Report on the University of California

President's Summit on Faculty Gender Equity

November 6-7, 2002

Prepared by
The Office of Academic Advancement
University of California
Office of the President

January 2003

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Additional materials distributed at the Summit available at:
http://www.ucop.edu/pressummit/

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Summary of the Proceedings

The President's Summit on Faculty Gender Equity convened a group of 37 University of California senior women faculty and administrators to discuss issues related to gender equity among faculty at the University's 10 campuses. An additional 20 senior University administrators including President Atkinson, Provost King, Vice Presidents, Chancellors, and Executive Vice Chancellors attended the Summit dinner to hear keynote speaker Senator Jackie Speier discuss the legislative hearings, the state audit and the University's progress on the subject of gender equity among ladder rank faculty.[1]

The Summit program began with opening remarks by Dr. M.R.C. Greenwood, Chancellor of the Santa Cruz campus. In her remarks, Chancellor Greenwood commented on the significant progress that has been made at the University of California since the first hearing on faculty gender equity in 2001 in the rate of hiring women faculty and the implementation of faculty recruitment strategies to increase equity and access in faculty hiring. However, Chancellor Greenwood also noted that in many fields at the University of California women faculty are being hired at below their rates of estimated availability in the recruitment pool and that there was much work still to be done to achieve equity in advancement, compensation, research support, family leave policies, and administrative opportunities for women faculty. Chancellor Greenwood closed her remarks with a reference to the Report on the Status of Women Faculty at MIT which states that "there still is very little awareness… of the gendered nature of academic rules: how criteria of evaluation, timing expectations, conventions of authorship - to name a few - help men more than women. Nor is there awareness that reputations are constructed, and cumulate from slight advantages that favor men, and slight inequities that disadvantage women."[2] At UC as well as MIT, lasting equity will require rethinking these institutional rules, which evolved for a different demographic group, in order to ensure that they do not systematically disadvantage women, or men in dual career partnerships.

The remainder of the Summit program was organized around small group discussions of the following topics:

(a) Hiring, advancement and retention in fields where there are few women in the pool and among UC faculty (math, engineering and sciences);

(b) Hiring, advancement and retention in fields where women are present in the pool but underutilized among UC faculty (humanities, social sciences and professional schools);

(c) Improving campus climate and working conditions for women faculty (family friendly policies, tenure clock and career path, etc.);

(d) Building academic leadership.

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[1] Additional information about the Summit may be found at: http://www.ucop.edu/pressummit/

[2] 2002 Report on the Status of Women Faculty at MIT, http://web.mit.edu/faculty/reports/overview.html

Each discussion group was charged with exploring the scope of the problem areas and drafting specific recommendations to be presented to President Atkinson at the conclusion of the Summit.

At the dinner Wednesday evening, President Atkinson opened the evening by reiterating the public commitment he made in 2001 in response to Senator Speier's first hearing on faculty gender equity to focus the attention of the University of California on these issues. President Atkinson acknowledged that throughout much of this country's history, women have been excluded from the opportunities of higher education and that this historical exclusion has resulted in the persistent underrepresentation of women faculty in many fields today. Although the President was pleased that the percentage of women among new faculty hires at UC increased from 25% in 1999-2000 to 30% in 2000-2001, he recognized that these figures are still below rates of hiring women faculty in the early and mid-1990's. President Atkinson stated that he will continue to work with the Chancellors and hold them accountable for efforts to develop strategies for increasing the participation and success of women faculty at the University of California.

President Atkinson introduced Senator Jackie Speier, who delivered the keynote address for the Summit. Senator Speier has a distinguished record in public office and has convened legislative hearings on gender equity in faculty hiring at the University of California in 2001 and 2002 as chair of the Senate Select Committee on Government Oversight. In her address, Senator Speier applauded President Atkinson for his leadership in responding to the concerns raised at the legislative hearings and convening the Summit on Faculty Gender Equity. Senator Speier shared the testimony of women faculty regarding institutionalized gender discrimination in the structure of academic career paths, research showing the negative impacts of childrearing on the advancement of women faculty, and unconscious gender bias in departmental recruitment and hiring practices. Senator Speier cautioned the audience that much more hard work was needed to address these issues and to restore progress made in the early 1990's before the passage of Proposition 209 as the University moves though this decade of increased faculty hiring.

Summit Recommendations - Overview

At the conclusion of the Summit on Thursday, the facilitator of each group presented President Atkinson and Provost King with their findings and recommendations. Overall, the recommendations of the Summit focused on the hypothesis that UC will remain competitive as an institution of higher education only if it is successful in addressing the underrepresentation of women among its faculty and academic leaders. Women and domestic minority groups constitute the fastest growing pool of faculty candidates. If the University of California is unable to tap into this pool as it enters this phase of rapid growth, it will fail to take advantage of 100% of the available intellectual resources in the world in building its faculty of the future.

