

Women Faculty Issues Committee

State University of New York at Stony Brook

Report to Acting Provost Robert L. McGrath

May 2000

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Executive Summary:

This report reviews the status of women faculty in the College of Arts & Sciences, the College of Engineering and Applied Sciences, and the Marine Sciences Research Center. It makes recommendations for redressing past inequities and for instituting future policies and procedures that will make Stony Brook a more attractive institution for women faculty.

Women constitute only about a quarter of the faculty in these colleges at Stony Brook. In the interests of promoting a more egalitarian community, the University should institute policies and procedures to increase the hiring, retention and recognition of women of all races and ethnicities.

Strong leadership on gender issues is critical. The President, Provost, Deans, Chairs and Directors must actively promote conditions that will enable all faculty members to achieve their full potential as teachers and scholars, while serving as responsible members of their families and communities.

Although the manifestations of gender disparity differ by discipline, each department should follow the best practices now existing in the University and in other academic institutions in order to improve the atmosphere for all women on campus.

This report focuses on five specific areas and makes recommendations in each area.

A. Salary equity and promotion path

1. Establish a pool of money for redressing current salary inequities.
2. Ensure that all starting salaries and processes for distributing salary increases are fair, whatever the gender or race of the faculty member.
3. Address the significantly longer time spent at the rank of Associate Professor by women faculty.
4. Work diligently to promote women to highest ranks of the University in a timely manner, including promotion to full Professor and consideration of women for positions at the Distinguished Professor ranks (for scholarship, teaching, or service).

B. Parental/family leaves and childcare

1. Establish a variety of leave options for care-givers.
2. Allow junior faculty to suspend the tenure clock for care-giving responsibilities.
3. Introduce flexible options for part-time positions for tenured and tenure-track faculty.
4. Increase the availability of high-quality and affordable childcare.

C. Recruitment and retention of women faculty

1. Hire and retain more women faculty at every rank in all academic disciplines.
2. Establish a special fund for increasing the number of women faculty in areas in which they are significantly under-represented.
3. Establish a family resource center.
4. Establish a variety of partner hiring stratagems in conjunction with a strong effort to recruit and retain faculty from under-represented groups.
5. Allow options for partners/spouses to share faculty positions and institute an option for half-time positions.

D. Resource Distribution

1. Ensure gender equity in start-up funds, offices and laboratory space. Provide guidance from current faculty so that all new faculty, especially women and members of other under-represented groups, are adequately advised at hiring to negotiate for the resources necessary to succeed at Stony Brook.
2. Provide increased mentoring for all current faculty, especially women, during their initial years, to help them obtain appropriate internal and external funding, including in the Humanities, Fine Arts, and Social Sciences.
3. Monitor the distribution of travel and computer funding to make sure these resources are equally available to men and women faculty, particularly in the Humanities, Fine Arts and Social Sciences where such funds are often crucial for research and career advancement.

E. University Service and Administration

1. Reserve women faculty's service for critical committees and recognize and reward such university service.
2. Offer salary and other incentives to directors of undergraduate and graduate studies; reserve a portion of any new salary funds for this purpose.
3. Promote more women to high administrative positions (chairs and above).
4. Increase faculty lines, funding, and space for programs focusing on women in the University.

These recommendations are quite moderate. Much of what we recommend are already standard operating procedures at many U.S. universities and colleges. If all of our recommendations are accepted and put into place, the Stony Brook would still not be in the vanguard of academia in the U.S. with respect to gender equity. Perhaps the single most important objective is to increase the number of women faculty in the University. This will directly and indirectly affect many aspects of the academic atmosphere of the University in a positive manner.

OVERVIEW AND INTRODUCTION:

Prior History

The status of women on the faculty of the State University of New York at Stony Brook has a long and troubled history, dating back to at least the early 1970s. However, our report evaluates that status in the late 1990s. It recommends ways to address current problems and introduce changes in institutional policies and procedures to improve the working conditions and atmosphere for our women colleagues in the future.

Stony Brook is justifiably proud of all its faculty, but the public image and publicity of the University must convey the important role of women faculty and staff; a particularly unfortunate counter-example is the Fall 1999 version of the University video exhibited at the Convocation which did not feature women in academic roles.

In the Fall 1998 semester, a group of senior women faculty began to meet informally to discuss the status of faculty women at the University. This group gathered together periodically over the 1998/99 academic year to continue these discussions and to expand their contact to all women faculty at Stony Brook. Members of the group met in July with Provost Rollin Richmond, who then provided data on faculty salaries. In September 1999, the group submitted a report to Acting Provost Robert McGrath. The report was entitled: "Interim Report on the Status of Faculty Women in the College of Arts and Sciences at SUNY Stony Brook." A copy of this Interim Report (written by Lou Channon-Deutsch, Ruth Cowan, Temma Kaplan, Nancy Squires) is included as Appendix A to this report. This Interim Report was the basis for an extended discussion at the Chairs' Forum in October 1999.

The group of senior women faculty also urged the Acting Provost to appoint a committee to investigate in more detail the status of faculty women at Stony Brook. In December 1999, the Acting Provost established the Committee on Faculty Women's Issues with the charge to formulate specific plans and recommendations to be submitted to him by the end of the Spring 2000 semester. The focus of this committee was all faculty women in the College of Arts and Sciences (CAS), the College of Engineering and Applied Sciences (CEAS) and the Marine Sciences Research Center (MSRC).

Activities of Women Faculty Issues Committee (WFIC)

During the Spring 2000 semester, the Committee met on a regular basis. It conducted interviews with faculty women, administrative officers and personnel staff, as well as investigation of current practices at other academic institutions in the U. S. Following this initial period of homework, five subcommittees formed to consider the major specific issues: (1) Salary equity and promotion path; (2) Parental/family leaves and childcare; (3) Recruitment and retention of women faculty; (4) Resource distribution; and (5) University service and administration.

In the following sections, we describe the current status of faculty women in the context of these issues and present our recommendations for addressing and/or redressing these issues.

A. Salary Equity and Promotion Path

Background

This subcommittee dealt with issues of gender-related disparities in salaries and promotion paths. However, we start by pointing out the inequity in faculty gender ratios. A permanent solution to some of the inequities described below might best be effected by increasing the percentage of women in faculty positions, particularly at the higher ranks.

Number of women faculty

The number of women faculty lags behind that of men at all ranks in the University (Fig. 1); this pattern holds in all colleges (CAS, CEAS and MSRC). Though it is not yet realistic to expect that half the faculty be women, the number of women in almost all departments could and should be increased. Unfortunately, in most of the departments the percentages of women changed insignificantly during the 5-year period from 1994-98 (with the exception of Theater Arts; see Figs. 2 - 6). One factor contributing to this lack of progress may be that current priorities for hiring in specific disciplines within some academic departments make those departments less attractive for women.

