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## Status of Women and Gender Equity at CWRU

Hannah Regan

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# STATUS OF WOMEN AND GENDER EQUITY AT CWRU

## Flora Stone Mather Center for Women Research Brief Series

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# Introduction

In 2021, the inaugural report on the Status of Gender Equity at Case Western Reserve University was written, alongside a speech from Dr. Angela Clark-Taylor, to be presented at the 2021 Women of Achievement Awards. Due to the Covid-19 pandemic, that ceremony did not happen in person, but Dr. Clark-Taylor was able to present the speech and the awards virtually. Now, in 2024, we present this report in anticipation of our first in-person Women of Achievement Award (now the Flora Awards) ceremony since the pandemic. Now, as then, the purpose of this report is to provide a glance at the gender composition within the campus community, and compare to that first report to measure our improvement. This annual report reflects institutional data to track the University's progress in its aims for reaching gender equity for faculty, staff, and students.

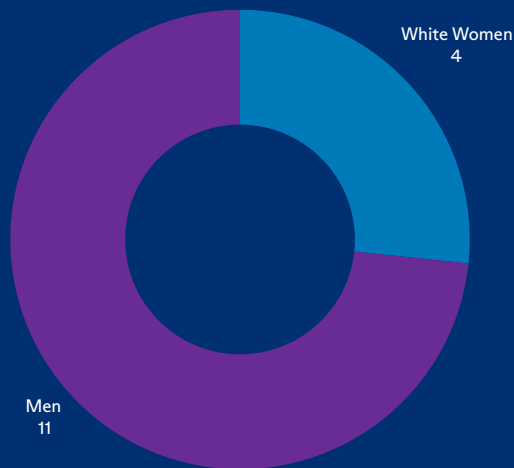
The data for this report was compiled from 2023-2024 institutional data provided by Dr. Edward Bolden and Ken Tubbs in the CWRU Office of Institutional Research. Little has changed in our data collection process since the first report, as little has changed in federal guidelines for the collection of this data. As such, we continue to face gaps in our data, particularly with regard to LGBTQ+ identities, ability, disaggregated racial/ethnic categories, religion, and socioeconomic status, in addition to many other intersectional identities which shape individuals' experiences with higher education and with society more generally.

It is important to acknowledge that improvements in collecting gender identity have been made at CWRU with the support of the LGBT Center, particularly at the student level. However, this data is not yet reflected on institutional data dashboards, nor IPEDS summary data. The Institutional Research Office did report other gender identities to IPEDS for the 2022-23 data which is available in the Reported Data on that site. However, that data only includes students; at this time, IPEDS does not permit other gender identities for faculty and staff, including graduate assistants. As such, this report presents only binary gender identities; we hope in future years to have a more inclusive presentation as data availability improves.

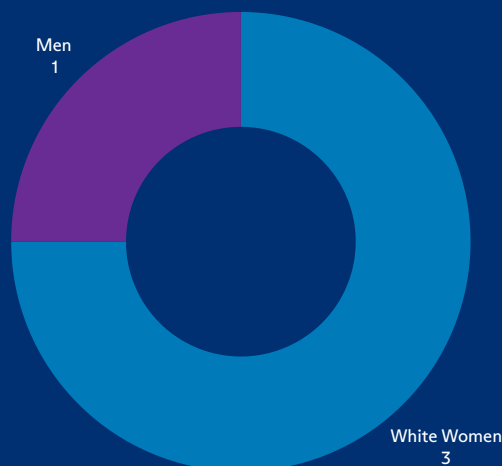
Nonetheless, critical quantitative data analysis is vital to continuing to assess our progress. The Mather Center considers the collection of this data one piece of the bigger picture of gender equity on our campus, and a key part of our work toward increasing gender equity. It is important to keep in mind that higher education is a microcosm of society, and thus forms of inequity which exist in this context are likely to exist outside of it. At the same time, access to the space of higher education is itself shaped by gender and other social inequalities, and that data is unable to be represented in this space. However, gender inequity in higher education can be one barrier to access, and we focus on how we can address that within our context.

