Work Group on Women Professors' Academic Careers
Faculty of Science, McGill University
(2004-2005)

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1 Mandate

In the Fall of 2004 a small work group was appointed to study the situation of women professors' academic careers within the Faculty of Science and to make recommendations. The group met several times and had considerable discussion electronically. Along with significant help from the staff in the Faculty of Science office, the committee also collected data, of which the most important parts are summarized in this report. The work group also talked with many of our colleagues, solicited comments by e-mail, and reviewed many related articles and studies. All of the relevant articles have been organized on a web page: `http://www.sable.mcgill.ca/~hendren/-WomenInScience/`.

The work group decided, quite early on, that:

- We would focus only on the Faculty of Science.
- Although our mandate was to look at issues specific to women, we also wanted to seriously consider recommendations that would actually help both men and women.
- We were given a very short and specific mandate and we were not interested in starting a multi-year study, but rather we focused on gathering the key data at McGill and using the results of other detailed and relevant studies already done outside of McGill.

2 Representation of Women in the Faculty of Science

As shown in Table 1 (and in more detail in Appendix A), women are well-represented among students in the faculty. Women comprise 59% of the undergraduate students and 38% of the graduate students.

Women are not well-represented among the tenured faculty. Women comprise only 9% of the associate and full professors.

Women are well-represented among the junior faculty. Currently 35% of the assistant professors are women. This compares well to the proportion of women among the graduate students. In addition to being hired, women are being given distinctions; 25% of the Dawson fellows are women and 30% of the CRC Tier II chairs are held by women. If there is continued success in recruiting women and women who are recruited remain at McGill and become tenured, then the representation of women among the tenured faculty will increase over time. It should be noted though that there has been substantial variation in the success of recruiting women across departments.

	Female	Male	Total	%Female
B.Sc. students (Full-Time, Fall 2004)	2202	1502	3704	59%
M.Sc. students (Full-Time, Fall 2004)	155	258	413	38%
Ph.D. students (Full-Time, Fall 2004)	162	261	423	38%
Assistant Professors (as of March 2005)	26	47.67	73.67	35%
Asssociate and Full Professors (as of March 2005)	16	154.33	170.33	9%
All Professors (as of March 2005)	42	202	244	17%
Assistant Professors Hired (2000-2004)	24	48	72	33%
Associate and Full Professors Hired (2000-2004)	3	18	21	14%
All Professors Hired (2000-2004)	27	66	93	29%
Hiring Pool Average (2002-March 2005)				18%
Tenure Cases (2000-2004)	1	16	17	6%
Promotion to Full Professor(2000-2004)	4	25	29	14%
Dawson Fellows(2001-2005)	3	9	12	25%
McGill Chairs (2001-2005)	1	13	14	7%
CRC Tier II (2001-2005)	3	7	10	30%
CRC Tier I (2001-2005)	1	7	8	13%
Current Faculty members age > 65	0	27	27	0%
Current Faculty members $60 \leq$ age < 65	3	25	28	11%

Table 1: Data Summary

One of the trends noted in many studies is the leaking pipeline of women, where the proportion of women shrinks at each stage in the academic ladder (for a brief summary, refer to `http://-ucfamilyedge.berkeley.edu/ucfamilyedge.pdf`). This can be clearly seen in our data from the Faculty of Science at McGill. Overall we have 59% women at the undergraduate level, 38% at the graduate level and 17% of the professors. In terms of hiring, a particularly important data point is the percentage of women in the hiring pool. When we average the female portion of the the hiring pool over all hires[1] from the period 2002 to March 2005, we find that, on average, only 18% of the

[1]We exclude hires which did not have a hiring pool.

pool that is female. As detailed in Appendix A, Tables 2 and 3, the hiring pools vary quite widely depending on the discipline and even the subarea of the particular hire. However, it is clear that there is a large leak between females at the graduate level, and females in the hiring pool, across all disciplines.

Even given such a relatively small hiring pool, the Faculty of Science has done quite well over the last five years (2000-2004), with 29% of the hires being women, which is significantly larger than the hiring pool.

In order to continue this progress, we must retain our recent female hires, continue with our proactive measures to find highly-qualified women, and continue to improve the hiring pool.

