Institutionalizing ACES:
Campus Climate Transformation at Case
Summary Report and Recommendations on Brainstorming Sessions
Submitted to the ACES Steering Committee By
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BRAINSTORMING SESSIONS:
Four 2 - 2.5 hour brainstorming sessions were held: May 25, 2006; June 16, 2006; July 19, 2006; and, July 27, 2006. The first session was composed of women faculty, the second of male faculty, and the third and fourth sessions were composed of both female and male faculty representatives. Though not all schools/colleges were represented in all sessions, there were participants from all schools/colleges.

CHARGE TO THE BRAINSTORMING PARTICIPANTS:
Now that ACES is entering its 4th of 5 years, we are actively seeking ideas by which to institutionalize campus-wide the transformational initiatives that we have been working to embed in the 31 departments.

1) What can be done to make CWRU a "destination institution" for women and minority faculty?
2) What can be done to improve the retention of tenured women and minority faculty?
3) What can be done to increase the number of women and minority faculty in leadership, upper-level academic administrative positions?
4) Is there anything else ACES should be focusing on in the final two years?

(In the third and fourth brainstorming sessions, the participants were asked to prioritize ideas/actions for implementation, based on the brainstorming from the previous sessions as well as any additional ideas that were generated at the current brainstorming session.)

MAJOR RECOMMENDATIONS:
- Establish a <u>Presidential Commission on Faculty Employment and Life</u>. The purpose of this Commission would be to prioritize and implement the faculty development and professional/personal life balance ideas.
    - Form a <u>Faculty Development Office</u>. The purpose of this Office would be to concentrate on those aspects of Faculty employment that relate to career growth and development.
    - Form a Faculty Life Office. The purpose of this Office would be to concentrate on those aspects of Faculty employment that relate to professional/personal life balance.
- Appoint a faculty <u>Ombudsperson</u>.
- The 21 areas of potential improvement that were identified follow

Compiled Results of Brainstorming Meetings

General comments:
- ACES initiatives need to encompass the entire University. Language should reflect the issue of interest rather than gender, minority status etc.
- Case Western Reserve University leadership (President, Provost, Deans, and Board of Trustees) need to embrace and promote the goal of a campus-wide culture of equity, transparency, participation, and accountability in order for change to happen.
- Faculty engagement must be improved. Retention, which is the result of friendliness and climate, influences recruitment. Changing the climate from one of hostility to friendliness should be the number one priority for departments, schools, and the university leadership.
- All faculty (female and male) appear to be yearning for a Case faculty "community" at a much higher and more functional level than currently exists.

1) **How to make Case a Destination Institution for Women and Minorities**
   a) Make Women and Diversity part of the Case Core Values:
      i) Add links to the Main Page http://www.case.edu/ (like other Universities) Women@Case or Diversity@Case
      ii) Acknowledge the Flora Stone Mather Center for Women as a potential clearing-house for gender research at Case and increase resources accordingly.
   b) Frame CWRU as an institution where women and minorities feel welcome and part of the culture.
      i) Start a campaign to make it a priority of the University. Charge the development office with this vision.
      ii) Create a Case goal of having the number of women in leadership positions exceed the national average
   c) Provide and encourage cultural competency/bias class and sexual harassment training, with bi-annual/annual re-training.
      i) Publicize the fact that this is a CWRU policy and that upper administration and deans participate as well, so it is visibly a top-down priority
   d) Establish CWRU (by some metrics we choose to pursue) as the most improved private research institution in the country (family friendly policies, happiest junior faculty, underrepresented minority recruitment, etc.)
   e) Establish salary equity
      i) Study equity problems through the Resource Equity Committee. Possibly an IRB approved Everywoman Case blog that can be data-mined for common problems.
   f) Coaching for upper administration that includes training about how to handle and be sensitive to bias. This will help administrators buy into the very real need for improvement in this area. They should focus on how they can work for the greater good of the whole.
2) **Accountability of the department chairs and deans**
   a) Provost could tie consequences to money allocation.
   b) Each dean should hold a departmental meeting with faculty once a year in each department without the department chair. The current 360 reviews of chairs (and deans) do not ask the questions that faculty want to answer, and the chair or administrator are

allowed to suggest the people to answer it. (A practice at another university, Iwan Alexander can expand upon this one.)

    c) Salary should not remain at the sole discretion of the Chair or Dean. (See #6 below for further information under Policy on Institutional Equity.)

3) On-site childcare/On-site sick childcare

    a) Male faculty stated that this is not a "women's" issue, but a quality-of-life issue that signals that faculty are valued and that the climate is acceptable.

    b) On campus summer care/vacation programs K-8 (especially the month of August).