Data from the National Research Council [NRC, 1997] suggest that the percentage of women presently graduating with Ph.D.s in relevant fields is considerably higher than the percentage of female faculty in the corresponding USB departments (see Fig. 7). Yet in 1998, only History, Theater Arts, and the MSRC had women faculty ratios approaching the national pool.

The NRC data suggest there is now a pool available for improving gender ratios through new hires. Although we acknowledge that quantification of the "relevant pool" is complicated, increased attention to the issue appears warranted. Departments planning to hire new faculty should obtain estimates of the number of female Ph.D.s in the field in which recruitment is to occur. (The Office of Diversity and Affirmative Action should supply relevant statistics -- for example those of the NRC. Also, some professional societies have statistics for their own fields.) As part of the recruitment plan, departments should be required to describe efforts to recruit qualified women. The deans should monitor these efforts.

OVERALL FACULTY RATIOS - non HSC Departments

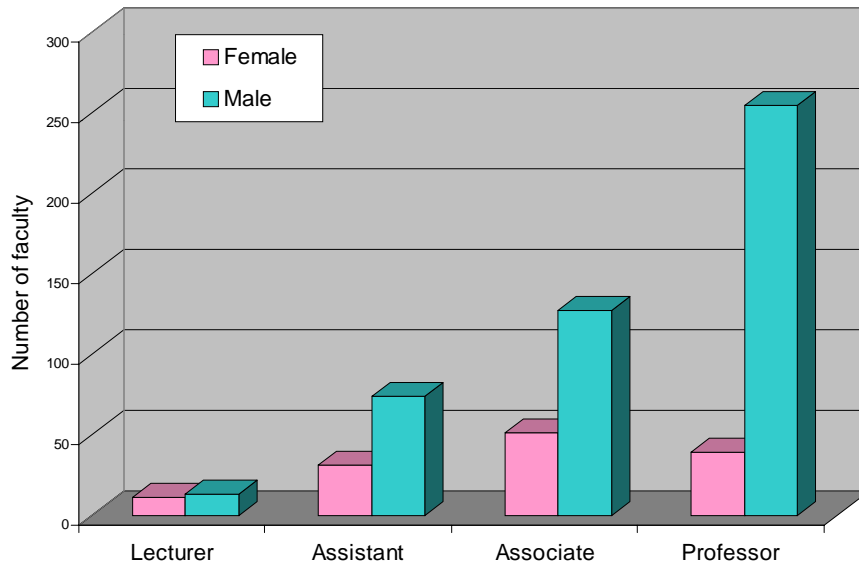
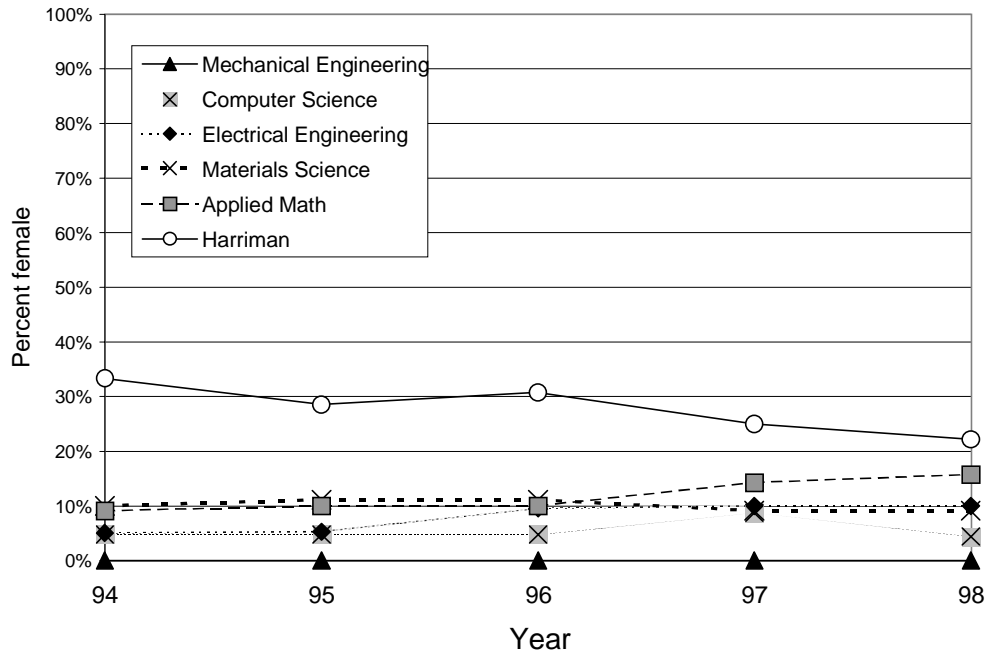


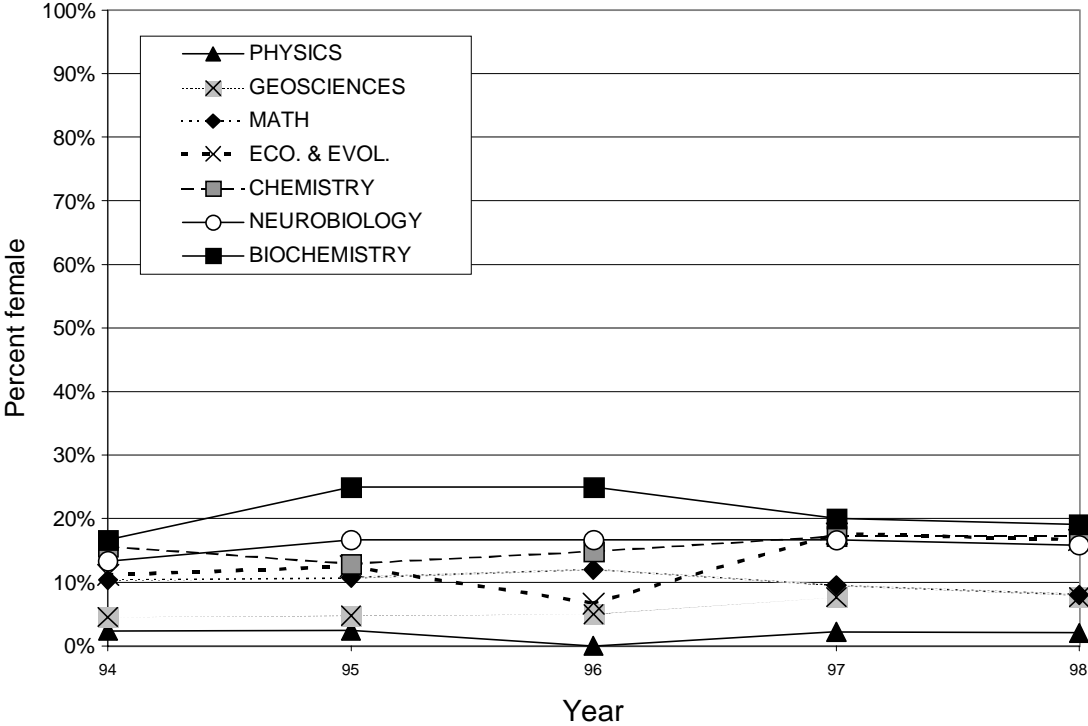
Figure 1: Number of Men and Women Faculty at Each Rank (West Campus)

