The use of awards to stimulate activities designed to help women in education is considered. Using the American Assembly of Collegiate Schools of Business award as a model, attention is directed to why awards are important, who can give them and to whom, and how to develop an awards program. An award or prize is defined as any form of recognition bestowed upon an individual, organization, or group in order to acknowledge efforts in promoting equity for women. Although consideration is given primarily to awards in the academic community, many of the concepts will be applicable to awards given in other settings, including awards given by community organizations and businesses. Awards that recognize efforts to bring about equity for women in academe can: increase awareness of women's programs and achievements; legitimize activities designed to promote educational equity for women; stimulate others to develop similar equity-promoting activities or programs; identify specific winners and specific award programs as models; and encourage the development of similar award programs in other settings and/or by others in the same fields. Specific types of programs and materials for which awards can be granted, different types of awards, and specific types of organizations and institutions that might offer awards are listed. Considerations in establishing an awards program, including decisions about the nomination and selection procedure, are outlined. A partial list of awards programs is included. (SW)
GIVING PRIZES AND AWARDS: A NEW WAY TO RECOGNIZE
AND ENCOURAGE ACTIVITIES THAT PROMOTE EQUITY FOR
WOMEN IN ACADEME

1981

Project on the Status and Education of Women
Giving Prizes and Awards: A New Way to Recognize and Encourage Activities that Promote Equity for Women in Academe

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Awards and prizes have often been associated with achievement in academe, and have traditionally rewarded excellence and innovation in any number of areas. Recently, several organizations have become aware of the need to recognize programs and policies that promote educational equity for women. Such programs may be needed in order to:

- encourage women to major in fields where they traditionally have been absent (such as engineering, biochemistry and business);
- promote the development of policies to help women (and men) who have family responsibilities work toward completion of their degree, and
- stimulate other special activities to ensure that women are able to participate fully in academic life.

How to encourage the development of programs, policies and practices which improve the status and education of women in the academic community remains a major problem for colleges and universities. One way to foster such activities is to develop awards which recognize and give credit to such efforts.

This paper, which focuses on the use of awards to stimulate activities designed to help women in education, came about when the Project on the Status and Education of Women learned of an award given by the American Assembly of Collegiate Schools of Business (AACSB) AACSB's Committee on Equal Opportunity for Women presents an annual Innovation Award to the institution which has made the most outstanding contribution to the field of educational innovation affecting women. (Information about the AACSB award appears in the box on this page.)

The Project strongly believes that awards and prizes for women's programs can be powerful tools in encouraging activities designed to improve the status of women in academe. Using the AACSB award as a model, this paper discusses why awards are important, who can give them and to whom, and how to develop an awards program.

Why Are Awards Important?

Awards can serve several functions, beyond acknowledging the winner's achievements and bringing them to the public's attention. Specifically, awards which recognize efforts to bring about equity for women in academe can:

- increase awareness of women's programs and achievements;
- stimulate programs and policies that promote educational equity for women;
- recognize programs and policies that promote educational equity for women;
- and
- encourage responsiveness among collegiate schools of business and management to the needs of women students and the changing role of women in business.

A Partial Listing of Activities Which Nominated Programs Might Address Includes

- increasing the participation of women in business and management by increasing their numbers or improving the environment for them in management education;
- preparing women for leadership roles in business and industry;
- increasing the awareness and development of curriculum materials, and the attitude awareness and development for faculty and students;
- increasing the number of women in business and management;
- increasing the participation of women in business and management by increasing their numbers or improving the environment for them in management education;
- and
- increasing the awareness and development of curriculum materials, and the attitude awareness and development for faculty and students;
- increasing the number of women in business and management;
- increasing the participation of women in business and management by increasing their numbers or improving the environment for them in management education;
- and
- increasing the awareness and development of curriculum materials, and the attitude awareness and development for faculty and students;
Awards for What?
Awards can be conferred upon any program, activity or written materials that promote equity. They can be given for:

