



CASE

CASE WESTERN RESERVE UNIVERSITY

# Assessing And Improving The Progress Of Women Faculty At CASE: ACES Program

*Lynn T. Singer*

*Interim Provost and Vice President*

*for Academic Programs*

*Case Western Reserve University*

# Why Address the Development of Women Faculty?

- Underutilizing a major resource
- Diverse teams outperform homogenous ones
- Diversity in styles and skills brings value to customers
- Fortune 500 companies with the most women executives deliver far more earning than firms with the fewest

Source: Association of American Medical Colleges

# Some Aspects of the Problem

- Men and women rating works of art, articles and CV's give lower ratings when they believe work is a woman's
- Peer-reviewed scores of post-doc fellow applications - women had to be 2.5x more productive to receive same score
- Student ratings – tougher on women
- MIT Resources Study found that:
  - “Marginalization increases as women progress, accompanied by differences in salary, space, awards”
  - Problems especially flourish in departments with non-democratic practices ... cronyism and unequal access to resources

Source: Association of American Medical Colleges



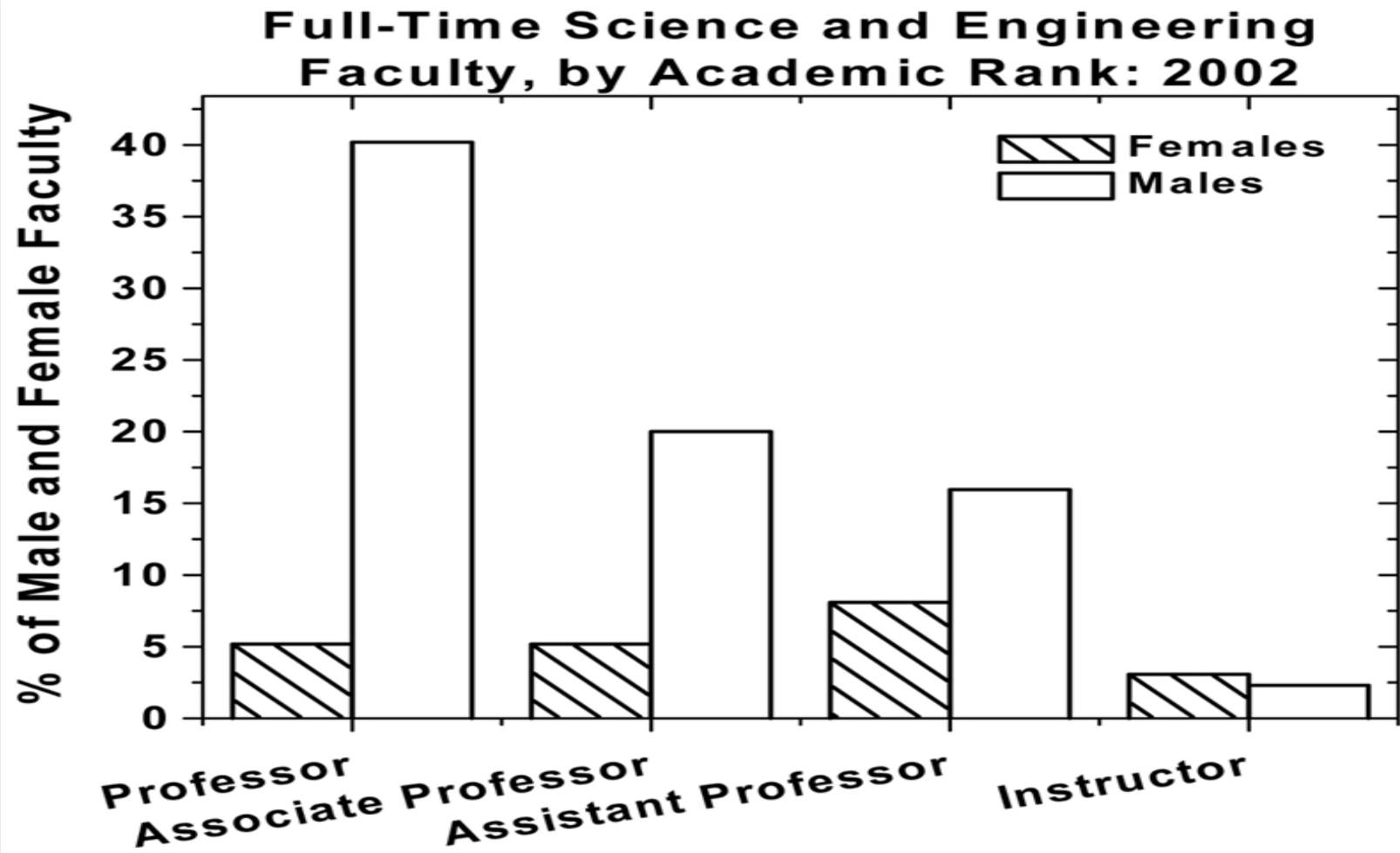
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# The CASE Situation

