



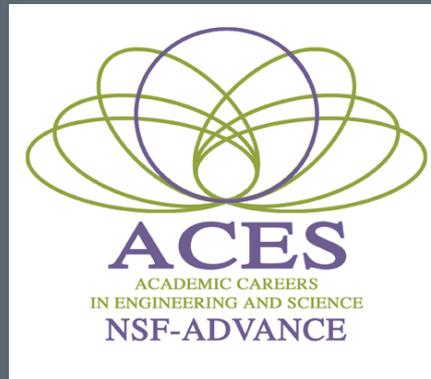
CASE

CASE WESTERN RESERVE UNIVERSITY

ACES Research and Evaluation

Provost's Leadership Retreat

26 October 2004



www.case.edu/admin/aces

Resource Equity Committee Members

Patricia Higgins, Nursing

Diana Bilimoria, Organizational Behavior

Eleanor Stoller, Sociology

Cyrus Taylor, Physics

Staff/Student:

Susan Perry, Sr. Research Associate

Linda Robson, Graduate Student



REC Mission

Case Western Reserve University seeks to foster the full development, professional advancement, and recognition of *all* members of our community.



Introduction

- The Resource Equity Committee (REC) was commissioned by the University Provost at the recommendation of the Faculty Senate in 2000.
- Its charge was to design and implement a study to investigate resources available to faculty on the CWRU campus.
- The REC took on the role of the ACES Research and Evaluation Team in 2003.



ACES Research and Evaluation Activities

- (1) Research on status of women faculty in S&E
- (2) Evaluation of specific ACES interventions
- (3) Evaluation of ACES-related outcomes



(1) Research on Status of Women Faculty in S&E

- NSF Annual Report
- Annual department resource survey
- Best practice case study of Neurosciences department
- Offer letter analysis
- Test department focus group study
- Campus climate survey



(2) Evaluation of Specific ACES Interventions

- Executive coaching intervention
- Mentoring program
- Networking events
- Faculty development workshops



(3) Evaluation of ACES-related Outcomes

- Overall impact on women faculty, chairs, and deans
- Overall impact on employment status of women faculty in S&E
 - recruitment, promotion, tenure, retention, and leadership
- Overall impact on academic climate



Conclusions From

(1) Resource Equity Study 2001

6 focus groups: N=47

Content analysis

(2) Test Department Study 2004

3 focus groups & 6 individual interviews: N=23

Content analysis

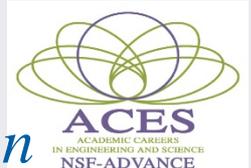
(3) Faculty Climate Survey 2004

Mixed methods

Multivariate data analysis: item responses (N=508)

Content analysis: written comments (N=159)

Manuscript under review at *Review of Higher Education*



Themes Extending *Beyond* the University

Faculty careers are gendered

- Faculty jobs are developed and structured with male careers in mind.

Resource Equity 2001	Test Departments 2004	Climate Survey 2004
X	X	X



Themes Extending *Beyond* the University

The nature of research universities

- Teaching is trivialized and devalued.
- Emphasis on the “bottom line” and view of faculty as “entrepreneurs.”

Resource Equity 2001	Test Departments 2004	Climate Survey 2004
X	X	X



Themes Extending *Beyond* the University

Work and life integration

- Competing with faculty who have fewer external demands can put many women at a disadvantage relative to men.

Resource Equity 2001	Test Departments 2004	Climate Survey 2004
X	X	X



Themes Specific to Case

Proportional rarity of women is an issue at Case

- Lack of a critical mass of women faculty – particularly at the senior ranks.
- Token dynamics.

Resource Equity 2001	Test Departments 2004	Climate Survey 2004
X	X	



Themes Specific to Case

Everything's negotiable at Case

- Pervasive secret “side deals.”
- Women are less aware of bargaining options.

Resource Equity 2001	Test Departments 2004	Climate Survey 2004
X	X	X



Themes Specific to Case

Mentoring, coaching, and professional development are needed at Case

- Mentors would help women to better negotiate, engage in self-promotion, and benefit from side deals.
- The small number of senior women limits the availability of role models.

Resource Equity 2001	Test Departments 2004	Climate Survey 2004
X	X	X



Themes Specific to Case

Case has a hierarchical, elitist structure

- Case is a hierarchy-driven, elitist institution.
- Pervasive deference to rank, with the benefits of rank accruing more to male faculty than to female faculty.

Resource Equity 2001	Test Departments 2004	Climate Survey 2004
X	X	X



Themes Specific to Case

Everyday interactions influenced by gender at Case

- Informal expectations and interactions disadvantage women.
- Differential treatment from students and staff.

Resource Equity 2001	Test Departments 2004	Climate Survey 2004
X	X	



Themes Specific to Case

An exclusionary culture at Case

- “This is a difficult place to be female,” one woman faculty reported.

Resource Equity 2001	Test Departments 2004	Climate Survey 2004
X	X	X



Themes Specific to Case

Little things matter at Case

- Departments and/or the University could improve the sense of morale and climate by small gestures.

Resource Equity 2001	Test Departments 2004	Climate Survey 2004
	X	X



Themes Present Across Multiple Sources of Data

	Resource Equity 2001	Test Depts. 2004	Climate Survey 2004
Faculty careers are gendered	X	X	X
Nature of research universities	X	X	X
Work / life integration	X	X	X
Proportional rarity	X	X	
Everything's negotiable	X	X	X
Mentoring / professional development	X	X	X
Hierarchical / elitist institution	X	X	X
Everyday interactions	X	X	
Exclusionary culture	X	X	
Little things matter		X	



Recommendations from Faculty

“It’s almost impossible for me to conceive of this as being a family-friendly, gender-neutral institution of work without some form of childcare. It just doesn’t work. It hurts the women much, much more than the men. It’s got to be done.” *Male*

“Spend some money as a research intensive institution. It applies to *all* issues. You need resources to attract the top people. People get frustrated and leave.” *Female*

“...It would be nice if the administration would take a good look at infrastructure that’s here and ask a few questions of faculty about what can we do.” *Male*





Reflection Questions

General reactions?

What are you seeing in your unit?

How can these issues best be addressed in your unit?

