I. Team Members

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II. Summary of Activities

Gender equity in the university is essential to maintain global competitiveness and relevance in higher education\(^1\). To maintain stature as a top research and educational institution, the University of Illinois at Urbana-Champaign (UIUC) must become a leader among institutions of higher education in addressing gender equity issues. Our planning team was charged by the UIUC Provost to examine key gender equity concerns for the campus, as well as global equity issues in which the UIUC is positioned to have significant impact.

The planning team met a total of ten times to discuss the current status of gender equity issues on the UIUC campus and to initiate a working plan for the UIUC to assume a more global leadership role in understanding and attending to gender equity issues. In our initial discussions, we examined key concerns on the UIUC campus with special emphasis on units with significant underrepresentation of women faculty and students. The team broke into subgroups to generate ideas for transforming the environment at UIUC for improved gender equity from four different perspectives: research, teaching, administration, and global environments. Key points from the sub-groups were then examined for cross-cutting ideas, which form the basis for our recommendations in Section IV of this report. These recommendations are specifically targeted at the goal of recruiting and retaining more women faculty in units with underrepresentation.

The committee also assisted with the planning of the Inaugural Provost's Annual Lecture on Gender Equity. We invited Professor Nancy Hopkins from MIT to deliver this important lecture on April 26, 2007 at the Beckman Institute. The lecture, *Women in Science at MIT: A Generation of Change (1971-2001)*, was well attended and resonated with many of our team's discussions on the status of women in science and engineering at the UIUC. The planning team met twice with Dr. Hopkins during her visit to better understand the key factors that led to improved gender equity at MIT.
III. Status of Women Faculty and Student Representation at UIUC

The UIUC campus has a number of standing committees to address the multifaceted issues associated with gender equity, but has lacked a campus-wide, academic initiative with sustained, integrated activities to reduce disparities and produce change in teaching, research, and engagement. In 1971, the UIUC established the Chancellor's Committee on the Status of Women (CSW) with the charge of identifying campus issues affecting women (faculty, academic professionals, civil service workers and students) and recommending needed actions directly to the Chancellor. This committee produces an annual report, in addition to several special themed reports including a 1999 report on the status of women faculty at UIUC, a 2000 report on women in graduate education, a 2001 report on women full professors at the University of Illinois, and a 2000 report on the retention and promotion of male and female faculty members at the University of Illinois. Moreover, Progress and Challenges in Representation and Equity for Women at the University of Illinois was prepared by the Board of Trustees in 2001 and includes information on all three campuses (Urbana, Chicago, and Springfield).

During the 1990s and early 2000s, several major universities identified gender disparities affecting the quality of education and instituted studies, programs, and initiatives to redress the imbalances. The MIT and Harvard Gender Reports, for example, stand out in this area. The 1999 UIUC report on the status of women faculty prepared by the CSW identified significant gender inequity on this campus. A summary of the 1999 findings is provided in Appendix A. At the time of the report, women constituted only 21% of the total UIUC faculty (11% of the full professors, 27% of the associate professors, and 36% of the assistant professors). When compared with other Committee on Institutional Cooperation (CIC) Institutions, UIUC ranked second to last in the representation of women at both the full professor and assistant professor levels and third from last in its representation of women associate professors. According to the data gathered for the 1999 report, colleges with 20% or less women faculty included Liberal Arts and Science, Engineering, Agricultural Consumer and Environmental Sciences, Veterinary Medicine and Commerce and Business Administration. Moreover, the proportion of women assistant professors hired in 60% of UIUC departments was less than the proportion of women Ph.D.s awarded in their disciplines. In 2000, the College of Engineering Executive Committee commissioned a separate report on the climate for women faculty in the College of Engineering which contained both intermediate and long term action items that echoed the spirit of the 1999 campus report.

While our planning team did not undertake a comprehensive data gathering exercise on the current status of women, we did examine the current head counts for women faculty at UIUC with special attention given to the underrepresented units identified in the 1999 report. Based on 2006-07 UIUC data, we identified the following:

- Women faculty now constitute 29% of the total UIUC faculty, but are concentrated in the lower ranks. Women represent 18.7% of the full professors, 34.4% of the associate professors, and 39.5% of the assistant professors. As shown in Fig. 1, the percentage of women faculty (in all ranks) has increased modestly over the past 10
years (from 21% to 29% since the 1999 report).

- Although the share of full professors who are women has increased over the last decade, UIUC still ranks second from last among the Big Ten in percentage of women full professors (Fig. 2).

