

FACULTY PROGRESS REPORT FOR EQUAL OPPORTUNITY AND DIVERSITY PROGRAMS FOR THE 2001-02 ACADEMIC YEAR

Overall, this has been a relatively stable year for the University in regard to equal opportunity and diversity programs. Although there has been some progress in a few specific areas in the recruitment and promotion of women and underrepresented minority faculty, this stability indicates a relative lack of change in recruitment, retention and progress of women, African-American and Hispanic faculty over the past five years, especially at senior levels. Since 1987, there has been a tight monitoring system for faculty searches, and a growing appreciation of the value of diversity by the University community. This report addresses both the strengths and weaknesses of the current equal opportunity and diversity program.

Hiring Procedures

The Office of Equal Opportunity and Diversity actively monitors all faculty searches. Each faculty position must be nationally advertised to ensure as broad an applicant pool as possible. The equal opportunity and diversity hiring procedures also stress the importance of making special efforts at the beginning of the search process to identify women and minority candidates, of interviewing women and minority candidates, and of documenting the reasons for the rejection of all applicants. All offers received prior approval from the Office of Equal Opportunity and Diversity to ensure compliance with affirmative action procedures. However, there is currently no systemic education and oversight of search committees to ensure that appropriate measures are taken to include women and minorities in candidate pools, nor is there systemic oversight of the candidate pools before candidates are brought in to campus to interview, or before departments choose their top candidates.

Hiring goals are set for individual departments annually. The goals are determined by comparing current faculty composition in each department or school with the proportion of women and minorities in the respective professional area nationwide. For those departments which are underutilizing women and minorities, a replacement goal is set for that department or school. The University's objective is that the faculty composition in each department will reflect the composition of the national pool of individuals in that discipline. For those departments which are underutilizing women and minorities and which have hiring goals set, the Faculty Diversity Officer serves as a resource to the chairs of search committees about special measures that should be taken to identify women and minority candidates, and to broaden the search in ways that will include a larger number of underrepresented candidates.

Faculty Composition and New Faculty Recruitment

During the past year, the University made some progress in the recruitment of women and African-American faculty. 31% of all CWRU faculty members are female, however, 40% of all new faculty hires were female. 3% of all faculty members are African-American, however 4% of all new faculty hires were African-American. 2% of all faculty members are Hispanic-American, and 2% of our new hires were Hispanic-American. Asian-Americans are not currently under-represented minorities at CWRU, as

9% of all faculty members are Asian-American and 12% of all new faculty hires were Asian-American.

These percentages are encouraging in regard to women faculty members and reflect CWRU's increased efforts to recruit women at the junior level. Numbers are still low in regard to African-American, Hispanic-American, and Native-American hires, indicating a need to create strong initiatives and incentives to recruit underrepresented minority faculty. The total number of minority faculty decreased by 4 this past fiscal year, indicating a strong need to emphasize the retention of minority faculty members once they are recruited and hired.

The total number of full-time faculty as of **October 1, 2002** was 2243, a net increase of 58 over last year. The total number of female faculty increased by 47 and the number of minority faculty decreased by 4. Minority faculty members (including Asian-American faculty) continue to constitute 14% of the total faculty body. The percent of women faculty increased to 31% this year from 30% last year.

Hiring activity during the 2001-2002 fiscal year (**July 1, 2001 to June 30, 2002**) was robust in the Dental School (14 new faculty members), the Weatherhead School of Management (15 new faculty members), the Francis Payne Bolton School of Nursing (13 new faculty members) and the College of Arts and Sciences (15 new faculty members). The Case School of Engineering hired one new faculty member, the Law School hired five new faculty members, and MSASS hired two new faculty members. The School of Medicine hired 158 new faculty members. During the last fiscal year 223 faculty members were hired, resulting in a net increase in faculty of 58. A vast majority of the new faculty hires were replacement hires for faculty who resigned or retired.

A total of 107 faculty members resigned from 7/1/01 to 6/30/02. Of that total, 28% were women (women comprise 31% of the total faculty). Of the women who resigned, 6.5% were on the tenure-track. No tenured women resigned. 8% of total faculty resignations were African-American (African-Americans comprise 3% of the total faculty) and 6.5% were Hispanic-American (2% of the total faculty are Hispanic-American). **The last two statistics show a troubling trend of African-American and Hispanic-American faculty resigning at greater percentages than their composition in the faculty, again showing a need for improved strategies for retention of minority faculty.**

Overall, CWRU hired 9 new African-American faculty members, 5 Hispanic-American faculty members and 26 Asian-American faculty members. The Case School of Engineering hired one Asian-American faculty member and the Weatherhead School of Management hired four Asian-American faculty members. The College of Arts and Sciences hired one African-American, one Hispanic-American, and one Asian-American faculty member. The Dental School hired two African-American and one Hispanic-American faculty members and the Law School hired one African-American faculty member. The School of Medicine hired five African-American, three Hispanic-American, and 20 Asian-American faculty members.