Summit participants stressed that the President of the University of California and the Chancellors of each of the 10 campuses should commit to visible, public leadership toward addressing persistent gender inequities in the academic community. Summit participants urged

President Atkinson to make a public statement on the importance of faculty gender equity to the future of higher education. The University of California should lead the nation in faculty gender equity and set an example for its comparison institutions to follow. It was suggested that President Atkinson write an editorial piece for the New York Times regarding the Summit and urgent need for reform to improve faculty gender equity at the University of California and research institutions nationally.

A theme throughout the Summit recommendations was the need to seize this moment of opportunity due to projected increased faculty hiring at the University of California. The combination of enrollment growth and increased levels of faculty retirements may require hiring over 6,000 new faculty at the University of California in the next decade. This will be double the normal rate of faculty hiring at some campuses. Because the length of the average faculty member's career can span over 30 years, the faculty hired during this period of enrollment growth will shape the face of the University of California well into the current century.

Summit participants stressed that campuses must be held accountable for ensuring gender equity in faculty hiring, compensation, advancement, and all academic personnel practices. Practices such as emphasizing hiring at the assistant professor level can be very effective at increasing the number of women on the faculty. Policies and practices regarding compensation and advancement must be made transparent to faculty, so that faculty outside the traditional academic networks will have equal access and any unconscious bias may be monitored. Current policies providing for childbearing, childrearing and family leave must be well publicized and fully implemented so that the family obligations that may fall disproportionately on women faculty do not create barriers to their academic success. These policies should be reviewed periodically to assure that they are consistence with current faculty needs. Policies and practices that would provide for increased flexibility in the academic career path should be fully explored. Policies prohibiting sexual harassment should be clear, accessible and include protections against retaliation.

Finally, the Summit recommendations highlighted the need to ensure that campus leadership has a firm commitment to faculty gender equity. This involves a two-pronged approach. First, there is a need to educate current academic administrators about the urgency of addressing gender equity issues. Second, there is a need to remove the barriers that may be preventing women from participating in academic administration at the highest levels of the University. Recommendations included holding systemwide or campus-based leadership development forums to address the barriers facing women and minority faculty in academic leadership and to develop the skills required for effective, inclusive academic leadership.

The Summit participants recommended that each campus hold meetings to discuss faculty gender equity, followed by a systemwide meeting to assess progress. The Summit participants also recommended a systemwide meeting to address similar issues of equity, access and advancement for faculty of color at the University of California. The detailed recommendations of each discussion group for their particular topics are set forth below.

Summit Recommendations – Discussion Group Topics

Group A - Hiring, advancement and retention in fields where there are few women in the pool and among University of California faculty (math, engineering and sciences)

Issues

The discussion group on women in math, engineering and the sciences addressed the persistent underrepresentation of women in these fields as well as the data showing that some University of California departments hire and retain women at levels below their already low representation in the field.

The discussion group reviewed data that showed varying patterns for the representation and underutilization of women in these fields. In the life sciences, there are more women in the field, but fewer women among the faculty and recent hires at UC. Although women comprise 46.8% of the availability pool for non-tenured faculty in the life sciences, systemwide they comprise only 37.9% of the UC non-tenured faculty and 36% of recent hires. For tenured faculty in the life sciences, women comprise 37.6% of the availability pool and only 23.4% of the tenured faculty and 24.7% of recent hires systemwide.

In computer science, math and engineering, there are fewer women in the field, but approximately as many women among the UC faculty as there are in the availability pool. However, recent hires show a decrease, rather than an increase in the number of women entering the faculty. In these fields grouped together, women comprise 17.3% of the availability pool for non-tenured faculty, they comprise 16.4% of the UC non-tenured faculty systemwide. However, women are only 11.8% of recent hires. For tenured faculty in computer science, math and engineering, women comprise 12.4% of the availability pool and only 7.8% of the tenured faculty and 7% of recent hires systemwide. The low number of women entering at the non-tenured level is a cause for concern.

In the physical sciences, there are few women in the field and even fewer women among UC faculty and new appointments. In these fields, women comprise 27.1% of the availability pool for non-tenured faculty, and only 17% of the UC non-tenured faculty and 17.2% of recent hires systemwide. For tenured faculty in the physical sciences, women comprise 18.6% of the availability pool and only 11.1% of the tenured faculty and 7.1% of recent hires systemwide. The physical sciences are a field where women are both underrepresented (all fields) and underutilized (most fields) at the University of California.

