Report on the Status of Women

Indiana University - Bloomington

Office for Women's Affairs

Memorial Hall East 120
1021 East Third Street
Bloomington, Indiana 47405-7005
812-855-3849 - 812-855-4869 (Fax)

owa@indiana.edu
http://www.indiana.edu/~owa

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September 16, 2002

TO: The Bloomington campus community

FROM: Sharon Stephens Brehm
Chancellor, Indiana University Bloomington

RE: *Report on the Status of Women*

I have just finished reading the *Report on the Status of Women*. This is an important document, summarizing an intensive study of the Bloomington campus. I urge you to read, at a minimum, the Executive Summary, and encourage you to read the entire report.

A number of initiatives relevant to this report are already in progress in my office, including:

--The development of a full set of "family-friendly" programs and policies addressing issues such as dual career employment opportunities, child care facilities, and tenure clock concerns.

--The creation of an extensive program designed to increase the participation of the "underrepresented majority" (i.e., women and underrepresented minorities) in STEM (science, technology, engineering, mathematics) disciplines.

--The collaboration between the Chancellor's Office and the Office of the Vice Chancellor for Academic Support and Diversity to strengthen diversity on the Bloomington campus.

In addition, I have asked Dean Jean Robinson to provide me with specific proposals on ways in which the campus could address three other issues highlighted by the current report:

--Developing a more welcoming, egalitarian, and affirmative campus environment for women and minorities.

--Ensuring personal safety on campus.

--Expanding opportunities for staff workplace mobility

As you can see from the report and from my memo, the Bloomington campus has made significant progress in the advancement of women, but we still have much important work to do in order to ensure that all people on our campus can contribute to the fullest extent of their interests and talents.

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Foreword

At a meeting of the Committee on Institutional Cooperation (CIC) Women's Advocacy Network, soon after I became Dean for Women's Affairs in 1998, the assembled directors and deans of women's offices of the CIC universities discussed the impact of the recently released MIT study. That study, initiated by a group of women scientists, demonstrated that some of the challenges and problems that women faculty faced were not the result of their own inadequacies—as each had thought individually. Rather, the MIT faculty had uncovered a multitude of ways in which women faculty were treated unfairly. The MIT study on the different treatment of women faculty at that prestigious institution served as a wake-up call for institutions across the United States.

I have been at IUB for a long time, and throughout my time here have taught about women, worked in women's programming, and researched women's policy issues. I have seen the numbers of women faculty increase and witnessed efforts to ensure equity on campus. But I also knew that there were many areas that still needed improvement. When I returned from that meeting and asked then Chancellor Kenneth R.R. Gros Louis if he would provide resources to the Office for Women's Affairs to launch a study of the status of women at IUB, he knew, as I knew, that what we were doing could be controversial. Yet he readily agreed to the study because he wanted to make sure that we were an institution that embraced fairness and equity. I want to thank Ken for supporting this study from its very inception. I also want to thank his successor, Chancellor Sharon Stephens Brehm, for acknowledging the importance of completing this study and acting on its findings.

We could never have completed this study without the contributions of numerous people. Philip Namy, the project director on loan from the Office for Institutional Research in the Dean of Faculties office, was always willing to dig through data files, endure endless questions and requests, and remain committed to the project's underlying aim of ensuring equity on campus. The three research assistants who helped to interpret and write up the findings did yeowomen's work: I want to recognize Janet Johnson for her initial efforts to make sense out of stacks of charts and tables. Auden Thomas and Jillian Kinzie took up where Janet left off. They spent months poring over the data, organizing the structure of the report, adding secondary research, and writing drafts of the report. Jillian, Auden and Janet are all the reassurance we need that the pipeline we talk about in this study is filled with smart, creative, and dedicated women scholars.

The faculty and staff advisors who agreed several years ago to work on the Task Force on the Study of the Status of Women have all contributed enormously to this research effort. In particular I want to thank Audrey McCluskey, Pamela Barnhouse Walters, Sherry Fisher, Julie Knost and Kathy Bayless. They worked many extra hours, answered urgent requests without complaint, and retained their enthusiasm through a very long (and sometimes frustrating) process. They listened carefully to their colleagues so that the research questions, the surveys, and the data would address issues that had real meaning in the lives of women on this campus. They worked hard and thoughtfully to get survey questions just right and to make sure that the report accurately reflected our findings.

Several offices and units contributed expertise and labor, without which this study would have taken years longer to complete. The Center for Survey Research contributed knowledge and resources and helped us carry out surveys that were meaningful. Nancy Bannister in particular was a godsend. The Office of Faculty Records, especially Susan McCammon, responded to every request for information — no matter how convoluted — with grace and speed. Staff in the Office of Institutional Research assisted in a multitude of ways: at one or another time, everyone in the office was involved either by reviewing data that Phil Namy had generated or producing some data or double-checking something or reading a draft. Ilknur Ralston from the Dean of the Faculties helped with interviewing as did Jenny Stuber from the Department of Sociology. I am most grateful to all who helped.

Assistance from the Dean of Students, the Registrar's Office, the Office of Admissions, Susan Pugh and the Office of Student Financial Assistance, the Research and University Graduate School, and Human Resources was critical in obtaining and analyzing data. Deans of the College and the Schools were generous with sharing information. The staff of the Office of Affirmative Action and its director Julie Knost provided support and information that simplified our tasks and strengthened our study.

Finally I want to thank the staff of the Office for Women's Affairs. This is a group of women who every day work to make IUB a better place for women. Their contributions are unsung, but it is women like them who really make this university a place where women and men can learn, work, and live with some measure of safety, respect, and dignity. I offer my deep gratitude to my staff, past and present: Carol McCord, our Assistant Dean, Linda McCammon, our Administrative Services Coordinator, departmental secretaries Roni Goveia, Cynthia Fierro, and Virginia Githiri; the graduate assistants: Cristina Alcalde, Jeannine Bankey, Leora Baude, Mary Borensztein, Mindy Criser, Erin Kuns, Amy Laitinen, Erin Melnick, Kimberly Mealy, M.T. Morris, Sandra Reineke, Kathleen Widden; and our computer support consultants Robin Chung and Matt LaMaster.

I present this Report on Women's Status at IUB with optimism. I believe that we can build a campus climate that consistently demonstrates respect for both women and men. I know that we can enhance the status of women on campus by dedicating ourselves to establishing true gender equity and by promoting opportunities for women at all levels of the academy. If we work together, we can meet the challenges outlined in this Report.

Jean C. Robinson
Dean for Women's Affairs
September 2002

Executive Summary

This document reports findings from a multi-year study of the status of women on the IUB campus and offers recommendations to address problems and challenges facing women. We provide detailed analyses in the following areas: recruitment and retention of faculty and students; pay and salary equity for faculty and staff; safety and harassment concerns, support for family responsibilities; and climate issues relating to gender, race and ethnicity, and age. This is a snapshot of the conditions and issues that shape the experiences of women at IUB. Below are highlights of our findings. The text that follows offers recommendations for further research as well as policy and action changes. We conclude with an action plan that will assess the findings of this report and consider the implementation of its recommendations.

FACULTY

Recruitment, Promotion & Tenure, Salary

- Women are 27.9% of tenured and tenure-track faculty; of these only 4.3% are women of color. Women faculty are clustered in the humanities, liberal arts, and Schools of Education, Nursing and Social Work. Despite efforts to recruit women in male-dominated disciplines, there is notable under-representation of women faculty in most of the sciences, mathematics, business, and in some social sciences. While the total number and proportion of women faculty has increased over time, IUB may be falling behind our peers, especially at lower ranks. IUB ranks second in the Big Ten for the percentage of full professors who are women but only ninth in our percentage of women assistant professors.
- **Women faculty are at parity with men in terms of tenure rates, however rates of progress toward tenure are slightly longer for women than for men. Rates of progress toward promotion to full professor are significantly longer for women than for men.**
- Despite recurrent salary equity reviews and remediation, in the aggregate, women faculty at all ranks earn less than men faculty. Explanations for this disparity include the disciplinary segregation that exists in academia, as well as the differences between men and women in attainment of administrative positions and the pursuit of employment opportunities elsewhere.
- **Women are unlikely to be among the most highly-paid faculty members. Among faculty at IUB in 2001-02 who earned $100,000 or more, 222 (87.1%) were men and 33 (12.9%) were women.**

Work- and Family- related Issues

- **Demands on women faculty's time appear greater than for men faculty, especially in student advising, committee work, and other service activities. This is especially burdensome for the very few women faculty of color on this campus.**
- Managing work-family responsibilities is a burden for some women faculty. Women faculty report concerns about childcare availability, family and maternity leaves, and stopping the tenure clock for family considerations. Few male faculty report such concerns.
- **The demands of family responsibilities may have a differential impact on women that in turn affects the time frame needed achieve tenure and promotion.**

Campus Climate

- Both men and women faculty were positive about their careers at IUB. Women faculty also noted the value that other women faculty provide in supporting their professional endeavors.
- **Women faculty members report experiencing sexual harassment, classroom hostility, and covert gender discrimination in their work life. Some women believe they are treated differently than their male colleagues; others report feeling marginalized. Women faculty members say they have felt pressured to fit into an established male culture. Perhaps as a consequence of this climate, some women engage in what has been described as discrimination avoidance behavior — for example by not making use of family or maternity leaves for fear that colleagues will interpret this as lack of commitment to research or as creating a burden on colleagues.**
- Women faculty report some negative perceptions: that IUB has a chilly climate for women; that IUB has a male dominated institutional culture; that faculty face considerable difficulty in balancing personal and professional life; and that women are under-represented in some departments and in the campus administration.

