Report from the Faculty Senate Committee on the Status of Women, November 2011

The Committee respectfully requests that when allocating equity and merit raises for faculty, you give consideration to issues described below.

Introduction. Are gender-based salary disparities still a concern today? In 1975-1976, the American Association of University Professors (AAUP) found that the average salary for women faculty was 81% of that for men, partially reflecting the under-representation of women at higher ranks and higher paying institutions. In 2009-2010 this disparity was ...81%.

Gender-based disparity extends to space, awards, resources, responses to outside offers, all of which can impact morale, productivity and salary. Devaluation of the work typically done by women is endemic (examples might include service, mentoring, classroom teaching, or attention to undergraduates). Such gender biases and stereotyping are perpetuated by both men and women. The pervasive expectation that women should be nice, sweet, and not too assertive ("aggressive") may mean that women are less likely to advertise their accomplishments and ask for deserved resources and privileges; or, if they are assertive, this might be viewed unfavorably, by men and/or women. Are your women faculty's ideas and teaching appropriately valued? Students and colleagues are more likely to respect words spoken in a low voice, by a tall person. Rather than dismiss this as "human nature," leaders are in a position to encourage the evaluation of ideas based on content. While the above considerations emphasize gender bias, our hope is that our comments promote fair evaluation of ALL faculty.

Points to consider in distributing equity and merit raises

- Are women in your department paid less than male counterparts, for comparable work? Women may be less likely than men to successfully negotiate starting salaries and salary raises. Has gender bias entered into PAC deliberations in the past?
- Are you proactive about keeping up with the research progress of all of your faculty? By personality or circumstance, faculty vary widely in how well they inform the Chair of their accomplishments, recognition, efforts, and competence.
- Does teaching evaluation go beyond student evaluation numbers? Student evaluations reflect a myriad of biases and may be a poor measure of excellence in preparation, course content, delivery, and grading. Have you observed each of your faculty teaching? Also, does teaching evaluation take into account the all-important but time-intensive mentoring of individual graduate and undergraduate students?
- Are your faculty compensated for their service to the department, college, university, community, and profession? Women tend to spend more effort on service, without due compensation.
- Are workload assignments optimized to reflect the activities, talents, and interests of your faculty? How you work with individual faculty to align their formal with actual percent effort can have a comprehensive impact on salary.

Some references online

http://www.aacu.org/ocww/volume39_1/feature.cfm?section=2

http://web.mit.edu/fnl/women/women.html A Study on the Status of Women Faculty in Science at MIT, 1999, and a 2011 update: *web.**mit**.edu/newsoffice/images/documents/women-**report**-2011.pdf*

http://dspace.mit.edu/bitstream/handle/1721.1/55933/CPL_WP_05_02_HeilmanWelle.pdf?sequence=1 Formal and informal discrimination against women at work: the role of gender stereotypes.

http://www.bernicesandler.com/id4.htm The Chilly Climate: How men and women are treated differently in classrooms and at work.