- The disparities in science and engineering are much greater than the overall figures. The College of Engineering continues to have less than 9% women faculty and less than 5% women full professors. The number of women faculty in the College of Engineering has remained almost unchanged from 1998 to 2007 (Fig. 3a). The entire College of Engineering (387 faculty total) has only 34 women in tenure track positions.

- The combined science departments in the College of Liberal Arts and Sciences have 18.2% women faculty, a modest increase over the past 10 years (Fig. 3a). The number of women faculty in the Mathematics Department, however, has remained nearly constant at 7% for the past ten years.

- While Veterinary Medicine has shown promising increases in the number of women faculty, the headcount in the College of Agricultural Consumer and Environmental Sciences has remained nearly constant at just over 20% (Fig. 3b).

- The number of women faculty in the College of Commerce and Business Administration has increased to 24% but numbers for the Department of Economics remain at 8%.

Fig. 1. Percent women faculty at UIUC from 1997-2006
[Source: UIUC Campus Profile, Management Information].
Fig. 2 Comparison of the number of women full professors at Big 10 Universities
[Source: AAUP Faculty Gender Indicators 2006].

Fig. 3 Percent women faculty from selected campus units from 1997-2006. All ranks (assistant, associated and full) have been combined [Source: UIUC Campus Profile, Management Information].
Our discussions during the 2006-07 academic year focused on the lack of progress in underrepresented units. Our subsequent recommendations presented in the next section of this report resonate with many of the key elements of the 1999 UIUC CSW report³ (Appendix A). Recurring themes include improved recruiting strategies, improved retention strategies, increased transparency in salary, promotion and award nomination decisions, and improved overall climate on the UIUC campus. The recommendations are divided into three main categories of action:

1. Increase the number of women faculty and students in underrepresented units,
2. Institutionalize gender equity initiatives,
3. Redefine the workplace culture.

Each category has several recommendations that have been assigned a priority of immediate, near-term or long-term. Each recommendation has specific action items associated with it and when appropriate possible metrics/outcomes.
IV. Strategies for Transforming the Gender Equity Climate at UIUC

1A. Recommendation: Develop effective recruiting strategies at the college level for women faculty in underrepresented units.

- Priority: Immediate
- Responsible Units: Office of the Chancellor, Office of the Provost, Academic Units
- Actions:
  - Initiate training for administrators and search committees that emphasizes the need for active recruiting and developing relationships early on with promising candidates. Training should summarize current research on implicit bias, accumulation of disadvantages, and other pertinent findings.
  - Set targets for interviews, e.g., that the group of candidates interviewed include at least one woman, and enforce the targets. Reject search outcomes when these objectives are not met.
  - Expand resources and options for dual career couples.
- Suggested Metrics/Outcomes:
  - All deans and department/unit head chairs of departments with underrepresented faculty groups will have participated in a training workshop by end of AY08.
  - Underrepresented units will create a strategic plan for increasing the number of women faculty with targets and recruiting strategies by the end of AY08.

1B. Recommendation: Expand funding for Faculty Excellence hires for women in underrepresented units.

- Priority: Immediate
- Responsible Units: Office of the Provost
- Actions:
  - Increase opportunities and streamline the recruiting process for senior hires so units can respond more quickly.
  - Eliminate roadblocks from hiring qualified women faculty as Excellence and TOP hires.
- Suggested Metrics/Outcomes:
  - Increase current hiring of women in underrepresented units through the Excellence and TOP programs by 10% in 2007-08. Increase that by 15% in 2012.
1C. **Recommendation:** \textit{Develop effective retention strategies at the college level for women faculty in underrepresented units.}