STUDENTS

Academics & Financial Aid

- Women and men differ substantially in terms of major and degree distribution — within the College, for example, women are statistically over-represented in the humanities and social sciences, and under-represented in the sciences and mathematics. While all women are under-represented in Business, women of color are particularly so. In Music, Asian-American women appear over-represented while white women are under-represented.
- **At the graduate level, women have reached near parity with men overall but they remain greatly under-represented in some areas (Chemistry, Computer Science, Mathematics, Philosophy, Physics, Business, Political Science and Economics, some areas of Music) and over-represented in others (Education, Library and Information Sciences, SPEA, Journalism.)**
- Women are successfully recruited at the undergraduate level, yet retention of certain groups of women remains a challenge. First year student retention data by gender indicate that male students were retained at higher rates than females each year between 1988 and 1998. First generation women students were the most likely population to drop out of school. Women also have a higher rate of withdrawal than men in gateway courses in chemistry and math, the two departments sampled for this study.
- **There are few differences by gender in the awarding of financial aid based on merit. However, some of the merit-based awards that emphasize SAT scores as a measure of performance give slightly higher mean awards to men. Typically women graduate high school with higher GPAs, but men score better on the SAT, so men are slightly advantaged in these merit-based awards.**
- Among graduate students, men have a mean stipend that is $103 more than for women. Men are more likely to be appointed to more lucrative Research Assistantships than are women. These RAs are primarily in the sciences, where women are a notable minority. However, when comparing men and women within the same department, and controlling for length of appointment, the differences between graduate men and women's pay was trivial.

Athletics

- In 2000, 46% of all IUB athletes were women compared to 54% of all undergraduates. This gap of 8% is a major improvement over past years.
- **More resources per participant are expended on men's athletics than on women's; about 60% of athletically related financial aid went to men, 40% to women (mostly attributable to the large football squad.).**
- The average salary for a men's team head coach is $67,613, the salary for a women's team head coach is $51,759. Women's teams at IU are more likely to be coached by men than by women, while all men's teams are headed by male coaches. There are no female assistant coaches for men's teams, while nearly half of the women's teams have male assistant coaches.

Campus Climate

- Responding to the 2001 Assessment of Campus Climate, 31% of undergraduates and 35% of graduate students observed conduct on campus that contributed to a hostile learning environment. The percentage of students reporting personal experiences of harassment was about 25% for undergraduates and graduate students, with women students indicating significantly more gender harassment than men. Among those students employed by IUB, 29% of undergraduates and 21% of graduate students felt that they experienced discriminatory hiring based on gender.
- **Women students are particularly concerned about their safety on campus, especially at night. Male students generally feel safe at all times.**
- African American, Hispanic, and American Indian women expressed the strongest beliefs that the University was not thoroughly addressing issues related to race, gender, disability and religion. The majority of African American women believed that the University was not doing enough to address racism and sexism.
- **Almost half of undergraduates and 41% of graduate students perceive visible leadership from the administration in fostering diversity on campus. Fifty-seven percent of undergraduates and 39% of graduate students felt that the university curriculum adequately represents the contributions of people from underrepresented groups.**
- Both graduate students (59%) and undergraduates (43%) expressed concern about how the campus handles gender or sexism issues.

STAFF

Workforce Analysis

- **Women are 53% of the staff workforce. Among full-time support, technical, skilled craft and service maintenance staff the occupations are virtually gender segregated. The support staff is made up of clerical and technical workers. Women make up 88.6% of the clerical staff but only 41% of the technical staff. In the skilled craft ranks women make up a mere 6.4% of the workers. The service maintenance staff is 42.2% women.**
- The professional staff (ranks PA09-23) shows a similar pattern of gender distribution. Women comprise 50.5% of the professional staff but are over-represented in the lower ranks (58.9% in ranks PA09-12) and become underrepresented as the ranks increase.
- **Patterns of occupational segregation are found in the support staff families where women represent between 65% - 90% of support staff classifications SSOA-SSOF and then drop to below 25% at the SSOG-SSOJ levels.**

- Women are over-represented at the lower ranks of the professional classifications (PA09-PA11) and are underrepresented at the executive ranks (PA17 and above).Women represent nearly 70% of the staff at PA10 and only 26% of the staff at PA17.
- **Although both women and men say they are satisfied with their positions, they would like more opportunities for advancement. There appears to be a glass ceiling especially for women. Very few women advance into the upper ranks.**
- A brief review of salaries by gender showed that across all staff ranks, women earn less than men. This is mainly the result of the high correlation between salaries and rank. Simply put, women staff members at IUB earn lower wages because they are concentrated at the lower ends of staff ranks.

The Work Environment and Benefits

- An overwhelming majority of both male and female staff members, 79.3% and 85.8% respectively, reported being satisfied with their current positions at IUB.
- **In our staff survey, men expressed more concern about exposure to hazardous or contaminated materials and a lack of personal protective equipment. Women staff expressed significantly more concern regarding their personal safety while walking on campus. Notably, men and women expressed nearly equal concern about discriminatory practices (56 % men and 66% women) and sexual harassment (45% men and 52% women).**
- Female staff regarded all existing benefits — fee courtesy, position sharing, flextime, childcare, opportunities to perform work from home, tax-saver benefits, long-term disability, tax-deferred annuity, and employee assistance plan — except personal accident insurance, to be significantly more important than men did.
- **Female staff attached greater importance than male staff to the consideration of new benefits, including elder care, child care fee assistance, paid leaves of absence, paid maternity leave, more flexibility for using paid time off, and continued health insurance for retirees.**
- Both women and men placed a high value on health and wellness benefits; however women were more likely to value health education and wellness programming than men.

The Campus Climate

- In the 2001 Assessment of Campus Climate, male and female staff were more likely to rate the campus climate as more positive for the opposite gender. Furthermore, men saw the campus as more accepting of women than women did and women saw the campus more accepting of men than men did. This statistically significant response difference between men and women reflects a perception of gender discrimination.
- **Women were more skeptical of the thoroughness of the University's response to ageism and disability issues than men, and nearly equal proportions of staff agreed or were uncertain that the campus was handling issues related to racism.**
- A slight majority of the staff agreed that the campus thoroughly handles issues related to gender or sexism. Women and men differed significantly on this issue, with women reporting greater concern about the thoroughness of the University's response to sexism than men.
- **The percentage of staff members reporting experiences of harassment was about 25%, with women indicating significantly more experiences than men. The perceived reasons for the harassing behavior were primarily gender-related (32%) and also included some age-related harassment (15%).**

Task Force on the Status of Women
Indiana University Bloomington (IUB)

Steering Committee

Jean C. Robinson, Ph.D., Dean of Women's Affairs and Associate Professor of Political Science
Philip W. Namy, Ed.D., Project Manager, (Office of the Dean of the Faculties)
Gloria J. Gibson, Ph.D., Associate Vice Chancellor for Multicultural Affairs
Ruth V. Russell, D. Rec., Professor of Recreation and Park Administration
Donald R. Warren, Ph.D., Professor of Education

Committee on Students

*Audrey T. McCluskey, Ph.D., Associate Professor, Afro-American Studies
Ellen Anderson Brantlinger, Ed.D., Professor of Education
Beryl Afeni Cobham, graduate student, (School of Education)
Hugh J. Jessop, H.S.D., Director of the Health Center
Susan S. Jones, Ph.D. Associate Professor of Psychology
Joan K. Middendorf, Ph.D., Director, Teaching Resources Center
Suzanne J. Phillips, D.Ed. Assistant Dean of Students
William C. Shipton, M.S., Director, Student Programs and Services (Residential Programs and Services)
Sarah E. Stevens, Ph.D., Part-time Lecturer, East Asian Languages & Cultures

Committee on Faculty

*Pamela B. Walters, Ph.D., Rudy Professor of Sociology
Purnima Bose, Ph.D., Associate Professor of English
Kristine R. Brancolini, M.L.S., Associate Director, University Digital Projects and Services
Steven Chermak, Ph.D., Associate Professor of Criminal Justice
Lynn Marie Jamieson, R.E.D., Associate Professor of Recreation and Park Administration
Elyce J. Rotella, Ph.D., Associate Professor of Economics
Susan H. Williams, J.D., Professor of Law
Gerald Wright, Ph.D., Professor of Political Science

Committee on Staff

*Kathryn G. Bayless, M.S.P.E., Director, Campus Recreational Sports (School of Health, Physical Education, and Recreation)
Sheryl Ann Fisher, School of Education, Convenor Sept. '99 – Aug. '01
*Julie Knost, J.D., Director, Office of Affirmative Action and Equal Opportunity
Timothy W. Dunnuck, M.S. Coordinator Child Care (Campus Child Care Support)
Gwendolyn E. McCay, M.B.A., P.H.R., Manager of Employee Relations, Human Resources, IUB
Janette Peterson, Political Science

* Convener or Co-Convener

Introduction

This report is the result of a multi-year study on the status of women at IUB. Initiated by the Office of the Chancellor and the Office for Women's Affairs (OWA) in the spring of 1999, it is the first such comprehensive study of its type on this campus. The aim of the study is to assess the campus environment for women faculty, staff and students [see Figure 1 for a breakdown of the percentage of women in major roles at IUB]. In addition to providing the campus with a current assessment of women's status at IUB, the study is designed to serve as a catalyst for promoting new programs and policies to enhance equity on campus.