In the remainder of the report we consider issues that are likely to affect McGill's ability to retain women faculty and to recruit the best women candidates for future faculty positions. We are especially concerned with improving the recruitment of women in departments which currently have a low representation of women even at the assistant professor level. Our recommendations were initiated in the context of improving working conditions for women; however most of these recommendations are likely to improve efforts to recruit and retain both men and women academics. Adoption of these recommendations should improve the reputation of the university and facilitate recruitment of new faculty members.

3 Family-Friendly Policies

In studies done at Berkeley by Mason and Goulden[2] there was a clear connection made between the leaking pipeline and the problem of balancing a high-powered academic career with a family. We also found that family-related issues were among the most important themes that arose in our discussions with colleagues at McGill. Although these issues are important for both female and male faculty members, there is also clear evidence in the literature that family issues affect women academics more and quite profoundly. In addition, as we are recruiting the best from around the world, most of our new professors are living far from their extended family support.

With our recent successes in hiring women professors in the Faculty, and our intended continuation of recruiting high quality men and women, it is very important that McGill seriously consider these issues. The University of California is leading the way in the United States, with a wide variety of family-friendly policies (see `http://ucfamilyedge.berkeley.edu/ucfamilyedge.pdf`) and there is no reason why McGill could not become a leader in this area in Canada. However, the current reality at McGill is that we are far behind in this area.

The key areas that we considered were: (a) day care, (b) spousal hiring, (c) maternity, adoption, or parental leave, and (d) new support for family-friendly policies.

3.1 Day Care

There is considerable frustration with the current level of day care available at McGill and in the downtown area in general. The McGill Day Care Centre has a very good reputation, but has a very long waiting list and it is not unusual for faculty members to wait 2 to 3 years for a spot.

[2]Mason, M.A. and Goulden, M., *Do Babies Matter: The Effect of Family Formation on the Lifelong Careers of Academic Men and Women*, Academe, November-December 2002; and *Do Babies Matter (Part II)? Closing the Baby Gap*, Academe, November-December 2004. See also online links from `http://www.grad.berkeley.edu/deans/mason/index.shtml` .

Faculty members have experienced delays in returning to work while searching for appropriate day care spots and long daily commutes to day care facilities once they find a spot. It is exceptionally important that this issue be addressed in a serious manner.

Recommendation

McGill must recognize the importance of this issue and immediately act to provide new day care facilities which will be available to faculty. The Faculty of Science and its members should exert pressure on the McGill administration to hasten action.

3.2 Spousal Hiring

Many new faculty members come with spouses who need academic or non-academic jobs.

Recommendations

- For academic jobs, McGill should have a policy, and associated budget, for encouraging the hiring of highly-qualified spouses within other units at McGill.
- For non-academic jobs, McGill should provide serious career advisors and support for a job search for a spouse. This support should be for a reasonable length of time, perhaps up to one year.

3.3 Maternity/Adoption/Parental Leaves

McGill's policy with respect to leaves needs to be revisited. Currently there appears to be no real policy for adoption leaves that mirrors that of maternity leaves.

Furthermore, the policies for "stopping the clock" for reappointments and tenure are not satisfactory. The current regulation from page 51 of the Handbook of Regulations and Policies for Academic and Librarian Staff, states:

> **1.6** Upon return from maternity leave the staff member shall notify the Vice-Principal (Academic), in writing, whether she wishes the period of the maternity leave to be counted as credited service for the purpose of tenure consideration. Notwithstanding, the period of maternity leave shall not count as credited service for the purpose of sabbatic leave consideration.

This appears to be silent on the issue on "stopping the clock" on reappointments, and is very restrictive. It only stops the clock for the length of the maternity leave, not 1 year. It does not seem to apply to adoption leave. Further, the time of the maternity leave does not count towards sabbatic leave consideration.

Another problem brought to the attention of the work group is that there is no clear policy of how to handle miscarriages. There exists a policy to handle stillbirth within twenty weeks prior to the expected date of delivery.

> **1.4** In the event of a stillbirth in or after the twentieth week prior to the expected date of delivery, the staff members maternity leave will commence immediately and will end when 20 weeks in total of maternity leave have elapsed.

However, one must also consider that miscarriages which occur before this time limit, since this can also profoundly impact the faculty member.

