

# **99 Status of Women Reports: Academic Leadership's Role in Improving the Status of Female Faculty**

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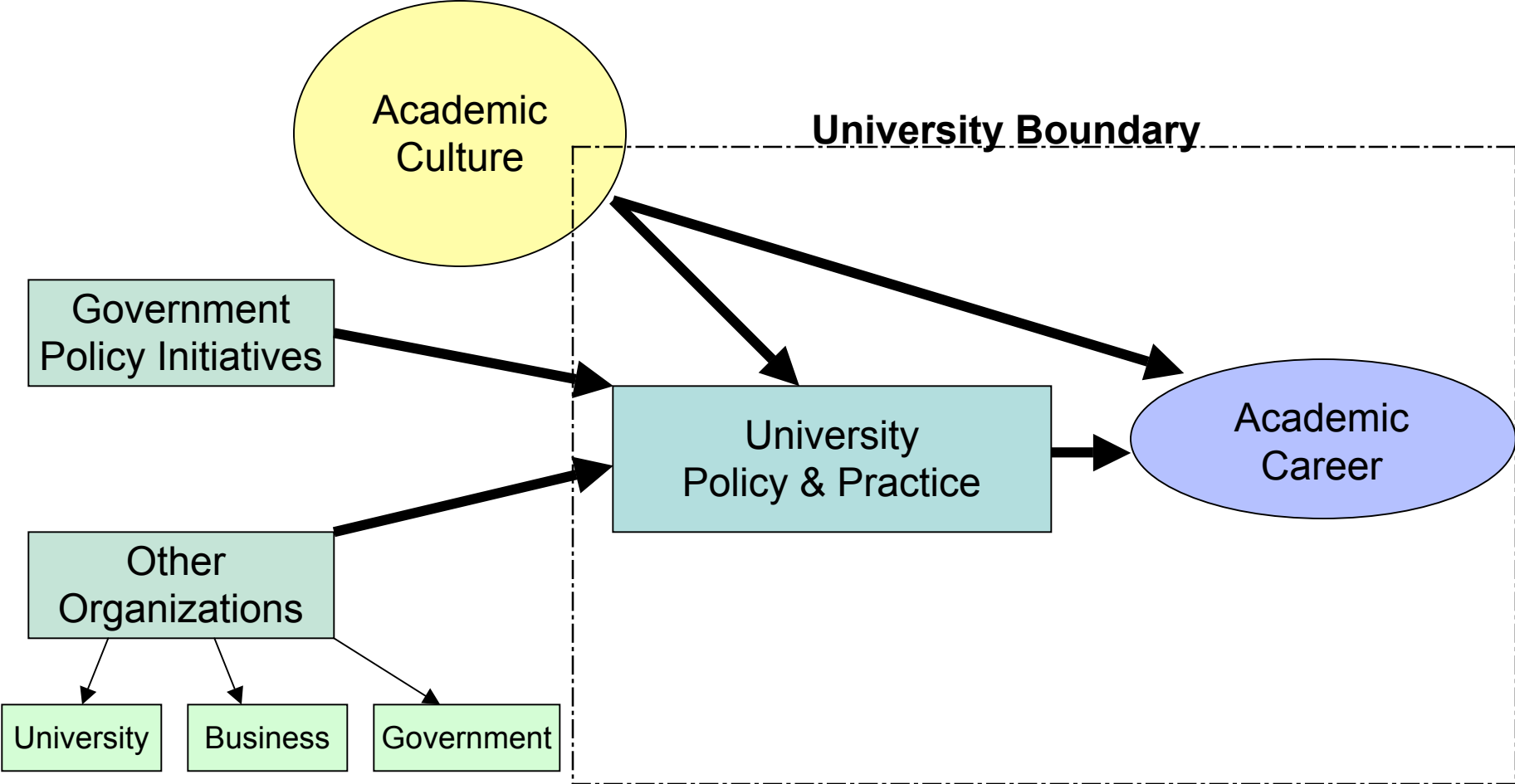
RU-FAIR Studies of Women in Science, Engineering and  
Mathematics Lecture Series  
Symposium on Research on Academic Women in Science  
Rutgers, The State University of New Jersey  
New Brunswick

