

Women Faculty Survey—Summer 2005

IT SUMMARY

Summary:	Full Prof.	13
	Assoc. Prof.	6
	Assist. Prof.	<u>7</u>
	Total	26

**Q1 Rate the following strategies for their importance in increasing the success of women in science, engineering, and technology fields:**

Female role models in leadership positions

	Essential	V. Important	Important	Slightly Important	Not Important
Full	1	8	3	1	--
Assoc.	2	2	2	--	--
Assist.	3	2	1	1	--

Search procedures that are fair and unbiased

	Essential	V. Important	Important	Slightly Important	Not Important
Full	12	1	--	--	--
Assoc.	3	3	--	--	--
Assist.	7	--	--	--	--

Spousal hiring policies, procedures, and resources

	Essential	V. Important	Important	Slightly Important	Not Important
Full	7	5	1	--	--
Assoc.	--	2	3	1	--
Assist.	3	2	1	--	1

Gender equity in terms of salaries and resources

	Essential	V. Important	Important	Slightly Important	Not Important
Full	12	1	--	--	--
Assoc.	4	2	--	--	--
Assist.	7	--	--	--	--

Well-developed and supportive promotion/tenure mentoring and procedures

	Essential	V. Important	Important	Slightly Important	Not Important
Full	6	7	--	--	--
Assoc.	2	3	1	--	--
Assist.	5	1	1	--	--

**Q2 Rate the following potential activities that the ADVANCE proposal could support in terms of their value in promoting the success of women faculty in science, engineering, and technology:**

Training programs concerning gender and other bias for search committees

	Very Important	Somewhat Important	Not Important
Full	7	5	1
Assoc.	2	3	1
Assist.	5	1	1

Training programs concerning gender and other bias for university leaders

	Very Important	Somewhat Important	Not Important
Full	8	5	--
Assoc	3	3	--
Assist	3	3	--

Leadership training for women faculty

	Very Important	Somewhat Important	Not Important
Full	8	5	--
Assoc.	5	1	--
Assist.	5	2	--

Scholarly analysis and discussion of status of women faculty at UM

	Very Important	Somewhat Important	Not Important
Full	5	7	1
Assoc	2	3	1
Assist	4	3	--

Small grants or emergency funding to support women faculty at key junctures in their careers

	Very Important	Somewhat Important	Not Important
Full	3	6	4
Assoc.	2	3	1
Assist.	6	1	--

Programs that help new faculty prepare for tenure or senior faculty reinvigorate their careers

	Very Important	Somewhat Important	Not Important
Full	5	8	--
Assoc.	2	3	1
Assist.	7	--	--

## Comments

### **Full Professors:**

Since the numbers of women faculty in science, engineering, and technical fields are still quite small, I think that it is important to have events (e.g., luncheons, retreats, etc.) to facilitate networking of faculty from among a number of different departments.

Need to insure that deserving women are nominated for internal and external awards. Awards really do get people's attention and bring recognition and respect to the awardees. We also need training programs concerning gender bias for undergraduates and graduates. This would help instructors to receive more of the respect they deserve, as well as decreasing the number of inappropriate incidents occurring in class.

Networks among women that keep them informed about how systems work well beyond the P&T basics: collaborative funding, working with administrators to maximize support for office and lab space, connecting into university power structures, accepting committee assignments that help you learn and move forward, etc.

Changing culture among men to make a more accepting environment towards women, rather than the still-prevalent 'all-boys networks'. For instance, it is not uncommon for men to hold on to teaching key courses in a graduate program. Giving women access to teaching a wide range of courses would help establishing a better relationship with graduate students. This is key for women faculty to feel like first-class citizens.

Many new hires seem to do perfectly well and are quite savvy about getting grants and doing well in teaching. I suspect there may be an equal number who keep to themselves and struggle on their own. Some sort of system that matches new person to willing support person, if there is an expressed wish for one, would be useful.

It would be useful to have an identified group of women faculty from several dept. in each school who could provide guidance and a supportive 'ear' to a woman experiencing some problem within her own dept. that she doesn't wish to bring to the attention of either her dept. head or even the other woman (or women) in the dept.

Supportive maternity leave and stop-the-clock policies

These aren't really 'strategies', but high-quality childcare and a safe campus (I often work in my lab at night) are essential to me as a female faculty member. Without these, the rest wouldn't be relevant.

Research mentors and inclusion in departmental, college, or University-wide collaborations. Many times the women are overlooked in these collaborations. Social events that promote professional friendships with peers. Less emphasis on women-only events and more events that bring all faculties together to discuss issues facing everyone. For example some of the workshops that have been held for women only should include men.

Access to daycare facilities. Suspension of tenure clock.