Finally, it was brought to the attention of the work group that some McGill policies make it difficult to continue to run a research group while on maternity leave. For example, it is apparently McGill's policy to cancel a professor's P-card while on maternity leave. This makes it very difficult to purchase supplies for the ongoing activities in the lab.

Recommendations

The McGill policy on leaves should be amended to:

- Explicitly provide adoption leaves that are similar to maternity leaves, but could be taken by whichever parent is the primary care-giver.
- Make a clear, and easy-to-administer, policy for "stopping-the-clock" for both reappointment and tenure. This should apply to the primary care-giver, which may be either partner in the case of adoption leaves. Based on looking at policies at other universities it would be reasonable to allow up to two such stoppages automatically, and further stoppages on a case-by-case basis. Of course, stopping the clock should remain optional.
- It seems unnecessary to exclude the 20 week maternity leave from sabbatic leave consideration. This could cause women to have their sabbatic leaves start at unnatural times during the academic year and to have their sabbatic leaves become unsynchronized with their spouse's leave. This restriction should be removed. This is very low cost for the University and would show good will towards family friendly policies.
- A clear and fair policy should be formulated for the case of miscarriages.
- McGill policies should support, and not interfere with, the smooth and ongoing work of a professor's research groups and labs while he/she is on maternity or adoption leave.

3.4 New Support for Family-Friendly Policies

Whereas the previous points related to existing policies and how they could be improved, we also want to consider new policies which would put McGill at the forefront of supporting families. We have identified the following areas: (a) reduced/modified duties after maternity/adoption leave, (b) longer parental leave, with close to full salary and (c) support from McGill for daily care for sick children and elder care.

One of the major problems for parents who take a maternity or adoption leave is that they lose some momentum in their research (even though many faculty members report staying very active or somewhat active during their leaves). It is thus quite important that these faculty members be given an opportunity to catch up on their research on return to work. Several institutions, including Princeton and the University of California, provide reduced teaching and administration for the term following return to work. Experience at both of these institutions shows that in order to make this sort of program work it must be publicized and it must be clear to all that there is no penalty for taking advantage of this program.

The current maternity leave policy at McGill is for 20 weeks with 100% pay (employment insurance and other benefits, plus a top-up from McGill). This is quite generous when compared

to some US institutions, but is also substantially less than some Canadian Universities. For example, Concordia has a new award-winning plan that allows for leave at 93% pay for up to 52 weeks for mothers (maternity leave + parental leave) and up to 35 weeks for adoptive parents (see `http://ctr.concordia.ca/2002-03/March_27/04-parentalleave/index.shtml`).

With many of our faculty members living far away from the support of extended families, there is a need for support special situations such as daily day care for sick children and support for elder-care. It would be very helpful if McGill could organize programs in this area. The actual use of the programs could be paid by a user fee, and there is no reason that it the program cannot use outside organizations, but the support and framework of the program could be done by McGill.

Recommendation

McGill should seriously consider new support for family-friendly policies and try to implement at least some of these policies within the next two years.

4 Hiring

While the Faculty of Science as a whole has seen progress in the hiring of women, this progress has been slower in some of the disciplines (such as Mathematics and Physics) where women are traditionally less well represented.

Recommendations

We recommend that the faculty take a more active approach in promoting the hiring of new female faculty, particularly in those departments where they are currently underrepresented. Specifically, the faculty should:

(a) Ensure that the following policy, which apparently has been the official McGill policy since 2001, be seriously enforced, and widely publicized.[3]

> "... when an academic vacancy is approved, the respective department must produce a plan outlining what measures will be taken to attract applications from suitably qualified female academics. These measures must include contacting suitable female candidates and encouraging them to apply for the position. In addition, if the short list for an academic position does not contain a female candidate, but there is a female who is judged to be in the top 10% of all applicants, she must be interviewed. Finally, once a candidate has been selected and a recommendation to hire is being made to the Provost, this must be accompanied by a report detailing the number of female candidates and the reasons why they were not selected. "

The policy should be displayed prominently on the McGill web site, and a link to it should be included on every job posting on the relevant departmental web site. Also, the Dean

[3]Note that this policy was very difficult to uncover and the first time the work group found it was in McGill's Strategic Research Plan for the CRC/CFI Programs (`http://www.chairs.gc.ca/web/program/srp/mcgill_e.pdf`), where it is clearly stated as policy and also states that "the same proactive measures are being taken to ensure appropriate gender representation in its CRCs as are employed when recruiting all academic staff." Subsequently we found that the policy was sent in an official memorandum to all Deans, from Luc Vinet, dated April 5, 2001.

should, as a matter of routine, send these guidelines to the Chair and all the members of the departmental hiring committee after approving a search for a position.