# NSF CAREER: University Determinants of Women's Academic Career Success

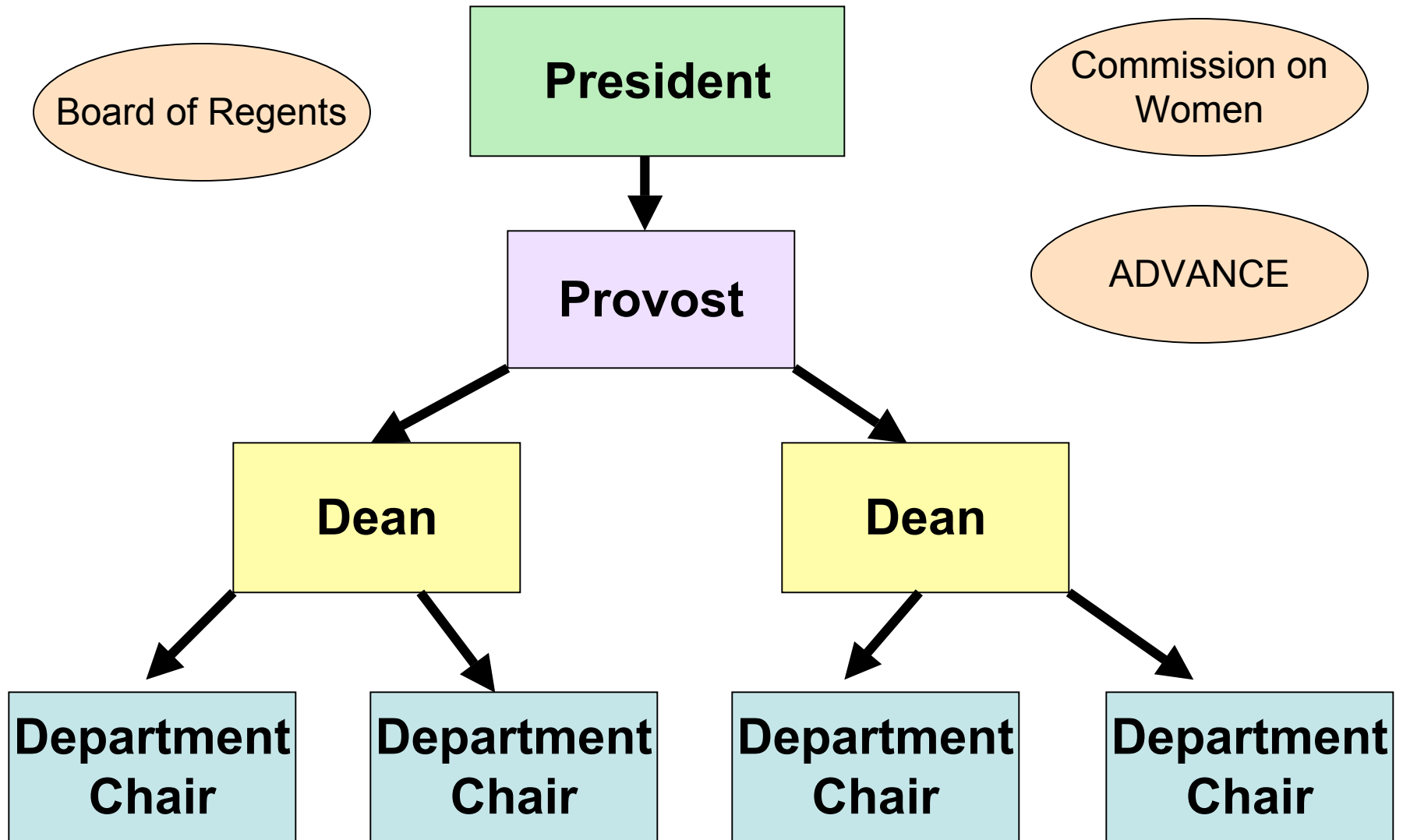
## DATA COMPONENTS

- ◆ Survey of Academic Researchers
- ◆ Curricula Vitae
- ◆ Extant University-Level Data
- ◆ Coded Faculty Handbooks
- ◆ Coded Status of Women Reports