Transforming the culture that promotes and sustains gender inequities is a formidable challenge. This report identifies problem areas and recommends strategies for their amelioration. The responsibility of remedying gender inequities on campus lies within all campus units – at departmental, college/school, and institutional levels.

A. Establishment of the Initiative to Study the Status of Women at IUB

This report was prepared under the sponsorship of the Office of the Chancellor and the Office for Women's Affairs. Though periodic assessments of various aspects of women's status have occurred at IUB during the past several decades, this undertaking represents the first comprehensive effort to present demographic and climate data on women faculty, students, and staff on this campus. This initiative was prompted by similar studies conducted in the late 1990s at the Massachusetts Institute of Technology, the University of Michigan, and Purdue University, as well as by national data that suggest women continue to suffer inequities in the academy.

In the fall of 1999, a Task Force on the Status of Women at IUB was convened by former IUB Chancellor Ken Gros Louis and the Dean in the Office for Women's Affairs, Jean Robinson. The Task Force was composed of a Steering Committee, with subcommittees on Faculty, Students, and Staff. Task Force members were invited to serve two year-terms in various capacities on the steering committee and its subcommittees. Their work began during the 1999-2000 academic year.

B. Charge to the Task Force on the Status of Women at IUB

The Task Force was charged with assessing the campus environment for women faculty, students, and staff. It was charged also with making final decisions on the scope and focus of the study, though the following issues were identified as important for them to examine:

- recruitment and retention of women in graduate and professional fields and among the faculty
- retention and training of undergraduate women in majors across campus
- tenure and promotion for women and men
- pay and salary equity

- recruitment and retention of women as administrators and senior staff
- safety issues for students, faculty and staff
- athletics funding and participation
- sexual harassment policies and implementation
- provision of childcare and health services for women
- "climate" issues for women

The Task Force worked from a base of information on women's status collected from various offices on campus. The Office of Affirmative Action, the Dean of the Faculties, individual schools and units, and advocacy offices had done studies on some of the issue areas noted above. Some of these previous analyses served as a foundation for the Task Force's project. In addition, the Task Force committees initiated surveys, compiled and interpreted existing data, and initiated and analyzed qualitative data. The final cumulative study provides us a wealth of information that the Office for Women's Affairs and the campus can use to enhance the climate for women at IUB through programming and new policies.

C. Previous Efforts to Assess and Improve the Status of Women at IUB

There has never been a full-scale study of women's status at IUB. Several offices conduct related studies: Office for Women's Affairs (OWA) does annual reports, Office of Affirmative Action does annual reports, and there are episodic salary equity reviews. OWA was established in 1972 when group of women faculty organized together to research and redress women's inequality in representation on the faculty and in salaries. Because IUB had just begun the tradition of minority affairs offices, OWA became the second affairs office. Typically, OWA has been the initiator for studies on salary inequities, although in recent years, the Dean of the Faculties and individual units have taken over the function of doing salary reviews. The Office of Affirmative Action along with OWA, the Dean of the Faculties Office, and schools have looked into allegations of sexual harassment, job discrimination, and other issues. All offices work both independently and collaboratively on these individual complaints as well as on policy initiatives.

Over the years, OWA has initiated a number of programs designed to enhance the recruitment and retention of faculty and students. For example, salary equity reviews, which originally were initiated by OWA, have now become part of regular procedures in schools and units on campus. OWA sponsors a Women Faculty Mentoring Program to introduce new women faculty to the IUB community. For staff women, OWA organizes brown-bag lunch discussions. OWA has long worked to enhance safety on the Bloomington campus by presenting educational programs on sexual assault prevention, working with the Physical Plant on lighting, access and emergency telephones, and addressing issues of personal safety through various forums. OWA has both faculty and staff advisory commissions.

Section One: Method

A. Collection of Statistical Data by the Office of Institutional Research

This study began by securing Human Subjects approval[1]. Data and information retrieval and analysis was a cooperative effort between the Dean for Women's Affairs and the Dean of the Faculties. One person from the Dean of the Faculties' Institutional Research Office was assigned, part-time, as Project Director to the Dean for Women's Affairs from November 1999 until December 2001. Throughout the 2000-01 academic year, the Center for Survey Research was also a major partner in survey design, administration, and data collection.

Requests for data and information were made by various committees of the Task Force and by the Dean for Women's Affairs during 2000-01. Requests included descriptive and analytical data dealing with undergraduates, graduate/professional students, faculty, and professional, support, and service maintenance staff. The source of student data incorporated in this report are from the IUB Registrar's ENRLCLAS file from September, 2001 (exceptions to this are noted in the text and tables). Analysis of survey data was conducted by the Dean of Faculties' Institutional Research Office and the Center for Survey Research.

Additional existing institutional data, for example campus crime reports filed with the federal government and findings from the Survey on Academic Incivility at Indiana University, were also examined for this report. Information about these data sources is provided in the relevant sections of the report.

The data in this report cover the period between 1991 and 2001. The time period for the data for each analysis is noted on the individual tables and graphs.

B. IUB Climate Survey of Faculty, Staff, and Students

Climate is the atmosphere or ambiance in an organizational setting such as a university classroom, department, or campus. Individuals or groups may experience or perceive the climate along a continuum from supportive and receptive to unsupportive or "chilly." Dr. Bernice Sandler has researched women's climate issues for several decades and coined the term "chilly climate" in the early 1980s. A chilly climate is one in which individuals or groups experience isolation, invisibility, lack of respect, powerlessness, bias, and/or discrimination. It is important to understand climate in order to develop policies and practices to improve it.

An assessment of campus climate at IUB was conducted in Spring 2001. A survey was administered online via the World Wide Web using an instrument adapted from Penn State University [Appendix B]. A total of 1,952 responses were collected from faculty, staff, and graduate and undergraduate students [see Appendix C for details on the population surveyed and the representativeness of the sample].

[1] Protocol # 01-4134 on file with the Office of Human Subjects at the IUB Research and University Graduate School.

C. Interview and Focus Group Data

Faculty Interviews: Twenty individual, in-person faculty interviews (16 women, 4 men) were conducted for this study in Spring 2001. Among the respondents were associate, full, and distinguished- rank professors serving at IUB. The interviews asked faculty to respond to open-ended questions about their experiences at IUB. Only one of the questions specifically addressed gender; the remainder of the questions were broad so that each faculty member could respond in any direction she/he chose. No focus groups of faculty were conducted for this study.

Student Focus Groups: Existing student focus group data collected by the Dean of Students office in 2000 and 2001 was reviewed for this study.

D. Staff Survey

The staff subcommittee of the campus taskforce on the Status of Women at IUB determined that the most serious areas of concern for staff included: job mobility, recruitment and retention and gender disparities in hiring, titles, and promotion; work/family interactions including eldercare, flex time, childcare and leaves; compensation issues; and issues concerning health and work. The committee administered a survey to gain a better sense of a variety of issues that employees face in the workplace at IUB.

The IUB Survey on Work Environment was administered to staff members at IUB via the instrument on the World Wide Web by the Center for Survey Research. Staff members from Professional, Support, Technical, Food Services, Service Maintenance, and Trades Apprentice Program positions comprised the 384 staff respondents. The desired ratio of women to men respondents was 4 to 1 or 80% women and 20% men. This was easily accomplished with Professional and Support Service staff, but impossible to achieve where men dominate the ranks (i.e. Service Maintenance staff). However, a response rate of 77% women and 23% men was achieved.