Figures 2-6: Percentages of Women Faculty by Discipline (1994-98)

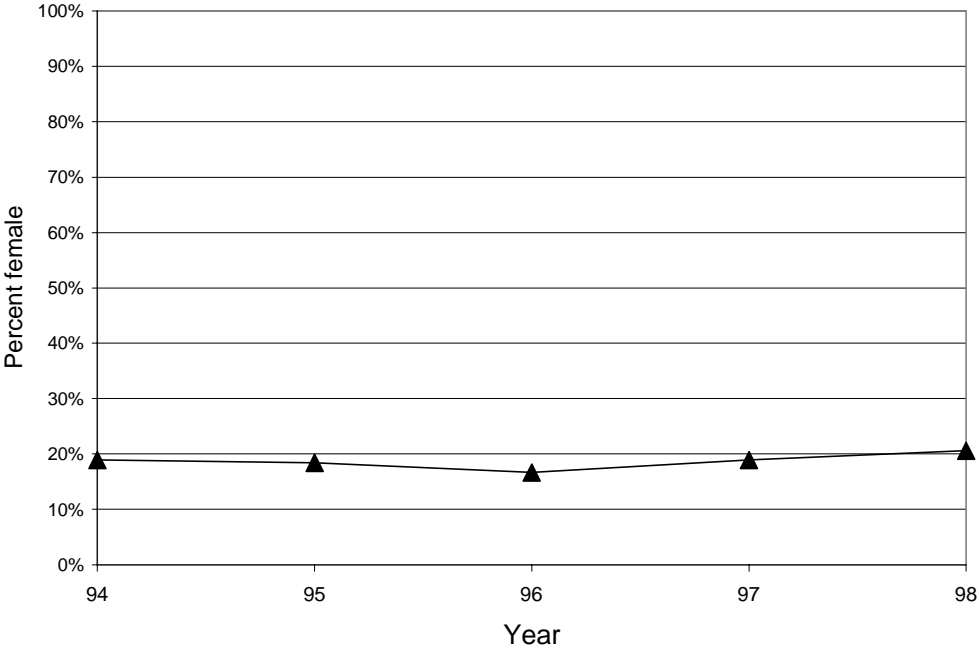
CEAS/Harriman



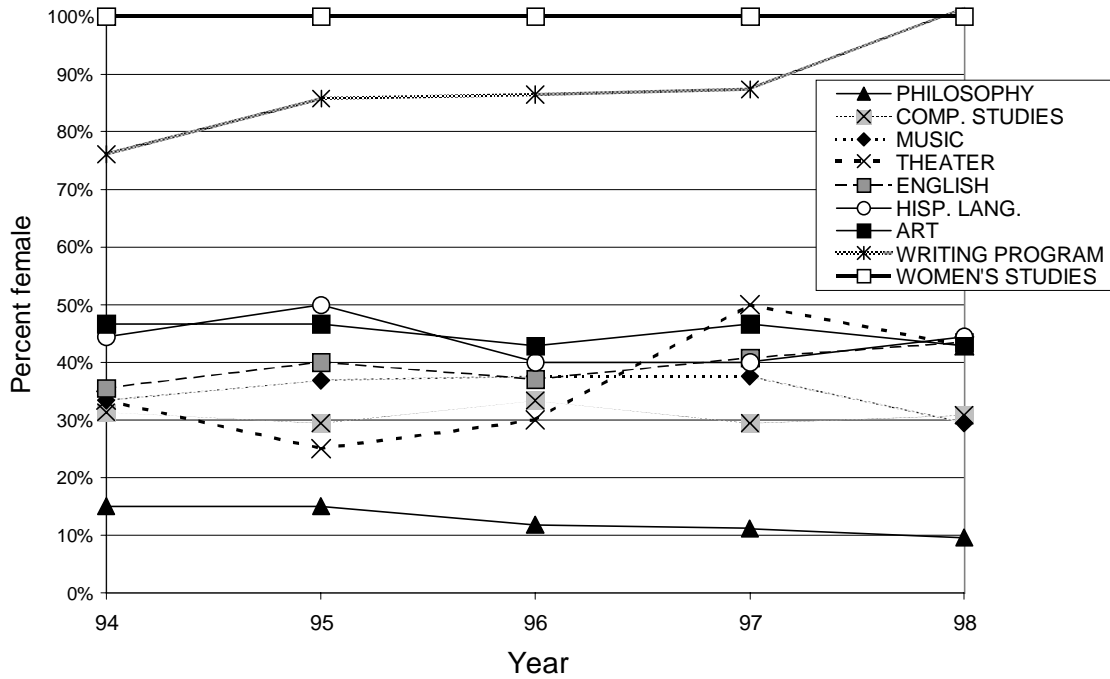
SCIENCES



MARINE SCIENCES



HUMANITIES AND FINE ARTS



SOCIAL SCIENCES

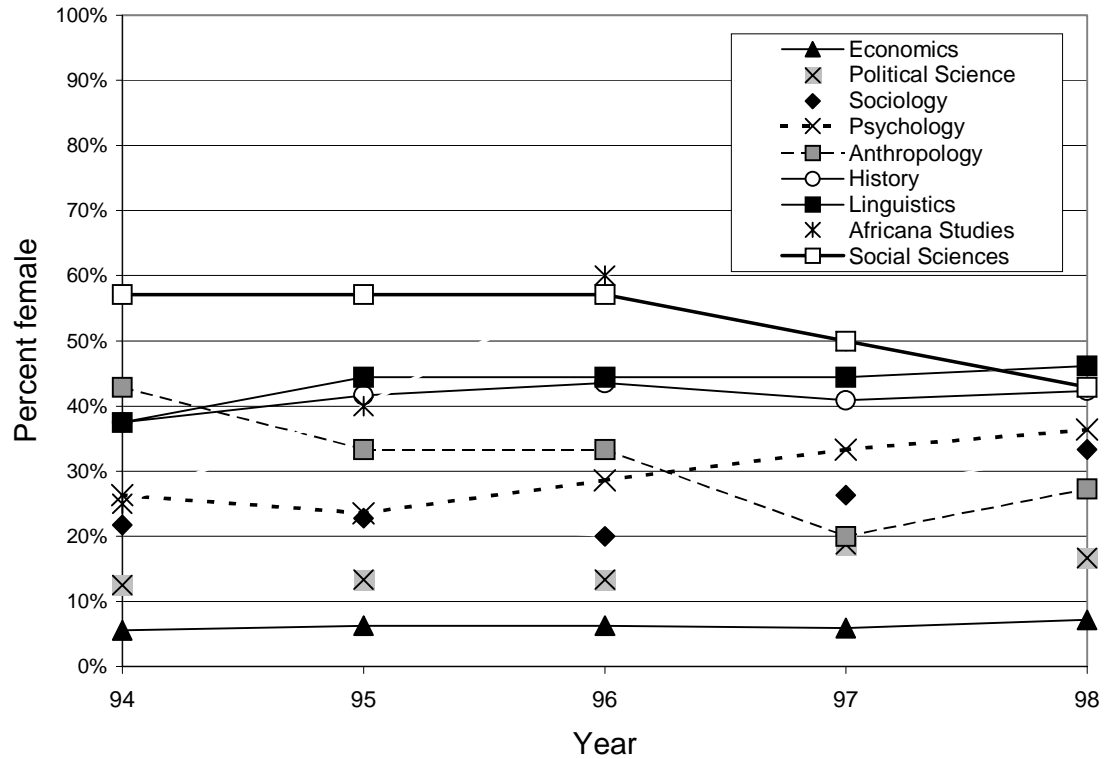
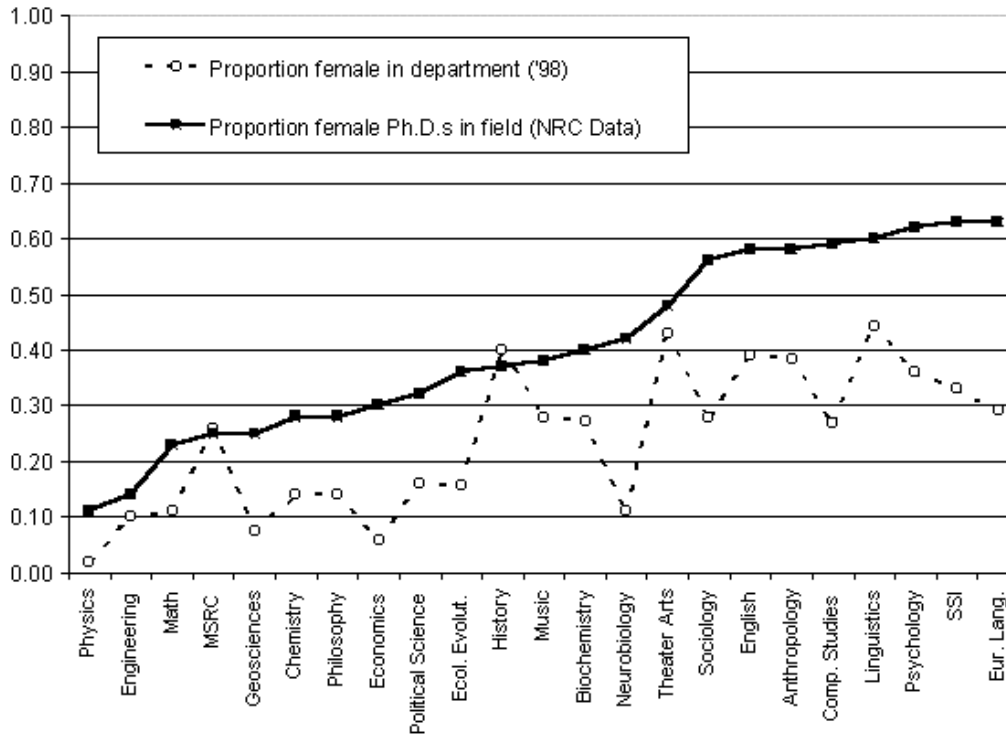


Figure 7: Proportion of women faculty and proportion of Ph.D. degrees granted to women in that field (1997 NRC data)



Salary

The 1997 salary data that the committee studied showed that salaries of women faculty are lower and fall increasingly further behind those of males with increased time after receiving their Ph. D. degree. That is, men's salaries increase more rapidly with time than do women's. These discrepancies may be attributed to several factors, including academic discipline, the incremental effects of across-the-board raises on unequal base salaries, and unequal distribution of discretionary funds. In addition, the data indicate that salary increases at time of promotions exacerbate these gender-related disparities; in particular, the longer time for women between promotion from Associate to full Professor (see below) delays any associated salary increments.

We believe this salary disparity to be the consequence of historical discrimination and recommend three actions to address these inequities:

Recommendation 1: Establish a pool of money for redressing current salary inequities

The annual discretionary pools (merit monies) are woefully inadequate to correct the large salary discrepancies. Thus, a special pool of money should be made available by the Provost to correct gender-based salary disparities. This upward adjustment of women faculty salaries must recognize individual merit as well as the correction of historical gender discrimination.

We propose a model plan to redress these current salary inequities. This plan has two principal components for allocating these new funds:

(a) 50% by formula based on correction to existing salaries for Years since Ph.D.

(b) 50% for individual salary increases based on past and current performance (i.e., merit); these should be based on recommendations by chairs, but reviewed by each dean in consultation with a special committee of senior women in each college. The final decision on the allocation of the merit-based portion should rest with the Provost.

We urge the Acting Provost to commission a re-analysis of the salary data for 1999, and to incorporate the essence of our model in a plan to eliminate the current salary inequities between men and women faculty.

It is important to understand that these recommendations only address the current state of gender differences in salary. They do not address past loss of salary and pension contributions that women faculty have sustained.

Furthermore, these one-time salary adjustments for women faculty should not be viewed as solving this problem for future years; e.g., future discretionary salary monies should not be focussed solely on male faculty.