(b) The Faculty should encourage its departments (particularly those where women are less well represented among the faculty) to cast a wider net in its job searches, by broadening the target areas and eventually involving several research groups simultaneously in the same job search. Such a strategy would increase the pool of eligible female candidates and therefore the effectiveness of the existing McGill policy aimed at increasing female representation among its faculty.

(c) The Faculty should require departments where women are underrepresented to make use of programs like the NSERC UFA aimed at encouraging the hiring of female and aboriginal candidates. More specifically, the Dean should request that such a department advertise for a position aimed at a broad range of specialties within the discipline but specifically targeted at female and aboriginal candidates, within the framework of the UFA or similar programs.

(d) The Faculty, with appropriate support from the Provost's office, should track hiring and ensure that all positions and appointments are made in the spirit of the hiring policy - including hiring for special programs such as CRC chairs. Currently, gathering the data is very difficult as there is no centralized database. Each appointment must be accompanied by a completed *Academic Position Recruitment Report* (`http://www.academic.mcgill.ca/-formsdocs/recruiting/faprr1_08.pdf`), which does provide some information about the hiring pool, the short list, and the reasons for hire or non-hire. However, this form does not include all of the information relevant to the policy, the completed forms are sent directly to the Provost's office, so they are not reviewed at the Faculty level, nor is the information on these forms stored in any fashion that makes the information easy to retrieve and process.

5 Service

Women faculty comment that their service work seems excessive. Service includes student supervisory committees, departmental committees, university committees, federal and provincial committee memberships, and other professional responsibilities (e.g., leadership roles in professional societies). It has been reported that women, particularly senior women, come under considerable pressure from administrators to accept service assignments; administrators will frequently comment that "the university needs a woman on this committee." In addition, women may accept more service assignments than men, because there is an absence of information about what is the normative load for service work.

Recommendations

Until there is a greater representation of women particularly among the senior ranks, university administrators and department chairs should use women strategically; decisions are needed concerning which committees are most in need of membership by women. Women faculty should also feel comfortable trading service assignments when the university has a new need. In other words, when an important strategic need arises for a women on a new committee, the woman should be able to negotiate a reduction in some other service responsibility. In addition, departments should distribute to faculty members more information about committee memberships and other service

responsibilities. Specifically, departments should provide information about the yearly mean and range of (1) membership on student supervisory committees, (2) membership on departmental committees, and (3) membership on university committees and other university level assignments (e.g., pro-dean).

6 Respect in the University Community

There is a general feeling of a lack of respect for female faculty, especially at the junior level. This arises from a small proportion of students (male and female) in courses and involves verbal and physical intimidation. This includes disruptive talking in class, yelling and aggressive talking outside of class, threatening/abusive e-mails, aggressive disrespect of personal space and preventing faculty from leaving the classroom.

These issues may be covered by the Handbook on Student Rights and Responsibilities (2003 version):

> Chapter 3 Non-Academic Offences
>
> **(a)** No student shall, by action, threat, or otherwise, knowingly obstruct University activities. University activities include but are not limited to, teaching, research, studying, administration, public service.
>
> **(b)** Disruption which occurs during the teaching of a course or the conduct of research may be treated as an academic offence under the provisions of Article 19. (page 15)
>
> and
>
> Academic Activities
> **19** Disruption of Teaching Activities
> No student shall, by action, threat or otherwise, knowingly cause a disturbance which obstructs teaching and/or research activities (page 17).

However, this lack of respect goes beyond the above regulations and the Code needs to be strengthened to address issues of vexatious behaviour. Some departments have recognized the problem and have held meetings in which advice has been offered by experienced faculty, and some of the problems have been overcome.