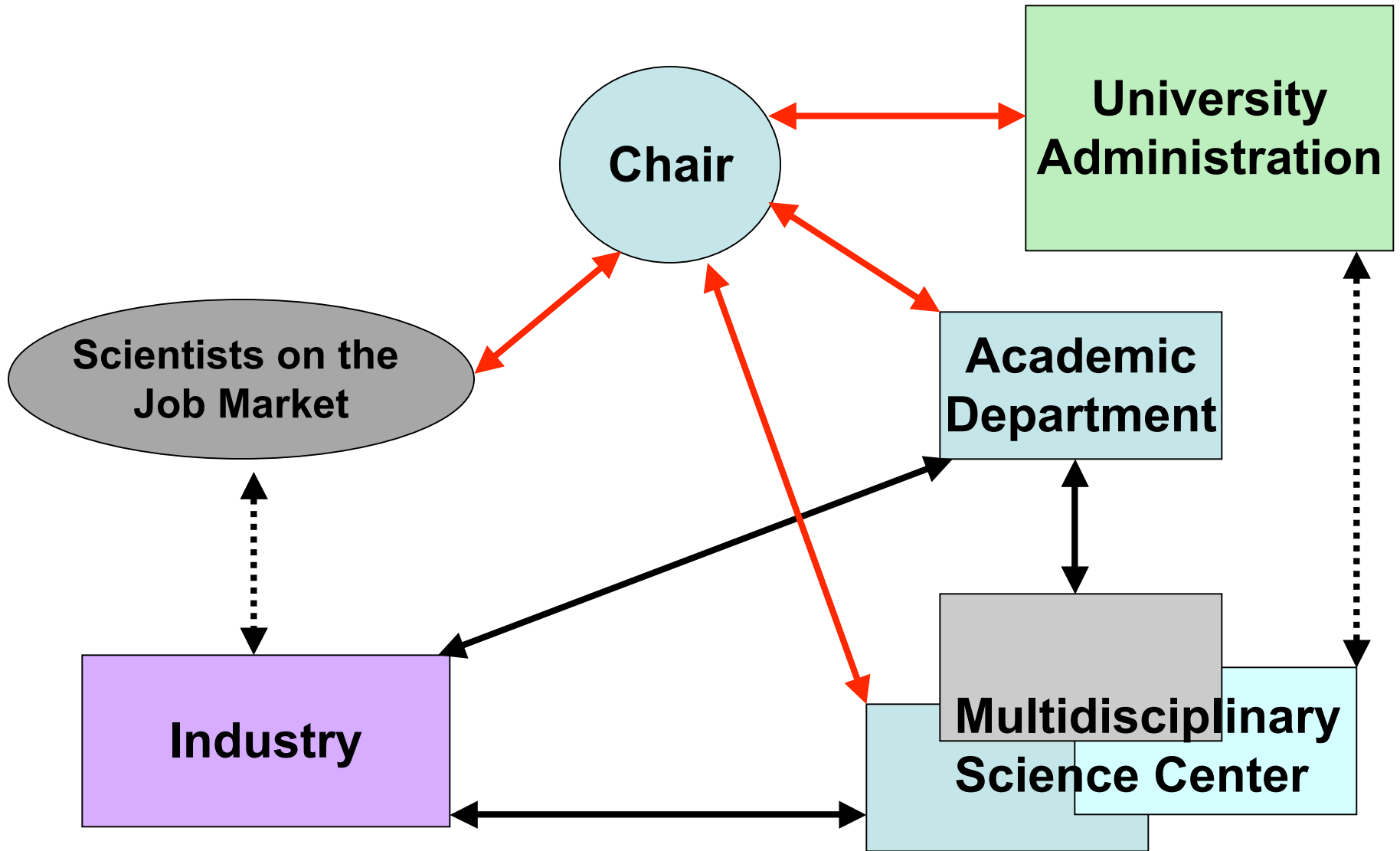
# Causal Schematic of Academic Career Context