The discussion group also addressed the importance of postdoctoral appointments as a step in the career path for faculty in math, engineering and the sciences. The group reviewed data on the numbers of women in postdoctoral appointments that reflected possible barriers for women at this stage of the academic career. In biology for example, the availability of women receiving Ph.D.'s nationally is 45.3% while the representation of women among the non-tenured faculty at UC is only 36.3%. However, the representation of women among postdoctoral appointments is only 37.2%. Thus, the representation of women among the UC faculty matches that of the pool

of qualified postdoctoral-trained women candidates, and the underutilization of women in this field is caused by the lack of women in postdoctoral appointments. In physics and math, there is a different pattern. There are slightly fewer women in the postdoctoral pool than in the Ph.D. pool. However, there are even fewer women among new appointments of non-tenured faculty systemwide. Thus, the underrepresentation of women stems from both the lack of women in the postdoctoral pool and the failure of UC to hire qualified women at the rate of their availability.

The group addressed unique issues that affect women faculty in the health sciences. Numerical evidence suggests that underutlization of women may be particularly acute in the health sciences fields on UC campuses, particularly in the five UC medical schools. However, the meaning of these data is unclear due to uncertainties about the appropriate data upon which to base availability estimates. The group recommended that the University develop more accurate data for measuring the availability of women in health science fields, so that there will be accurate measures for monitoring the progress of hiring. The participants also addressed how changes in the structure of health care delivery and the financing of health professional schools (including models for salary construction) may have thrown up disproportionate hurdles to women seeking careers in academic medicine compared to other science and engineering fields. Greater scrutiny of barriers to gender equity in the health sciences is needed at a systemwide level, and the group recommended the convening of a panel specifically to address these specialized issues.

Recommendations

1. **Responsibility and accountability:** The University of California must promote practices to improve gender equity in recruitment, advancement, and retention of women in fields where women are underrepresented such as math, engineering and the sciences. Such practices should include:

   - Closely monitoring the performance of search committees and committees on academic personnel (CAP) to ensure that gender equity is addressed in all personnel transactions.

   - Developing a toolkit for each department that identifies best practices in search processes appropriate for that field.

   - Developing a systemwide web site to assist departments with inclusive and broad outreach and recruitment efforts to attract women in these fields.

   - Evaluating deans and department chairs on their efforts to address the underrepresentation of women in these fields.

2. **Underutilization of women:** UC campuses should identify departments and sub-disciplines that underutilize women in their hiring and promotion practices, and take actions to monitor the policies and practices of these departments.

- Where there are multi-campus problems in a single discipline, there should be a systemwide meeting of department chairs to identify the barriers and develop plans for remedial programs.

- Where the lack of women faculty in a department contributes to barriers to recruitment, hiring, or retention of women faculty, inter-departmental collaborations should be explored.

- Campuses should pursue attending and hosting national conferences and meetings of women in math, engineering and the sciences to promote the visibility of UC as an attractive workplace for women faculty.

3. **Postdoctoral appointments:** The University of California should take a national position on changing the funding paradigm for postdoctoral scholars in order to ensure that women have equal access to postdoctoral educational opportunities, including:

- Promoting policies that require the award of postdoctoral positions on the excellence and qualifications of the applicant, rather than through word of mouth faculty networks.

- Conducting a comprehensive survey of graduate students and postdoctoral scholars to determine what barriers may be keeping women from pursuing or continuing in postdoctoral scholar appointments.

4. **Climate issues:** The University of California should ensure that departments in fields where women are underrepresented take every effort to ensure a welcoming academic climate and remove unnecessary barriers that prevent women from full participation, including:

- Promoting the use of child bearing, child rearing and "stop-the-clock" policies so that women in math, science and engineering are not disadvantaged by family needs and commitments.

- Ensuring that department chairs in departments with few women are familiar with family leave policies and do not discourage women faculty from taking advantage of the policies, through department chair training or orientation programs.

- Strengthening existing family friendly policies to facilitate implementation, such as making the "stop-the-clock" policy a default provision rather than a special request that women faculty must make to the department chair.

5. **Mentoring:** The University of California should ensure that women in fields where women are underrepresented have access to effective mentoring from senior faculty, including:

- Developing formal mentoring programs as needed with quality controls and outcome measures in place.

- Providing women faculty in these fields with assistance in planning and building their intellectual and research community of support, including strategies for cross-institution or cross-discipline collaboration as appropriate.

6. **Monitoring progress:** The University of California should develop more accurate data for measuring the availability of women in these fields, so that there will be accurate measures for monitoring the progress of hiring.

- Obtaining accurate data regarding the availability pool as compared to hiring records is important for guiding the efforts of search committees and monitoring the equity in faculty hiring.

7. **Addressing the needs of women in the health science fields:** The University of California should convene a group of women faculty/senior staff from the health science campuses to discuss the needs particular to women in the medical schools and other health science professional schools. The discussion should include:

- Addressing causes and remedies for gender disparities in appointment, advancement and compensation that seem to be more pronounced for women in health sciences than for women in other fields.

- Analyzing the extent to which difficulties may arise from the added responsibility for patient care and clinical service, and/or the masculine climate that dominates health care fields.