Recommendations

- We recommend that each unit in the Faculty of Science examine issues of student disrespect for faculty, especially women professors, and use its resources to help overcome the problem.
- We recommend for the Faculty of Science to recommend to the Committee on Student Affairs that the Code be amended and to support such amendments in Senate.

7 What's Next?

An important question is to consider what happens next, since the current work group was intended to be a short-term solution, for the 2004-2005 academic year only.

Recommendation

We recommend that the mandate of our work group be extended for one more year, to the 2005-2006 academic year. The membership may have to change slightly as Professors Moore and Moskowitz will be on sabbatical leave for 2005-2006. For 2005-2006, the mandate of the work group should be to:

- Act as a point of contact between the Faculty of Science work group and other groups interested in similar issues, including the Faculty of Science senators, MAUT, and the Senate Committee on Equity.
- Serve as a resource for the Dean of Science and help him act on the recommendations made in this report.
- Review new data for 2005-2006 and report on progress (or lack of progress) made by the end of 2005-2006.
- Possibly make new recommendations, based on new data or feedback from members of the Faculty.
- At the end of 2005-2006 recommend if the work group should be replaced by a more permanent Faculty of Science committee or not.

A More Detailed Data

A.1 Student and Faculty Data by Department

Figure 1 summarizes the number and female/male ratios for students, faculty and hiring; for each department and for the Faculty of Science overall.

For each department, eight bars are given. The first three bars give the number and ratio of students at the B.Sc., M.Sc. and Ph.D. level (data from 2004). Note that there is a significant drop in the proportion of females at the graduate level, and that both Physics and Computer Science have a low proportion of females even at the undergraduate level.

The next three bars give the number and ratio of assistant professors (as of March 2005), tenured professors (as of March 2004) and all professors. Note that the proportion of females at the tenured professor level is very low in all departments, even in those departments with a high proportion of female graduate students. However, the proportion of female assistant professors is much better, in many cases (but not all) approaching the proportion of female graduate students.

The final two bars summarize hiring. The hiring pool reflects the average percentage of the hiring pool that was female/male, taking into account all of the hires listed in Tables 2 and 3, but excluding those hires which did not have a hiring pool (covers hires from 2002-March 2005). The hiring bar summarizes all hires for the five years 2000-2004. It is particularly interesting to compare the hiring pool versus the hires. Several departments hired significantly above the hiring pool, others were below the hiring pool. Overall, hires were at a level significantly higher than the pool.

A.2 More detailed information on hires from 2002-March 2005

Tables 2 and 3 provide more detailed information on each appointment. These data were extracted from the academic position recruitment reports for Faculty of Science appointments made in 2002, 2003, 2004 and the first three months of 2005. The appointments are grouped by department.

In the left-most section of the tables, we give, for each appointment, the department(s), year, rank of the appointment and whether the person appointed was female or male.

In the middle section of the tables we give information about the hiring pool for that appointment. First whether or not there was a female on the short list (FSL), then the number of females and males in the hiring pool for that appointment, the total number of candidates in the hiring pool, and the percentage who were female.

The rightmost section summarizes, for each department, the number and percentage of appointments that were to females, and the average proportion of the hiring pool that was female. Note that, unfortunately, there were no data for 2000 and 2001, so we cannot provide data for all of the hires counted in Figure 1, which covered the period 2000-2004.