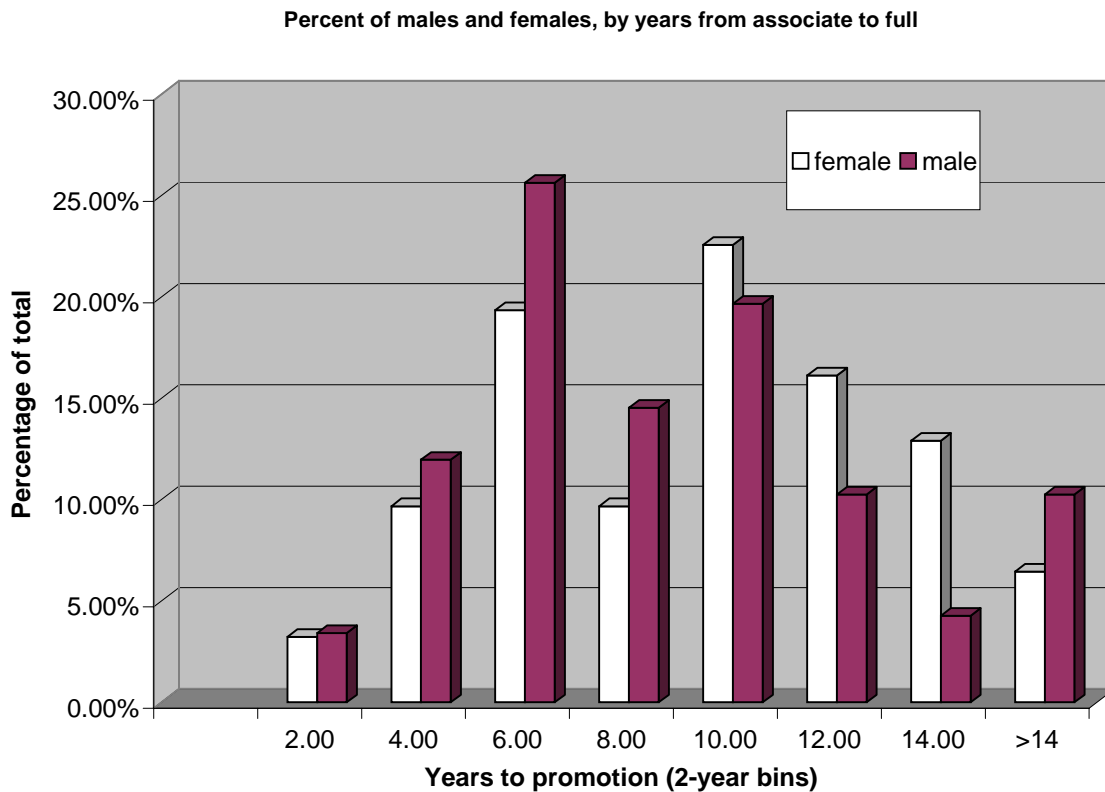
Recommendation 2: Ensure that all starting salaries and processes for distributing salary increases are fair, whatever the gender or race of the faculty member.

For all future appointments, deans should monitor starting salaries for gender fairness. They should establish processes for distributing salary increases to ensure that these procedures do not discriminate against women faculty.

Each year the Office of Institutional Research should provide data on faculty salaries to department chairs and to the respective deans. The data should include: 1) a plot of salary against time from degree, with regressions calculated separately for men and women; and 2) a listing of the amount of discrepancy between each individual's salary and the expected salary based on the (male) regression. Chairs should use discretionary funds to reduce inequities, where merited. The rationale for this approach is that most employment data (e.g., teaching loads and service contributions) resides mainly in the department, and the chairs are best positioned to weigh all the factors contributing to merit. Deans should ensure that gender bias in discretionary-fund allocations no longer occurs.

As for promotional raises, both chairs and deans should give special attention to gender. (Because the deans see a much larger number of promotion cases, monitoring of equity at the point of promotion should probably be primarily the responsibility of the deans.)

Figure 8: Residence time between promotion to Associate Professor and promotion to Professor for both men and women faculty.



Time to promotion to full Professor

Since the length of time to promotion from Assistant to Associate Professor is fixed, it is the time spent at the rank of Associate, before promotion to full Professor, that is more variable; we call this the "residence" time.

Current data for Stony Brook indicate a wide variation in that residence time, from 2 to more than 14 years (Fig. 8). However, the modal residence time for men is six years, while for women it is ten years. In view of the high variance of the data, and in view of the complexity of the factors that might delay promotion, consideration of this issue is best done on a case by case basis. We do not believe, however, that any of these factors justify this marked discrepancy in the residence time spent at the rank of Associate Professor of women as compared to men faculty.

Recommendation 3: Address the significantly longer time spent at the rank of Associate Professor by women faculty.

Our recommendation is to urge department chairs and deans to focus attention on this disparity in the hope of reducing it in the future through timely consideration of all faculty who merit this promotion, as well as through mentoring of faculty during the first six years of their time at the rank of Associate Professor.

Attention to this issue should not cease at promotion to full Professor, but should include consideration for the Distinguished Professor ranks for scholarship, teaching, or service. Currently there are very few women who hold these SUNY titles of Distinguished Professor (1 of 34), Distinguished Teaching Professor (1 of 14), and Distinguished Service Professor (3 of 12).

Recommendation 4: Work diligently to promote women to the highest ranks of University in a timely manner, including promotion to full Professor and the Distinguished Professor ranks (for scholarship, teaching, or service).

B. Parental/Family Leaves and Childcare

Background:

One portion of the charge given to this subcommittee was to investigate alternatives to current University leave policies for childbirth, adoption, and childcare responsibilities. While men increasingly share these duties, the reality is that women still bear the largest burden of care giving. The original charge pertained only to caring for infants and young children by the birth mother, but this has been expanded to take into account care-giving duties by women and men, for birth and adopted infants, as well as for other forms of care-giving, such as those involving elderly parents. The second part of the charge was to look into the availability of on-campus childcare.

Existing options for Stony Brook faculty (UUP):

Paid Maternity leave/short-term disability: This is a leave of 6 weeks for a normal delivery. It is mandated by federal and state legislation, and applies only to birth mothers. It can be taken starting as early as four weeks before the due date of the baby.

Unpaid Leave for Childcare: Leave for childcare will be granted, without pay, for up to 7 months from the baby's birth date and includes the period covered by short-term disability. This form of leave is available to either parent. For adoptive parents, childcare leave is available for up to 6 months after the child enters the new home.

Unpaid Family and Medical Leave: The Family and Medical Leave Act (FMLA) provides for a period of 12 weeks leave, without pay, to care for a family member. It runs concurrently with short-term disability and child care leaves. Adoption is also covered under FMLA and the faculty parent is eligible for the same benefit. Health insurance eligibility is continued during the FMLA leave period.