- **Priority:** Immediate
- **Responsible Units:** Office of the Chancellor, Office of the Provost, Academic Units
- **Actions:**
  - Improve the salary review process so that comparable faculty receive comparable salaries, regardless of histories of outside offers.
  - Streamline the retention process so that quick response to outside offers is possible. Follow up this response with salary reviews and adjustments for other comparable faculty.
  - Develop college and departmental guidelines for mentoring young faculty.
  - Create flexible options and career paths for tenure and non-tenure track faculty that are not accompanied by reduced status in the unit.
  - Hold training workshops (preparing for promotion, grant-writing, negotiations, teaching in underrepresented disciplines).
  - Recognize that women in underrepresented units may be asked to carry more of a service burden.
  - Consider child-care, parent-care, and personal emergency subsidies for faculty to attend conferences and other career-related activities. Also, offer child-care packages for faculty and grad students (see Beyond Bias Report\textsuperscript{1} and examples set by Stanford University and the University of Washington).
- **Possible Metrics/Outcomes:**
  - Review faculty for equitable salaries in 2007-08 and make adjustments.
  - Underrepresented units will create a mentoring plan for junior faculty by the end of AY08.
  - Department heads will report annually to the dean on the department, college, and university service of all women faculty in their departments and compare them to those of men in the same department at comparable rank and experience level by AY08.
  - Department heads will provide documented communication to every faculty member on university-wide family-friendly policies such as the policy on modified duties after the birth/adoption of a child or for caretaking for a sick family member by AY08.
1D. Recommendation: Increase the pipeline for women in underrepresented units.

- Priority: Long-term
- Responsible Units: Office of the Provost, Academic Units
- Actions:
  - Improve strategies to recruit and retain women undergraduate and graduate students in underrepresented units.
  - Promote equity in the graduate student experience (e.g., access to RAs and fellowships, qual exam, travel, and awards).
  - Work with the campus diversity initiatives to increase racial and ethnic minority students, especially women.
  - Expand external funding to recruit and retain women students in underrepresented disciplines through programs such as NSF Advance\textsuperscript{10} and industry.
- Metrics/Outcomes:
  - Increase by 25\% the number of targeted scholarships and fellowships for women (including women from other countries who will be future leaders) through external fundraising efforts by AY09.
  - Conduct exit interviews for undergraduates transferring out of a college and for graduates leaving without a degree or ending their graduate studies with a masters degree by AY09.
  - Create college-level committees to examine the equity in departmental procedures that are part of the pipeline, including offers and access to teaching and research assistantships, departmental fellowship and award selection, qualifying exams, etc., by AY09.

2A. Recommendation: Establish an administrative framework to assess and evaluate gender equity on campus in a recurrent fashion.

- Priority: Immediate
- Responsible Units: Office of the Provost
- Actions:
  - Develop an appropriate committee structure to evaluate progress on gender equity issues at the UIUC. A relevant example is the model adopted by MIT after the ground breaking 1999 study on the status of women faculty in science at MIT\textsuperscript{11}. A schematic of this framework is provided in Appendix B.
  - Facilitate interactions with the Chancellor's Diversity Initiative Committee.
- Possible Metrics/Outcomes:
  - Adoption of an administrative framework by AY08.
2B. Recommendation: *Collect and disseminate appropriate data to monitor gender inequity at the department level.*

- **Priority:** Immediate
- **Responsible Units:** Office of the Provost, Academic Departments
- **Actions:**
  - Identify and collect relevant gender equity data annually (including salary, space, promotion and retention data).
  - Systematically analyze to identify best practices as well as areas of gender inequity that need attention.
- **Possible Metrics/Outcomes:**
  - Disseminate this data as appropriate to all faculty members in the unit and to the administration by AY 08.

2C. Recommendation: *Hold units and administrators accountable.*

- **Priority:** Near-term
- **Responsible Units:** Office of the Provost
- **Actions:**
  - Develop goals and incentives for improvement in gender equity at the departmental and college levels (recognition of achievement, increased resources, bonuses for administrators who recruit and retain underrepresented faculty).
  - Institute consequences for continued poor performance and failure to meet goals (e.g. department head raise, faculty slots, tighter watch on search committees).
- **Possible Metrics/Outcomes:**
  - Provide gender equity training for unit heads and deans by AY 08.
  - Develop an evaluation sheet for unit heads and deans based on the model suggested in the Beyond Bias Report

2D. Recommendation: *Establish an annual provost's lecture on gender equity.*

- **Priority:** Immediate
- **Responsible Units:** Office of the Provost
- **Actions:**
  - Continue to provide support for and promote an annual, high visibility campus lecture on gender equity issues. The 2007 Inaugural Lecture on Gender Equity and Diversity by Nancy Hopkins (Professor of Biology, MIT) was well attended.
  - Encourage unit heads and/or their designated representatives to attend.
- **Possible Metrics/Outcomes:**
  - Start selection of 2008 speaker.
2E. Recommendation: *Promote activities to learn from and engage with specialists on gender equity issues locally and globally.*

- Priority: Long-term
- Responsible Units: Office of the Provost
- Actions:
  - Enhance data (quantitative and qualitative) to understand gender disparities, status, and capabilities. Whether we study the faculty shares in science and engineering at UIUC or the Asian financial crisis, local and global issues require more and better gender-disaggregated data to support programs, research, scholarship, and discussion that address these issues.
  - Increase international exchanges for women faculty and students, especially those from developing countries. These exchanges will increase international collaboration and understanding and would establish UIUC as an international leader in this area.
- Possible Metrics/Outcomes:
  - Establish seed grants to support gender-disaggregated data collection for identified local-global problems.
  - Develop external support for and establish fellowships for international faculty and student exchanges to increase publications, dissertations, and participation in high-level academic, political, and business positions in the home country.