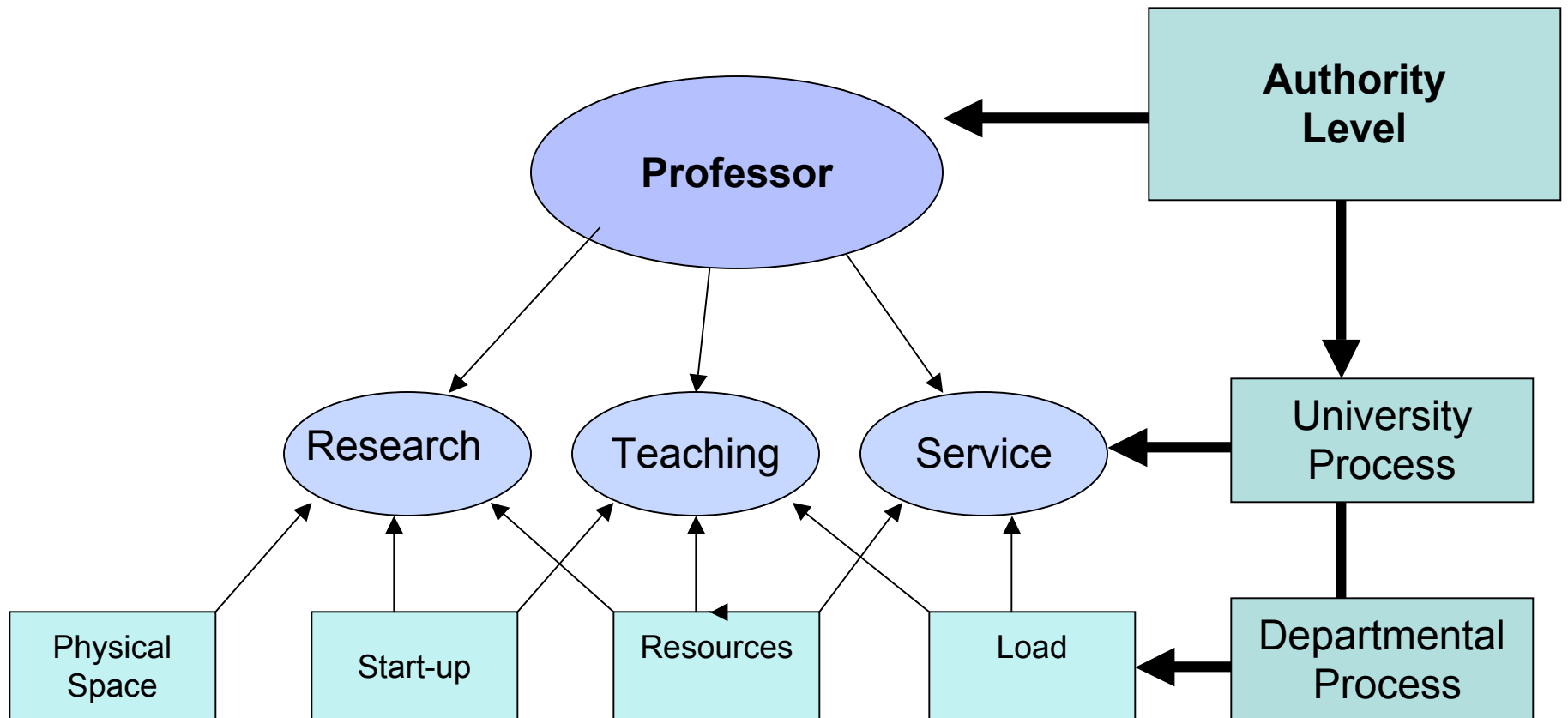
# The University Hierarchy



# The Departmental Chair: Recruitment, Resources, and Negotiation



# Professors in Organizations: Limited Autonomy

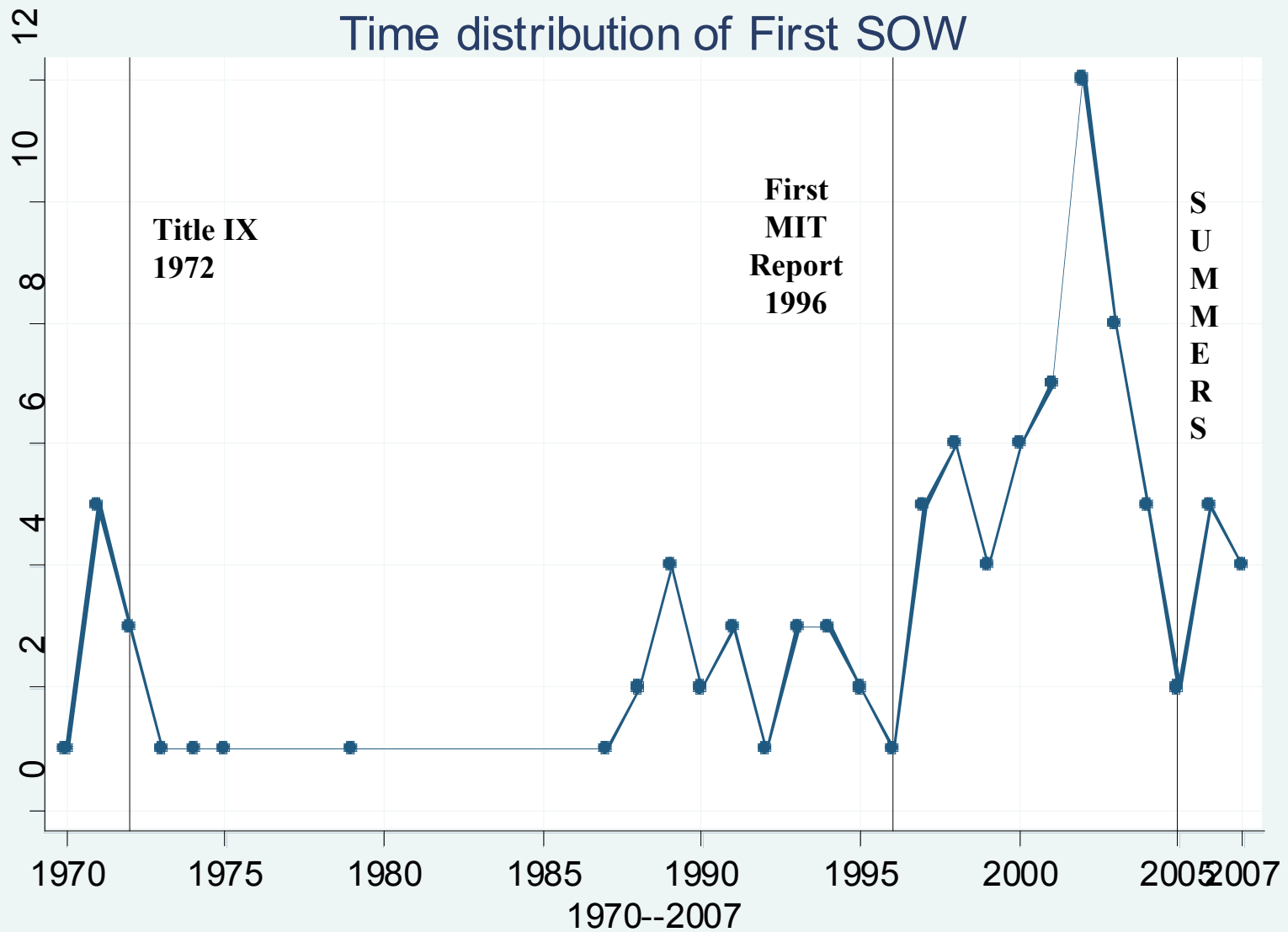


# What is a Status of Women Report?

The status of women report must specifically address tenured and tenure track faculty, conduct empirical data and analysis on their situation, and be comprehensive in that it evaluates more than one potential problem in the university.