Presidential Leave: This is additional sick leave that is discretionary and requires the approval of the University President. It may be granted at full, partial or no pay. However, it runs for only 6 months, and has to run concurrently with any accumulated sick leave or short-term disability pay. Extensions can be granted under extenuating circumstances. Criteria considered for approval include: length of service at Stony Brook, work performance, and substantiating medical documentation.

Proposed changes to University policies

It is important that the University have established policies on parental leave, interruptions of tenure clock, etc. so that treatment of a specific individual does not depend on a particular relationship with a

chair or on circumstances within a department. It is equally important that these policies be widely advertised and made available to new and continuing faculty.

Recommendation 1: Establish a variety of leave options for care-givers

Recognizing the strain that care-givers face, a faculty member should have the option of reducing his/her workload to a part-time level. The reduction in effort can be for a period of up to a total of one year, and may be taken in no more than two segments. For junior faculty, the tenure clock would be suspended for the period the workload is reduced to part time.

Two proposed options for part time work are:

(a) Reduction to 75% salary: the faculty member would be granted at least a 50% reduction in teaching and service duties.

(b) Reduction to 50% salary: the faculty member would be granted at least a 75% reduction in teaching and service duties.

Under either option the salary "savings" must remain in the Department so that the Department can deliver the curriculum and fulfill its service mission.

This option should be available to either parent with children (by birth or adoption) under age 2, or for demonstrated situations of need for care giving within the immediate family.

Recommendation 2: Allow junior faculty to suspend the tenure clock for care-giving responsibilities

Some new parents and some caregivers may not be able to reduce their salary and workload (as in recommendation 2). Even if regular duties of teaching and research are continued, pregnancy, childbirth and other care-giving responsibilities take a toll on a faculty member. Thus, junior faculty who choose not to take a reduction in workload should be allowed to request a temporary stoppage of the tenure clock. The request can be made for an extension of up to one year of the time before the faculty member faces a tenure review. This policy applies to both mothers and fathers, birth or adoptive parents.

Recommendation 3: Introduce flexible options for part-time positions for tenured or tenure-track faculty.

The committee has learned of several cases where faculty members were able to work out a flexible arrangement with their department chairs to enable them to balance their academic demands with family responsibilities. We encourage the continuation of these practices, and recommend that as many of them as possible be institutionalized. Examples may include: spreading out the 6-week short term disability period to half-time for 12 weeks, regular part-time appointments for parents with young children, and leave similar to that provided for short-term disability for parents adopting young children.

Recommendation 4: Increase the availability of high-quality and affordable childcare

The availability of high-quality, affordable childcare is essential in the recruitment and retention of faculty. Currently the University, through Stony Brook Child Care Services, Inc., provides excellent care. It is available to the children of faculty, staff and students on a sliding fee scale. One of less than 10% of all centers accredited by the National Association for the Education of Young Child,

Stony Brook Child Care is preparing for expansion into a new building that is scheduled to open in April 2001.

We require more infant care since many infants age out of the center before they get off the waiting list. Infant care is also the most expensive to deliver, as the teacher-infant ratio the center maintains is 1:3. It is estimated that for every infant in the center, \$5,000 of subsidies must come into the center, over and above tuition revenue. While the new center will increase the number of infant spaces (from 40 to 60), this is still too few to adequately address the need.

Thus, we recommend that the support from the University to the childcare centers be increased to allow for additional infant care, either within the new center or by keeping an existing infant center in operation, while maintaining the excellent quality and sliding fee scale.

A related issue is the longstanding and vexing problem of the discordance between the calendars of the University academic year and those of surrounding public school districts. This places additional burdens on our faculty and especially on the women faculty. We urge the University to re-examine its academic calendar with the objective of reducing or eliminating, insofar as possible, these discordances.

A sampling of other research institutions revealed that even these recommendations, should they be accepted, leave Stony Brook among the least generous campuses in terms of maternity, leaves for care-givers and childcare provisions.

C. Recruitment and Retention of Women Faculty.

Background

As clearly demonstrated in Figs. 1 and 7, and in the discussion in Section A above, the University has not attracted women to its faculty in proportions comparable to the national pools of Ph.D. graduates, in virtually any departments (save, perhaps, History and Theater Arts). The University needs to aggressively recruit more women faculty in all disciplines, and particularly in those in which they are significantly under-represented with respect to the national pool. Special funds should be sought for this purpose, similar to those identified now for Diversity appointments.

Many, if not most, faculty will have partners who are likely to be professionals, and perhaps even academics. If we are to compete for the best new faculty, the University must have institutional policies on partner hiring, as well as campus offices to assist faculty partners to obtain professional employment in this geographical area.

Universities should allow many career options and worktime flexibility so that women faculty (and men) can pursue their academic careers in different ways and on different time scales (e.g., half-time, tenure-track appointments with tenure clock slowed by factor of two).

University policies

To achieve these objectives and to meet the increasing complexity of requirements of the workforce, it is crucial that the University institute new policies and procedures to facilitate the recruitment and retention of women (as well as other under-represented groups).

Recommendation 1: Hire and retain more women faculty at every rank in all disciplines

Increasing the number of women faculty is not only a feasible, but a desirable institutional objective if we are to continue to serve the undergraduate and graduate students successfully.

Recommendation 2: Establish a special fund for increasing the number of women faculty in areas in which they are significantly under-represented.

The President should provide the Provost with suitable funds for strategic hiring and start-up costs for securing women faculty in the sciences, engineering, mathematics, and in other areas where they are significantly under-represented relative to national pools of Ph.D. graduates (e.g., economics, European languages).

Recommendation 3: Establish a family resource center

In order to make the University more attractive to applicants for faculty positions, it should establish a Faculty and Staff Resource Center with knowledgeable and trained staff members, and publish information about these resources in a handbook and on the University web-site. This Family Resource Center should:

(a) provide in-coming faculty with information about childcare, health care providers, housing, community resources, and local schools (including schools for children with disabilities).

(b) provide employment information and offer advice to non-academic spouses and life partners about job possibilities in administrative, executive, and staff positions at Stony Brook, Brookhaven, or at other colleges or businesses in the greater metropolitan area. With this in mind, the

University should establish connections with other colleges, universities and large businesses in the New York Metropolitan area which might have openings for which the partner/spouse might apply.

Recommendation 4: Establish a variety of partner hiring stratagems in conjunction with a strong effort to recruit and retain faculty from under-represented groups.

The University should establish an institutional policy on partner hiring for the retention of existing faculty and for hiring new faculty. This partner hiring policy should be reviewed each year to make sure that it has not harmed affirmative action efforts to diversify the ethnicity of the faculty.

Recommendation 5: Allow options for partners/spouses to share faculty positions and institute half-time positions

Shared Positions

If both partners/spouses are interested in sharing one full-time faculty position, we propose that the University institute the following options:

(a) In case of an initial search, the candidates may request that they be considered together for a shared position instead of in competition with each other.

