularly in conjunction with the Twenty First Century Cities (21cc) Initiative. We know what babies and toddlers need in the first years of life; what constitutes a functional, even robust preK-12 urban education; and the importance of affordable, healthy food. Moreover, this is the life work of many faculty members here. It is imperative that we integrate our own work into the health of our community?*	