4) Improve Climate for New Faculty

    a) Help create community for new faculty with each other and area industries – maybe create "incoming classes" of new faculty

    b) Establish a get-connected road trip for new faculty to meet influential people and get to know each other. Could take a bus to NSF, NIH, other cities in OH, Dayton, Columbus, NASA, OH government, Wright Air Force base, other Universities who might be collaborators.

    c) Provide for childcare for these road trips at hotels/meetings to acknowledge the prevalence of family responsibilities and dual career couples.

    d) Foster connections between new faculty (and nearly new) through activities that leave campus. (Team Neo would be the logical partner for this kind of activity. Ask Alexis Abramson which university had this kind of program so we can replicate.)

    e) Help make connections for single faculty: work with other Universities to create new faculty mixers across universities (that don't feel like a dating service) so that larger networks are created and there is a greater loyalty/happiness factor. (This is a retention issue and could potentially be accomplished through partnership with the Northeast Ohio Council on Higher Education (NOCHE), or Team Neo.)

    f) Provide an "advocate" for new interviewing faculty to help them negotiate.

    g) Make available "speed mentoring" or "mentoring 911" to new faculty (create a network of tenured faculty available for mentoring on an as-requested basis).

5) Policy on Start-up Packages

    a) Create a University-wide policy that start-up promises are kept. An incoming dean should be required to honor commitments made to faculty by a prior administration.

6) Policy on Institutional Equity

    a) Continue the activities of the Resource Equity Committee possibly through the office of institutional research.

    b) Establish an infrastructure accountability system for equity in promotions, lab space allocations, resources etc. and include an annual or bi-annual review to examine equity.

    c) Increase transparency of the findings of equity reviews – e.g., publish salaries

    d) Create a salary review for each department by outside faculty in order to reward a "leap in performance". External review can potentially eliminate "retaliation" reviews and lessens some kinds of departmental strife.

    e) Examine the gender discrimination that leads to being passed-over. Address the perception of non-fairness

7) Sexual Harassment Training

    a) Training should be required for faculty, staff, post-docs, and all students

    b) For Faculty: Establish a consequence for noncompliance. Possibly write it into contracts that faculty must have the training annually, just like OSHA. Male faculty have "no clue"

– they have no idea what it is like for a female faculty member and no desire to learn or adjust their own behavior when told. (This requires immediate attention with Sexual Harassment Training and Cultural Competency Training for current faculty, chairs and deans.)

   c) For Deans and Department Chairs: They should attend training at the same time as other faculty and be held accountable for attendance by the Provost.

   d) For Upper Administration: They should attend annually along with the regular staff members in administration

   e) Male students require training for sexual harassment and gender awareness (e.g. calling a woman "Mrs. A" as opposed to "Prof. A", no matter how many times they are corrected.)

8) Promotion and Tenure Policy

   a) All faculty must receive best practices training with regards for bias and maternity leave-time before serving on a P&T committee.

   b) P & T Committees should receive standardized, written directions from the Dean about how to view a publication record that was interrupted for personal/family reasons. (Sloan Faculty Career Flexibility Survey shows other universities do this)

   c) P & T committee chair should verbally remind the group about policies and how to interpret outside review letters that point out a "low publication record for # of years" in light of an interruption for personal/family reasons.

9) Tenure policies/issues

   a) Establish part-time tenure track as an option. (There was much agreement on this). See Chronicle article and Sloan Faculty Career Flexibility Survey for other universities doing this. http://chronicle.com/free/v51/i25/25a01301.htm Examine the time commitment for tenure – is the price too high?

   b) Remove unrealistic expectations of 100% x 3 (instead of 1/3, 1/3, 1/3) – establish research professors, teaching professors. Create a standardized and realistic % efforts that would change with level (Asst, Assoc., Full).

   c) Provide guaranteed teaching releases to know that there is a break coming. Create an on-campus sabbatical or a structure of buy-out points that can be accumulated through service work or dissertation work

   d) Consider other models for "flexible" tenure. Other models might be performance based rather than entitlement based. Rolling appointments; flexible contributions at different times in a career; five year appointments.

   e) On-campus sabbaticals or flexible sabbaticals. For two-career couples raising children, taking an off-site sabbatical today is virtually impossible.