- Developing accurate methodologies for estimating availability and measuring hiring progress in medical schools and other fields where the typical measures of the demographic profile of applicant pools do not apply.

Group B - Hiring, advancement and retention in fields where women are present in the pool, but underutilized among UC faculty (humanities, social sciences and professional schools)

Issues

The group on women in the humanities, social sciences and professional schools discussed the challenges facing women in fields where women are well represented in graduate programs, but less represented among UC faculty and/or facing obstacles in compensation, recognition or advancement. The group discussed the need for the University of California to take full advantage of women's participation in these fields in order to utilize 100% of the available intellectual resources and retain UC's competitive edge as a leader in higher education. The group emphasized the importance of leadership at the highest levels of academic administration and urged President Atkinson to become a national leader on this issue.

This group discussed the increasing numbers of women entering these fields over the last few decades, resulting in a significantly higher availability of women for junior level appointments than for senior level appointments. One strategy for increasing the overall representation of women on the UC faculty would be to focus hiring at the assistant professor and early associate professor levels. In the past four years, 22.3% of UC faculty hires at the senior level were women, while 34.4% of UC faculty hires at the junior level were women. Systemwide, during the past four years, 41% of all ladder rank faculty hires were made at the senior level. This figure varies from campus to campus, with several campuses hiring 26%, 38% and 30% of faculty at the senior level during this period and others hiring as high as 47%, 58% and 71% at the senior level. Of all women hired systemwide during this time, 30% were hired with tenure. Of all men hired, 45% were hired with tenure. Focusing hiring on the junior level, without any additional changes in recruitment or selection practices, would result in a significant increase in the proportion of women faculty hired at the University of California. Such a policy would also support the University of California's commitment to "growing our own" faculty, relying more on the strengths of our junior faculty to develop a strong senior faculty.

The group also discussed the role of organizations that rank universities in establishing indicators of academic excellence. If the representation of women among university faculty became one of the indices by which universities were evaluated, there may be more incentive for academic administrators to address gender equity in faculty hiring, promotion and retention. As the full utilization of all available intellectual resources is an important component of excellence, this strategy for reform would incorporate this measure into the commonly known ranking systems. The group recommended that the University of California take the lead in approaching organizations that develop such rankings, including U.S. News and World Reports or the National Research Council, and encourage them to incorporate an assessment of gender equity in their evaluation of the quality of all undergraduate and graduate educational programs nationally.

Recommendations

1. **Hiring:** The academic administration at the University of California should consider setting targets for hiring a greater proportion of new faculty at the assistant or early associate professor levels.

2. **Advancement:** The faculty and academic administration should recognize and value the excessive service often performed by individuals who are members of groups underrepresented in their fields. These exceptional service obligations include increased levels of student advising, disproportionate departmental service (for example, search committees seeking female representation) and greater than average University service on committees with a high workload, such as Committees on the Status of Women and gender equity task forces. Academic Personnel Manual policies on faculty review and advancement should be revised to reflect increased value for such service in the merit and promotion system.

3. **Compensation:** The academic administration should follow-up on efforts to develop a career review procedure at each campus to ensure that all faculty, including women, are being compensated at their appropriate rank, step and salary level.

4. **Building the pipeline:** The academic administration should support systemwide sharing of information on current University of California doctoral and postdoctoral scholars seeking faculty appointments. The University of California should encourage other research universities to develop postdoctoral scholarship programs focusing on increasing the number of women scholars in the pipeline for faculty positions in all fields.

5. **Valuing gender equity:** The University of California should work with the institutions that rank colleges and universities to encourage them to include consideration of faculty gender equity in their evaluation and ranking systems. This would recognize that true excellence is not possible without including 100% of the available intellectual talent on university faculties.

6. **Support for spouse/partner hiring programs:** Because women faculty are more likely than men to be part of dual academic career couples, the University of California should develop model programs for dual career hiring. Such programs could include centers to promote faculty spouse/partner employment opportunities, centralized campus-wide funding to support spouse/partner hiring, and participation in regional college and university consortiums to pool academic employment opportunities.

7. **Academic leadership:** The academic administration should appoint an individual or committee responsible for promoting and monitoring gender equity on each campus, modeled after the Ambassador Program at the San Francisco campus or the Faculty Equity office at the Berkeley campus. Leadership in this area should include campus and systemwide efforts to ensure that women faculty are not inadvertently excluded from nominations for professional honors and awards. The University also should increase support for research on faculty gender equity issues.

8. **Summit follow-up:** Each campus should convene a gender equity summit to continue the discussion at the campus level. Campuses should convene faculty gender equity committees at the dean level to focus on the competitive benefits of inclusive hiring policies and practices. The University of California should reconvene the current summit group after allowing for campus level discussions to report on progress at the campus and systemwide levels.