(b) A faculty member already at Stony Brook may ask the Chair of his/her department to set up a shared position for the partner/spouse.

We propose these options to promote flexibility, although we understand that they may be only rarely used.

In a shared position, the partners share all duties and salary, half and half. Each partner would be eligible for one-half of the TIAA-CREF benefits which go with that job at that rank. The tenure clock would run at full speed for both participants, although each would be considered to be teaching, doing research, and performing their University service at half-time rates.

Upon agreement of their Chair, the couple may decide at any time that one of them will perform all the teaching and other duties for a certain period of time. If one is disabled or otherwise unable to carry out his or her duties, the partner will take on the full teaching and service obligation for the position.

Half-time positions

The university should also make it possible for any faculty member to elect to work half-time, either as part of his/her initial appointment or as a choice that s/he exercises with the agreement of her or his Chair. In such a position, the salary, teaching and service responsibilities would be adjusted proportionately, and there would be full benefits (including TIAA-CREF eligibility.) If the person is untenured the appointments would be for the normal sequence of term appointments.

After the equivalent of 12 full-time semesters, the untenured faculty member would come up for tenure and consideration for advancement to Associate Professor.

If a person requests and receives such a long-term reduction of 50% in duties and responsibilities in return for a reduction of 50% in salary, all of the salary "savings" must remain in the Department so that the Department can deliver the curriculum and fulfill its mission.

The faculty member and the Chair may review the faculty member's half-time position at any time if the faculty member wishes to return to a full-time position. This consultation should take place in sufficient time so that the Chair and the Department can assess the teaching needs and resources for the following year.

D. Resource Distribution

The subcommittee on resource distribution was asked by the parent committee to investigate the allocation of resources to see if there was any obvious disparity in how such funds were distributed by gender. An email was sent to all chairs on West Campus asking them to provide such information.

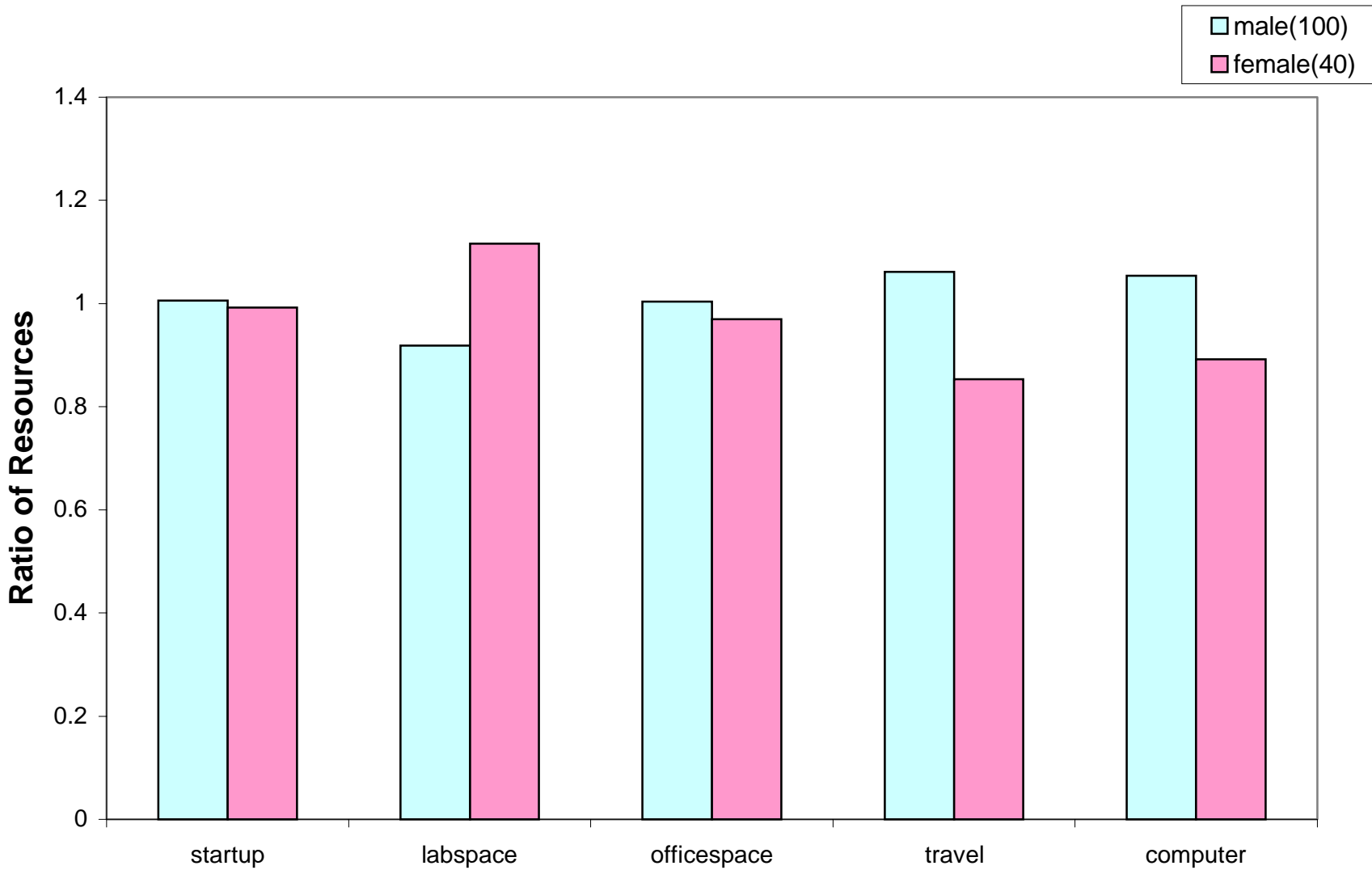
These resources include:

- (a) Travel funds to attend meetings, conduct collaborations, etc.
- (b) Computer acquisitions
- (c) Start-up packages for all new hires (including monies for equipment, renovations, supplies, and personnel).
- (d) Size of laboratory space for all faculty (and changes over the past 5 years)
- (e) Research development funds for faculty, independent of start-up packages (e.g., matching funds for equipment acquisitions, etc)

We received responses from 15 departments and have subjected them to analysis. The most reliable data concern start-up funds (from the past 5 years), including lab space and office space. The data were analyzed department by department because there are significant differences between departments in these categories, depending on the needs of the different disciplines. Thus, in each department the ratio between the amount of a particular resource obtained by women faculty and that obtained by men faculty was determined. We examined this ratio over all departments to see whether there was a tendency for faculty of a particular gender to receive more of that particular resource.