# Executive Leadership

Of the executive leadership at CWRU, 38% identify as women and only 10% are Women of Color. No Women of Color are in leadership roles above associate vice president, as was true two years ago. Though there are more women of color represented in percentage compared to two years ago, there is actually one fewer in number, and there is a decreased percentage of women overall. It is worth noting that there have been minor changes in positions and titles which make direct comparison to two years ago slightly more difficult, and there are around 40 fewer individuals represented in the leadership data this year than in 2021 due to changes to the organizational chart. Overall, the impression of underrepresentation in top leadership persists. Given the importance of executive leadership's influence on the priorities, functioning, and success of a university community, this gap points to a critical lack of perspective of Women of Color in the daily decision-making of the University, which in turn mirrors representation along the campus faculty, staff, and students at CWRU. Because this report focuses on gender, we aggregate men of all racial/ethnic identities into one category, but it is worth noting that men of color are also underrepresented in leadership roles, and this is a gap as well.

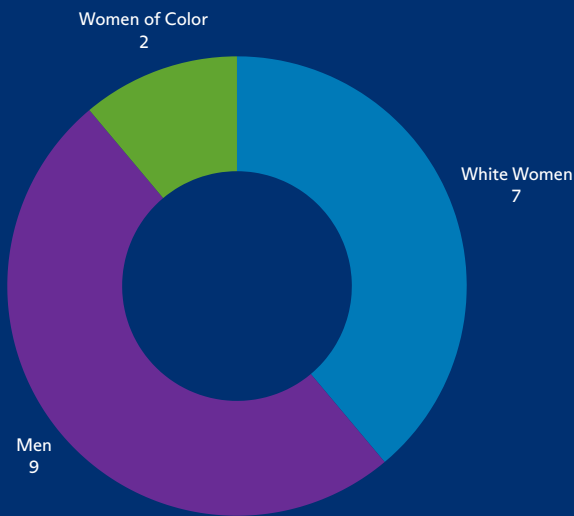


**Vice Presidents**

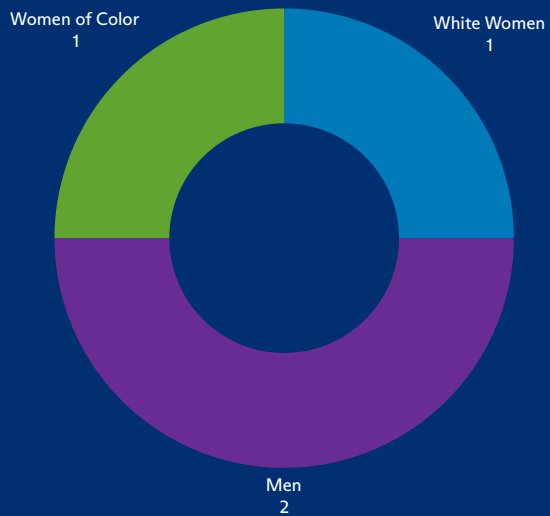


**Senior Vice Presidents and Senior Associate Vice Presidents**

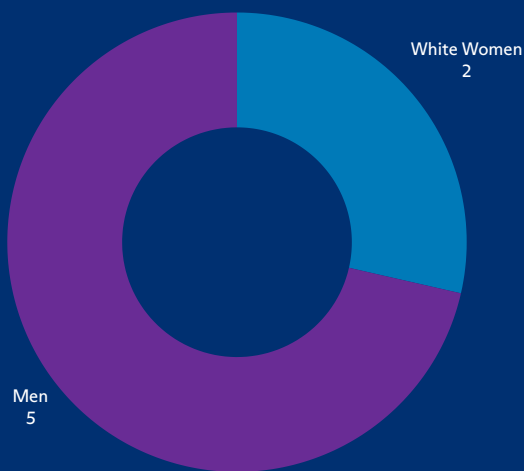