- new activities and/or materials specifically designed or undertaken in order to compete for the award;
- activities and/or materials completed or currently underway;
- the types of programs and materials eligible for an equity award might be defined very generally, and include any activity related to women in education. Alternatively, eligibility might be specifically limited to programs to recruit specific groups of women who have had limited access to higher education in the past, such as minority women, older women, disabled women or welfare mothers;
- programs (or policies) to improve access and services for women in academe, for instance;
- the best re-entry program;
- the best child care program;
- the most innovative recruiting activities to attract women to fields traditionally thought of as "male";
- the most innovative transfer policies which ensure that women who have attended several institutions are best able to use their previous credits;
- program achievements in fostering equity, such as an award for the department with the greatest increase in the number of women students over a period of time. (This award would be particularly appropriate for programs or departments which traditionally have had few women students.) The AACSBI 1979-80 Innovation Award, for example, was presented to Adelphi University's School of Business Administration's Certificate Program in Management for Women. The Adelphi program was designed to provide women holding undergraduate degrees in any discipline with the opportunity to develop management skills through graduate coursework and field experiences;
- programs to recruit specific groups of women who have had limited access to higher education in the past, such as minority women, older women, disabled women or welfare mothers;
- women's studies programs;
- women's studies courses;
- materials developed to integrate the subject of women into existing courses;
- research on women (in general, or in specific subject areas) by undergraduates, graduate students, faculty and/or other researchers. For example, the Woodrow Wilson National Fellowship Foundation gives research grants in women's studies to doctoral candidates;
- general writing about women (including work in specific areas, such as literature, theory or art). The University of Michigan Press awards the Alice and Edith Hamilton Prize of $1,000 for the "best book-length scholarly manuscript concerning women";
- development of materials to promote equity, such as textbooks and other resources for teachers, directories, syllabi and recruiting materials;
- media activities, such as posters, films and articles. The Santa Clara County Commission on the Status of Women (CA), for example, sponsored a poster contest for junior high students to create posters advertising "Women's History Week." Also, Women in Communications, Inc., presents a Vanguard Award for advertisements that project a "positive portrayal of women" and heighten general awareness of factors that enhance the image and status of women;
- conferences and workshops; and
- personal achievement in increasing equitable treatment of women. Some institutions have given honorary doctorates and other awards to persons who have been active in promoting equity for women.

Who Can Give Awards?
Awards can be given by an individual, organization, association, institution, or a unit within any of these groups. An award might also be given jointly by two or more groups. Such groups might include any of the following:

- educational institutions, such as colleges or universities. (For example, a school might present an award to the department with the most innovative programs to recruit women into nontraditional majors, such as science);
- individual departments or schools within the institutions. The Department of Psychology at Virginia Polytechnic Institute, for example, offers the B Von Haller Gimmer Award of $500 annually for the best research paper on women in the Workforce. (A department might give prizes for undergraduate papers dealing with research on women);
- educational associations, such as the Assembly of American College Schools of Business;
- professional organizations. The National Association of Women Deans, Administrators and Counselors (NAWDAC) gives the Ruth Strong Research Award ($500) for a manuscript which deals "with any subject deemed timely and of professional importance" to NAWDAC;
- academic organizations in individual disciplines, such as those in history, sociology, etc.
- professional journals;
- alumni organizations;
- trustees;
- regional educational associations or consortia;
- accrediting organizations;
- community organizations. The State Historical Society of Wisconsin, for example, gives a $500 award to support women doing research in American history;
- local businesses;
- corporations;
- women's organizations, both on and off campus. The Graduate Women's Research Network at Stanford University (CA) presents awards to graduates and students "for outstanding efforts in promoting feminist concerns and the interests of women at Stanford";
- women's committees within other organizations, such as AACSBI's Committee on Equal Opportunity for Women, or the Women's Caucus of a professional organization;
- minority organizations;
- trade associations;
- unions; and
- foundations.

Who Receives The Award?
Those eligible might include:

- individuals, such as students, faculty, administrators or others (see section on Title IX). For instance, The San Joaquin Committee on the Status of Women (CA) recently honored eleven local "Women of Achievement" at its sixth annual Susan B. Anthony Banquet;
- colleges of universities, including schools and departments. For example, in 1981 the AACSBI award was given to the Graduate School of Business Administration at the University of Washington for its special programs and conferences on women in business, organizations;
- units within a larger organization, such as a program or a committee (for example, a committee on the status of women).

What is The Award?
The award itself can be in any form, and can be adapted to fit the situa-
Different types of awards include:

- **Money**—this can be unrestricted or targeted for a specific use (For example, the AACSB award of $10,000 allows the winning institution to use the money for "financial aid to students in business studies or to support programs benefiting women.") Money awards can be donated by other groups such as corporations, alumni, or foundations, or can be contributed by the group which is presenting the award. (The AACSB award money is donated by the Alumni Association & Professional Women's Foundation and the Sears-Roebuck Foundation).

- **A plaque, trophy, cup, medal or scroll;**

- **A certificate such as the "Distinguished Service Award for..."**

- **An honorary degree;**

- **A trustees' award;**

- **Services or privileges such as a free subscription to a...**

- **A humorous award—for instance, the Joanie Caucu Scholar...**

- **A poster—The Federation of Organizations of Professional Women...**

Awards should be designed to benefit particular recipients. For example, if the recipient is a student, the award can be designed to aid the student while in school, e.g., assistance with tuition or room and board. All institutions which have made a significant contribution to the study of women might be given an award in the form of a leave of absence for further research. An award given by a university or association might be publication of an article describing a winning program or research findings. (The Gimmer Award given by the Virginia Polytechnic Institute and State University recognizes efforts to foster equity for women in academe.

Awards such as those for research, curricula development, public service, art, writing, and personal achievement might attract eligible women's programs. (Individuals active in such programs if a few special information efforts are made. After criteria are examined to as...
PARTIAL LIST OF AWARDS PROGRAMS

- American Assembly of Collegiate Schools of Business Committee on Equal Opportunity for Women Innovation Award, Assistant Director of External Affairs, American Assembly of Collegiate Schools of Business, 11520 Olive Street Road, Suite 142, St. Louis, MO 63141. See box on page one.