Of 150 Carnegie Research Extensive Universities, 99 have completed Status of Women Reports that meet this definition.

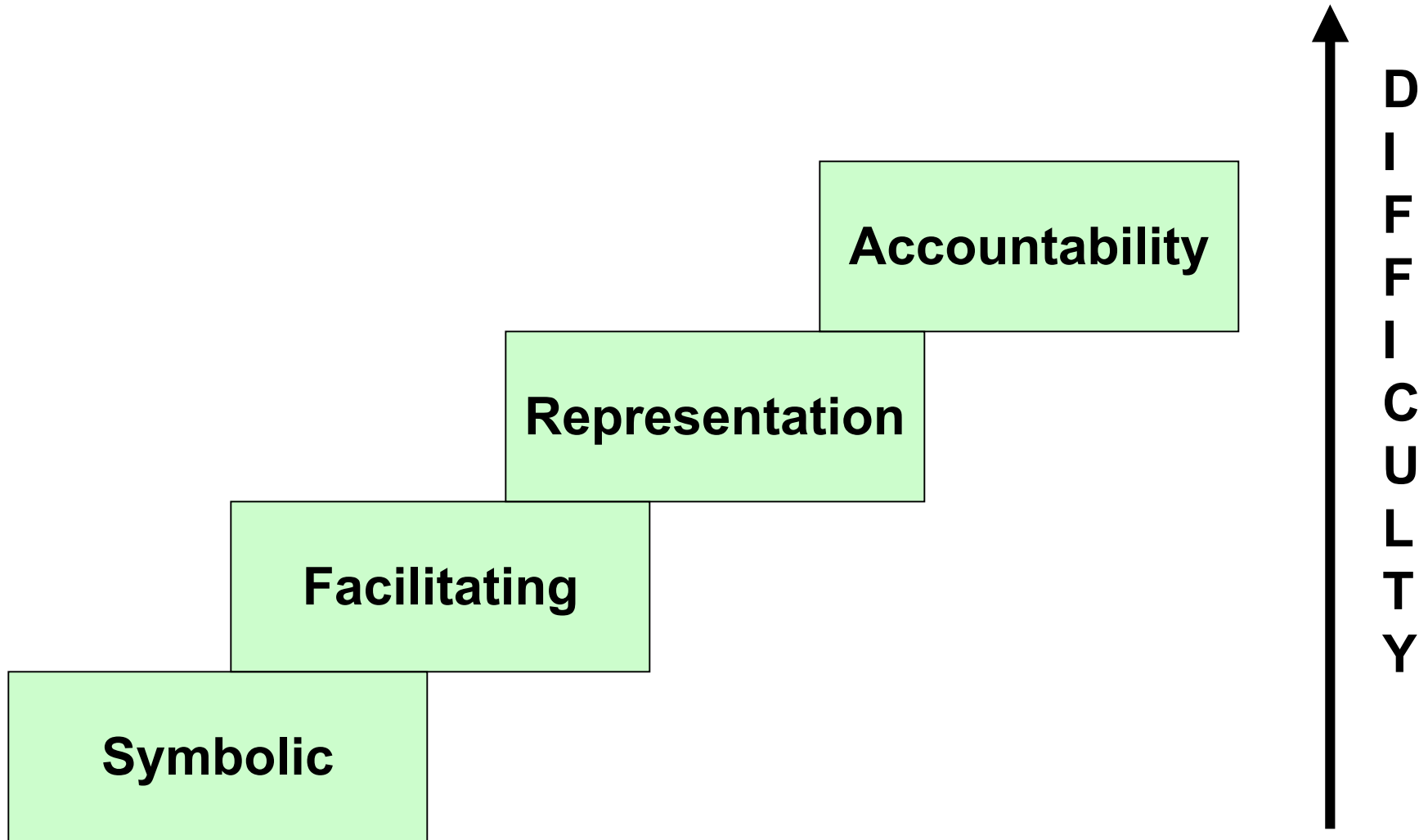
# Time Distribution of First SOW Report



# What kinds of institutional information are embedded in Status of Women Reports?

- Recruitment
- Tenure and Promotion
- Mentoring
- Equity Climate
- Pay Equity
- Leadership and Authority
- Work Family Balance
- Sexual Harassment
- Physical Safety