Respondents for this survey were identified as belonging to the Bloomington Campus organization code of accounts. Staff appointed to the Bloomington Auxiliary or University Administration organization codes were not invited to participate in the survey. No individual with an appointment rank of PAXX or PBXX or PCXX was included in the potential list of those eligible to participate in the survey. People holding these ranks were regarded as executives and not as "staff" in the usual sense of the word.

Section Two: Findings

A. Faculty

Rationale for the Study

Ten years ago, the Indiana University Faculty Council proposed an affirmative action policy that was subsequently adopted by the Board of Trustees. It ensured that Indiana University would "take affirmative action, positive and extraordinary, to overcome the discriminatory effects of traditional policies and procedures with regard to the disabled, minorities, women, and Vietnam-era veterans" (*Affirmative Action Plan, IUB*, 1999-2000, p. x). Today, many policies are in place to ensure against institutional bias. Their implementation is underway. However, transforming the culture that promotes and sustains gender inequities remains a formidable challenge at many campuses across the county. For this reason, periodic assessment of the status of women at IUB in terms of institutional policy and culture is necessary to ensure continued progress toward stated objectives.

The aim of assessing the status of women faculty is to enhance the development of an institutional culture at Indiana University Bloomington that fosters productivity, creativity, and academic excellence. This report aims at identifying areas in which progress for faculty women's status has been made, as well as areas in which improvements are still needed and vigilance is still warranted. Ultimately, the goal is one of fostering an academic climate that will allow all faculty to be productive and unhindered by any impediments due to considerations of gender or race/ethnicity.

Across the Nation

Although increased numbers of women have entered the professoriate, their academic status has been slow to improve. Across the nation, substantial disparities in rank, tenure, and salary between male and female faculty persist despite the increasing proportion of women in the academic profession (Ernst, 1998). Women faculty in the U. S. are subject to workplace inequities which are systemic and reflect an academic culture that often marginalizes women faculty in their units and institutions.

Women remain disproportionately represented within instructor, lecturer, and unranked positions: more than 57 percent of those holding such positions are women, according to AAUP's most recent annual salary survey. In contrast, among full professors, only 26 percent are women, and 74 percent are men. As female participation in the profession increases, women remain more likely than men to obtain appointments in lower-paying types of institutions and disciplines.

Women remain significantly underrepresented at research institutions. In 1998, the proportion of women faculty members at doctoral institutions was less than 14 percent among full professors (Ernst, 1998). Recent data suggest women have almost achieved parity with men at community and liberal arts colleges but have yet to do so at research universities (NCES, 1998 #NCES1998-252).

A salary advantage held by male faculty members over female faculty members exists at all ranks and institutional types. The salary gap is largest at the rank of full professor where, for all institutional types combined, women are paid on average only 88 percent of what their male colleagues are paid (Bellas, 2001). At doctoral institutions, female full professors receive, on average, only 91 percent of what their male counterparts receive (Ernst, 1998). There is a strong correlation between disciplines that are male-dominated and those that pay higher salaries. The salary advantage noted here may well be a consequence, at least in part, of the sex segregation that persists in academic disciplines – those disciplines in which there are fewer women tend to pay higher salaries.

Faculty at IUB

The following areas are addressed for the IUB campus:

- Composition of the Faculty
- Tenure and Promotion
- Salary Equity
- Committee Assignments/Service
- Campus-Based Awards
- Minority Women Faculty
- Academic Administrators
- Family Responsibilities and Academic Work
- Institutional Climate

Composition of the Faculty

Women's representation on the faculty has improved steadily over the past decade. Women constitute 27.9% of the tenure-line Bloomington faculty in 2001, compared with 25.6% in 1996 and 21.3% in 1991. Among tenured or tenure-eligible faculty, women on our campus are most well represented among assistant professors (40%) and least well represented among full professors (20%) [Figure 2].

Women assistant professors increased as a percentage of the tenure-line population from 35% in 1991 to 39% in 1996. That figure was 40% in 2001. The percentage of women associate professors increased from 27% in 1991 to 34% in 1996. The figure remained at 34% in 2001. Women full professors constituted 13% of the faculty in 1991, 16% in 1996, and 20% in 2001. The actual number of women lecturers increased from 1996 to 2001, though their relative representation among all IUB lecturers fell from 67% to 51% during the five year period [Figure 2].

The representation of women faculty is highest in the School of Library and Information Science, where full professorships are divided evenly between males and females. The School of Education follows next in terms of women's representation: over 43% of full professors there are women.

Women are least well represented in the School of Medicine, Medical Sciences Programs, and the Kelley School of Business [Figure 3].

How does the gender composition of IUB faculty compare with other universities? The composition of our faculty is typical of the national norm for research institutions: female faculty make up about 26% of the faculty at public doctoral institutions (AAUP, 2001).

However, when compared with other Big Ten institutions, it appears Indiana University may be losing ground in terms of its proportion of women faculty. IU ranks second among the Big Ten in its percentage of women full professors [Figure 4] but falls to seventh in its percentage of women associate professors [Figure 5]. It drops still further in the Big Ten rankings, to ninth, in its percentage of women assistant professors [Figure 6]. Thus, the lower the faculty rank, the lower the representation of women at IUB relative to other Big Ten institutions.

We need to pay serious attention to the recruitment of women at the lower ranks at IUB. With comparatively fewer women in the lower ranks, the pool of women who might rise through the ranks to become full professors someday is diminished. This pipeline issue suggests that without systemic efforts to recruit and retain women faculty at all ranks, IUB might lag even further behind its peer institutions over time. IUB's rank among such institutions is especially disturbing given that many of these universities (Purdue, Michigan, Penn State, Ohio State, and Illinois) are engineering or land grant schools with traditionally male-dominated disciplines. It would seem logical for women's representation at IUB to be higher, not lower, than that at other these institutions. We have had a Strategic Hiring and Support Program at IUB since 1986. While this program has enabled the recruitment and hiring of 52 senior women and minority women at all levels between 1986 and 2002, it needs to do more to advance the recruitment of all women at the lower ranks. Currently the program only provides incentives for hiring junior faculty women who are minority.

A new study reports that even in the absence of discrimination, the span of an entire career must pass before increases in the entry of women into a profession are fully reflected in all academic ranks (Hargens & Long, in press). Despite these findings, the Big Ten comparative standings raise important issues about the recruitment and retention of women faculty at IUB. The recruitment of greater numbers of women at the lower levels, especially at the assistant professor level, will bolster the pipeline's gender diversity. Efforts to retain women currently in the lower ranks also could help improve the representation of women here. In addition, recruiting women in the upper professorial ranks could strengthen IUB's standing within the Big Ten for both the short and long term future.

Beyond comparisons to its peer institutions, there are good educational reasons to bolster women's representation on the faculty. Women faculty serve a vital role in educating the next generation of women academics. They are important role models and mentors to both undergraduate and graduate women students (Tidball et al., 1999). Their presence on the faculty in terms of numbers is crucial to diversifying the educational pipeline, especially in fields such as math and science which women enter in low numbers. Particular efforts are warranted at recruiting and retaining women in the natural and mathematical sciences, where their representation at IUB is below 11% [Figure 16]. Nationally, over 24% of doctorate recipients in the physical sciences, mathematics, and computer science are women (National Science Foundation, et.al., 2000). The size of this pool suggests credentialed women are available for recruitment into faculty positions.

Despite a notable increase over the past ten years in the proportion of women in tenure-line faculty positions, the campus still has plenty of room for improvement in this crucial area. In relation to its Big Ten peers, IUB has a weak standing at the associate and assistant professor levels. Creating a more demographically balanced faculty – one that more accurately reflects the student population here, the percentage of women Ph.D.s nationally, and a rich diversity of perspectives – should be a continuing goal in principal and in practice.

Recommendations:

- Benchmark against other Big Ten universities. Establish a goal to improve women's representation in associate and assistant ranks at IUB in comparison with its peer institutions. Make a commitment to sustain the percentage of women at IUB in each rank at or above that of engineering or land grant schools, which hire faculty in traditionally male-dominated disciplines. Compare individual IUB units/schools with their Big Ten counterparts to identify areas in greatest need of improvement.

- Undertake systematic efforts to recruit and promote women in tenure-line positions at all levels. Expand the Strategic Hiring and Support Program to include junior women faculty (regardless of race or ethnicity) in disciplines where women are not well represented, such as in the natural and mathematical sciences. Develop programs that promote the recruitment and retention of women in all areas, and especially in disciplines where their representation is low. For example, create postdoctoral fellowship opportunities for women in these fields to create a pipeline for future faculty.

- Continue to implement policies and foster a supportive campus culture to enhance the faculty's productive and creative work lives.

Tenure and Promotion

Tenure Attainment Rates and Time to Attainment

Other than recruiting new women faculty into tenure-line positions, women's representation on the faculty as a whole is affected by their rates of tenuring and promotion. Thus, rank and time in position are important factors in the overall picture of women's faculty status at IUB.
Overall, female faculty are as likely as male faculty to receive tenure at IUB. This number has been remarkably consistent at 58% for both men and women over the past twenty years. For example, during the period between 1981 and 1992, 58% of women assuming tenure track appointments received tenure as did 58% of the men [Figure 7a].