10) Monitor Service Work for Women Faculty, Minority Faculty, Untenured Faculty

   a) Maintain a healthy concern about service work in a research-intensive university. Change the culture of disrespect, denigration, and avoidance of service work. It is a necessary part of academic life, yet a "bad citizen" is rewarded with *less* service work, and a "good citizen" is rewarded with *more* service work.

   b) Post-tenure service work could be given more weight in the faculty evaluation process.

   c) Monitor the distribution of service work. Women feel obligated to do service work and are pushed in that direction because of the "nurturing" stereotype; women have a hard time saying no, and often recognize that if they do not do it, it will not be done.

   d) Reward service efforts of senior faculty who can free the pre-tenure faculty for more research/publication.

    e) Create a fund to reward special service efforts. (Dean Savinell (CSE) recently spontaneously rewarded a faculty member for 2 consecutive terms in a hard service job. This was looked on favorably by all present.)

    f) Establish service professors? Shirley Moore said there is data to support this model. Instructors – predominately female dominated. Non-tenure track.

11) Faculty Maternity Leave Policy

    a) Establish a maternity leave policy that does not have to be negotiated, that is not the staff FMLA/sick leave policy. A gender neutral maternity leave that addresses needs of faculty, perhaps a hybrid version with teaching release because most faculty will continue with their research and writing even while on leave.

12) Institutionalize Coaching

    a) Institutionalize Coaching 911 for women and minority faculty

    b) Institutionalize coaching new department chairs

    c) Create Chair "911" and/or a peer-chair coaching network

13) Information Dissemination

    a) Systematically update the campus (and the women) about the cultural changes that are occurring. It was stated that the Case Daily email is not being used by faculty for information gathering.

14) Provide training

    a) Supply training in management and how to run a meeting so less time is wasted.

    b) Bring diversity/cultural competency training and sexual harassment training to the departments, to the graduate and undergraduate students. Policy is in the footer of this page http://www.cwru.edu/president/aaction/aaeeo.html

    c) Departments need to be trained to work as a team. Collegiality is often about stepping into the gap so a colleague can stay on a path to success.

    d) Train department chairs to be advocates for their faculty. They need to be educated about what their responsibilities are to their pre-tenure faculty, their women faculty, and their faculty of color.

    e) Train women faculty in negotiation

15) Make life easier

    a) Expanded the on- campus post-office facilities to handle large packages and shipping

    b) On campus Dry-cleaning pick-up/delivery (in the new retail district on Euclid or Thwing)

    c) On-site food vendor delivery (take-home, eat-in) similar to "Send Munchies" available to the students http://www.sendmunchies.com/bonappetit.asp?school=Case. Currently Munch at 1-2-1 is the only vendor to offer this limited service.

    d) Expand the number of lactation rooms on campus

16) Research

    a) Change the reward system from only recognizing the individual to encouraging collaboration. Women tend to build collaborative programs and centers and the rewards have to be equal.

    b) Improve Research Administration:

        i) Case is inefficient at research. Faculty need administrators to have information on things like how to take a bunch of small parts with a purchase order or blanket order and turn it into a huge piece of equipment. Lack of knowledge reflects that Case does not know how to do big research.

ii) This may also be a dissemination of information issue. Research administration could share information across schools about procedures and PeopleSoft. Panel discussions among business managers, administrators, distribution and procurement etc. would help standardize knowledge.

c) Publish on the research on gender equity and climate that is being done [by the ACES evaluation team] – increase the number of manuscripts, publications on this.

d) House all gender research within the Center for Women – increase the funding for the Center for Women in order to establish a research program.

e) Try to publish articles in: Chronicle of Higher Education, Academic Medicine, Journal Dental Education, AAUW, Science, Nature, JAMA, NEJM, Journal of Women's Health, Journal of AMWA, ASEE

f) Every school should engage in self-study what's happening in their school – document and publish where we've been, where we're going, what the interventions were. E.G., coaching changed the productivity; value-added to the department, school, university. (This institutionalizes the evaluation/self-study component of ACES and the accreditation)

g) Hold workshops every couple years on natural experiments to increase cadre of people who know the methods. Invite speakers from other institutions to share their ideas. Create Fellowships to support this research. (Shirley Moore suggestion, she could expand upon this.)

h) Host summit/consensus meeting on women in academics

17) **Re-establish the Women Faculty Organization**
a) Provide funding and do not stigmatize those who join as troublemakers.

18) **Faculty Ombudsperson at University level**
a) see Cornell for Academic model http://web.cornell.edu/Ombudsman/questions.htm

19) **Get all the Deans on Message**
a) Prepare a cheat sheet for them to help them support diversity, sexual harassment training, etc. so they can mention it every time they talk to faculty.

20) **Send a mailing to Deans/Provost/Presidential Search about the concerns of women at Case**
a) Who would draft this statement? Would it include results of this meeting?

21) **Improve access to information at Case all levels**
a) Start with the website – institute something like "Ask Jeeves" (perhaps call it "Case Concierge").
b) Make part of an Office of Faculty Diversity and Development