Overall the African-American faculty decreased by two to 66, the Hispanic-American faculty increased by five to 38, and the Asian-American faculty decreased by 5 to 205. CWRU has two Native American Faculty members, comprising 0.1% of the faculty. While the percentage of new African-American and Asian-American faculty surpassed the total percentage of these minorities at CWRU, we failed to retain several of

employment, even though a large percentage of them had degrees from Ivy League universities.⁵

According to the National Research Council, “among doctoral scientists and engineers, women’s participation has grown much closer to parity in the life and social sciences, but lags far behind in engineering and the physical sciences.”⁶ The study also showed that between 1975 and 1995, 10% of the potential professional workforce of female science and engineering doctorates have been under-employed in their professions.⁷ It also concluded that at any professional age, men are more likely than women to hold tenure. It found that both Research I and other institutions have increased numbers of women faculty, but the gains have been greater in non-Research I institutions, “where women are less well represented than men in all academic ranks and measures of status.”⁸ Women with Ph.D.s and in academic positions increased in the life sciences and social/behavioral sciences.⁹

How does Case Western Reserve stand in relation to these national statistics? Nationally, in 1997 5% of all full-time faculty in higher education was African-American, in 2002 3% of CWRU’s faculty is African-American. In 1997 2.7% of all full-time faculty was Hispanic-American, in 2002, 2% of CWRU’s faculty is Hispanic-American. In 2000, minorities earned 16% of total master’s degrees and 18.6% of total PhD’s.¹⁰ In a study done by the National Center for Education Statistics, full-time faculty in four-year institutions averaged 33% female in 1998,¹¹ while in 2002, 31% of CWRU’s full-time faculty are women. In 1998, 26.2% of full-time instructional faculty and staff were women in private, not for profit 4 year institutions;¹² at CWRU, 31% of full-time faculty are women. Faculty in Private Research universities comprise 6% of total faculty in the United States.¹³ Of our 10 peer institutions (Carnegie Mellon

⁵ Daryl Smith, “Hiring Faculty of Color: Research on the Search Committee Process and Implications for Practice,” Plenary Session, Keeping Our Faculties Symposium, April 22, 2002, Minneapolis, Minnesota.

[http://diversityweb.org/diversity_innovations/faculty_staff_development/recruitment_tenure_promotion/keeping_our_faculties.cfm] November 13, 2002.

⁶ National Research Council, From Scarcity to Visibility: Gender Differences in the Careers of Doctoral Scientist and Engineers (Washington, D.C.: National Academy Press, 2001), 3.

⁷ Ibid., 4.

⁸ Ibid., 9.

⁹ Ibid., 7.

¹⁰ Cathy A Trower and Richard Chait, “Faculty Diversity, Too Little for Too Long,” Harvard Magazine 104 (March-April 2002) [<http://www.Harvard-magazine.com/online/02ma/text/030218.html>], March 26, 2002, 5.

¹¹ U.S. Department of Education National Center for Education Statistics, The Gender/Racial Composition of Postsecondary Instructional Faculty and Staff, 1992-98, August 2002, pg. 2

¹² Ibid., 13.

¹³ Cathy A. Trower and Richard Chait, “Faculty Diversity, Too Little for Too Long,” Harvard Magazine 104 (March-April 2002) [<http://www.Harvard-magazine.com/online/02ma/text/030218.html>], March 26, 2002, 2.