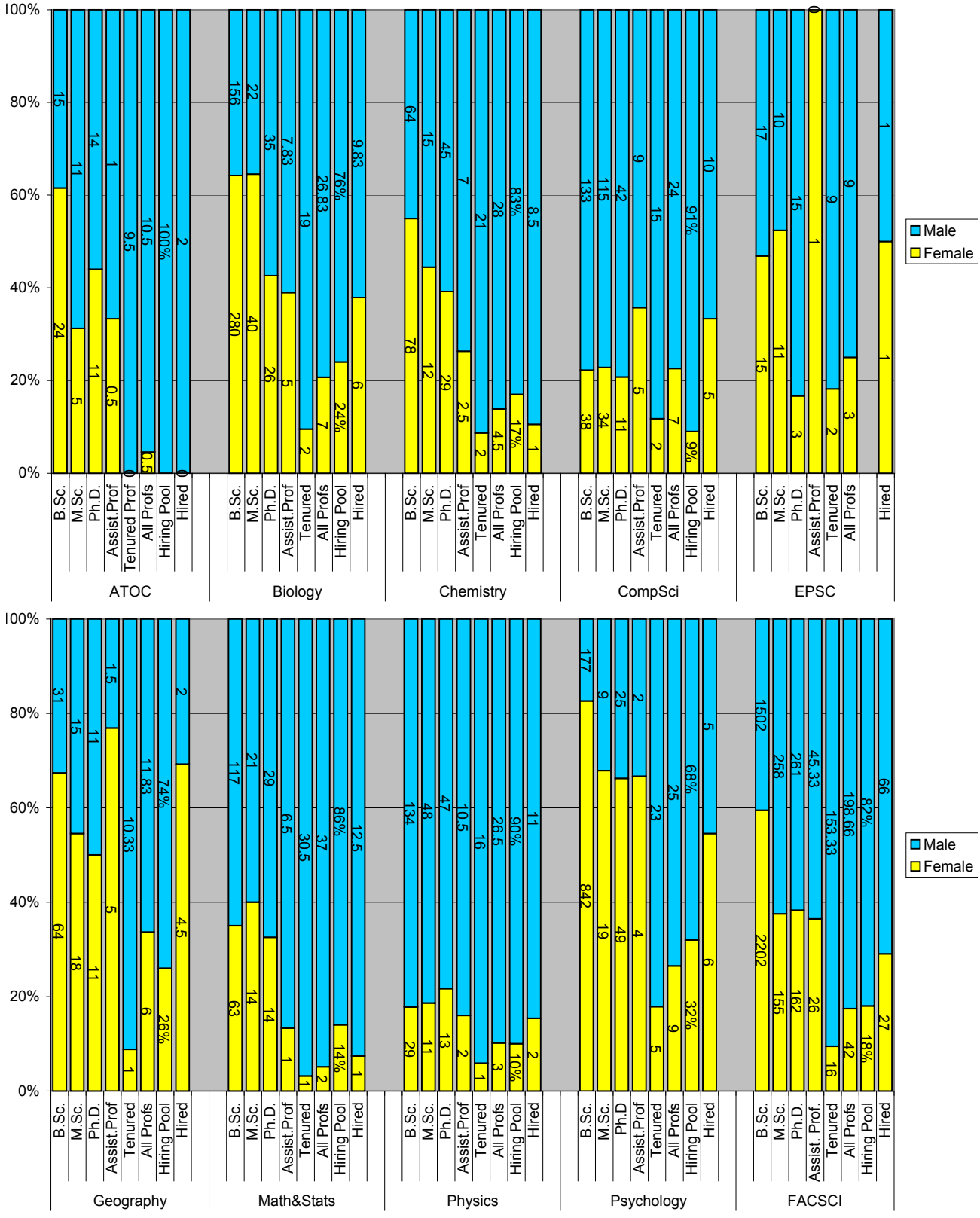

Figure 1: Summary of Student Enrollment, Faculty and Hiring by Department (for description see Section A.1)