In general, we found that the mean differences were quite small for start-up, lab space and office space (see Fig. 9). Some of the apparent difference in lab space could be attributed to local variations in two specific departments. By contrast, a significant (15- 20%) difference was observed in travel funding and computer monies in favor of male faculty. These latter categories may be particularly important to faculty research productivity since they tend to occur in departments that have access to relatively few other sources of funding (i.e., the Humanities, Fine Arts, and Social Science departments). This differential treatment must be addressed since it will have a significant impact on tenure, retention, and promotion of women faculty in those departments.

Figure 9: Resource Distribution to Faculty by Gender



We make a series of recommendations below to ensure that women faculty will receive the resources needed throughout their academic careers at Stony Brook. The aim is to guarantee that all faculty, but, in the present context, especially women faculty, will succeed in their research and scholarly activity and thus that Stony Brook will become known as a University in which women faculty can flourish. If we wish to recruit and retain more women faculty, we must assure them equal treatment.

Recommendation 1: Ensure gender equity in start-up funds, offices and laboratory space. Provide guidance from current faculty so that all new faculty, especially women and members of other under-represented groups, are adequately advised at hiring to negotiate for the resources necessary to succeed at Stony Brook.

Although the numbers received from chairs indicate a rough level of equality at present between men and women faculty in receiving resources, there may be some "hidden" problems of the sort alluded to above. The Dean of each College should pay close attention to this to assure that each new faculty member can make the maximum amount of progress in his/her research. Because women can be less direct in negotiation, they may have a tendency to accept less than they really need to do their research. This is a potential problem for both the faculty member and for the University.

Recommendation 2: Provide increased mentoring of current faculty especially women, during their initial years, to help them obtain appropriate internal and external funding, including in the Humanities, Fine Arts, and Social Sciences.

The need to take care of these problems does not end with the successful hiring of the faculty member. As faculty members become more established, their needs may change. Although they should be expected to obtain their own resources through grants, it is important for Chairs and Deans to ensure that all faculty but particularly women faculty, including those in the Humanities, Fine Arts, and Social Sciences, are provided with enough support to be competitive for these grants. Such support could include access to matching funds, space, etc.

Recommendation 3: Monitor the distribution of travel and computer funding to make sure these resources are equally available to men and women faculty, particularly in the Humanities, Fine Arts and Social Sciences where such funds are often crucial for research and career advancement.

The only categories where a consistent problem appears to exist is in the allocation of travel and computer expenditures. We recommend that chairs and deans pay special attention to the distribution of these resources between male and female faculty, particularly in departments where these resources represent a major component of research funding.

E. University Service and Administration

Background:

In the Interim Report there was strong indication that senior faculty women perceived that they do considerably more university and/or departmental work than their male colleagues; this additional burden often had a detrimental effect on their academic career advancement and was neither recognized nor adequately rewarded. This subcommittee was charged with investigating these issues more systematically.

We found no evidence for systematically larger teaching obligations for women faculty as compared to men, although there are certainly differences in teaching duties across disciplines and within departments. There may, however, be differences in real teaching load (number of courses, enrollments, level and/or style of course, etc); we urge chairs and deans to pay increasing attention to such issues in the future, but make no specific recommendations here.

However, there are differentials in service duties; this may be a by-product of the desirable objective of ensuring representation by women faculty on committees, task forces, and governance organizations. There are also very few women currently serving in leading administrative positions in the University.

Committee Service

We reviewed the gender representation in the University Senate, the College of Arts and Sciences' Promotion and Tenure Committees, Curriculum Committees, and Presidential task forces (academic excellence, research, scholarship and creative activities, outreach and entrepreneurship, facilities, campus services, diversity and internationalization, student experiences) during the academic years 1997, 1998 and 1999.

In all cases, representation in the committees reflects the preponderance of men in the University faculty. The low percentage of women in these committees (about a quarter), while consistent with their representation in the total faculty, may nevertheless pose a structural problem to the status of women faculty on the campus and retard our progress toward achieving equity for our increasingly diverse faculty.

Recommendation 1: Reserve women's service for critical committees and recognize and reward such university service.

We recommend that the university adopt an aggressive and sustained strategy to recruit women faculty members. With significant increase in the number of women faculty, committees and task forces are more likely to function as important mechanisms of change. Such service contributions to the University should be carefully monitored by chairs and taken into account by chairs and deans when allocating discretionary salary increases and considering faculty for tenure and promotion.

Departmental Administrative work:

There is a notable "glass ceiling" in effect in the College of Arts and Sciences, as well as the CEAS and the MSRC. Only one woman in the CAS is chair of a department (4%), whereas a much larger percentage of women serve as graduate (29%) and undergraduate (9%) directors (Appendix G). This distribution has at least two consequences:

- (a) Women are not elected to the one position in the department for which faculty can reliably negotiate an administrative salary increase while in the position (i.e., the chair).
- (b) Women are asked more than men to fill departmental administrative positions as directors of undergraduate and graduate studies, positions for which there may be no administrative salary increase, except what may be available through merit money. In addition, many Graduate Directors receive no summer salary, even though the position inevitably continues through the summer. Such inequity in departmental service hinders women's research progress and promotion to Full Professor. This may be one of the contributing factors to women's longer residence time at Associate Professor rank, as compared to men. (Figure 9). This glass ceiling is also evident in the fact that all the Deans are men, while the preponderance of Program Directors in the CAS are women.

Recommendation 2: Offer salary and other incentives to directors of undergraduate and graduate studies; reserve a portion of any new salary funds for this purpose.

Recommendation 3: Promote more women to high administrative positions (chairs and above).

The situations in the CEAS and the MSRC are quite different from that in the CAS. In the CEAS, only 9% of the faculty are women and no women serve as chairs or directors of undergraduate or graduate studies. In the MSRC, the percentage of women is 20% (close to the national pool of 25%), but no women serve in these administrative positions.

University Administration

As noted above, there are currently no women serving as Deans on the West Campus, although we are pleased to note that women serve as President of the University and Vice President for Research. This configuration of leadership can potentially limit the ability of the University to respond to the needs of women faculty and programs in the University which focus on women. Recent examples of this phenomenon include the troubled history of the Women's Studies Program and difficulties in attempts to institutionalize the activities of Project WISE (Women in Science and Engineering). While these histories are complicated, such administrative actions/inactions on issues of importance to women faculty can do serious damage to their morale. Decisive and visible steps to stabilize such programs would send very important signals to the community of women faculty.

Recommendation 4: Increase faculty lines, funding, and space for programs focusing on women in the University.