Group C - Improving campus climate and working conditions for women faculty (family friendly policies, tenure clock and career path, etc.)

Issues

The discussion group on campus climate and family policies discussed a wide range of work/life issues impacting the career paths of women scholars in faculty positions. The group reviewed

University of California "family-friendly" policies for faculty and other academic appointments now set forth on a web site maintained by the Office of the President at: http://www.ucop.edu/acadadv/family/welcome.html. These policies include childbearing leave for all pregnant academic appointees, regardless of length of service; active service with modified duties for all academic appointees with substantial responsibility for the care of a newborn child or a child under the age of five; and time off the tenure clock for the birth/adoption of a child during the probationary period. The group stressed the need for departments to ensure that these policies are made available to faculty and that no faculty member is penalized for taking advantage of these policies. The group recommended that campuses establish centralized funding for family leaves so that no individual department is disadvantaged by faculty needing course relief.

The group also discussed the importance of campus climate to the productivity of faculty members. Defining climate as "the policies, behaviors and practices that make up the institution and determine the intellectual atmosphere for academic work," the group noted the importance of academic leadership in creating a welcoming climate for women faculty. Attitudes on the part of current faculty and administrators that call into question a woman's commitment to her field if and when she decides to have a family must be understood as damaging to the overall academic mission of the institution. Policies that prohibit sexual harassment must be clear and accessible, and all faculty and academic administrators should be trained in sexual harassment prevention and complaint procedures.

The group analyzed the issues arising at each stage of faculty careers, beginning with graduate students through promotion to the most senior ranks of full professor. Participants noted that many of the same issues such as research support, mentoring and accommodation of family needs are critical to the success of women faculty at all levels of their careers. While assistant professors need mentoring to be successful to achieve tenure, full professors need mentoring to overcome the barriers that may keep women faculty from advancing beyond step V into the most senior ranks. While assistant and associate professors may need accommodation for childbearing and childrearing, senior women may need accommodation for elder care and/or responsibilities for teenage children. The following recommendations address the priorities at each stage of faculty careers.

Recommendations

1. **Graduate students:** The University of California should pay attention to the development of future faculty in our current graduate programs by encouraging women graduate students to pursue academic careers. Women faculty should be aware that they serve as role models for future faculty and all faculty should ensure that women graduate students are included in formal and informal mentoring activities.

2. **Junior faculty appointments:** The academic administration should require that every academic department engage in extensive recruitment practices that address the barriers that may face women candidates in considering faculty positions at the University of California. Such practices include:

- Ensuring that women faculty are not excluded from important roles in faculty searches, such as serving on and chairing search committees;

- Conducting broad inclusive searches using advertising and informal faculty networks to insure that qualified women candidates are included in the applicant pool and given equal consideration with other candidates;

- Publicizing the family-friendly policies at UC as a recruiting strategy;

- Developing departmental "report cards" regarding recruitment efforts and hiring, coupled with a discussion of departmental action plans for future efforts;

- Developing incentives for departments that engage in active recruitment efforts, such as linking evaluations of recruitment efforts with the availability of faculty FTE and other departmental resources.

3. **Career progress of junior faculty:** The University of California should ensure that criteria for faculty evaluation and advancement do not disadvantage faculty on the basis of gender. For example review criteria should focus on the quality of a faculty member's productivity rather than the rate of productivity, so that faculty who utilize childrearing and childbearing leaves are not disadvantaged in their career progress by family obligations. Each campus should have formal programs to foster the success of junior faculty including:

- Annual pre-tenure workshops so that evaluation and promotion practices are transparent to junior faculty;

- Career development awards targeted to junior faculty who may need additional research support because of childbearing or significant service/ teaching commitments;

- Formal and informal mentoring programs so that faculty who may not be part of traditional academic networks will have access to guidance from senior faculty;

- Training for department chairs and faculty evaluators to ensure that all are aware of family friendly policies and that there are no formal or informal barriers for faculty needing leave, modified duties and/or time off the tenure clock for childbearing/rearing;

- Centralized funding to support family leave and modified duties so that no individual departments are disadvantaged by faculty who need to utilize these benefits;

- Notice in every tenure file regarding family leave policies and time off the clock to ensure that childbearing/rearing does not receive negative consideration in a tenure review;

- Monitoring for inadvertent bias in tenure review procedures, such as eliminating language on the forms soliciting review letters that asks reviewers to compare a faculty member's productivity to her peers "who graduated in the same year." This language fails to recognize varied career paths that may be more common for women faculty;

- Efforts to mentor and encourage junior faculty toward committee service that will advance their careers and not be unduly burdensome;

- Encouraging greater flexibility in faculty career paths, including part-time tenure track appointments, administrative appointments, and other structures to meet the career path needs of women faculty.

