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Regularly question the people who report to you and expect them to provide concrete answers. These include:
- Which women in your unit are most likely to be recruited elsewhere?
- What are you doing to preempt such losses?
- What mechanisms do you use to ensure equitable distribution of resources?
- How do you ensure that searches to fill new positions are broad and inclusive?
- What have you done to recruit more women to your faculty?

Ready to take hard positions if the answers are unacceptable. Get the community’s attention and let them know that gender equity is a priority by terminating those who raise concerns about gender from the community. Make it known that you are open to hearing concrete answers. These include:
- To you and expect them to provide
- What have you done to recruit more women to your faculty?
- Working father

**TIP #9: INCORPORATE GENDER EQUITY IN CAMPUS PLANNING**

Explicitly make gender equity issues a basis on which to evaluate those who report to you. Hold your subordinates accountable for decisions that affect gender equity. Make gender equity part of the value statement and strategic plan for your university. Ensure that those who participate in gender equity efforts receive recognition and reinforcement for their work.

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**REFERENCES AND PHOTO CREDITS**


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Women have made substantial advances in the sciences, engineering, and medicine in the past 50 years. The number and proportion of women who receive bachelor’s, master’s, and doctoral degrees in science and engineering has grown substantially. Despite these advances, academic institutions are not fully utilizing the pool of women scientists they produce. The difference between the proportions of women who earn PhDs and those who hold faculty positions at top universities is clear (see Figure 1). The underrepresentation of women in faculty and leadership positions does not result from lack of talent or ability, but rather from unconscious bias or assumptions and from institutional structures, policies, practices, cultures, and climates that have differential influences on men and women. Consequently, institutional change and increased awareness of the bias and assumptions women face can have a significant impact on the advancement of women in science, engineering, and medicine.

The power a leader can exert is an essential tool for influencing institutional change. That power alone can rarely dictate policy or actions, but a great leader can pave the way for other members of the academic community to develop and advance specific actions and policies. The environment into which these change agents introduce ideas will determine their success or failure. A campus leader can ensure success by carefully laying the groundwork. The following recommended actions can help leaders create a receptive environment so that committees, task forces, and other bodies of faculty and staff working to achieve gender equity can succeed.

**TIP #1: LEARN ABOUT OUTSTANDING WOMEN ON YOUR CAMPUS**

Meet with women students, scientific staff, and faculty members in diverse venues. Have monthly luncheons with small groups of women who have just graduated from the labs and classrooms of women scientists, and consult women who may be left out of informal networks on issues of importance to the campus. Create your own opportunities for interaction by initiating new informal networks that are more likely to include women. Seek women of color who may be even more isolated than white women.

Identify ten women on your campus whose achievements you highly respect. Ask them what is needed to redress the issues.

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Have your campus collect data on equity and study it. Ensure that pay, space, teaching assignments, desirable appointments, and other critical resources are fairly distributed. Make it well-known that you conduct such reviews and hold units accountable for addressing inequities.

**TIP #4: STUDY WORK/LIFE ISSUES**

Once the campus identifies ways to accommodate the interface between professional and personal life, champion one or more of the solutions. These might include:

- Personally oversee the design of campus childcare facilities, lactation rooms, or housing for students who are single mothers.
- Give a personal donation to a fund to support a new childcare facility on campus.
- Visibly support the right of women to have both careers and children by advocating policies for tenure clock extensions and parental leave.
- Ensure that mandatory meetings are not held outside of the hours during which childcare is available.
- Provide childcare at campus events.
- Make clear to your campus community that policies designed to alleviate the pressures differentially shouldered by women are not “special treatment,” but create a better workplace for men as well as women.
- Assert that childbearing and caring for young children only last a few years and you invest in a lifelong career.
- Point out that women are not the only ones who take time away from work for personal commitments – most of us suffer some loss of time at some point in our careers due to death of family members, accidental injury, prostate cancer, heart disease and many other causes.

Try to hear from a diverse group of women, including those of different viewpoints, disciplines, age, and/or race.

**TIP #5: MAKE GENDER ISSUES VISIBLE**

Insert issues of equity and inclusion into discussions of other topics, make it clear to your campus community that gender issues affect everything that happens on campus. Be prepared to deliver certain strong messages that are appropriate to the campus. In the right context, some of the messages that may need to be stated repeatedly, especially by men, might include:

- The current status of women is not acceptable.
- It is the responsibility of the entire campus community to solve the problem.
- The problem is not the women, it is the institution.
- The climate for women on campus is not as good as it is for men.
- Poor climate reduces productivity and creativity.
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- Hiring more women does not mean sacrificing quality.
- Society and our universities need women who combine outstanding science and family life.
- Unconscious biases and assumptions are universal and need to be countered in all evaluations of women.
- The campus has a zero tolerance for illegal actions such as sexual harassment, discrimination, and retaliation against those who raise these issues.

Study the research that supports each of these assertions and use the data to convince colleagues that in an evidence-driven decision-making environment, you must address areas in which the evidence indicates that the university could improve to better serve all members of the community.

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[Image of a table showing the number and proportion of women who receive bachelor’s, master’s, and doctorate degrees in selected disciplines.]