# Leadership and Authority Continuum



# Symbolic Speech

Georgia Institute of Technology (1997)

An important first step in addressing Campus Climate issues is to acknowledge that the institution bears some responsibility for the climate within which women work and study, and that the uncomfortable climate experienced by many women is not an "individual" problem or the result of personal "failing." With respect to the experiences of female faculty, the upper **administration sets the tone and takes the lead** in identifying and redressing the structural and institutional reasons for women's job dissatisfaction and eventual departure.

# Symbolic Speech

University of Kentucky (1990)

Disseminate an annual **Presidential letter** to all faculty, administrators and staff reaffirming UK's commitment to equality of opportunity and affirmative action for women and reporting on progress toward this end.

# Facilitating Infrastructure

Florida State University (2003)

The administration should provide mechanisms for Chairs and Deans, such as quarterly meetings, to identify and clarify policies and procedures that promote success at FSU and **discuss topics** related to women, minority, and junior faculty.

# Facilitating Infrastructure

University of Maryland Baltimore County

The Provost's Office should develop procedures for **periodic review** of gender equity regarding other resources provided to faculty (space, DRIF, Start-up). At a minimum, the Deans should provide annual reports to the Provost on the impact of such allocations.

# Facilitating Infrastructure

University of Massachusetts (1993)

We strongly urge that the Chancellor **appoint a person** whose formal responsibilities include advocacy for women on campus. This person would ensure that women are adequately represented on campus committees, monitor campus reports and long range planning processes for the inclusion of impact statements on women, and assist with the implementation and oversight of the five goals outlined in the agenda. In addition, this individual should have responsibility for preparing an annual report on the status of women on this campus. It is recommended that this person be located within the Chancellor's area, be provided with adequate administrative and fiscal support, and assume membership on the Council on the Status of Women.

# Facilitating Infrastructure

## Texas Tech (2004)

Establish a standing committee with the charge to issue a gender equity report every three years. The university should **establish a standing committee** on gender to assure that progress is made toward equity in climate, salary and hiring for all members of the university community.

# Representational Leadership

University of Virginia (1999)

Increase the representation and visibility of **women in positions of governance**, including in senior administrative positions. The number of women in leadership positions at the University remains low eleven years after the 1988 Task Force Report, especially among academic department chairs.

# Representational Leadership

Iowa State University (2002)

The most important change that ISU can make if it is to attract and retain women faculty and staff is to **appoint women to top leadership positions** in the University. Experts in academic administration contend that the appointment of women to top administrative positions can help combat discrimination against women in departments, improve the recruitment and retention of women faculty and administrators, and help close the gender gap in rank between women and men.

# Locus of Accountability

## Case Western Reserve (1973)

The development of **timetables** and **goals** shall be the initial responsibility of Provosts, Deans and Department Heads in cooperation and consultation with the Office of Administrative Services. The Committee on the Status of Women and other appropriate committees of Faculty Senate shall be consulted by the Office of Administrative Services and reports shall be made to the President.

# Locus of Accountability

Pennsylvania State University (2001)

Institute a procedure to obtain **accountability** from deans, department heads and unit heads in enforcing the University's goals and aspirations for improving the climate for women.

Loyola University of Chicago (2006)

University Vice Presidents, Deans and Chairs should be **evaluated regularly** with respect to their success in promoting qualified women to leadership positions.

# Future Directions

- How do recommendations develop in series of status of women reports?
- What is the relationship between recommendations and implementation?
- What structural features are associated with greater likelihood of successful implementation?
- Do more inclusive policies lead to greater attraction, promotion and retention?