4. **Career progress of senior faculty:** The University of California should develop policies and practices to ensure that the career paths of senior women faculty are not disadvantaged due to their gender. Each campus should encourage formal and informal programs to foster the success of senior women faculty including:

- Mentoring programs focusing on promotion to full professor and advancement beyond step V;

- Structures to ensure equitable allocation of research support, laboratory space, and other resources vital to faculty members' success;

- Structures to allow faculty access to information about the distribution of academic resources, including space, research support, and compensation;

- Annual salary equity reviews at the campus level and career equity review programs to make individual salary adjustments as needed to ensure that faculty are not disadvantaged on the basis of gender in compensation;

- Career development programs for women faculty considering administrative appointments.

5. **Campus climate issues:** Every campus should be proactive in creating a welcoming academic climate for women faculty. Programs to address campus climate should include efforts to educate all faculty about the hidden costs of inadvertent gender bias and the benefits of an academic environment that is responsive to the needs of all scholars, men and women.

- Annual meetings of deans, department chairs and academic administrators should include workshops on family policies and gender dynamics affecting faculty productivity, so that existing policies are fully utilized and implemented equitably among faculty;

- Campuses should review policies and practices for faculty advancement and rewards to ensure that the contributions of women faculty are given equal consideration, with particular attention to the criteria used by Committees on Academic Personnel (CAP), disciplinary differences in rates and forms of academic productivity that may affect the evaluation of faculty in fields with more women, and the adequacy of procedures for appealing negative CAP decisions;

- Campuses should review policies prohibiting sexual harassment and ensure that procedures for reporting complaints are clear and accessible, and include strong language prohibiting retaliation and protecting the privacy of individuals who file complaints;

- Campuses should explore strategies for engaging the broader academic community in achieving gender equity, such as the Irvine campus's ADVANCE project appointing a gender equity advisor in every dean's office, or sponsoring lectures, conferences and public events addressing these issues;

- Campuses should examine the commitment of academic leaders to achieving gender equity with attention to appointing women as deans and department chairs on an equitable basis and evaluating all academic administrators on their abilities to address the needs of women faculty and create an equitable scholarly environment.

Group D - Building academic leadership

Issues

The group on academic leadership discussed two aspects of the issue: (1) the role current academic leaders can play in promoting greater diversity and equity among faculty and university administration; and (2) ways for the University to identify and eliminate the internal and external barriers that prevent women from full participation at all levels of academic leadership.

The group reviewed data on academic administration at the University of California which showed that currently 3 out of 10 chancellors and 3 out of 11 academic vice chancellors/provosts are women. Systemwide, 23% of deans and vice provosts are women; 21% of department chairs are women. Thus, the representation of women in academic administration systemwide lags only slightly behind the overall representation of women on the faculty (24.2%). However, individual campuses showed greater disparities. For example, at Riverside, only 13% of academic administrators are women and at Berkeley only 20% are women.

The group discussed the importance of appointing women as department chairs, as these appointments are important steps in advancement to other academic leadership positions. They discussed two types of possible barriers: One is that women may not want to serve as chair due to the added workload without sufficient release time or additional compensation. The other is that women who may be interested in serving as chair are not perceived as suitable candidates due to conscious or unconscious bias regarding women in leadership. There was discussion of the manner in which chairs are selected and the need for more transparency and equal opportunity in this process. There also was discussion about the importance of appointing women to serve in other important leadership positions, such as academic senate committee work and administrative appointments.

The group also discussed the need for leadership training and orientation programs, both to educate current leaders on gender dynamics that affect the research and teaching mission of the University and to prepare new leaders from women faculty who may have felt excluded from traditional paths to academic administration. The leadership training programs would provide a platform for current academic leaders to take visible public leadership roles on the issue of gender equity among faculty. The group also stressed the need for similar leadership on the issue of including racial and ethnic minority faculty in academic administration.

Recommendations

1. **Ownership:** The academic administration at all levels at the University of California must take ownership of concerns about gender equity among faculty. This visible public leadership should be evident in:

> -the Office of the President
> -Chancellors
> -Provosts
> -Deans and Chairs
> -the Academic Senate

2. **Accountability:** The academic administration at all levels at the University of California must take steps to ensure accountability for gender equity among faculty through the appointment and evaluation of academic administrators.

   - The selection of academic administrators must include an evaluation of the candidates' fluency in issues facing academic women and strategies for eliminating barriers to full participation of women among the faculty.

   - The evaluation of academic administrators must include an assessment of the incumbent's performance with regard to gender equity, including hiring, advancement, distribution of resources, accommodation of family needs, efforts to build inclusive responsive leadership, and role as a visible public leader in the campus community.

- The evaluation of academic administrators must be supported by rewards for success and consequences for failure to take effective measures to improve faculty gender equity.