Examination of more recent cohorts of faculty suggests that despite the identical rate of tenuring for men and women, at least some women have a somewhat slower career trajectory than their male colleagues. Women appear to be as successful in obtaining tenure as men, but, in a number of cases, take longer to achieve the same end. The data here are simply descriptive and cannot provide an explanation for the gender differences found. Childbearing is an obvious possibility. It

will be worthwhile to explore differences in career trajectories more fully given numerous studies indicating that women often receive less mentoring as graduate students, and less sponsorship as job applicants and junior faculty (Tierney & Bensimon, 1996; Pistole, 1994; Wunsch, 1994; Clark & Corcoran, 1986; Berg & Ferber, 1983).

Promotion from Associate to Full Professor

Despite the parity in rates of tenure attainment for men and women, there is a marked difference in the rates of progress to attaining full professor rank [Figures 7 and 8]. The difference peaks after four years in associate rank, by which point 8.7% of women and 24.5% of men have achieved full professor status. By year eight, the cumulative difference between men and women achieving full professor status drops to approximately 5%. This gap between women and men does not narrow for a long while, but by their fifteenth year, the two groups are essentially even.

The reasons for this phenomenon at IUB are unclear. The AAUP reports that among faculties in general, relatively few women gain promotion to full professor because of the existence of a glass ceiling Ernst, 1998). This results in stagnation at the associate professor level, which might account for IUB women's relative longevity in those positions. Another possible explanation is the impact of motherhood on academic career progress. Moving up in the ranks is especially challenging for those with primary caretaker responsibilities (Bartlett, 2002; Wilson, 2001). There is clearly a need for further research into the reasons that presumably high-performing, tenured women at IUB take so much longer than their male counterparts to attain full professor status.

One of the implications of careers stalled at the associate professor level is the lower numbers of senior women available to assume deanships and other administrative posts typically open only to full professors. This limitation affects not only the women's professional lives but also has a negative impact on the institution as a whole, as talents for these important leadership roles remain untapped. In addition, the failure to promote women in a timely fashion leads also to feelings of marginalization among these faculty as evidenced by the numerous faculty interviews that addressed this problem.

Recommendation:

- Undertake further research into the reasons that women at IUB take longer than men to attain tenure and full professor status.

Salary Equity

Women faculty in the academy are paid less, on average, than their male counterparts (AAUP, 2001; Glazer-Raymo, 1999). This situation arises not only from women's clustering in the lower professorial ranks, but also from salary disparities between women and men within disciplines as well as women's occupational segregation in lower paying disciplines These national trends are evident at IUB [Figures 9 and 16].

Salary equity is based on the consistent application of procedures by which members of a faculty are rewarded for their contributions to the teaching, research, and service missions of their

department and the University. Over the past decade, IUB has actively strived to achieve salary equity within departments. Across the campus, each school/college has in place a process for equity review. Salary adjustments have been made in cases where inequities were identified. In addition, the Office of Affirmative Action and the Dean of Faculties periodically conduct Faculty Salary Equity Studies. They consider rank, tenure, service time, department, and other variables to determine possible salary inequity. Individual cases are reviewed in depth by each academic school.

Most recently, the Trustees launched an initiative focused on equity in salaries of tenure track faculty. Salaries for the 1997-98 academic year were used as a base for studying the inequities that might exist. Figure 9 shows the median salary comparisons for male and female faculty members by rank and by school for the 1997-98 and 2000-01 academic years. In some cases, clear progress has been made toward achieving salary equity, but in others ground appears to have been lost. It is important to remember that this analysis does not control for a number of factors that may influence equity considerations, such as years in rank. Though there may be a good explanation in each of the situations where negative progress is indicated, further research into the reasons for the differences should be conducted.

As Figure 9 shows, across the campus as a whole, women full professors in 1997 had a median salary that was 85.7% that of their male counterparts. By 2000, this figure rose by 4.5% percentage points to 90.2%. Women associate professors in 1997 had a median salary that was 94.2% that of their male peers; in 2000, the figure increased by 3.3% percentage points to 97.4%. The comparable figure for women assistant professors rose only slightly, by 0.7% percentage points, from 95.0% in 1997 to 95.7% in 2000.

Campuswide, in terms of dollars earned, women full professors earned $10,916 less than their male peers in 1997; that difference decreased to $8,284 in 2000. For those in the associate professor rank, women earned $3,039 less than men in 1997; that figure dropped to $1,489 in 2000. Assistant professors who were female earned $2,180 less than males in 1997; by 2000, that figure dropped slightly to a difference of $2,101.

Thus total dollar inequities are greatest at the rank of full professor – a problem that the literature indicates often stems from distant but still very real differences in starting salaries. This phenomenon at IUB is mirrored at doctoral-granting institutions nationwide, with women full professors receiving, on average, 9.4% less than their male colleagues. This figure has remained virtually unchanged since 1975 (Glazer-Raymo, 1999).

Another force exacerbating salary differentials over time is that women might be less aggressive about pursuing employment opportunities elsewhere to advance their careers (AAUP, 1992). At IU, as elsewhere, the practice of seeking outside offers often results in counter-offers that include substantial pay raises. Salary gaps between equally meritorious people can open up if outside offers result in salary adjustments without attention to internal equity in pay-setting (AAUP, 1992). Several women interviewed for this study said they had decided against job-hunting because they didn't want to disrupt their families by moving. One woman "missed [her] window of opportunity" because of family considerations. Soliciting outside offers "is how one raises a salary here and it's not a good system," she commented.

The salary disparities found within departments are compounded by the fact that women at IUB tend to be employed in lower paying disciplines [Figure 16]. The tendency for salaries to be lower in disciplines with higher proportions of women is well known, and the underpayment of female-dominated specialties can be attributed, in part, to the low value in terms of esteem and recompense of work associated with women (AAUP, 1992). This situation is mirrored in the job market outside academe with women more likely than men to accept reduced terms and conditions of employment (Ernst, 1998; AAUP, 2001). Often taken for granted as a given of supply and demand, policies that penalize those in feminized fields (e.g., education, library science) amount to gender bias (Glazer-Raymo, 1999).

Senior Faculty Salaries

How very senior and accomplished women faculty fare at Indiana University-Bloomington is an indicator of the campus gender climate. Are there women "stars," and how do they fare compared to male "stars?" Although statistically this is a relatively small proportion of women (or men, for that matter), they are the group that either has or has not broken through the so-called "glass ceiling." Further, their visibility (or lack thereof) can have significant effects on the morale of younger women and the degree to which younger women have confidence in the institution's willingness to recognize their accomplishments and reward those accomplishments. Thus, the most highly-paid faculty are an important group to consider.

There are at least two tangible markers of distinction to be examined. The first is attainment of the highest faculty rank possible, a distinguished-rank appointment. Comparative information for women and men faculty with distinguished-rank appointments is presented in the Campus-Based Awards section of this report.

The second marker is salary. Many women perceive that their departments are reluctant to pay them more than male peers who are comparable or, in some cases, less qualified than themselves. As part of the gender equity review conducted by the campus a few years ago, many women were found to be significantly underpaid compared to males of "equivalent" accomplishment and a large number of women received sizeable salary adjustments. What has happened in the years since then? There is anecdotal evidence suggesting that at least several highly visible male "stars" have received what are, in the context of IUB's history, extraordinary salary increments in the last couple of years; no stories have circulated about women receiving extraordinary raises.

Although it is beyond the scope of this report to address the question of whether women and men with *equally meritorious records* have equivalent salaries and/or have received equivalent raises in the period since the gender equity review, examining gender patterns at the high end of the salary distribution is informative. For these purposes, as well as for ease of compiling the information, we identified highly-paid faculty as those whose 10-month salaries were $100,000 or more in 2001-02.[2] This group consists of 222 men and 33 women; women were, thus, 12.9% of this group.

[2] We base our analysis on the information available on the FMS web site. Whatever flaws and omissions are contained in that data set are replicated in this analysis. We limited ourselves to the IUB campus and to anyone whose salary was $100,000 or more in 2001-02. From that initial list, we eliminated those without faculty appointments (that is, those with PA appointments; this did not eliminate faculty-administrators such as deans). We converted 12-month salaries to 10-month salaries and eliminated those whose 12-month salaries but not 10-month salaries were $100,000 or more. We looked up 2000-01 salaries for each of these individuals and, because we want to examine raises as well as

(Although it is impossible to know what baseline to use for assessing the female share of the highly-paid faculty, compare this to the figure of 20% female among full professors.) As the table below shows, the highly-paid women and men had quite similar salaries in the two years we consider, and quite similar raises (note that women in this group were actually slightly better paid and received slightly higher raises than the men).

