

**Report on the University of California, San Diego
2004 Gender Equity Summit**

Appendix 4

Breakout Session Preambles

Leadership Preamble

The University of California operates according to principles of shared governance. The ability to participate in leadership roles both enhances a faculty member's career options, as well as providing an opportunity to help shape the campus. These opportunities include serving as department chair, chairing important departmental or Academic Senate committees, or serving in high level administrative positions.

Despite some progress, there remains a tremendous disparity in the number of women in such positions, compared to men. At present, on the general campus women serve as chairs of 2 departments. In SIO there are no departments headed by women, and in the School of Medicine, there are 2 women serving as departmental chairs. There are no (and never have been) any Divisional or School Deans, and very few women in other high-level positions. Historically, few women have served as department chairs. For example, in Engineering only 1 woman has served as a department chair, and, similarly, in the physical sciences there has been only one female department chair.

These differences matter, both to the individual as well as to the institution. They represent an important limitation in career options for women, and arguably constitute an impediment to broader structural changes in the institution that might lead to great gender equity.

In addition to the questions listed below, the breakout groups might consider the following. What constitutes training for academic leadership, and how can women (and other faculty) acquire such training? How do leadership roles vary in different departments and divisions of the university? Are women faculty more reluctant than men to assume leadership roles and, if so, how can we increase the internal and external rewards for such roles? How can the faculty as a whole be sensitized to the need for more women in leadership positions?

Breakout Questions

- 1. What are the obstacles to women in leadership roles?**
- 2. What needs to be put in place to enable/encourage more women to enter leadership positions and more become more recognized internally & externally?**
- 3. How can we get both men and women faculty to support the needed changes?**

Recruiting and Retention Preamble

The 2002 UCSD Gender Equity Report states that "the serious challenge facing most departments is to recruit and retain women faculty in proportion to the available pool". In terms of *recruiting*, appendices A4, A5 and A6 from this report, shows that in some divisions, particularly physical sciences and engineering, there is a wide gap between the availability pool, the applicant pool, and the ladder-rank faculty appointments at UCSD over a six year period. For example, in Engineering, the percentage of women available for specific faculty hires was 12.9%, the applicant pools 8.7%, and the new hires 2%, with no new female faculty since 1995. In terms of retention, the report shows that women represent a higher percentage of separations (22%) than their then current population (18%). What are the reasons for such differences?

The 2003 Gender Equity Report for the Health Sciences notes that, "when compared to the available pool...women (faculty) are under-represented in Academic Senate series (FTE, Clinical X and In Residence) compared to non-Academic Senate series (Clinical and Adjunct)." During the time period examined, 1997-2002, women increased from 23 to 27% of the faculty overall. However, women are currently under-represented in all of the Academic Senate series, comprising only 11% of FTE, 17% of Clinical X and 22% of In Residence faculty, compared to 40% of Adjunct and 42% of Clinical faculty. If FTE searches are considered separately, women made up 22% of the applicant pool, but only 19% of those seriously considered, 12% of those proposed, and 8% of those eventually hired. Similarly, women comprised just 6% of the applicant pool for special searches (chairs and other similar appointments) and none were proposed for appointment or hired in the period under consideration.

These figures are motivation to examine the recruiting and retention issues on campus from the gender equity viewpoint.

Breakout Questions

- 1. Why aren't there more women faculty being successfully recruited and retained?**
- 2. What needs to be put in place to enable/encourage more women to be successfully recruited and retained?**
- 3. How can we get a critical mass of both men and women faculty to support the needed changes in recruitment and retention practices?**

Academic Pipeline Preamble

Studies show that at every educational and profession point, women are lost at a higher rate than men from the academic pipeline. Nowhere is this unfortunate trend more pronounced than in the science and engineering disciplines, where it is aptly dubbed as the “Leaky Pipe” Syndrome.

This metaphor reflects the innumerable national and international statistics that indicate women leave academic tracks at a much higher rate than men. While statistically the dropout rate is higher in science and engineering, all disciplines in academia suffer from this phenomenon, and at UCSD, women hold just 19% of ladder rank faculty positions.

Research indicates that for some fields (such as the physical sciences and engineering), the shrinking pipeline begins in elementary and middle-school where due to economic, cultural, and even familial pressures, young girls are steered away from careers in research and higher education. Once in college, young women are slowly edged out of academic tracks, and indeed, even in fields where women enter Ph.D. programs at the same rate as men (such as biology and social sciences), they are underrepresented in tenure track faculty positions and overrepresented in non-tenure track positions.

Studies show that many factors contribute to this progressive loss of women from academics, and that the availability of appropriate female mentors and role models can contribute to the retention of women in academics. It is then especially challenging that we are losing more women than men from faculty positions as well, since they serve not only as participants in the science and engineering community but as role models and mentors for women coming through the pipeline.

Without doubt, there is cause for concern at the loss of women at *all* entry points into academic careers in science and engineering, which is less a “pipeline” than a complex network flow. Many different channels need to be strengthened to ultimately bring UCSD from a “good to great” institutional culture that nurtures academic women.

Breakout Questions

- 1. Why does the proportion of women shrink through the academic pipeline?**
- 2. What needs to be put in place to insure a successful flow of women through the academic pipeline?**
- 3. How can we get greater support and commitment to increasing the flow of women through the pipeline?**

Campus Climate Preamble

Campus Climate includes some of the most elusive and yet important issues affecting the recruitment, retention, and general productivity, comfort, and contentment of faculty. While a climate conducive to the scholarly enterprise is essential for all faculty members, and while many climate issues affect both genders, there are some that by their very nature affect them unequally. Examples that always come to mind and that must certainly be part of every discussion include day care, family leaves, and the two-body problem.

On the other hand there are those issues that are clearly gender-unequal and that while not always deliberate can be devastating: gender bias, sexism, overt or covert or even subconscious discrimination. While we would like to think that blatant sexism does not exist, there are those who would dispute this vehemently, and the subject always benefits from discussions and new ideas. There are certainly concerns that one hears repeatedly and universally about the dearth of women in positions of academic power, for example. Is this glass ceiling deliberate? How does one explain it?

Finally, it is particularly important to recognize concerns that might not arise in a gender specific context but that are perceived very differently by gender and should therefore be recognized as such. Examples might include concerns about physical safety on campus, ways in which salary and resource are negotiated, the social atmosphere of the campus, and the times of day at which seminars and faculty meetings are scheduled.

The issues are plentiful, the discussion essential, and new ideas on how to deal with these and other climate problems are urgently needed!

Breakout Questions

- 1. Do men and women faculty view the campus climate differently?**
- 2. What needs to be put in place to give this campus a more supportive climate for both genders?**
- 3. How can we get both men and women to support the changes needed to improve the climate?**