# Executive Leadership



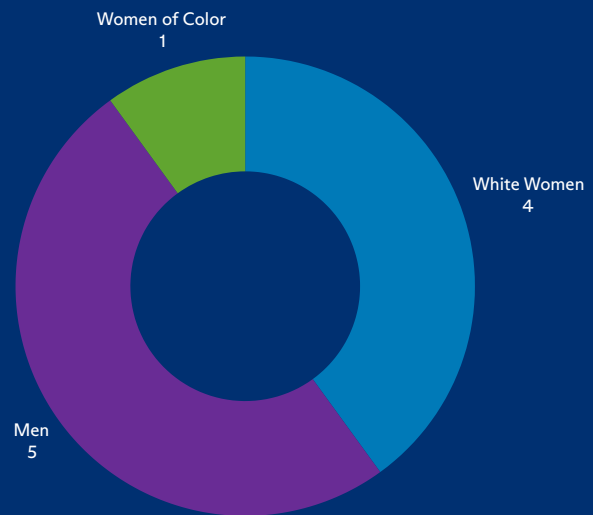
Associate Vice Presidents



Vice Provosts



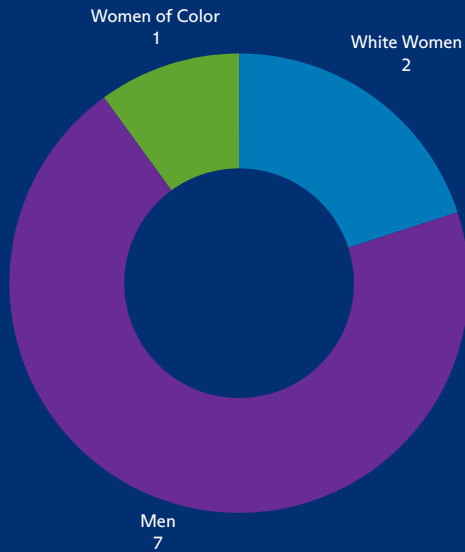
Chief Officers



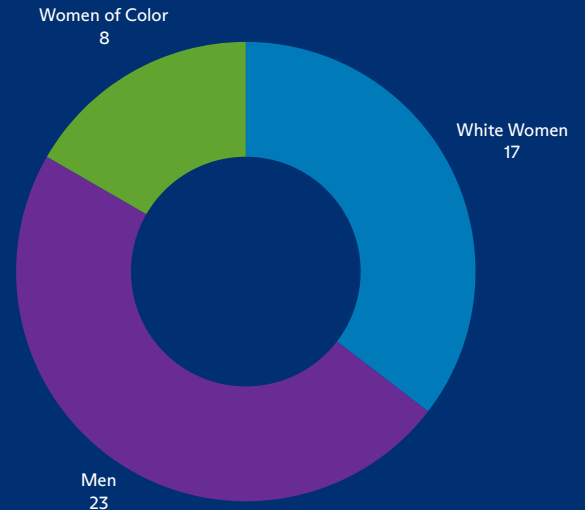
Vice Deans\*

\*Vice Deans at CWRU are all housed within the School of Medicine, and report to the dual role of Dean of the School of Medicine and Senior Vice President for Medical Affairs, and therefore straddle the line between executive and academic leadership. They are listed on the university organizational chart and therefore listed with the executive leadership here.

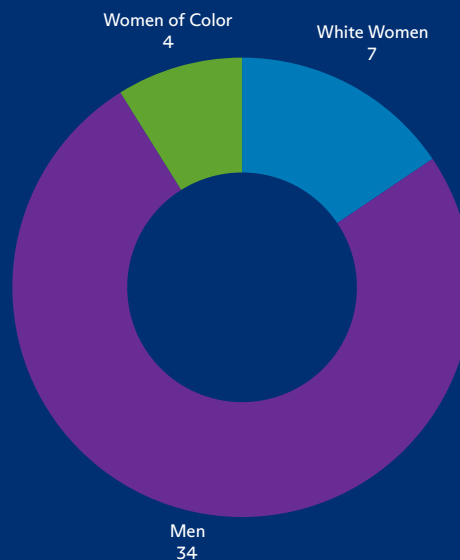
# Academic Leadership



**Deans**



**Associate/Assistant Dean**



**Department Chairs**

Among leadership within the academic schools at CWRU - the College of Arts and Sciences, the School of Nursing, the School of Medicine, the School of Dental Medicine, the Case School of Engineering, the School of Law, the Weatherhead School of Management, and the Jack, Joseph, and Morton Mandel School of Applied Social Sciences - seven of the deans are men, while two are white women and one is a woman of color. Among Associate and Assistant Academic Deans, 45% are men and 33% are white women, while only 16% are women of color. At the next level, 76% of department chairs are men, while 16% are white women and 9% are women of color. Therefore, the vast majority of academic leadership within the university is being done by men, especially in STEM fields.