University, Dartmouth College, Duke University, Johns Hopkins University, MIT, Northwestern University, University of Rochester, Vanderbilt University, Washington University), eight have been described by the Journal of Blacks in Higher Education as being “the Nation’s highest ranked universities,” and are rated for the hiring of Blacks, having the following percentages of full-time Black faculty: Duke 3.7%, Johns Hopkins 3.5%, Washington University 3.4%, Dartmouth College 3.2%, Vanderbilt 3.1%, MIT 3.0%, Northwestern University 2.0%, and Carnegie Mellon 1.6%.¹⁴ Of these eight, Duke, Johns Hopkins, Washington University, Dartmouth College, and Vanderbilt have higher percentages of full-time Black faculty than CWRU. Of the total 27 “Highest Ranked Universities” listed by the Journal, the Black percentage of total faculty averaged 3.6% in 2002.¹⁵

Of our peer institutions, Duke, Northwestern, and Vanderbilt are cited by the Journal as having special incentives for increasing Black faculty. At Duke, the Black Faculty Strategic Initiative entails central administration providing start-up funding for adding black faculty members to departments. The university pays 100% of the costs associated with the new hire for the first year, and over a five-year time span, the costs are transferred to the Departments. Since 1995 the number of Black faculty at Duke in the Arts and Sciences has more than doubled, and across the university, Black faculty now make up 3.7% of total faculty.¹⁶ At Northwestern, more money has been allocated for minority students in doctoral studies, and a fund is being established to finance minority doctoral candidates’ scholarly research. Although Northwestern is near the bottom of the Journal’s “highest ranked universities,” in regard to their percentage of Black faculty, their increased faculty diversity measures have resulted in the hiring of 10 new Black faculty.¹⁷ At Vanderbilt, the university recently formed an “Advisory Committee for the Recruitment and Retention of Minority Faculty,” whose major focus is on recruitment and retention of Black faculty. Even before this initiative, Vanderbilt was ranked in the top ten of the Journal’s 25 “highest-ranked universities” in relation to their numbers of tenured Black faculty.¹⁸

Smith and Turner’s research concludes that currently, 70% of minority hires are completed through “special hiring” policies of creating new departments, new positions, or “cluster hiring.”¹⁹ Because of the small numbers of minorities achieving PhD’s, most minority hires are recruited from other universities through aggressive recruitment techniques, rather than established from an “open applicant” pools from advertising.

¹⁴ Theodore Cross and Robert Bruce Slater, “A Short List of Colleges and Universities that are Taking Measures to Increase Their Number of Black Faculty,” The Journal of Blacks in Higher Education, no. 36 (Summer 2002): 100.

¹⁵ Ibid.

¹⁶ Ibid., 102.

¹⁷ Ibid., 102-103.

¹⁸ Ibid., 103.

¹⁹ Daryl Smith, “Hiring Faculty of Color: Research on the Search Committee Process and Implications for Practice,” Plenary Session, Keeping Our Faculties Symposium, April 22, 2002, Minneapolis, Minnesota.
[http://diversityweb.org/diversity_innovations/faculty_staff_development/recruitment_tenure_promotion/keeping_our_faculties.cfm] November 13, 2002.

Currently, CWRU does not have funding or staffing to compete nationally in the aggressive recruitment of minority faculty. At CWRU, an aggressive recruitment campaign should include funding for the creation of new positions and/or departments, additional funding and staffing to the Office of Equal Opportunity and Diversity to facilitate search committee strategies for every search within the university, the creation of faculty exchanges with historically Black and Hispanic Colleges and Universities, and a concerted effort to make the CWRU campus climate welcoming to women and minorities. Other strategies might include incentives for raising the numbers of minority students achieving PhD's by reaching out to area high schools with large minority populations in order to prepare minority students for college, and aggressive recruitment and competitive stipends for minority students in our graduate programs.

In the past year, the CWRU Provost's Opportunity Fund and the new affiliation with Fisk University have been positive steps towards increasing our minority faculty population. Plans for faculty exchanges and dual degrees between Fisk and CWRU provide hope for an increase in our African-American visiting faculty population—an opportunity for positive change in our campus climate for minorities. Currently, a plan to create a joint “ethnic studies” program with Fisk is being discussed, as well. Plans might extend towards asking Fisk to help us in our efforts to recruit full-time minority faculty from other institutions. Other positive initiatives have been taken in the last year, as well. The position of Faculty Diversity Officer was created and staffed, and a Director was named for the new CWRU Women's Center. A Resource Equity Study of CWRU Women Faculty is near completion, and a bold ADVANCE proposal for women and minorities in Engineering and the Sciences was submitted to the National Science Foundation in the fall of 2002. Deputy Provost Lynn Singer added diversity hiring as an imperative for all CWRU Deans and President Hundert's new Vision for the University includes Diversity as one of its core values. Celebrations of CWRU's African-American and Hispanic-American faculty in collaboration with art openings of African-American and Hispanic Art at the Thwing Mather Gallery have been funded by the Office of the President and the Provost. International expert on campus climate and sexual harassment Dr. Bernice Sandler visited campus in the spring of 2002, and spoke to Deans, administrators, and students about “chilly climate” issues.