Even a cursory glance at the full listing of highly-paid faculty, however, shows that faculty from the Kelley School of Business are overrepresented among this group (they account for 30.6% of the men and 36.4% of the women). Conscious efforts by Dan Dalton, Dean of the Kelley School of Business, to address gender inequities in the compensation system may help explain the anomaly of the School's figures. "For me, nothing is more important than establishing equity in a compensation system," said Dalton. To get a better picture of the situation in the other units, then, below we show the same figures for highly-paid IUB faculty outside the Kelley School of Business. Here gender differences start to become more apparent, with highly-paid women earning on average $7,184 less than highly-paid men in 2001-02 and receiving raises that were on average 2.19 percentage points lower than highly-paid men.

Table 1. Gender Differences in Mean Salaries and Mean Raises for Highly-Paid IUB Faculty

A. All IUB Faculty

	2001-02 10-mo salary	% increase from 2000-01 to 2001-02
Males (N=222)	$125,662	8.01
Females (N=33)	$126,676	8.23

B. All IUB Faculty Except Business

	2001-02 10-mo salary	% increase from 2000-01 to 2001-02
Males (N=154)	$124,396	8.56
Females (N=21)	$117,212	6.37

absolute salaries, we eliminated those for whom no salary was reported for 2000-01 (generally these were individuals who were not appointed at IUB in 2000-01). We identified the gender of each of these individuals (on the basis of first names and, where necessary, checking websites for pictures and/or gender pronouns in descriptions) and sorted by gender. When we use the short-hand of "highly-paid faculty" in the following paragraphs, then, it should be understood to mean those faculty appointees at IUB who were appointed in both 2000-01 and 2001-02 and whose 10-month salary for 2001-02 was $100,000 or more.

This examination of mean salaries for the current year and mean raises among highly-paid faculty is telling in some respects but does not address the question of gender differences in fairly large raises. We start our look at large raises by limiting ourselves to those highly-paid faculty in all academic units whose raises for the 2001-02 year were 10% or more. This category consists of 34 men and 9 women. As the following table shows, the men and women who fell into this group had very similar salaries in 2001-02 although the mean salary for the women in this group for 2000-01 was $4,869 *higher* than the men's. More importantly, the gender difference in the mean salary increase was sizeable, with the men in this group getting raises on average that were 9.82 percentage points higher than the women's.

When we again exclude the faculty from the Kelley School of Business, the gender difference in the mean raise for highly-paid faculty is even larger: men's raises were on average 15.65 percentage points higher than the women's.

Table 2. Highly-Paid IUB Faculty Whose Raise From 2000-01 to 2001-02 Was 10% or More

A. All IUB Faculty

	2001-02 10-mo salary	2000-01 10-mo salary	% increase from 2000-01 to 2001-02
Males (N=34)	$130,579	$105,972	25.38
Females (N=9)	$128,390	$110,841	15.56

B. All IUB Faculty Except Business

	2001-02 10-mo salary	2000-01 10-mo salary	% increase from 2000-01 to 2001-02
Males (N=27)	$127,988	$102,776	27.03
Females (N=4)	$115,754	$104,016	11.38

One further noteworthy gender difference is apparent in this group of highly-paid IUB faculty who received raises of 10% or more: not only is the number of women small, but outside of the five women from the Kelley School of Business, no highly-paid faculty women *without administrative appointments* got raises of 10% or more. The women outside of Business who received relatively large raises include one campus administrator, two unit associate deans, and one department chair. Among men who meet the same criteria, one can recognize many non-administrators, outside of Business and well as within Business.

Finally, we look at the group of highly-paid IUB faculty who received what might be considered quite extraordinary raises: increments of more than 30% between 2000-01 and 2001-02. This

group consists of six men and no women; among them, the mean 2001-02 salary was $125,139 and the mean raise between 2000-01 and 2001-02 was a whopping 60.7%. Two of the men, however, are administrators: a school dean and a department chair. To look at what is admittedly a small—and yet extraordinary—group of male faculty, we can confine ourselves to the four male non-administrators who received raises of more than 30% or more (many faculty believe large raises are available mostly to administrators). The average raise for this group was still very high: 58.2%.

This analysis has been limited to the change between a single pair of years, and the numbers are small. As such, we tried to identify senior, highly-paid women who might have received sizeable raises in recent years that we did not capture by confining ourselves to 2000-01 and 2001-02. We looked up salaries for the past five years for several distinguished-rank women faculty, for fairly senior women whom we know had received counter-offers to outside offers, and for all women who earned more than $100,000 in 2001-02. We could identify only three women who received a year-to-year salary increase of more than 30% during the past five years.

Comparisons to Big Ten Universities

The most striking aspect of faculty salary comparisons with Big Ten universities in 2000-2001 is Indiana University's low ranking overall rather than a notable gender-based discrepancy. IU falls in the lower half of Big Ten institutions in terms of full professor salaries for both women and men [Figure 10]. Salaries at IU rank lowest among the Big Ten for men associate professors [Figure 11], and for both men and women at the assistant professor rank [Figure 12]. (Note: More recently, in 2001-02 IUB made some progress on improving its standings in the comparative rankings, moving from ninth to seventh overall.)

Although it seems reasonable to expect incremental progress as IUB remedies existing inequities, comparison of 1997 and 2000 academic year salaries suggests that the continued vigilance of the campus is warranted.

Recommendations:

- Investigate explanations for the salary inequities identified in Figure 9, the faculty median salary study.

- Institutionalize regular, frequent salary equity reviews to bring a consistent and constant corrective force to bear on gender-based earnings differentials (AAUP, 1992). The periodic equity reviews currently undertaken at IUB, while helpful, are inadequate to redress salary inequities that emerge in intervening years between reviews. Institutionalization removes the onus from the individual faculty member to request an investigation in the case of a potential inequity.

- Strive for greater cross-disciplinary salary equity by standardizing pay practices across constituent units. Pay equity requires removing from compensation schemes any bias associated with sex composition of jobs.

- Study the rate at which men and women faculty seek outside job offers, and investigate whether gender bias exists in the way the University responds to outside offers brought in by female and male faculty. This investigation should examine both pay raises as well as other perquisites offered as part of the counter-offer.

- Implement recruitment and retention initiatives to support women faculty and graduate students in the better-paying fields that are nontraditional for women to enter.

- Conduct exit interviews to determine reasons faculty leave the University.

Committee Assignments/Service

There is a high level of demand for women and minority faculty on committees for the diverse perspectives they bring. Anecdotal evidence suggests women faculty at IUB, and especially women of color, tend to be overburdened with service obligations such as excessive advising or committee loads. At the same time, certain kinds of committee work can be an avenue into administrative roles – such as department chair, dean, or chancellor – that carry crucial decision-making responsibility. Women tend to be underrepresented in these positions, so there may be positive consequences of service work for women who aspire to hold campus leadership positions and who judiciously select their service work to that end.

Information on committee assignments and other forms of institutional service is highly decentralized within individual departments at IUB. Until such data are systematically collected, reviewed, and distributed, it is unclear to what extent women are overburdened in providing service to their departments and to the University. However, because anecdotal evidence suggests women faculty, especially minority women, assume higher levels of service activities than do their male counterparts, it is incumbent upon faculty themselves to strive for a balance in their teaching, research, and service activities.

The comments of IUB women faculty interviewed for this study indicate that they can exercise a fair degree of control over service commitments by being selective about accepting committee assignments and limiting the number of service activities they undertake. The knowledge to be selective, however, sometimes eludes inexperienced faculty who are unfamiliar with the culture of a research university. One woman faculty commented about her initial naïveté as an assistant professor: “Being the only female in my unit and [with] not that many females on campus, I got tapped for a lot of committee work. Well, I didn’t know, I didn’t want to turn those down. I said yes to everything that I got tapped for. Well, we’re advising young faculty now not to do that.”

Anecdotal evidence gathered from this study’s faculty interviews suggests varied motives for service. Much of women’s service is related to students and teaching, which provides a deep sense of satisfaction yet is sometimes less visible than formal committee work. One woman in the study commented, “I have not sought out administrative appointments. I’ve always turned them down. I’ve been asked to be an associate dean . . . a director . . . and a department chair. I’ve always said no. Because I don’t like being removed from the students. I’m really always very concerned about my teaching and I like this kind of interaction.”

Some women take on service commitments to make connections on campus beyond their departmental home. One woman reflected on the role of service to her professional and personal life: "The service part of my academic life is terrifically important to me. . . . Nowadays we try to protect people from service because tenure is so hard to get, but on the other hand, how on earth do you make friends, how do you get to know anybody, how do you make a home any place unless you do a lot of service because that's the only way you meet people outside your department?"

Overall, women's thoughtful engagement in service work seemed to make this aspect of academic work life rewarding rather than taxing. Those who consciously selected their service commitments and level of engagement seemed to find this aspect of academic work life manageable. Judicious selection of service assignments seems to be important to the quality of one's professional life and success in the professoriate. Women should recognize the professional and institutional benefits of viewing service commitments as stepping stones to university leadership roles where women's presence is much needed.