# Faculty

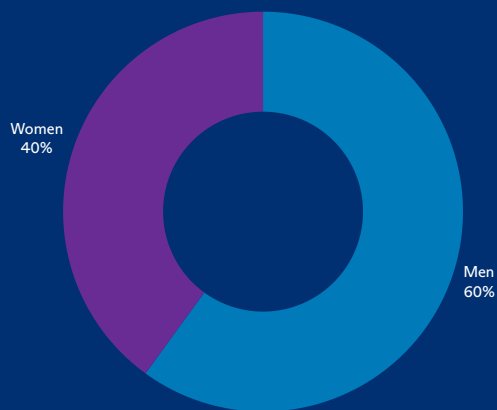
In 2024, women make up 40% of CWRU faculty, regardless of level or tenure status. This represents only a 1% change from 2021. When broken down by tenure status, almost the same percent of faculty are men non-tenure track (NTT) as in 2021, around 46%. However, women NTT faculty have increased by 2% and both men and women tenured/tenure-track (TT) faculty have decreased around 1%, which signifies a move away from tenure-track faculty positions which has been seen across higher education (Mintz 2021).

Representation by gender is deeply uneven across schools, however. The College of Arts and Sciences and the Mandel School for Applied Social Science are both close to gender parity, with men represented only slightly above 50%. On the other hand, the School of Dental Medicine, Case School of Engineering, and Weatherhead School of Management are all closer to 75% men faculty, and the School of Medicine and School of Law each having about 2/3 men faculty. Trending in the other direction, however, the School of Nursing is over 80% women faculty.

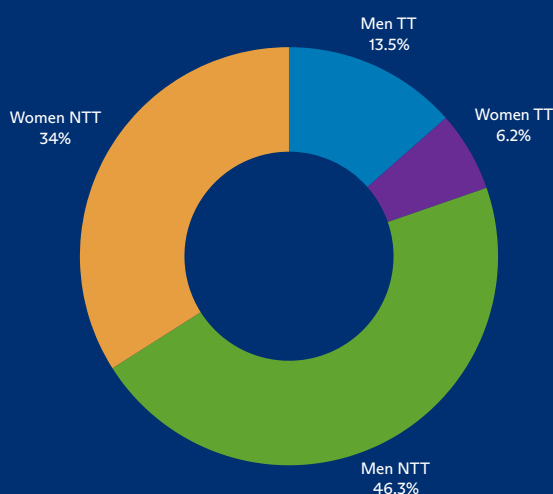
When looking at all faculty levels and TT status by race/ethnicity, white women faculty have decreased about 3% since 2021. The entirety of this gain has been picked up by Asian women faculty. Black women faculty have also decreased by 1.4%, while Hispanic/Latina faculty made a small increase of 0.2%. Some of this change can be accounted for as the international category was not accounted for in the 2021 data.

For TT faculty across race and gender, the percent of white men decreased by 4.38%, and gains were made by almost every group, although usually by less than .5%. The only groups which did not see an increase were multiracial men (-0.13%) and Native American men and women, which both remained at the same percent. Overall, white men still make up almost half of all TT faculty and white women make up another quarter, leaving only a little more than 25% of all TT faculty spots split among all other race/gender groups. The majority of those remaining spots are held by Asian faculty, just under 14% being Asian men and just below 6% being Asian women.

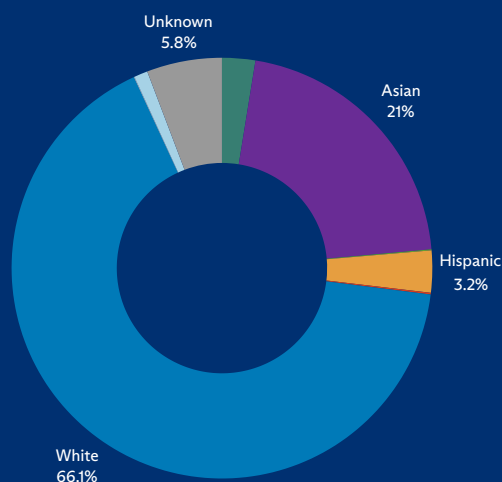
### Faculty by Gender



### Tenure- and Non-Tenure Track Faculty by Gender



### Women Faculty by Race and Ethnicity





# Faculty

Race/Ethnicity	Gender	Tenured/Tenure-Track	Non-Tenure Track
African-American/Black	Men	2.59% (↑)	1.24% (↑)
	Women	1.68% (↑)	1.96% (↑)
Asian	Men	13.71% (↑)	11.96% (↑)
	Women	5.82% (↑)	8.18% (↑)
Hawaiian/Pacific Islander	Men	0.00%	0.06% (↓)
	Women	0.00%	0.03% (↓)
Hispanic	Men	2.59% (↑)	1.72% (↑)
	Women	0.91% (↑)	1.15% (↓)
Native American	Men	0.26%	0.03% (↓)
	Women	0.00%	0.12% (↓)
White	Men	44.37% (↓)	37.33% (↓)
	Women	23.29% (↑)	27.57% (↓)
Multiracial	Men	0.00% (↓)	0.03% (↓)
	Women	0.26% (↑)	0.18% (↓)
International	Men	2.20% (↑)	0.24% (↑)
	Women	1.16% (↑)	0.21% (↑)
Unknown	Men	0.65% (↑)	4.02% (↑)
	Women	0.52% (↑)	3.96% (↓)
<b>Total</b>		<b>100%</b>	<b>100%</b>