Please see Tables A and B for number and percentages of faculty composition by school. The Schools of Dentistry, Management, and Engineering are strongest in their minority percentages, while the College of Arts and Sciences, Nursing, MSASS, and Medicine are strongest in their percentages of female faculty members.

Promotion and Tenure for the Period July 1, 2001 to June 30, 2002

A total of 87 faculty were candidates for promotion and/or tenure; the majority of the candidates were from the School of Medicine (61). Fifty faculty were candidates for promotion to associate professor; 18 of the 50 (36%) were female faculty. Forty-four, or 88%, of all candidates were promoted to associate professor; 94% of the female candidates were promoted. Twenty-seven faculty, including four female faculty (15%), were candidates for the award of tenure. Twenty-three faculty (85%) were awarded tenure; all four female candidates were awarded tenure. Twenty-six faculty were candidates for promotion to professor; six of these candidates (23%) were female.

Twenty-two faculty were promoted to professor (85%), including all six female candidates.

Note that there are more actions than candidates; some, but not all, of the candidates were simultaneously considered for promotion to associate professor or professor and for the award of tenure. This information was obtained from the April 10, 2002, "Resolution to Approve Faculty Promotions and Awards of Tenure" submitted to the Board of Trustees.

Table H provides a detailed breakdown of these activities by school. The distribution of senior faculty (excluding the School of Medicine) by gender and by academic year is summarized in Graphs V-A and V-B. The distribution of tenured faculty (excluding the School of Medicine) by gender and by academic year is summarized in Graph V-C. The same information for the School of Medicine is provided in Graphs VI-A to VI-C.

Endowed Chairs

Among Endowed Chairs in the University, 26 (25%) are held by women. Of the Endowed Chairs in the School of Medicine, 5 (11%) are held by women.

New Tenured Appointments

New tenured appointments made at the Associate Professor or Professor level in the University from July 2001 to February 2003 include 3 (16%) held by women. In the School of Medicine, zero of the six new tenured faculty that were appointed were female. These data are displayed in Table E-2.

Resignations, Terminations, and Retirements

One hundred and seven faculty left CWRU between July 1, 2001 and June 30, 2002. Most of the activity was in the School of Medicine, which lost 86 faculty. A detailed breakdown of faculty who left CWRU in 2001-02 can be found in Table J.

Candidates for Promotion in the Tenure Track and New Tenure Track Appointments in the School of Medicine

For the current (2002-03) promotion year in the basic sciences of the School of Medicine, 15 faculty are candidates for promotion on the tenure track at the associate professor rank or above; 7 of the 15 (47%) are women. (Three candidates are being considered for both promotion and tenure, thus 15 candidates are under consideration for 18 actions.) In the clinical sciences, out of 20 candidates (where 5 are being considered for both promotion and tenure awards), only 4 (20%) are women.

The School of Medicine appointed 136 assistant professors from July 1, 2002 through January 2003; 50 were women and 86 were men. 21 women (42% new female assistants) and 29 men (34% of new male assistants) were appointed to the tenure track. 29 women (58% of new female assistants) and 57 men (66% of new male assistants) were appointed to the non-tenure track. These data are displayed in Table G-2.

Salary Equity

As in previous years, the Provost and Faculty Diversity Officer have reviewed each recommended salary increase for faculty members with the appropriate dean. A

review for equity occurs for each faculty member's proposed salary. For example, each female faculty member is compared with males in her department. Factors of rank, time-in-rank, and academic performance are considered. Equity adjustments have been made and will continue to be made.

The Salary Equity Committee, established by the President in the fall of 1992, carried out a salary analysis and reviewed the salary distribution of all faculty, excluding those in the School of Medicine. The conclusions of the committee, shared with the entire University community in 1993, were "that there were no systematic University-wide differences in average salaries between men and women and between minority and non-minority racial groups when summarized for each rank and division/school. Moreover, University-wide estimates of average salaries from multi-variate analyses demonstrate that there are small but statistically not significant differences in average salaries in favor of men and in favor of non-minority groups within the University when important variables are taken into consideration." However, the committee noted that in a few division/schools deficiencies in salary that were statistically significant existed for a few cases in some ranks. Among the recommendations of that committee was a salary equity study of faculty within the Medical School. A study of salary equity for faculty in the basic science departments was coordinated by the Vice Provost working with faculty committee members. This study did not show statistically significant salary inequities. A study of salary equity for all faculty who are paid through CWRU is in process, under the direction of Professors Patricia Higgins and Cyrus Taylor, through the President's Advisory Commission on Women. This study is focused on resource equity; salary equity and retention studies are part of its charge as well. The report for this study will be shared with the University when it is completed.

