



CASE

CASE WESTERN RESERVE UNIVERSITY

Institutional Transformation at Case Western Reserve University





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Student Centered Activities

- Summer Undergraduate Research Program for Minority Women
- Student Gender Awareness for Classroom, Lab and Campus

Summer Undergraduate Research Program (SURP) for Minority Women

Objective:

More minority women students in graduate school

10 weeks ongoing research with faculty mentor

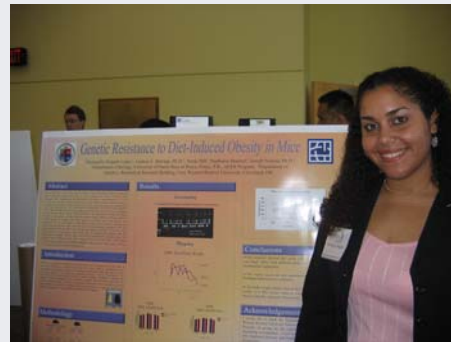
Faculty lectures, student poster presentation

Years 1 - 3

21 students

3 Schools/Colleges

11 Departments



SURP Students and Departments

Departments	2004	2005	2006
Biology	1	1	1
Chemistry (including organic chemistry)	2	2	2
Psychology		1	1
Biomedical Engineering	1		
Chemical Engineering	1		1
Anatomy		1	
Biochemistry	1	1	
Genetics		1	1
Molecular Biology		1	
Pharmacology			1
Total	6	8	7

SURP Student Feedback



"[This experience]... made me realize that I wanted to pursue research along with an MD degree... There is just something about the confidence you get when you participate in programs like this one."

"This program is useful because it portrays women in a field that is male dominated and these women are successful, they have Ph.D.'s and they have their own labs... It encourages women to not be discouraged due to the male dominance in the science field..."

Student Gender Awareness for Classroom, Lab & Campus – The Need

“....women faculty [at Case] perceive themselves as experiencing

- more criticism (“from grades to clothes”) and
- more resentment for high standards from students,
- more confrontation by male students, and
- more nurturing expectations from female students than male faculty members receive.”

Therefore, work with undergraduate and graduate students on gender issues will help change the campus climate for women faculty.

Source: Resource Equity Committee Focus Group Study, 2001

Student Gender Awareness - Baseline: The “Readiness” of the Organization

Organizational culture of the student body at Case

- Avoidance of controversial issues
- Intense focus on studies
- Belief that changes in organizational culture cannot be generated from below

No awareness of a gender problem - “Pre-contemplation”

Stages of Change: 1. Pre-contemplation (no change needed); 2. Contemplation (aware problem exists); 3. Preparation (“feeling confident that change is possible”); 4. Action; 5. Maintenance*

*Citations: Carnes, M., Handelsman, J. & Sheridan, J. “Diversity in Academic Medicine: The Stages of Change Model,” *Journal of Women’s Health*, 14 (6), 2005; Levesque, D., Prochaska, J. A., and Prochaska, J.O., “Stages of Change and Integrated Service Delivery,” *Consulting Psychology Journal: Practice and Research*, 51 (4): 1999.

Student Gender Awareness - Goals of and Discussion Topics

Approach: engage students in open conversation; increase their critical thinking regarding the “gendered” social structure and their part in it

Goals:

1. Create awareness (move from “pre-contemplation” to “contemplation”)
2. Increase depth of understanding of social structure
3. Introduce students to ways they can be involved (actions) (“What does this have to do with *us*?”)

Discussion Topic Examples:

A student walks into a science classroom, sees the woman at the front arranging materials on desks, and asks “Where is the Professor?”

Students often address their women professors by their first name or as “Mrs.” and their men professors as “Dr.”

Grad students in science depts. resist asking women professors to be their advisors

Providing feedback about a woman candidate for a faculty position, a student complained about the way that she was dressed

Student Gender Awareness - Summary of Student Evaluations

	Undergraduate			Graduate
	Biomed.	Geol. Engr.	Pol. Sci.	Chem. Engr.
	(n=60)*	(n=7)	(n=7)	(n=14)
1. How worthwhile was the training? (5=extremely, 1= not worthwhile)	2	3.5	3.5	3
2. How much did you learn from the series? (5=a great deal, 1=nothing)	3	3	4	3
3. How much did the series affect how you think about gender in academia (5=a great deal, 1=nothing)	2	3	4	2.7
4. Do you feel that the series will influence your behavior in the future in any way?	y=18 n=40	y=7 n=0	y=2 n=5	y=9 n=4

*Fewer than 10 students in this class attended the first of three gender awareness training sessions.

Student Gender Awareness - Selected Student Comments and Conclusions

How will the series influence your future behavior?

- Will be more conscious of how I treat others
- Will stereotype less
- Will be more mindful that my teaching in the future will be geared toward both sexes
- Will pay more attention when gender issues occur
- Will make more of an effort to make sure that women are not treated as “weak” group

Conclusions

- Self-reporting provides evidence that the gender awareness training is having a modest impact
- Reports of the possibility of future changes in behavior may indicate movement in some students toward the “preparation” stage of change
- Some modifications in preparation and procedures may enhance/increase change in the desired direction