**Note:** Categories are according to institutional/IPEDS categories. (↑) indicates an increase from the previous report. (↓) indicates a decrease from the previous report. No marking means there was no change.

# Faculty

For NTT faculty, very small decreases were made for many groups, with the largest being white men, decreasing 3.4%, and unknown women, 1.2%. These decreases were gained other groups in very small amounts, with the largest increases being made by Asian women (0.55%) and unknown men (0.57%). As with TT faculty, white faculty hold the bulk of NTT roles, but white women hold slightly over 25% while white men hold just under 40%. Again, Asian faculty hold most of the remaining positions, around 12% being Asian men and 8% Asian women. Unknown racial/ethnic identities are also significantly higher for NTT faculty than TT.

Looking at the gender division of faculty positions by level (without regard to TT status), the percent of women increased in all categories except Instructor. Notably, the number of faculty total at each level except Senior Instructor has also increased, suggesting there are two likely explanations for women's improved representation. First, the increased number of faculty overall combined with the increased representation of women suggests that more women are being hired for these roles than in previous years. Second, women are close to parity at the Assistant and Associate Professor levels, while still only making up 25% of Full Professors. However, the biggest gains were made at the Associate (+4.23%) and Full Professor (+3.02%) levels. This suggests that parity at early career stages has been improving for long enough that these women are beginning to be promoted to the next levels of professorship.

Rank	Men	Women	Total	Men %	Women %
Instructor	62	90	152	40.79% (↑)	59.21% (↓)
Senior Instructor	14	30	44	31.82% (↓)	68.18% (↑)
Assistant Professor	1022	937	1959	52.17% (↓)	47.83% (↑)
Associate Professor	486	370	856	56.78% (↓)	43.22% (↑)
Professor	804	269	1073	74.93% (↓)	25.07% (↑)
Total	2388	1696	4084	58.47%	41.53%