Mechanisms for Support of Women and Minority Faculty

- The University Committee on Minority Affairs and The University Committee on the Status of Women are active standing committees of the Faculty Senate. These committees have been very helpful in bringing visibility to the issues, in monitoring progress, and in making recommendations.
- New Faculty Orientation. The Provost's Office, the Office of the Faculty Senate, and UCITE present a full-day program designed to introduce new faculty to the University, to University Circle, and to UCITE. This program, presented in the week before the start of the Fall semester, is designed to complement orientation programs in the College and Schools.
- Faculty Development. Each dean, with the encouragement of the Provost's Office, has established a faculty development program specific to their school. The Deans are asked to update these plans periodically. Complementary programs directed toward ongoing development of faculty as educators are available through UCITE, headed by Professor Jim Zull.
- The Provost and the Associate Provost review the annual and mid-tenure evaluations of non-tenured faculty. Our current faculty review process is intended

to be carefully monitored by the deans so that each faculty member receives a clear and written evaluation periodically as well as adequate career guidance. As part of the involvement of the Provost's Office, the office provides feedback to the deans about the process.

- A policy was put into effect in 1989-1990, initiated by the Provost's Office, that in instances of mandatory tenure or of promotion from Associate Professor to Professor, cases with negative recommendations from the department would proceed through the University promotion and tenure process. The purpose of this procedure is to ensure a full review of faculty who have been denied especially critical promotions in their department or School.
- The Employee Assistance Program (EASE) initiated by Human Resources, is a voluntary private and confidential program provided through the Center for Families and Children (CFC). This service provides counseling and community resources for benefits-eligible employees and family members to help identify problems and develop plans for resolution.
- A policy has been in effect that a faculty member who is the primary care-giving parent, may request from the Provost a one-year extension of the pre-tenure period after each live birth or after each adoption (for specific details see I.G.6 of the Faculty Handbook). This policy has been utilized by a number of faculty and has been well-received.
- Although often under-utilized by Departments conducting searches, a portion of the Provost's Opportunity Fund has been set aside for use in for strategic hiring of under-represented women and minority faculty.
- In 2001, the President's Office formed two new councils to address diversity issues on campus, The President's Advisory Council on Women in the University, chaired by Mary Barkley, M. Roger Clapp University Professor of Arts and Sciences, and The President's Advisory Council on Minorities in the University, chaired by Andre Mickel, Assistant Professor of Endodontics, and Director of Endodontics Graduate Programs in the School of Dentistry.

Areas of Concern for 2002-03

- 1) There continues to be a need for women faculty throughout the University. Compared to our peer institutions, CWRU is below average in the percentage of women faculty at all levels.
- 2) The low percentage of women who are full professors and who are tenured continues to be a concern.
- 3) The low percentage of African-American and Hispanic-American faculty in all areas of the faculty is a major concern.
- 4) The low percentage of women faculty with endowed chairs throughout the University, but especially within the School of Medicine, is a major concern. The absence of women faculty in leadership positions (Deans and Chairs) throughout the University is a major concern.
- 5) Retention of junior faculty, particularly in the School of Medicine, is an area of concern.
- 6) Retention of African American and Hispanic faculty is a major concern

Recommendations

- 1) Substantial resources must be committed to strategic recruitment of senior women and under-represented minority faculty. Resources need to be allocated to the Office of Equal Opportunity and Diversity to support the development of programmatic efforts to address current problems.
- 2) Increased efforts to recruit women and under-represented minority faculty at all ranks to senior positions, and to mentor their professional development. Diversification of search committees, education of every search committee on diversifying strategies, and oversight of the search process for diverse candidate pools could further this goal.
- 3) Give full consideration to all faculty for appointment to leadership positions within departments and schools. Mentor women and minorities for administrative and leadership positions.
- 4) Investigate the “campus climate” at CWRU for women and minorities and make every attempt to create a welcoming and enriching environment for all members of the CWRU community

- 5) Prompt implementation of upcoming recommendations from the Salary and Resource Equity Committee.
- 6) Improve the mentoring of junior faculty and investigate new ways to help them be successful.
- 7) Evaluations of Deans and Chairs should consider their efforts and success at increasing faculty diversity.