There are many faculty searches, and search committee population varies. Not sure that it makes sense to have training programs for individual search committees. Perhaps for search committee chairs. How can dept heads be given incentive to promote and ensure gender equity in hiring and treatment? It is not clear to me that there is currently any incentive.

I read a very interesting discussion about women and negotiating in the book *Blink* (I forget the author). It basically stated that many car salesmen size up women as 'pushovers' and start negotiations at a very high starting point and don't come down even if the woman stomps away (the point being that because of other people's 'perceptions,' women start out from a very disadvantaged point with respect to negotiating). So even with appropriate negotiating skills, women are at a disadvantage. My conclusion is that it is equally important, if not more important, to have training on gender-appropriate behaviors and attitudes at all levels: undergrad

— U. president (in addition to teaching negotiating skills to women.)

Since ADVANCE concentrates on moving women forward, there ought to be more on helping women do well at the tasks (primarily research) that are critical. Mentors to help with proposal writing in the early stages, collaboratives for those who would like to write the definitive text in their field as they become more senior, institutes where women can escape their routine with a kind of mini-sabbatical on campus (especially since so many women seem unable to take full sabbaticals elsewhere because of family responsibilities)....

Help department heads and academic administrators to appreciate the contributions of women in the departments. Give women access to teaching graduate courses. Support women in the development of new curricula.

I see it less, but I used to get defiance from male students from certain cultures. A difficult midterm exam generally took care of it, but some training program for (foreign) students may be useful.

Is there a person or program that helps academic couples (for example, when one has a job offer from the U of M in one department, and the other needs to talk to a different department, perhaps in a different college within the University)?

Spousal hiring or professional contact support. See above; programs that facilitate interaction between male and female faculty.

Lecture series to increase visibility of women.

#### **Associate Professors:**

in general, fairness and equality issues are most important

More on-site childcare availability would help significantly.

Networking is an important supporting strategy. IT does well in this respect. I particularly find the retreats a bonding experience. It is a very effective way to start up the networking. I would push for more of them.

My problem with training programs for search committees and to a lesser extent heads, directors, etc., is that these are rarely effective. My experience has been that the folks on search committees just don't get it, and having someone they don't know try to explain it to them doesn't work because they don't think that they are part of the problem. What has been effective for me on search committees is to point out some of the inequities as they come up. I do think that a scholarly analysis of female faculty at the Uof M that is credible and can hold up to scrutiny with the 'men' would be very valuable.

I believe that when women faculty and/or graduate students decide to have children it can cause a slowdown in productivity and/or a change of focus away from their research or from a career in academia (particularly in the case of graduate students who perceive the demands of a tenure-track position as too great to balance with family demands). This is normal, but I think that anything that can be done to help women at this stage (rooms for breastfeeding, more on-site child care, funds to help jumpstart research after a year or two of low productivity, etc.) could help significantly. In addition, if assistance is given to women faculty, it may 'trickle down' to graduate students, showing them that a balance can be achieved.

There are so many interesting workshops for interpersonal skills development (not sure how to call them) such as those that happened in the recent past. I am sure there must be others targeted at women. I would strongly encourage to include this item in the proposal. This kind of instruction needs to be paid for.

#### **Assistant Professors:**

A support plan that lets women know that they can have kids while having a career in science and engineering.

Maternity and childcare options; acceptance of indirect career paths due to the above

Role models—not necessarily in bureaucratic leadership positions, but as successful scientists who are further along the road than you are. We all know what we are expected to do, but it's really nice to have people who will look out for you a bit, share what worked for them, what they have learned while developing their own career. And of course, a fundamental issue is that your childbearing years are exactly the same as your early career development years.

Guaranteed access to on-campus childcare

Being able to stop the tenure clock after child's arrival without the advance notice being required a very SHORT amount of time after placement/birth. I found out about the required advanced notice too late to be able to activate a tenure clock delay. I am concerned that the result will not be good. I admit that I was somewhat naive in the sense that I didn't appreciate that parenting would so strongly impact my career, but it didn't dawn on me that I would not be able to activate the delay several months after our adoption was finalized. I believe the policy says within a time period after placement, which expired before our adoption was actually finalized, as it turns out.

Maybe a Web-based repository for good proposals (anonymous of course) -- i.e., I have never written a NASA or DARPA proposal. If I were going to, I would really like to have a complete example of a successful grant to understand the audience I am writing to, what their expectations are, format, how ideas are presented and justified, successful NSF Careers, etc. I think this would be VERY valuable.

I wish that training programs could make a difference, but experience tells me that folks attend these things in order to jump through some required hoop - not to actually expand their knowledge or to learn how to change.