# Staff

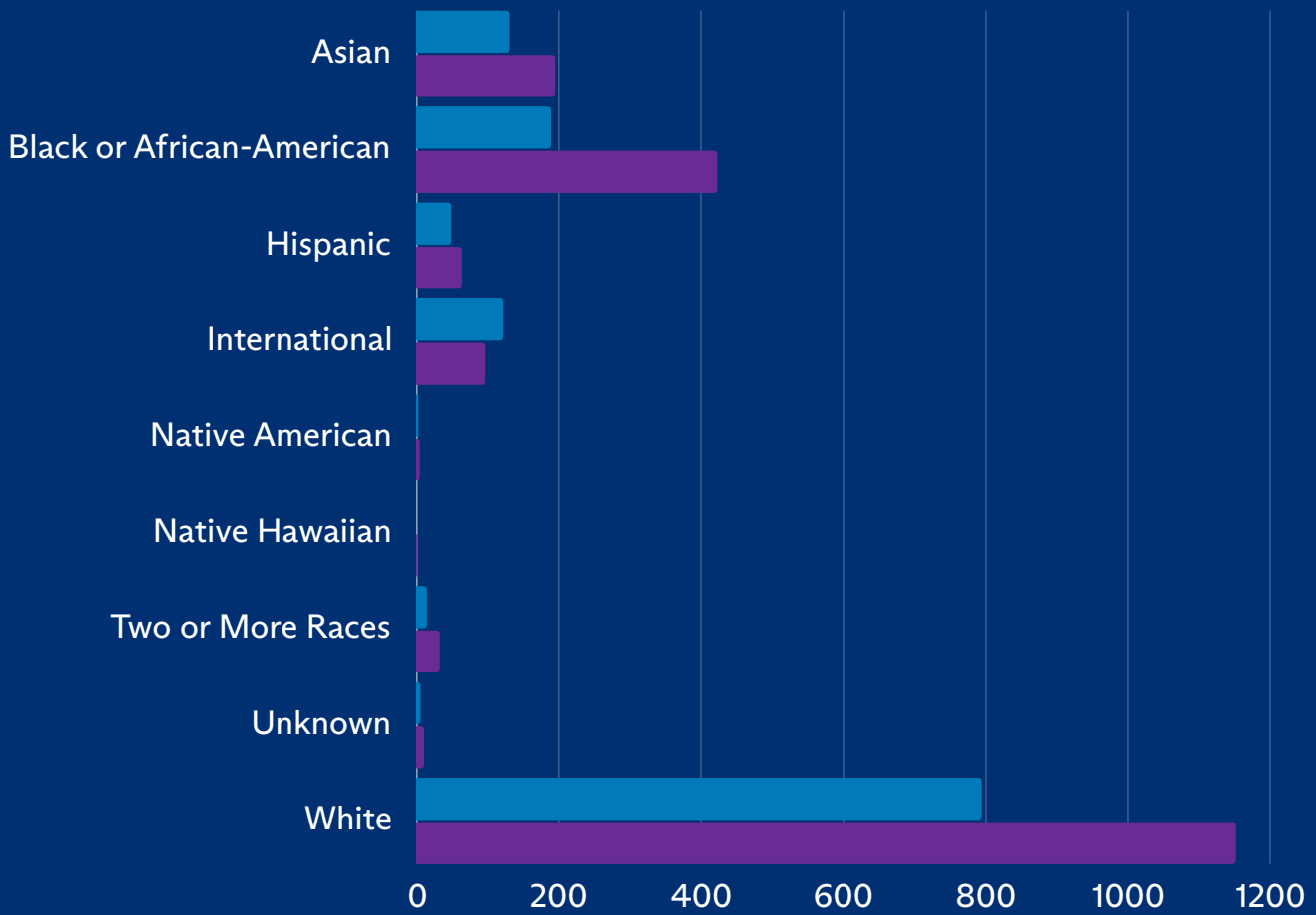
Overall, women make up 60% of all CWRU staff, with most of the staff being white women and men. However, when focusing on only office and administrative support positions, women are five times more likely to hold these roles than men. These administrative roles are 15% of all staff roles held by women, and this is particularly noticeable when considering the intersection of race/ethnicity, as while only 13% of all staff roles held by white women are office/administrative support, they are 30% of the roles held by Black/African-American women. This suggests that administrative work is still both gendered, as these roles are predominantly held by women, and racialized. This is meaningful because these roles are more likely to be non-exempt and have lower job mobility, limiting the possibility for advancement on campus and creating further barriers to equity.

One group that is not represented in this data is a significant portion of CWRU's custodial and other service staff, such as those who work in the dining spaces. Many of these employees are contract workers who are therefore not counted in institutional data. Many of them are also women, and people/women of color. Contract labor roles can be particularly precarious, and these employees do not gain CWRU benefits such as tuition remission, health insurance, or retirement plans. These can be significant barriers to equity, and are affecting some of our most marginalized community members, but they are not represented in this report, which prevents us from having a complete picture of the inequities on our campus.