Women's status at IUB will likely improve as more women enter administrative roles and bring their perspectives to bear on decisions made at those levels. Because of the relatively few women in academic leadership positions at IUB, women with aspirations of academic administration should be encouraged to find avenues for its expression within their service commitments. Advice from department chairs or deans could help direct such energy.

Recommendations:

- Faculty should strive to balance teaching, research, and service activities.

- Mentor new faculty on strategies for integrating service work into their professional lives. Department chairs, school deans, and the Dean of the Faculties should share the responsibility by articulating clear expectations for new faculty, encouraging the ideal of service while protecting enthusiastic tenure-track faculty from over-committing themselves to service to the point that their career success at Indiana University is jeopardized.

- Department chairs, school deans, and the Dean of the Faculties should identify and encourage service avenues to academic leadership for women who have such aspirations.

- Institutionalize central data collection on faculty service commitments.

Campus-Based Awards

One readily identifiable measure of career success at IUB is receiving a campus-based award. Analysis of past award recipients by sex indicates that women appear to be selected for awards at or slightly above a level proportionate to their relative representation on the faculty.
In terms of early career recognition, between 1991 and 1998, 13 (45%) of this campus's Outstanding Junior Faculty Awards went to women, while 16 (55%) went to men. This compares to

women's representation in the assistant professor rank at 35% in 1991, 39% in 1996, and 40% in 2001.

Among the full faculty, women received 12 (31%) of IUB awards, while men received 27 (69%).3 This compares to women's representation in full professor rank at 13% in 1991, 16% in 1996, and 20% in 2001.

In terms of some of the University's top prestige awards, between 1991 and 1998 women were awarded 2 Sonneborn Awards (25%) while men received 6 Sonneborn Awards (75%). Between 1991 and 2001, women received 4 Chancellor's Awards (22%) and men received 14 Chancellor's Awards (78%). Between 1991 and 2001, there were 30 women and 116 men with a distinguished rank. These include faculty with the titles of distinguished professorships, titled and endowed chairs, and university professorships. Collectively these professors are known as professors of distinguished rank. Women represented 21% of Distinguished Rank Professors between 1991 and 2001. Given their 2001 relative representation among full professors at 20%, women appear to be receiving equitable consideration for these types of institutional recognition.

Recommendations:

- Continue centralized data collection on campus awards and monitor their allocation in terms of gender equity. RUGS and Dean of Faculties should keep records of number of women and men nominated or applying for different campus awards and fellowships and track rates of awards by gender.

- Ensure openness in the selection processes that determine who is in the final pool for award consideration.

Minority Women Faculty

A diverse faculty is essential to a pluralistic campus. Faculty create the curriculum and determine the quality of the experience in every classroom. Faculty are the core of the institution, serving as teachers, mentors, advisors, and role models. Without the contributions of minority individuals, no faculty or institution can be complete.

Though women comprise 29% of tenure-line faculty and full-time lecturers at IUB, minority women (including Black/African American, Asian/Asian American, Hispanic/Latina, and Native American) comprise just 4.3% of the total faculty [Figure 13]. Among minority women, Black/African American women are represented at the highest rate, just 1.7%. In all professorial ranks, the actual number

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3 This includes the following awards made to IUB faculty: Amoco Teaching Award, Frederic Bachman Lieber Award, Herman Frederic Lieber Award, IU Distinguished Service Award, John H. Ryan Award for Distinguished Contribution to International Programs, Pinnell Service Award, Price Waterhouse Faculty Fellow, Sylvia E. Bowman Award, Luther Dana Waterman Research Award, and Ulysses G. Weatherly Award.

of minority women increased between 1991 and 2001, while the number of lecturers remained the same throughout the period.

Despite their extremely low numbers, women of color have made some slight progress throughout the ranks of assistant and associate professor during the past decade. Minority women held 4.9% of assistant professorships in 1991, compared to 9.3% in 2001 [Figure 14]. Fewer than 4% of IUB associate professors were women of color in 1991; that figure was 6.5% in 2001. Unfortunately, there have been no significant gains in representation at the full professor rank, which was approximately 1% in 1991 and remained essentially at that same level in 2001.

Given their low numbers and under-representation on this campus, minority women faculty are a scarce resource at IUB. Clearly, this is an area where focused initiatives to attract and retain minority women are warranted.

Recommendations:

- Improving the recruitment and retention of minority women faculty will require the coordinated efforts of the school deans, the Office of Affirmative Action, the Senior Women and Minority Hiring Program, and the Office for Women's Affairs.

- Despite long-standing affirmative action policies, much of the effort needs to be undertaken at the departmental level where hiring and promotion decisions are made.

- Vigorously recruit minority women full professors to increase their flat 10-year representation of only 1% among the faculty as a whole.

- Particular efforts should be directed at attracting minority candidates for assistant and associate professorships. These women will form the pipeline pool on which the future of faculty diversity at IUB rests.

Academic Administrators

Academic administrators are the top rung of decision-makers drawn from faculty ranks. They include IUB's vice presidents, vice chancellors, deans, chairs, and directors. As one woman faculty member at IUB commented, until women administrators mirror women's representation within the campus population overall, "we're not going to have an institution that doesn't have gender bias."

Women's representation among academic administrators at IUB has improved in the past 15 years. In 1985-86, women collectively held 9% of such appointments; in 2000-01, women were represented at the rate of 23% [Figure 15]. Two women deans served in 1985, representing 9% of all IUB deans; that number increased to 3 (21%) in 2000. Three associate deans in 1985 were women (11.1%) and by 2000, 14 (38.9%) were women. The number of women departmental chairs increased from 3 (6.3%) in 1985 to 13 (17.6%) in 2000.

While this progress is significant and indicates greater recognition for women in leadership roles at IUB, the fact that women still occupy fewer than one-quarter of top level administrative posts suggests room for their continued entry into this important echelon of institutional leadership.

Recommendations:

- Encourage women faculty to consider service and committee work that might lead to academic administration.

- Institute a campuswide academic leadership program and make better use of the CIC's Academic Leadership Program to establish a larger pool of women faculty for administrative positions. Although some women faculty have been invited to attend the CIC-ALP, most of them are already administrators. Encouraging the participation in the CIC-ALP of mid-rank women faculty who are not already administrators would also create a larger pool of women faculty for administrative positions.

- Ensure timely promotion to full professor to increase the pool of women faculty from which administrators may be drawn.

Family Responsibilities and Academic Work

A formidable challenge for faculty members is integrating their family obligations and their work responsibilities in today's academic community. Although many men take substantial responsibility for the care of children, the reality is that women still assume more responsibility for child rearing than do men. Thus, the conflict between work and family obligations that many faculty members experience is more acute for women faculty than for men. "I really struggled to balance my life with children," said one female IUB professor of her life as a single mother.

Because of the unique characteristics of academic life, particularly the flexibility of schedules, tremendous potential exists for achieving a healthy work-family integration. But the AAUP's report, "Statement of Principles on Family Responsibilities and Academic Work," points out that academic culture poses a special challenge. The lack of a clear boundary in academic lives between work and family has, at least historically, meant that work has been all pervasive, often to the detriment of family. On some campuses or in some departments, an implicit model of total dedication still exists, requiring faculty members to demonstrate that work is one's primary, even sole, commitment. Such expectations must be clarified and modified to recognize the realities of the lives of faculty members who wish to raise children while pursuing an academic career.

The quest for tenure often occurs concurrently with a woman's child bearing and child rearing years. Despite the passage of the Family and Medical Leave Act of 1993, which provides for up to twelve weeks of unpaid leave a year for employees (both women and men) to care for a newborn or a newly adopted child, women are reluctant to take advantage of such benefits. They often return to the classroom within weeks of giving birth, fearing they will be taken less seriously as academics if they request such latitudes. Particularly at research universities, there is pressure to publish productively without interruption.

At IUB, academic mothers have several options if they want time away from work responsibilities to deliver and care for newborns. They may request sick leave, or pregnancy leave which falls under the category of sick leave, for a period of up to six weeks. The length of such a leave may be extended by up to nine additional weeks in cases of medical necessity. Of the 12 assistant professors who took sick leave between August 1996 and November 2001, 11 were female and one was male. None of these faculty used their leaves to stop the tenure clock, though they could have opted to do so. The data do not indicate why the sick leaves were requested – whether for pregnancy and childbirth, or for illness – but the fact that 11 of 12 sick leaves were taken by women indicates the possibility that pregnancy could be the reason [Figures 17 and 18]. Similarly, among the IUB faculty as a whole, women took over 73 percent of sick leaves [Figure 19]. Again, the data do not indicate if women are using sick leave for pregnancy and childbirth recovery, though this could explain their higher rate of taking sick leave. The consolidation of pregnancy leave under the category of sick leave obscures its rate of use and turns pregnancy and new motherhood responsibilities into an illness rather than a family-work life issue.