3. **Best practices:** Academic administrators must identify and utilize best practices for ensuring equity in all areas of academic administration. Best practices should include:

   - Methods of defining, monitoring, and measuring success at achieving equity

   - Methods of informing and inspiring the campus community towards equity

   - Methods of identifying and removing obstacles to success for women faculty

   - Methods of identifying an inclusive pool of candidates for faculty positions

4. **Resources:** Academic administrators, including provosts, deans, and department chairs, must provide sufficient resources for implementation of policies and practices towards achieving greater equity, including:

   - Support for search committees to advertise broadly and engage in extensive recruitment for hiring faculty and appointing academic administrators.

   - Support for departments to implement programs for faculty development and advancement that are inclusive, diverse, and responsive to the needs of all faculty.

   - Support for departments to identify and remedy obstacles for women faculty to obtaining leadership positions and impediments to the longevity of women faculty in leadership positions (e.g., resources, release time, child care, etc.).

   - Support for a rewards system for successful actions toward removing barriers for women faculty and achieving greater gender equity.

5. **Developing human capital:** In both the Academic Senate and the administration, university leaders must develop a means of:

   - Supporting and valuing university service at lower ranks as a means of training faculty for future leadership.

   - Recognizing varying levels of leadership service, not just the number of committees or the hours spent, and including this as part of the template for the merit and promotion process.

   - Developing criteria for leadership positions in the Academic Senate and identifying candidates with potential for leadership.

- Developing a systemwide academic leadership forum overseen by a consortium of campus academics to encourage the next generation of leaders and sustain those already in leadership positions, including access to information, networks, and mentoring, with particular emphasis on those faculty who have not had access to such through traditional sources.

- Initiating campus programs to develop faculty leadership skills such as leadership "internships" with current deans, chairs or Senate leaders, or other training programs. The success of such programs would be a factor in the evaluation of the success of campus academic administrators.

PRESIDENT'S SUMMIT ON GENDER EQUITY

November 6 – 7, 2002

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Virginia Hinshaw, Executive Vice Chancellor and Provost, UCD
Hsiu-Zu Ho, Education and Psychology, UCSB
Jodie Holt, Chair UCPT, Plant Physiology, UCR
Susan Koshy, Asian American Studies, UCSB
Katja Lindenberg, Chemistry & Biochemistry, UCSD
Manuela Martins-Green, Cell Biology and Neuroscience, UCR
Christina Maslach, Vice Provost Undergraduate Education, Psychology, UCB
Mary Ann Mason, Dean, Graduate Division, Social Welfare, UCB
Rachel Moran, Law, UCB
Debbie Niemeier, Civil & Environmental Engineering, UCD
Deborah Nolan, Chair, UCAAD, Statistics, UCB
Sheila O'Rourke, Executive Director and Special Assistant to the Provost, UCOP
Maria Pallavicini, Dean of Natural Sciences, Laboratory Medicine, UCM
Anne Peplau, Psychology, UCLA
Barbara Rogoff, Psychology, UCSC
Sharon Salinger, Associate Dean, College of Humanities, Arts, and Social Sciences, History, UCR
Judith Siegel, Public Health, UCLA
Angelica Stacy, Associate Vice Provost for Faculty Equity, Chemistry, UCB
Leslie Sunell, Assistant Chancellor, UCSC
Ellen Switkes, Assistant Vice President, Academic Advancement, UCOP
Carol Tomlinson-Keasey, Chancellor, UCM
Diane Wara, Associate Dean, Women's Affairs, Pediatrics, UCSF
Martha West, Law, UCD
Michelle Yeh, Chair UCAP, East Asian Languages and Cultures, UCD

PRESIDENT'S SUMMIT ON GENDER EQUITY

November 6 – 7, 2002

Reception and Dinner Guests

Jackie Speier, California State Senator
Richard C. Atkinson, President, University of California
Robert Dynes, Chancellor, UCSD
Henry Yang, Chancellor, UCSB
C. Judson King, Provost and Senior Vice President, Academic Affairs, UCOP
Bruce Darling, Senior Vice President, University Affairs, UCOP
Larry Hershman, Vice President, Budget, UCOP
Larry Coleman, Vice Provost, Research, UCOP
Steve Arditti, Assistant Vice President and Director, State Governmental Relations, UCOP
Michael Reese, Assistant Vice President, Strategic Communications, UCOP
David Ashley, Executive Vice Chancellor and Provost, UCM
Paul Gray, Executive Vice Chancellor and Provost, UCB
Gene Lucas, Acting Executive Vice Chancellor, UCSB
John Simpson, Provost and Executive Vice Chancellor, UCSC
Dorothy Bainton, Vice Chancellor, UCSF
Diana Cifelli, Executive Assistant to the President, UCOP
Jenny Kao, Special Assistant to the President, UCOP
Vincent Stewart, Legislative Director, State Governmental Relations Office, UCOP
David Russ, Treasurer of the Regents, UCOP
Leigh Trivette, Secretary of the Regents, UCOP