Appointment				Hiring Pool and Short List					Dept. Summary			
Department	Year	Rank	F/M	FSL	F	M	Tot	%F	F	Tot	%F	HP
AOS	2002	Full	M	N	0	6	6	0%	0	1	0%	0%
Biology	2005	Full	M	N	5	21	26	19%	4	16	25%	24%
Biology	2004	Full	F	Y	34	59	93	37%				
Biology	2003	Assoc	M	Y	47	95	142	33%				
Biology	2003	Assoc	M	Y	47	95	142	33%				
Biology	2002	Asssoc	M	Y	19	52	71	27%				
Biology	2005	Assist	M	Y	4	32	36	11%				
Biology	2004	Assist	F	Y	47	95	142	33%				
Biology	2004	Assist	M	Y	8	42	50	16%				
Biology/MSE	2004	Assist	M	Y	8	29	37	22%				
Biology	2003	Assist	F	Y	15	38	53	28%				
Biology	2003	Assist	M	Y	15	38	53	28%				
Biology	2003	Assist	M	N	6	36	42	14%				
Biology	2003	Assist	M	Y	9	55	64	14%				
Biology	2002	Assist	F	Y	19	52	71	27%				
Biology/Redpath	2002	Assist	M	?	14	52	66	21%				
Biology	2002	Assist	M	Y	3	21	24	13%				
Chemistry	2004	Full(IRC)	M	N	0	1	1	0%	1	11	9%	17%
Chemistry	2004	Full(IRC)	M	N	0	1	1	0%				
Chemistry	2003	Full(CRC)	M	N	0	2	2	0%				
Chemistry	2002	Full(CRC)	M	N	0	2	2	0%				
Chemistry/AOS	2005	Assist	M	Y	8	30	38	21%				
Chemistry	2005	Assist	M	Y	12	41	53	23%				
Chemistry	2005	Assist	M	Y	12	41	53	23%				
Chemistry	2004	Assist	M	N	7	51	58	12%				
Chemistry	2003	Assist	M	N	0	22	22	0%				
Chemistry	2003	Assist	M	Y	13	67	80	16%				
Chemistry	2002	Assist	F	Y	7	24	31	23%				
CompSci	2002	Full	M	N	2	22	24	8%	3	9	33%	9%
CompSci	2004	Assist	M	Y	25	198	223	11%				
CompSci	2004	Assist	F	Y	25	198	223	11%				
CompSci	2004	Assist	M	Y	25	198	223	11%				
CompSci/Math	2003	Assist	M	N	1	10	11	9%				
CompSci	2003	Assist	F	Y	23	127	150	15%				
CompSci	2002	Assist	M	Y	5	66	71	7%				
CompSci	2002	Assist	F	Y	5	66	71	7%				
CompSci	2002	Assist	M	N	0	12	12	0%				

Table 2: Hiring Pool Data (Part A) (FSL:Female on Short-List, HP: Average of %females in Hiring Pool, for further description see Section A.2. Data continued in Table 3.)

Appointment				Hiring Pool and Short List					Dept. Summary			
Department	Year	Rank	F/M	FSL	F	M	Tot	%F	F	Tot	%F	HP
Geography	2005	Assoc	M	Y	16	52	68	24%	3	7	43%	26%
Geography	2004	Assist	F	Y	9	12	21	43%				
Geography	2003	Assist	M	Y	4	39	43	9%				
Geography	2003	Assist(CRC)	M	N	0	1	1	0%				
Geography	2003	Assist	F	Y	6	15	21	29%				
Geography	2002	Assist	F	Y	17	34	51	33%				
Geography	2002	Assist	M	Y	6	32	38	16%				
Math	2004	Full(CRC)	M	N	0	1	1	0%	0	8	0%	14%
Math	2002	Full(CRC)	M	N	1	17	18	6%				
Math	2002	Assoc	M	Y	9	63	72	13%				
Math	2002	Assoc	M	Y	12	52	64	19%				
Math	2005	Assist	M	N	27	175	202	13%				
Math	2004	Assist	M	Y	12	52	64	19%				
Math	2003	Assist	M	Y	15	120	135	11%				
Math	2002	Assist	M	Y	5	19	24	21%				
Physics	2004	Full(CRC)	M	N	5	92	97	5%	2	11	18%	10%
Physics	2003	Full(CRC)	M	N	1	28	29	3%				
Physics	2005	Assist	M	N	16	114	130	12%				
Physics	2005	Assist	M	Y	28	126	154	18%				
Physics	2004	Assist	M	Y	17	101	118	14%				
Physics	2004		M	Y	7	84	91	8%				
Physics	2004	Assist	M	Y	28	126	154	18%				
Physics	2004	Assist	M	N	3	69	72	4%				
Physics	2004	Assist	F	Y	4	32	36	11%				
Physics	2003	Assist	F	Y	9	61	70	13%				
Physics	2002	Assist	M	Y	7	100	107	7%				
Psychology	2002	Full(internal)	F	Y	1	0	1	100%	5	7	71%	32%
Psychology	2003	Full(CRC)	F	Y	28	51	79	35%				
Psychology	2003	Assoc	M	Y	12	33	45	27%				
Psychology	2004	Assist	F	Y	25	69	94	27%				
Psychology	2004	Assist	F	Y	25	69	94	27%				
Psychology	2003	Assist	M	Y	4	22	26	15%				
Psychology	2002	Assist	F	Y	14	9	23	61%				

Table 3: Hiring Pool Data (Part B) (FSL:Female on Short-List, HP: Average of %females in Hiring Pool, for further description see Section A.2. Data continued from Table 2.)

