

Gender Issues in the Path to Academic Leadership

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Rationale and Goals of Session

- Women advance more slowly into academic leadership positions
- Developing and furthering an academic career requires more than mastery of your subject matter
- Key leadership skills/knowledge to be demonstrated:
 - Negotiation
 - Self promotion
 - Discovering unspoken rules
- Institutional remedies

Barriers to Leadership for Women in Academia

- Lack of access to career advice
- Invisible factors keep women from rising to the top
- Lack of mentoring and socialization of women faculty:
 - Not taught how to negotiate or self-promote
 - Negotiation style that emphasizes common good rather than personal advancement
 - Inadequate information about unspoken rules
 - Exclusion from side deals

Experiencing the Glass Ceiling

“I feel like there’s this system that is more likely to take these men under their wings. I’ve seen it. They take men under their wings, and they give them the inside scoop, and they ‘mentor them’, tell them what they need to or have to do or put you on this paper, and I just don’t see that happening with the women.”

- Woman Faculty Member

Gender Schemas & Judgments

- Implicit hypotheses about sex differences shapes men's & women's professional lives
- Whatever emphasizes a man's gender gives him a small advantage
- Whatever accentuates a woman's gender results in a small loss
- Small differences in treatment pile up & result in disparities in salary, promotion & prestige
 - *Why So Slow?*



Myths & Assumptions

Individual choice-making

“Some women just don’t make good choices”

Meritocracy

“She would have received tenure if her work was good enough”

Objective evaluation

“We need to maintain standards”

Gender-blind processes

“It’s irrelevant here if you’re a man or a woman”

Autonomous action

“She should just say ‘no’ to service assignments”

Research shows Evidence of Bias

- Hiring & CV review
- Postdoctoral fellowship awards
- Peer review
- Letters of Recommendation
- Salary determinants
- Teaching evaluations

Gender Bias in Evaluation

- Women substantially underrewarded in academia – paid less, promoted more slowly, tenured more slowly
(Valian, *Why So Slow?*)
- “Blind” auditions can explain 30 to 55% of the increase in women winning orchestral jobs
(*Washington Post*, July 13, 1997)
- University psychology professors prefer 2:1 to hire “Brian” over “Karen”, even when the application packages are identical
(Steinpreis, Anders & Ritzke (1999) *Sex Roles*, 41, 509)

Gender Bias in Evaluation (cont)

- CVs given lower ratings by evaluators 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

Vignette #1

- Being asked to assume an administrative role

Vignette #2

- Deciding to go for promotion

Individual Faculty Level Changes

- Have contextual knowledge of your institution
- Be familiar with research background of senior faculty
- Use mentoring to get feedback and the unwritten information
- Recognize influential people in your dept/school
- Keep careful records of activities – build power through making actions visible
- Learn to negotiate for yourself; everything is negotiable
- Develop a master career advancement plan with objectives and activities that support it
- Start behaving like you want to be – act the part
- Be active, network in university and professional community
- Remember that men can be good mentors too
- Get endorsed by legitimate authority

School/Dept. Level Changes

- Establish Faculty Development Committees for promotion and tenure
- Provide training on mentoring
- Clearly communicated promotion and tenure criteria
- Dean/Director support for promotion of women
- Annual written reviews of progress toward promotion/tenure
- Review how leadership on committees is distributed among faculty
- Schedule meetings during normal business hours

An Example of University Level Change

- The Academic Careers in Engineering & Science (ACES) program at Case Western Reserve University is part of the National Science Foundation (NSF) ADVANCE program to develop a national science and engineering workforce that includes the full participation of women at all levels of faculty and academic leadership.

<http://www.case.edu/admin/aces/>

ACES Initiatives

- ACES encompasses 31 departments in fields of research supported by NSF
- Intensive coaching, mentoring, networking, and training and development sessions for women faculty, department chairs and students
- Networking events, distinguished lectureships, opportunities grants, Provost Leadership Retreat

ACES Initiatives (cont)

- Student Gender Awareness modules
- Search Committee Tools and Workshops
- HotLine Coaching
- University Policies re: partner hiring, consensual relationships, pre-tenure extensions, LGBT resources, cultural competency, exit interviews

Resources

- Association of Women in Science. (2002). Chilly climate: Addressing the climate for Women in Academia. <http://www.chillyclimate.org/index.asp>
- Collins, L. H., Chrisler, J.C. & Quina, K. (Eds.) (1998). *Career strategies for women in academe*. Thousand Oaks: Sage
- "How Do Male and Female Faculty Members Construct Job Satisfaction?" - by Diana Bilimoria, Susan R. Perry, Xiangfen Liang, Patricia Higgins, Eleanor P. Stoller, and Cyrus C. Taylor, presented by Diana Bilimoria at the 2005 NSF-ADVANCE Meeting in Washington, D.C.

Resources

- Valian, V. (1999). *Why So Slow: The Advancement of Women*. Cambridge, MA: MIT Press
- Fox, M.F. (1995) Women and higher education: Gender differences in the status of students and scholars. In J. Freeman (Ed.), *Women: A Feminist Perspective* (220-237). Mountain View, CA: Mayfield Press
- Glazer_Raymo, J. (1999). *Shattering the myths: Women in academe*. Baltimore: John Hopkins University Press.

Web Resources

- NSA Advance at University of Michigan
http://sitemaker.umich.edu/advance/reading_lists_and_resource_links
- Summer Institute for Women in Higher Education Administration
<http://www.brynmawr.edu/summerinstitute/>
- Institute for Management and Leadership in Education
<http://www.gse.harvard.edu/ppe/highered/programs/mle.html>
- Advancing Women: Annotated Bibliography
<http://www.hunter.cuny.edu/genderequity/equityMaterials/annobib.pdf>