PRESIDENT'S SUMMIT ON FACULTY GENDER EQUITY

November 6 – 7, 2002

Agenda

Wednesday, November 6

3:00 pm Welcome and Opening Remarks

~ Chancellor Greenwood ~

4:00 pm Small Group Discussions – Assessing the Issues

5:30 pm Reception

6:30 pm Dinner

Dinner Speakers:
~ Senator Speier ~
~ President Atkinson ~
~ Chancellor Greenwood ~

Thursday, November 7

8:00 am Continental Breakfast

9:00 am Small Group Discussions – Developing Recommendations

10:30 am Break

10:45 am Large Group Discussion of the Recommendations

12:00 pm Lunch with President Atkinson

~ Presentation of the Recommendations ~

2:00 pm Adjourn

PRESIDENT'S SUMMIT ON FACULTY GENDER EQUITY

November 6 – 7, 2002

Discussion Group A

Hiring, advancement and retention in fields where there are few women in the pool and among UC faculty (math, engineering and sciences).

This group will discuss the challenges associated with the under-representation of women in fields such as math, engineering and the sciences. Possible topics for discussion:

- Successful models for increasing the numbers of women in Ph.D. programs in these fields;

- The role of postdoctoral training in creating opportunities/barriers for women in these fields;

- Identify factors contributing to hiring women below the rate of their availability in fields where the availability is already low;

- Advancement and retention of women in these fields, subtle forms of bias as described by the MIT Report on the School of Science; Access to research opportunities, research equipment, laboratory space and other forms of research support;

- Identifying and addressing unconscious bias;

- Developing procedures to ensure fairness in hiring and advancement; Ensuring accountability for gender equity at all levels;

- Addressing issues facing women of color in these fields;

Discussion Group A

Facilitator: Rosina Becerra
Kim Barrett
Marsha Chandler
France Córdova
Ruth Greenblatt
Katja Lindenberg
Deborah Nolan
Maria Pallavincini

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Discussion Group B

Hiring, advancement and retention in fields where women are present in the pool but underutilized among UC faculty (humanities, social sciences and professional schools).

This group will discuss the challenges associated with the underutilization of women in the humanities, social sciences, and professional schools. Possible topics for discussion:

- Successful models for increasing hiring of women in departments where the number of women faculty is persistently below the national availability;

- Strategies for addressing identified disparities in compensation, promotion, and advancement;

- Identifying factors leading to the gap between availability pools and applicant pools and strategies for closing the gap;

- Identifying and addressing unconscious bias;

- Developing procedures to ensure fairness in hiring and advancement;

- Ensuring accountability for gender equity at all levels;

- Addressing issues facing women of color in these fields;

Discussion Group B

Facilitator: Sharon Salinger
Susan Bryant
Barbara Gerbert
Carole Goldberg
MRC Greenwood
Susan Koshy
Anne Peplau
Martha West

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Discussion Group C

Improving campus climate and working conditions for women faculty (family friendly policies, tenure clock and career path, etc.).

This group will discuss the general climate at UC for women faculty and the UC policies regarding childbearing, childrearing, tenure and others that impact the careers of women faculty. Possible topics for discussion:

- Identifying climate issues for women faculty on UC campuses and successful models for addressing such issues;

- Identifying policies and practices which may create barriers to hiring, advancing, and retaining women faculty at UC;

- Identifying barriers that may result from the implementation (or lack thereof) of policies regarding working conditions for women faculty;

- Identifying work/life issues that may prevent women graduate students from pursuing an academic career;

- Successful models for eliminating unintended barriers from academic personnel policies and benefits programs;

- How climate issue for women of color may be similar or different and successful models for addressing these issues;

Discussion Group C

Facilitator: Mary Ann Mason
Linda Cohen
Anna Everett
Hsui-Zu Ho
Manuela Martins-Green
Judith Siegel
Carol Tomlinson-Keasey
Michelle Yeh

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Discussion Group D

Building academic leadership

This group will discuss (1) the role that academic leaders can play in promoting diversity, and (2) the challenges associated with the under-representation of women among the academic leadership. Possible topics for discussion:

- Identifying the causes and effects of the under-representation of women faculty in academic leadership;

- Developing successful strategies for increasing the number of women faculty in academic leadership positions;

- What are the issues facing women of color in academic leadership positions?

- What can men and women in leadership positions do to promote gender equity?

- Accountability in leadership- how shall leaders be evaluated?

- Selecting leaders – ensuring a commitment to equity and fairness

- What are the barriers to women when they serve in leadership positions?

Discussion Group D

Facilitator: Angelica Stacy
Gayle Binion
Alison Galloway
Virginia Hinshaw
Jodie Holt
Christina Maslach
Rachel Moran
Debbie Niemeier
Barbara Rogoff
Diane Wara