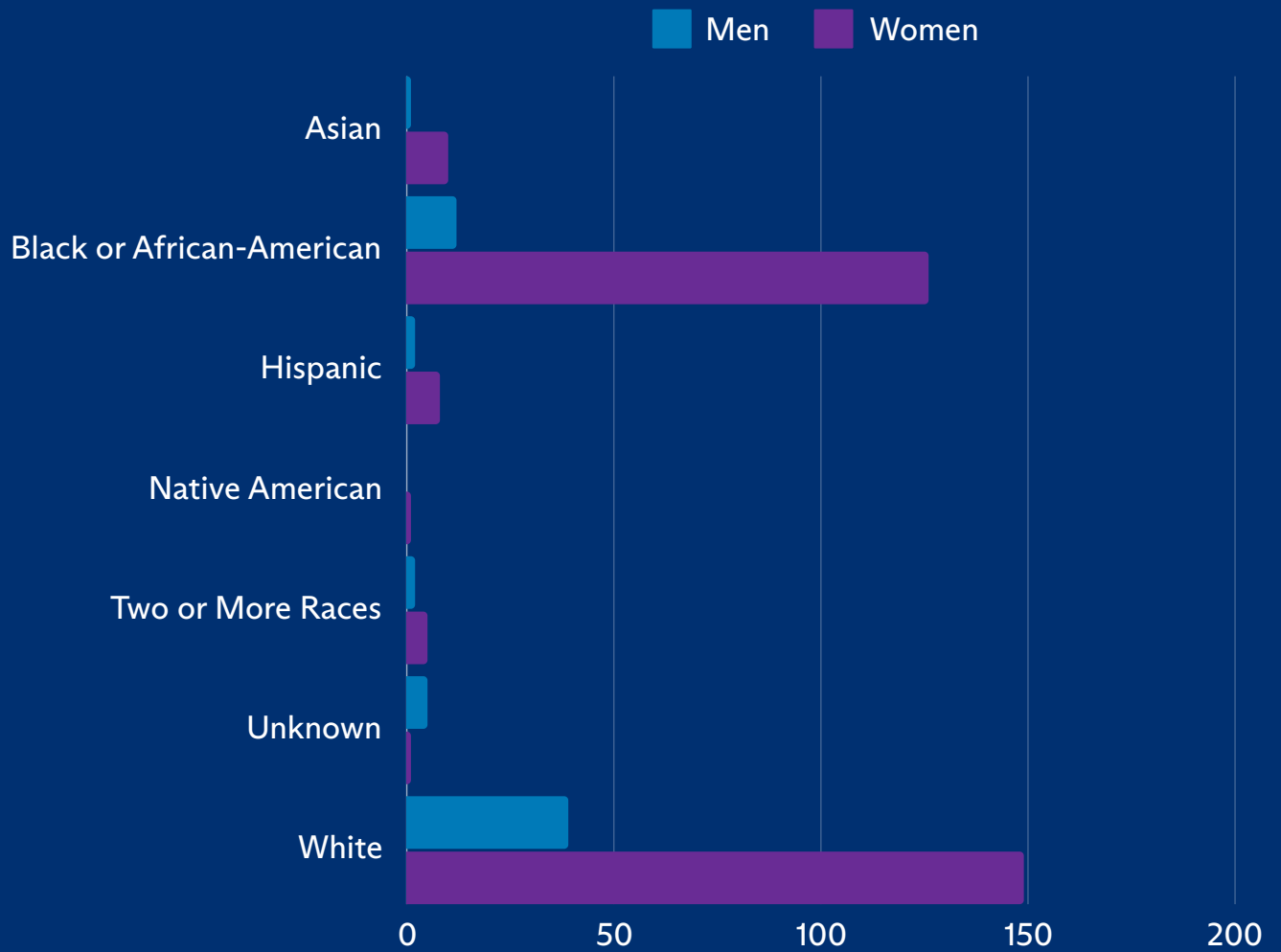
## Full-Time Staff

Men Women



Race/Ethnicity	Men	Women
Asian	131	195
Black or African-American	189	423
Hispanic	48	63
International	122	97
Native American	2	4
Native Hawaiian	0	1
Two or More Races	14	32
Unknown	5	10
White	794	1152
<b>Total</b>	<b>1305</b>	<b>1977</b>

## Office and administrative support occupations



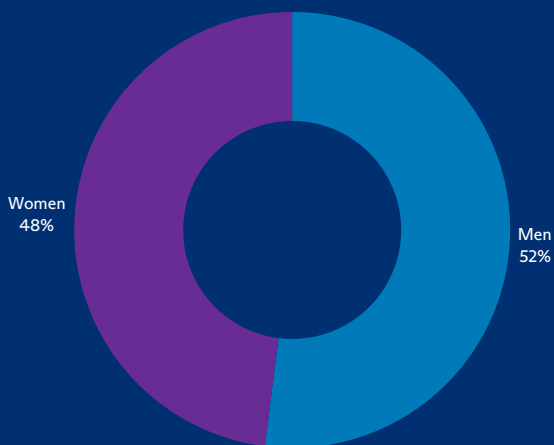
Race/Ethnicity	Men	Women
Asian	1	10
Black or African-American	12	126
Hispanic	2	8
International	0	0
Native American	0	1
Native Hawaiian	0	0
Two or More Races	2	5
Unknown	0	1
White	39	149
<b>Total</b>	<b>56</b>	<b>1977</b>

