

AAUP

American Association of University Professors

Academic Freedom for a Free Society

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Committee W on the Status of Women in the Academic Profession: Issues Survey (October 1999)

Introduction

In February 1999 Committee W on the Status of Women in the Academic Profession (Committee W) published an update in *Academe* on “Disparities in the Salaries and Appointments of Academic Women and Men.” Authored by Ernst Benjamin, AAUP Director of Research, the report demonstrated that “substantial disparities in salary, rank, and tenure between male and female faculty persist despite the increasing proportion of women in the academic profession.” Evidence that such inequities are systemic and reflect an academic culture that often marginalizes women faculty in their units and institutions was provided in “A Study on the Status of Women Faculty in Science at MIT,” released in March 1999. Transforming the culture that promotes and sustains gender inequities is a formidable challenge. In response to periodic requests from chapters seeking guidance in identifying and remedying gender inequities on their campuses, Committee W has developed this survey. Although not a scientific instrument, the survey can serve as an important first step in defining equity issues that should be addressed at the departmental, college, or institutional level. Intended as a tool, the survey can be modified to accommodate particular circumstances on your campus. Ultimately, what a chapter does with the results of the survey will determine its utility. To facilitate Committee W’s ongoing effort to promote gender equity, we would be interested in the results of your “gender equity audit,” as well as other initiatives at your institution to promote gender equity. Please forward any comments or questions to Anita Levy at alevy@aaup.org.

The Survey

The following survey has been designed to assist AAUP chapters in conducting a “gender equity audit” on campus. The data from the survey can identify equity problems that should be addressed by the chapter at the departmental, college, or institutional level. What is most important, is not the survey itself, but what a chapter does with the results of the survey. Please answer only those questions that apply to your situation, noting that “institution” is defined as the entire academic community, “department” is defined as one’s specific academic unit, and “college” is for those communities that are further separated into specific units of Arts & Sciences, Education, Medicine, etc. We recognize that there are (traditionally) more male than female faculty at many institutions. It is to be expected that more males than females would, for example, serve on more institutional committees (i.e., Question D-1). It is then important for each respondent to consider proportional representation as s/he answers these questions. Remember, the purpose of the survey is to provide a fair perspective on campus equity.

Finally, we ask that each respondent share her/his personal perception. While institutions may have an Equal Employment Opportunity statement affirming the institution's commitment to hiring women and minorities (i.e., Question A - 4), we are most interested in personal perceptions. Thank you for your cooperation.

With 1 being "very important" and 3 being "not at all important," please rank each of the following issues as they impact women on your campus:

1. _____ Campus Climate
2. _____ Institutional Support for Women's Issues
3. _____ Inequities in salary
4. _____ Inequities in promotion practices
5. _____ Inequities in teaching load
6. _____ Inequities in committee assignments
7. _____ Gender-biased teaching evaluations
8. _____ Sexual harassment
9. _____ Lack of mentors
10. _____ Family policies, ie: child care, family leave
11. _____ Retirement/Pension plans
12. _____ Benefits coverage
13. _____ Affirmative Action
14. _____ Other: _____

With 1=Strongly Agree, 2=Agree, 3=Disagree, and 4=Strongly Disagree, please indicate your level of agreement with the following statements:

A. Thinking about the *climate for women*:

- | | | | | | | |
|----|---|---|---|---|---|----|
| 1. | The climate for women within my department is supportive. | 1 | 2 | 3 | 4 | NA |
| 2. | The climate for women within my college is supportive. | 1 | 2 | 3 | 4 | NA |
| 3. | The climate for women at my institution is supportive. | 1 | 2 | 3 | 4 | NA |
| 4. | My institution is committed to hiring women faculty. | 1 | 2 | 3 | 4 | NA |
| 5. | My institution is committed to promoting women to leadership positions. | 1 | 2 | 3 | 4 | NA |
| 6. | My institution has clearly defined procedures for resolving allegations of gender inequities. | 1 | 2 | 3 | 4 | NA |
| 7. | My institution has clearly defined procedures for resolving allegations of sexual harassment. | 1 | 2 | 3 | 4 | NA |

B. Thinking about the *salary structure*:

- | | | | | | | |
|----|--|---|---|---|---|----|
| 1. | I believe gender-based pay inequities exist within my department. | 1 | 2 | 3 | 4 | NA |
| 2. | I believe gender-based pay inequities exist within my college. | 1 | 2 | 3 | 4 | NA |
| 3. | I believe gender-based pay inequities exist within my institution. | 1 | 2 | 3 | 4 | NA |

C. Thinking about the *tenure and promotion procedures*:

- | | | | | | | |
|----|--|---|---|---|---|----|
| 1. | Gender-based promotion inequities exist within my department. | 1 | 2 | 3 | 4 | NA |
| 2. | Gender-based promotion inequities exist within my college. | 1 | 2 | 3 | 4 | NA |
| 3. | Gender-based promotion inequities exist within my institution. | 1 | 2 | 3 | 4 | NA |
| 4. | Gender-based tenure inequities exist within my department. | 1 | 2 | 3 | 4 | NA |
| 5. | Gender-based tenure inequities exist within my college. | 1 | 2 | 3 | 4 | NA |
| 6. | Gender-based tenure inequities exist within my institution. | 1 | 2 | 3 | 4 | NA |