B What is a good hiring goal?

In order to set some reasonable targets for hiring, we can approximate the number of hires in the next 10 years by the number of professors expected to retire. As shown in Table 1, we have 27 males already over 65 years of age (and no females), and 25 males and 3 females between the ages of 60 and 65.

For the sake of a simple model, let us assume that all professors over the age of 65 will retire in the next five years, and all professors between 60 and 65 retire in the subsequent five years, and further, that new hires replace these retirees. Then, as shown in Figure 2, if 20% of the new hires are women (i.e. about the level of the current hiring pool), about 21% of the professors will be women in the year 2015. Even if we replace **all** of the retiring professors with women, only about 38% of the faculty will be women in 2015. It seems that a reasonable target would be to try and hire between 30% and 40% women, for a target of 23-25% of the faculty being women in 2015. In order to achieve this goal we must continue our proactive search for high-quality women, work on retention of women we have, and further improve on the hiring pool.

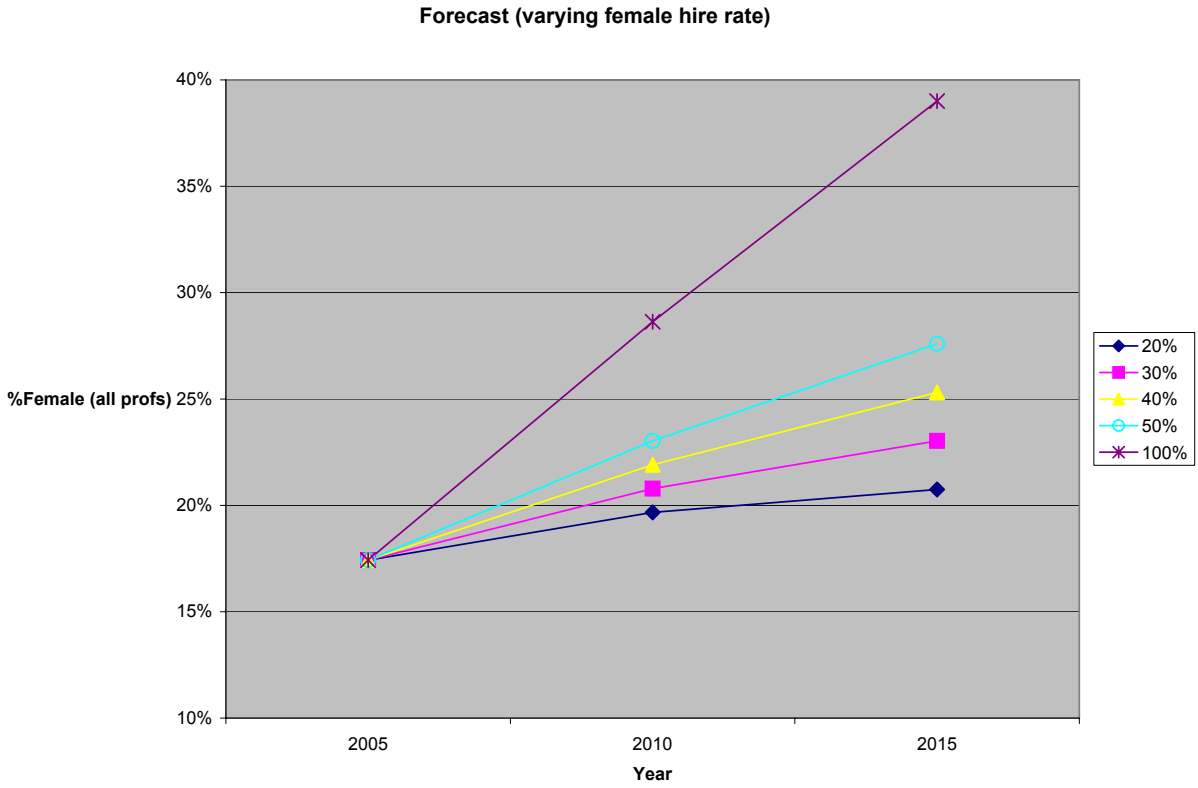

Figure 2: Forecast of %Female Faculty, assuming different proportions of female hiring.