# Students

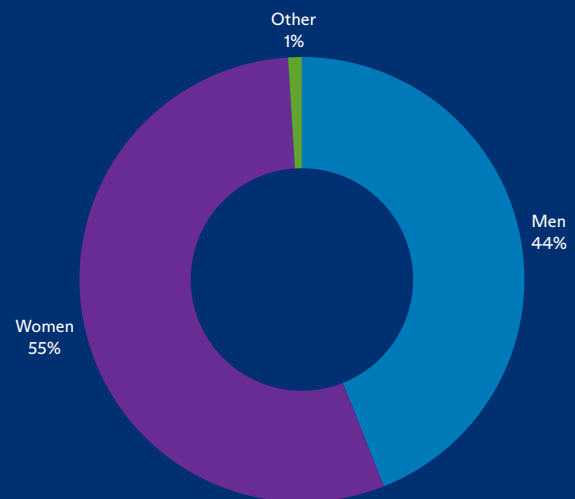
Nationally, women accounted for 58% of all undergraduate enrollment in the 2021-2022 school year (the most recent data available in aggregated from IPEDS). CWRU's undergraduate enrollment is around 10% short of the national average however. One possible explanation for this is that CWRU has a strong reputation as a STEM school, especially for engineering, and women remain underrepresented in these fields at both the collegiate and professional levels (Fry, Kennedy, and Funk 2021); however, CWRU is also above national average for women's representation in computer science, engineering, and earth/physical sciences, if still nowhere near gender parity (Hauser, Robinson, and Clark-Taylor 2022), and both of these facts should be considered simultaneously.

Women have made even further gains at the graduate level, accounting for 62% of all graduate enrollment nationally in 2021-2022. This puts CWRU at about 7% below national average, again likely to due many graduate programs being STEM fields, as well as the large medical and law schools. Nationally, women make up about 55% of medical school enrollments (Women in Academia Report 2023b) and 56% of law school enrollments (Pisarcik 2024), and earned 55% of doctoral degrees earned in 2021-22 academic year, but women earned 67% of all master's degrees the same year (Women in Academia Report 2023a). Thus, CWRU's high number of graduate students in medical, law, and Ph.D. programs as compared to Master's may account for some of the underrepresentation compared to national average - and notably, women still make up the majority of CWRU graduate students.

### Undergraduate Enrollment



### Postgraduate Enrollment



*Note: [Data on student enrollment can be found on CWRU's Institutional Research page.](#)*

# Conclusion

The progress since the first gender equity report was written just over two years ago is a story of moving forward in some places and backward in others. The leadership at the highest levels of the university is still predominantly male and very decidedly white. While women of color make up a greater percentage of leadership than they did previously, they are fewer in number and women overall make up a smaller percentage as well. Although this may be due to changes to the organizational chart from which we sourced our data leading to fewer individuals represented, this still suggests that the roles women hold are not high enough in the hierarchy to be kept on the chart; if not due to changes in the organizational chart, then women's representation has actually been decreasing. Either possibility suggests decreased progress toward gender equity in the highest levels of our institution.

Women faculty remain dramatically underrepresented, particularly in business, STEM, and law, and are less than two-thirds of all department chairs. There are half as many women tenured/tenure-track faculty as there are men. However, when looking by rank, there were increases in the number of women represented in the early career levels, suggesting we will continue to see improved representation as the swelling numbers of women graduating with Ph.D.s advance in their careers. Small gains are being made with regard to racial/ethnic diversity for both men and women, and we hope to continue to see improvements in this data in the years to come.

Women remain a large proportion of all non-instructional staff and an especially high percentage of office and administrative support staff, which can have limited career mobility. Additionally, many of our most vulnerable staff members are not represented in institutional data as they are contract labor rather than "university employees."

Finally, our student enrollment remains steady, but significantly lower than national average. This can be seen from two perspectives: on one hand, we have near gender parity, which seems worthwhile. On the other hand, we are below national average likely due to the strong emphasis on STEM programs and women's underrepresentation in these fields. We hope CWRU may become an institution in which women feel able to safely pursue STEM majors and improve our gender representation overall.

The last note to be made is that there are many individuals of diverse gender identities who are still not sufficiently represented in this data, and that should be seen as a shortcoming of gender equity as well. Our data practice is moving in the right direction, however, and future versions of this report may soon contain this representation for all groups being considered.

While we focus on descriptive data in this report, many people's lived experiences of gender may still not be captured. There are many campus entities working in partnership with the Mather Center to continue striving for gender equity as well as racial/ethnic justice, not only in numerical representation but in the daily experiences people have while living and working on CWRU's campus. We have seen some possible indicators of progress, and we look forward to more significant growth to come, especially in the highest levels of leadership where the greatest distance is yet to go.

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