D. Thinking about the allocation of work for *men and women at the Institutional Level*:

- | | | | | | | |
|----|---|---|---|---|---|----|
| 1. | A disproportionate number of female faculty serve on institutional committees. | 1 | 2 | 3 | 4 | NA |
| 2. | A disproportionate number of female faculty fulfill leadership roles on institutional committees. | 1 | 2 | 3 | 4 | NA |
| 3. | A disproportionate number of female faculty do more of the day-to-day work on institutional committees. | 1 | 2 | 3 | 4 | NA |

E. Thinking about the allocation of work for *men and women at the College Level*:

- | | | | | | | |
|----|---|---|---|---|---|----|
| 1. | A disproportionate number of female faculty serve on college committees. | 1 | 2 | 3 | 4 | NA |
| 2. | A disproportionate number of female faculty fulfill leadership roles on college committees. | 1 | 2 | 3 | 4 | NA |
| 3. | A disproportionate number of female faculty do the day-to-day work on college committees. | 1 | 2 | 3 | 4 | NA |

F. Thinking about the allocation of work for *men and women at the Departmental Level*:

- | | | | | | | |
|----|---|---|---|---|---|----|
| 1. | A disproportionate number of female faculty have more students enrolled in their courses. | 1 | 2 | 3 | 4 | NA |
| 2. | A disproportionate number of female faculty advise more students. | 1 | 2 | 3 | 4 | NA |
| 3. | A disproportionate number of female faculty spend more time in the classroom or laboratory. | 1 | 2 | 3 | 4 | NA |
| 4. | A disproportionate number of female faculty teach the labor-intensive courses. | 1 | 2 | 3 | 4 | NA |

| | | | | | | |
|-----|--|---|---|---|---|----|
| 5. | A disproportionate number of female faculty earn release time. | 1 | 2 | 3 | 4 | NA |
| 6. | A disproportionate number of female faculty teach Honors Courses. | 1 | 2 | 3 | 4 | NA |
| 7. | A disproportionate number of female faculty teach graduate level courses. | 1 | 2 | 3 | 4 | NA |
| 8. | A disproportionate number of female faculty serve on thesis/dissertation committees. | 1 | 2 | 3 | 4 | NA |
| 9. | A disproportionate number of female faculty hold more office hours. | 1 | 2 | 3 | 4 | NA |
| 10. | A disproportionate number of female faculty are assigned committee work. | 1 | 2 | 3 | 4 | NA |
| 11. | A disproportionate number of female faculty serve in leadership roles on committees. | 1 | 2 | 3 | 4 | NA |
| 12. | A disproportionate number of female faculty do more of the day-to-day work of committees. | 1 | 2 | 3 | 4 | NA |
| 13. | A disproportionate number of female faculty direct or coordinate academic programs. | 1 | 2 | 3 | 4 | NA |
| 14. | A disproportionate number of female faculty publish. | 1 | 2 | 3 | 4 | NA |
| 15. | The research of female faculty is more highly regarded than the research of male faculty. | 1 | 2 | 3 | 4 | NA |
| 16. | Pay raises are gender-neutral. | 1 | 2 | 3 | 4 | NA |
| 17. | My department is committed to hiring women. | 1 | 2 | 3 | 4 | NA |
| 18. | My department is committed to mentoring untenured women. | 1 | 2 | 3 | 4 | NA |
| 19. | There are more female faculty than male faculty at the rank of Instructor. | 1 | 2 | 3 | 4 | NA |
| 20. | There are more female faculty than male faculty at the rank of Assistant Professor. | 1 | 2 | 3 | 4 | NA |
| 21. | There are more female faculty than male faculty at the rank of Associate Professor. | 1 | 2 | 3 | 4 | NA |
| 22. | There are more female faculty than male faculty at the rank of Professor. | 1 | 2 | 3 | 4 | NA |
| 23. | There are more female faculty tenured than male faculty. | 1 | 2 | 3 | 4 | NA |
| 24. | There are more female department chairs than male department chairs. | 1 | 2 | 3 | 4 | NA |
| 25. | Female faculty receive a disproportionate number of departmental resources (e.g. travel funds, research assistants.) | 1 | 2 | 3 | 4 | NA |
| 26. | Female faculty are more likely to be honored and recognized for their achievements. | 1 | 2 | 3 | 4 | NA |

G. Demographic Information

1. Sex: _____ (Female/Male)
2. Race: _____ (Self-Identification)
3. Age: _____ (Fill in Actual Age)

4. Rank: _____ (Part-time /Instructor/Adjunct/Assistant Professor/Associate Professor/Professor)
5. Tenured: _____ (Yes/No but tenure-track/Not tenure-track)
6. Years in Rank: _____
7. College: _____
8. Department: _____

H. What activities would you like the chapter, conference and/or national Committee W to undertake? (Please use the space below.)