*What's Being Done and What Needs To Be Done*

# CASE Faculty by Rank and Gender 2002



# CASE Resource Equity Committee (REC) Study, 2000-2003

- 6 Focus groups: Senior Women Faculty (2), Junior Women Faculty, Men Faculty, Mixed Gender Mixed Rank, Administrators
- 47 faculty from all schools
- 28% men, 72% women, 11% administrators, approximately same percentage at Asst., Assoc. & Full levels
- Examined perceptions of the experience of women faculty members on campus

# REC Findings – Perceptions of Focus Group Members

- Few women in total, fewer at higher levels, and very few in academic leadership
- Gender is confounded with rank
- CASE as a culture exclusionary to women
- Women treated as “tokens” – marginalizing, stereotyping, higher hurdles, double standards
- Lack of transparency; perception that “everything is negotiable”
- Inequities in salaries, teaching loads, service loads, and access to resources (e.g., RAs, travel money, support staff, protected time)
- Lack of mentoring
- Work-life integration issues

# REC Recommendations

- Undertake large-scale quantitative studies examining resources, compensation, and climate
- Deans and Chairs are key people in the culture change
- Undertake coaching and training of administrators and faculty
- Initiate departmental discussions of “community” to benefit all members



# Recent Strategies and Initiatives

- Faculty Senate Committee on Women (ongoing)
- Resource Equity Committee (2000)
- President's Advisory Council on Women (2001) & President's Advisory Council on Minorities (2001)
- Women in Science Roundtable (2001)
- Center for Women (2002)
- Provost's Opportunity Funds (2002)
- Faculty Diversity Office separate from Provost's Office (2002)
- Committee for On-Campus Childcare (2002)

# Recent Strategies & Initiatives (contd.)

- Formal review of open endowed chairs to assess women candidates → 2 new women chairs
- Provost refusal to approve appointments
- **NSF ADVANCE institutional transformation award**
- Fisk University partnership
- Partnership with industry (Lubrizol)
- Diversity objectives as component of Deans' performance
- **Presidential Initiative - 5 new endowed chairs for women in test departments**

# ADVANCE Institutional Transformation Award

- NSF nationwide initiative (18 schools)
- CASE's ADVANCE award: Academic Careers in Engineering and Science (ACES) – \$3.5 Million
- ACES' overall goal is to stimulate *both* departmental and university-wide change through a 2-phase, 5 year study

# ACES Vision

To promote a campus-wide culture characterized by equality, participation, openness, and accountability

# ACES Goals and Objectives

- Transform campus-wide culture
  - Recognize and minimize existing barriers
  - Catalyze positive cultural change
- Institutionalize transformation through initiatives in 4 critical areas:
  - Coaching, Mentoring, Networking, and Training & Development
- Target groups: administrators, faculty, students

# ACES Team Members

- PI: Lynn Singer
- Co-Is: John Angus, Mary Barkley, Diana Bilimoria
- ADVANCE Team Positions: Beth McGee (Faculty Diversity Officer), Dorothy Miller (Director, Center for Women)
- Research/Evaluation Team: Patricia Higgins, Eleanor Stoller, Cyrus Taylor
- Staff associates and graduate assistants

# ACES Phase One (Years 1 & 2): Self Study and Pilot

- Undertake and assess initiatives in 4 test S&E departments
  - Chemistry
  - Mechanical & Aerospace Engineering
  - Organizational Behavior
  - Physiology & Biophysics
- Develop baseline data for all faculty:
  - Personnel info: salary, rank, years in rank, etc
  - Survey: resource equity, climate, work-family integration