- Alice E. Smith Fellowship, State Historical Society of Wisconsin, 816 State Street, Madison, WI 53796. Awards $500 annually to a woman doing research in American history; with preference going to women doing graduate research in Wisconsin or the Midwest.

- Alcoa and Edith Hamilton Prize Competition, 354 Lorich Hall, The University of Michigan, Ann Arbor, MI 48109. Awards $1,000 for the best book-length scholarly manuscript concerning women.

- B. Von Hauer Gimner Award, Department of Psychology, Virginia Polytechnic Institute and State University, Blacksburg, VA 24061. Awards $300 annually for the best research paper on women in the workplace.

- For Outstanding Efforts in Promoting Feminist Concerns and the Interests of Women at Stanford, Graduate Women's Research Network, Stanford University, Stanford, CA 94305. Gives awards to graduate students at Stanford for their contributions in promoting feminist concerns.

- Joanne Causino Scholarship Award, University of California Berkeley, School of Law, Boalt Hall, Berkeley, CA 94720. Awards varying amounts to older women students at the law school. (May be discontinued after 1980-1981.)

- Radcliffe Research Support Program, Radcliffe College, 10 Garden Street, Cambridge, MA 02138. Awards grants for research on the history of women in America at the Arthur Elizabeth Schlesinger Library.

- Re-entry Incentive Awards, Women's Reentry Consortium, 833 Jay Street, Brooklyn, NY 11201. Gives educational institutions $1,000 for each student returning to college who has been out of school for at least two years. The award is for a maximum of $500 per student per year.


- Ruth Strong Research Award, National Association for Women Deans. Administers and sponsors the 1625 I Street, NW, Washington, DC 20006. Awards $500 annually for manuscripts (with possibility of publication) focusing on any topic of importance to NAWDAC members.

- Joaquin Committee on the Status of Women, 215 West Stadium Drive, Ann Arbor, MI 48109. Awards the "Women of Achievement" at its annual Susan Anthony Banquet.

Conclusions

Giving prizes can be an effective way to acknowledge and reward efforts made to promote equity for women in academia. By developing such awards programs, institutions, organizations, and individuals can encourage equity activities, promote the recognition of women's achievements, and help women pursue the goals that will allow them to reach their full potential.

NOTES

Since the concept of giving awards for such programs in academia is relatively new, examples of adaptable awards programs from outside the academic community are also included. A brief description of selected equity awards and prizes appears at the end of this paper.

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Programs Which Have Received An Innovation Award, From The American Assembly of Collegiate Schools of Business

1979-1980—Adelphi University, School of Business Administration: Certificate Program in Management for Women

The Certificate Program, created in 1974, is a one-year program (part-time equivalent) with credits transferable toward the MBA degree. The program equips women holding undergraduate degrees of any vintage and in any field with the opportunity for a graduate degree in a management field. The program is non-matriculatery based, and is intended to assist women who are unfamiliar with business and management, and those who have been out of the workforce for some time. The 22-credit program consists of 18 credits in business courses which are equivalent to the full-time MBA program required at the School of Business Administration, and 6 credits from a field internship. In addition to providing a flexible class schedule in a supportive group setting, the program also offers optional Saturday seminars in such areas as "Assertiveness Training," "Networking Techniques," "Building an Executire Image," "Effective Business Communications," and "The Decision-Making Process." Adelphi's goal is to increase the presence of women in management positions in the MBA class, and "to make it less imperative for programs of this type to exist." Apparently, Adelphi is achieving these goals. Approximately 50 percent of the Certificate Program graduates have applied the Certificate credits toward the MBA program at Adelphi. The remaining graduates have moved directly into management employment in the New York area. In addition, 50 percent of the Certificate recipients have received job offers from their internship employers.

1980-1981—The University of Washington, Graduate School of Business Administration: Continuing Education Efforts to Promote Women's Issues, Learning, and Opportunities

The University of Washington has developed several separate, but interrelated, continuing education programs to meet the special needs of women in business. The Graduate School of Business (GSB), in cooperation with the Women's Business Center and the Women's Business Center of the University of Washington, conducts the Certificate Program in Management for Women. This program is a non-matriculatery based, and is intended to assist women who are unfamiliar with business and management, and those who have been out of the workforce for some time. The 22-credit program consists of 18 credits in business courses which are equivalent to the full-time MBA program required at the School of Business Administration, and 6 credits from a field internship. In addition to providing a flexible class schedule in a supportive group setting, the program also offers optional Saturday seminars in such areas as "Assertiveness Training," "Networking Techniques," "Building an Executire Image," "Effective Business Communications," and "The Decision-Making Process." Adelphi's goal is to increase the presence of women in management positions in the MBA class, and "to make it less imperative for programs of this type to exist." Apparently, Adelphi is achieving these goals. Approximately 50 percent of the Certificate Program graduates have applied the Certificate credits toward the MBA program at Adelphi. The remaining graduates have moved directly into management employment in the New York area. In addition, 50 percent of the Certificate recipients have received job offers from their internship employers.

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