<table>
<thead>
<tr>
<th>Discipline</th>
<th>PhDs Female</th>
<th>PhDs Male</th>
<th>Master’s Female</th>
<th>Master’s Male</th>
<th>Doctorate Female</th>
<th>Doctorate Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Sciences</td>
<td>20%</td>
<td>80%</td>
<td>30%</td>
<td>70%</td>
<td>40%</td>
<td>60%</td>
</tr>
<tr>
<td>Life Sciences</td>
<td>25%</td>
<td>75%</td>
<td>25%</td>
<td>75%</td>
<td>30%</td>
<td>70%</td>
</tr>
<tr>
<td>Biological Science</td>
<td>40%</td>
<td>60%</td>
<td>45%</td>
<td>55%</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>Mathematical Science</td>
<td>30%</td>
<td>70%</td>
<td>35%</td>
<td>65%</td>
<td>40%</td>
<td>60%</td>
</tr>
</tbody>
</table>

[Image of a graph showing the percentage of women in selected departments.]

Women in Physics: 10%
Women in Chemistry: 15%
Women in Biology: 20%
Women in Mathematics: 40%
Women in Biological Science: 25%
Women in Physics, Engineering, and Medicine: 45%
W
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- What mechanisms do you use to ensure equitable distribution of resources?
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- What have you done to recruit more women to your faculty?

Be ready to take hard positions if the answers are unacceptable. Get the community’s attention and let them know that gender equity is a priority by terminating searches that do not generate short lists that reflect the composition of the national pool, or refuse positions or resources to departments that have poor climates and retention records for women.

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Most of the institutional change on your campus addressing gender equity will likely initiate with Committees or task forces charged with making gender equity part of the value statement and strategic plan for your university. Ensure that those who participate in gender equity efforts receive recognition and reinforcement for their work. If you consider these initiatives important, provide leadership from the highest offices to remind the community that these are not downs mandates. Give this credit broadly to support proposed initiatives, and take ownership of their recommendations. Use committees to generate strategies and solutions, but don’t expect them to take the lead. Be ready to take hard positions if the answers are unacceptable. Get the community’s attention and let them know that gender equity is a priority by terminating those who raise concerns about gender from the person and concern for the situation. Protect those who raise concerns about gender from retaliation for their actions. You cannot create an entirely equitable campus, but you can create a climate that supports open debate without retaliation for their views or class.

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Cover: Gabriela Cezar, DVM, PhD.

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Advancing Women in Science and Engineering: Advice to the Top

Top 10 Tips for Academic Leaders to Accelerate the Advancement of Women in Science and Engineering

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Committees or task forces charged with addressing gender equity will likely initiate most of the institutional change on your campus. Maximize their effectiveness by staying in close contact with them, providing resources, supporting proposed initiatives, and taking ownership of their recommendations. Use these bodies to generate strategies and solutions, but don’t expect them to take the lead. Be ready to take hard positions if the answers are unacceptable. Get the community’s attention and let them know that gender equity is a priority by terminating those who raise concerns about gender from the person and concern for the situation. Protect those who raise concerns about gender from retaliation for their actions. You cannot create an entirely equitable campus, but you can create a climate that supports open debate without retaliation to those of a minority view or class.

TIP #6: ENCOURAGE SUBMISSION OF CONCRETE IDEAS TO COMMITTEES

By taking ownership of initiatives, you provide leadership from the highest offices of the university to signal to the community that you consider these initiatives important.

TIP #5: ENGAGE WOMEN AT ALL LEVELS

Recognize that the pool, or refuse positions or resources to those who reflect the composition of the national community’s attention and let them know that gender equity is a priority by terminating those who raise concerns about gender from the person and concern for the situation. Protect those who raise concerns about gender from retaliation for their actions. You cannot create an entirely equitable campus, but you can create a climate that supports open debate without retaliation to those of a minority view or class.

TIP #4: INTEGRATE GENDER EQUITY INTO ALL RANKING METRICS

When evaluating your subordinates’ performance, include questions about gender equity as a basis for ranking. This includes personal metrics, institutional metrics, and peer review. When you find areas for improvement, encourage your subordinates to take ownership of their recommendations. Use these bodies to generate strategies and solutions, but don’t expect them to take the lead. Be ready to take hard positions if the answers are unacceptable. Get the community’s attention and let them know that gender equity is a priority by terminating those who raise concerns about gender from the person and concern for the situation. Protect those who raise concerns about gender from retaliation for their actions. You cannot create an entirely equitable campus, but you can create a climate that supports open debate without retaliation to those of a minority view or class.

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TIP #7: SUPPORT COMMITTEES AND TASK FORCES

Committees or task forces charged with addressing gender equity will likely initiate most of the institutional change on your campus. Maximize their effectiveness by staying in close contact with them, providing resources, supporting proposed initiatives, and taking ownership of their recommendations. Use these bodies to generate strategies and solutions, but don’t expect them to take the lead. Be ready to take hard positions if the answers are unacceptable. Get the community’s attention and let them know that gender equity is a priority by terminating those who raise concerns about gender from the person and concern for the situation. Protect those who raise concerns about gender from retaliation for their actions. You cannot create an entirely equitable campus, but you can create a climate that supports open debate without retaliation to those of a minority view or class.

TIP #6: ENCOURAGE SUBMISSION OF CONCRETE IDEAS TO COMMITTEES

By taking ownership of initiatives, you provide leadership from the highest offices of the university to signal to the community that you consider these initiatives important.