# ACES Phase Two (Years 3, 4, & 5): Large Scale Implementation

- Best practices, learned from evaluation and self-study in Phase 1, will be extended to all ACES program areas
- Continued evaluation of progress



# Criteria for Accountability - Deans

Overall Goal: Increase percent of S&E women faculty at CASE over baseline by 20% over the 5 year period through

- (1) Targeted Recruitment
- (2) Advancement and Retention
- (3) Institutional Climate Change
- (4) Faculty Development

# Criteria for Accountability - Deans

## (1) Targeted Recruitment

- Increase the percentage of women faculty at the assistant professor level
- Recruit one new senior woman as a full professor with endowed chair in each test department
- Increase women as a percentage of all candidates in search pools
- Increase women as a percentage of all candidates invited to visit CASE
- Increase women as a percentage of candidates offered jobs

# Criteria for Accountability - Deans

## (2) Advancement and Retention

- Increase the percentage of women faculty at the associate professor level through promotion from within
- Increase the percentage of women faculty at the full professor level through promotion from within
- Increase the percentage of women department chairs
- Increase the percentage of women in academic leadership/administration positions at the school level

# Criteria for Accountability – Deans

## (3) Institutional Climate

- Significantly improve qualitative perceptions and ratings of climate, as ascertained through focus groups, interviews, and surveys
- Increase resource equity for women faculty, including salary equity, teaching loads, lab space, retention perks, etc.
- Increase the percentage of women invited to campus as distinguished lecturers, visiting speakers/scholars, etc.

# Criteria for Accountability - Deans

## (4) Faculty Development

- Create and institutionalize coaching and mentoring mechanisms, and increase faculty participation rates
- Conduct relevant training and education workshops for all faculty, and increase participation rates
- Create and utilize school-level opportunity grants for the development of women and minorities

# Next Steps – Program Plan for Fall 2003

- Presentation to Deans and Chairs by Lynn Singer
- Conduct self-study in Fall 2003:
  1. Collect baseline qualitative data (on departmental climate) within the 4 test departments (REC)
  2. Collect baseline quantitative data (on numbers in rank, teaching loads, service assignments, salary, travel money, lab space, staff support, institutional funds, leaves etc.) for all S&E departments (Deans and Chairs)
  3. Collect baseline quantitative data (on campus community) across all CASE faculty (Accreditation Committee)
- ACES team to meet monthly with Deans & Chairs of 4 test departments

# Next Steps – Program Plan for Spring & Summer 2004

- **Begin pilot initiatives in 4 test departments**
  - Set up Mentoring Committees for all women assistant and associate professors; provide training to mentors and mentees (ACES)
  - Set up Development Committees for all women full professors (ACES)
  - Begin funded distinguished lectureships by senior women in the disciplines (Chairs)
  - Train and assist search committees (Faculty Diversity Officer)
  - Begin coaching of women faculty; train coaches (ACES)
  - Begin leadership coaching of deans and chairs; train coaches (ACES)

# Next Steps – Program Plan for Spring & Summer 2004 (contd.)

- **Begin other ACES initiatives**
  - Utilize ADVANCE Opportunity Grants for women faculty (Deans)
  - Develop Spousal Hiring Network resources (ACES)
  - Fund minority pipeline initiatives, including student internships (ACES, School of Medicine Minority Summer School Program)
  - Develop guidelines for collaborative initiatives with Fisk University, including ADVANCE Visiting Professorship (ACES)
  - Initiate networking opportunities for women faculty (Women's Center)
  - Develop guidelines and conduct 2<sup>nd</sup> Year Entrance Interviews, and Exit Interviews of women faculty (Faculty Diversity Officer)
- **ACES team to meet monthly with Deans & Chairs of 4 test departments**



# Plan for 2004-2005

- Continue to implement and monitor initiatives started (ACES)
- Conduct salary study
- Provide ongoing assessment tools, workshops, and consultation to 4 test departments (ACES)
- Conduct student training (Women's Center)
- Create campus-wide database on women faculty (Women's Center)
- ACES team continues to meet monthly with Deans & Chairs of 4 test departments