3. Redefine Workplace Culture

3A. Recommendation: *Increase transparency.*

- Priority: Near-term
- Responsible Units: Academic Units
- Actions:
  - Develop and publish clear metrics for raises, promotions and internal awards at the department level, with mandatory communication of these metrics to all faculty members.
  - Establish clear procedures and metrics for resource allocation at the department level and communicate these to all faculty members.
  - Establish and publish equitable guidelines for retention offers, retention follow-up reviews for comparable faculty, and start-up packages.
3B. Recommendation: *Improve workplace environment for women.*

- Priority: Long-term
- Responsible Units: Office of the Chancellor, Office of the Provost, Academic Units
- Actions:
  - Institute gender equity training, targeting all faculty and identify specific areas this would address.
  - Continue to expand child care facilities, sick child/family care.
  - Improve women's restrooms and encourage development of more family restrooms across campus.
  - Encourage family friendly meeting times and lecture times.
V. Summary

We have identified three transformational strategies for a gender equity initiative at UIUC: (1) increase the number of women faculty and students in underrepresented units, (2) institutionalize gender equity initiatives, and (3) redefine the workplace culture. Specific recommendations and activities are made for each strategic category. Building on these recommendations UIUC should be able to create a campus-wide initiative with certain unique dimensions, compared to other universities with similar plans, by emphasizing the campus’ strong programs in engineering, science, the social sciences and humanities, and highlighting UIUC’s strength in global perspectives, research, teaching, and engagement activities. The initiative will put in place a broad range of activities to create a setting where women can compete successfully and contribute fully to achieving the goals of the university.
### Appendix A: Summary of major findings and recommendations from the 1999 UIUC CSW Report on the Status of Women Faculty

#### Findings

- Women constituted 21% of the total UIUC faculty (11% of the full professors, 27% of the associate professors, and 36% of the assistant professors).
- When compared with other Committee on Institutional Cooperation (CIC) Institutions, UIUC ranked second to last in the representation of women at both the full professor and assistant professor levels and third from last in its representation of women associate professors.
- Fifty-seven of the more than eighty UIUC departments or units had no women faculty at one or more ranks, and six had no women faculty at all.
- Women faculty at UIUC were less likely than men to be members of influential committees or to receive awards in the form of endowed chairs and professorships.
- Women held six of the seventeen dean or directorships, but only ten out of seventy-eight department heads or chairs were women.
- While UIUC salaries of men full professors ranked third among CIC Institutions, salaries of women full professors at UIUC ranked seventh.
- In 60% of UIUC departments, the proportion of women assistant professors hired was less than the proportion of women Ph.D.s awarded in their disciplines.

#### Recommendations

- Aggressive recruiting of women, particularly at the full professor level. More careful monitoring of departmental hiring practices as well as additional funds for women faculty excellence hires were requested.
- Better monitoring of the campus climate for women including studying the promotion and retention of women, conducting exit interviews, encouraging active mentoring, holding administrators accountable, and making the campus more family friendly.
- A more active role by campus administration to ensure salary equity through salary equity reviews by the Provost office, corrective actions for current inequities, and reviewing departmental salary determination procedures.
- Opening up a full and frank discussion on gender equity issues, including the formation of a task force to study further the status of women and consider issues such as salary, space, awards, resources and departmental response to outside offers to women faculty.
Appendix B: MIT administrative framework to address gender equity.\footnote{12}

Members of the MIT academic central administration (white boxes) and committees (grey boxes) that have been established to address the underrepresentation of women and underrepresented minorities on the faculty.\footnote{11}
References


2 Chancellor's Committee on the Status of Women web site: http://www.oc.uiuc.edu/csw/


6 Report on Retention and Promotion of Male and Female Faculty Members at the University of Illinois Urbana-Champaign, 2000, http://www.oc.uiuc.edu/csw/RetentionPromotion.html.