It is possible that women are timing their pregnancies to coincide with summer breaks, sabbaticals, or other absences from campus rather than taking leaves. If so, they are taking advantage of much-needed schedule flexibility but may be jeopardizing their research activities during these times when they might otherwise be highly productive. Collecting data on how academic women at IUB juggle childbirth, new parenting, and work is important to support development of family-friendly policies here.

In terms of child rearing, women faculty at IUB took over 71 percent of family leaves with partial pay between 1996 and 2001 [Figure 19]. The purposes for which women took the family leave are not indicated in the data (see Figure 20 for a description of possible reasons). No data are provided about whether family leave was used to stop the tenure clock, though IUB allows stopping the tenure clock (through individual negotiation with the department chair) when family leave is taken.

The availability of childcare affects women's ability to juggle the roles of wife, mother, and faculty member. Even in most two-parent families, women are still the primary care-givers for young children. Single mothers who work simply must have reliable child care. The lack of available and affordable child care has impeded the educational access, progress and attainment of women. Although statistics on the status of IUB day care indicate that the availability of enrollment slots and the cost of day care is reasonable in comparison to other Big Ten institutions, there remains a critical need for infant and toddler care. In the Fall 2001, there were over 100 names on the waiting list for infant and toddler care.

More detailed data collection is necessary to draw conclusions about how women faculty at IUB are managing their family responsibilities and academic work. Undertaking such data collection is particularly relevant in light of the AAUP's recent approval of a statement of principles presented by the Association's Committee on the Status of Women in the Academic Profession. The "Statement of Principles on Family Responsibilities and Academic Work," specifically addresses the dilemma faced by junior faculty members whose pre-tenure years coincide (by the laws of biology) with a time when they might become new parents. The new policy builds on existing association recommendations, which acknowledge that time taken off for pregnancy and birth should not be included in the seven-year pre-tenure probationary period. The new policy statement recommends

that faculty who are the primary (or co-equal) caretakers of newborn or newly adopted children be permitted to "stop the tenure clock" for up to two years (one year per new child), even if they continue working full time during that period. The AAUP statement recognizes that caregivers may have reasons for wanting to continue working rather than taking an unpaid leave, yet also acknowledges that decreased productivity by new parents can be a career liability.

IU should institutionalize the option to stop the tenure clock for childrearing. Until this is an explicit policy, stopping the clock rests on individually negotiated agreement or informal practice. This is clearly problematic and has been recognized as such and remedied by such Big Ten institutions as the Universities of Michigan and Wisconsin and Penn State University.[4] Written employment policies designed to support the raising of children should not create a separate "mommy track" that may stigmatize faculty members. IUB should ensure that faculty members are not penalized in any way for requesting and receiving pregnancy or family leaves. More family-friendly policies are currently under consideration by the IUB campus; our findings suggest that we should pursue the development of policies that will enable faculty to better accommodate both their family responsibilities and their academic work.

As budgets shrink, institutions that are family-friendly are most likely to attract and retain high quality faculty. A set of family-friendly policies is under consideration by the IUB Chancellor. Recommendations include implementing a dual career hiring program, adopting a broad definition of “family,” adopting the AAUP recommendation that FMLA leave be paid at 100%, investigating ways to provide elder care (and other family care) on campus, and a host of other initiatives to make IUB a better employer and more attractive in the academic marketplace.

Transforming the academic workplace into one that supports family life requires not only supportive policies, but also changes in academic culture. However, because institutional policies may be easier to implement than changes in institutional culture, and indeed may provide a platform for influencing such culture, IUB should review its policies and monitor their actual use over time to guarantee that every faculty member—regardless of gender—has a genuine opportunity to benefit from policies encouraging the integration of work and family responsibilities. The University should aim to create an academic community in which all members are treated equitably, families are supported, and family-care concerns are regarded as legitimate and important.

Recommendations:

- Collect and analyze data on faculty leave-taking patterns to determine how women faculty at IUB are managing their family responsibilities and academic work. Disaggregate pregnancy leave from sick leave to track its use. Monitor leave, tenure-clock staying, and reduced hours arrangements for new biological or adoptive parents and those responsible

[4] Within the Big Ten, the University of Michigan automatically stops the tenure clock upon faculty request for up to one year for child rearing. Pennsylvania State University’s policy provides that a "staying of the provisional tenure period should not penalize or adversely affect the faculty member in the tenure review." The University of Wisconsin policy provides that if "the faculty member has been in probationary status for more than seven years, the faculty member shall be evaluated as if he or she had been in probationary status for seven years, not longer." A growing number of institutions of higher learning provide policies that extend the pre-tenure clock without requiring the faculty member to be on leave (AAUP’s *Statement of Principles on Family Responsibilities and Academic Wor*k).

for elder care. Determine if faculty are seeking to avoid potential problems over child-bearing by giving birth during the summer.

- Institutionalize the option to stop the tenure clock for childrearing.

- Establish a culture where leave, tenure-clock staying, and reduced hours for caregivers is an accepted norm. Provide prospective or new parents with easily accessible information on Indiana University policies and practices. Monitor the perceived work/family climate across the University on a regular basis. Promote and advertise existing policies around dual-career opportunities, parenting, elder care, and family and medical leave.[6]

- Appoint an ombudsperson to assist in negotiations for parental leave and reduced workload, as well as to help coordinate opportunities for dual-career couples.

- Create a centralized pool of funds to pay for teaching replacements when family leave is taken, so that this burden does not rest on the department and on individual faculty colleagues.

- Use established benchmarks and "best practices" profiles. Penn State recently published the results of its Faculty and Family Project, and the Universities of Michigan and Wisconsin provide models for consideration.

- Consult the College and University Work/Family Association, an organization that provides leadership in facilitating the integration of work and study with family/personal life at institutions of higher learning.

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[6] According to the National Academy on Aging, 72.5 percent of all informal caregivers are women. See Amy Varner and Robert Drago, "The Changing Face of Care: The Elderly" (2000), <http://lsir.la.psu.edu/workfam/faculty&families.htm>. Accordingly, career advancement may be jeopardized by such caregiving responsibilities, including the continued advancement of women faculty. See M. M. Robinson, B. L. Yegidis, and J. Fun, *Faculty in the Middle: The Effects of Family Caregiving in Universities,* Wellesley College Center for Research on Women, Working Paper 296 (Wellesley, MA, 1999). Elder-care responsibilities appear to fall most heavily on tenured professors, especially tenured women faculty. Thirty-seven percent of employees who assume elder-care responsibilities are fifty or older. See James T. Bond, Ellen Galinksy, and Jennifer E. Swanberg, *1997 National Study of the Changing Workforce* (New York: Families and Work Institute, 1997).

Institutional Climate

At many institutions, a non-supportive institutional climate, both at the departmental and university levels, continues to be a critical issue for women. For this reason, institutional climate at IUB was studied during 2000-2001 using quantitative and qualitative methods. A climate survey was administered to 1,952 people, including 69 faculty. In addition, interviews of 20 faculty were conducted. Women and men faculty participated in the both the survey and the interviews. [Note: for survey and interview methods, see Section One and Appendices C and D]. Highlights of the survey and interviews are described below. Combined with findings from the Spring 2000 Survey on Academic Civility at Indiana University, a picture of the climate for women faculty emerges.

The Climate Survey

- Among faculty respondents, 44.7% disagreed with the statement "The College/University thoroughly addresses campus issues related to gender or sexism." Faculty were more likely to hold this view than staff and students.

- Among faculty respondents, 43.7% disagreed with the statement "The College/University thoroughly addresses campus issues related to age or ageism." An additional 50% of faculty were uncertain about IUB's efforts in this area, leaving only 6.3% who agreed that the University is addressing such issues thoroughly. Women were much more uncertain than men that IUB is addressing ageism.

- Nearly one third (31.9%) of faculty reported experiencing harassment on this campus, with women faculty indicating they experienced more harassment than men. (Harassment was defined as "any conduct that has interfered unreasonably with your ability to work or learn on this campus.") Faculty attributed over half of such harassment to gender.

- Over twenty-eight percent of faculty had observed conduct in the classroom that created an offensive, hostile, or intimidating environment. There was no significant difference in responses between women and men.

The Academic Incivility Survey

In Spring 2000, a Survey on Academic Incivility was conducted by the IU Center for Survey Research for the Offices of the Dean of Students and the Dean of Faculties at IU- Bloomington. Analysis was conducted by the Bloomington Faculty Council. Findings indicated that women were more likely to regard certain classroom behaviors as uncivil and reported experiencing classroom incivilities more frequently than men. They were also more likely than men to respond to classroom incivilities and to report that their actions were effective in ameliorating the negative behaviors. The differences between women's and men's perceptions and experiences of uncivil classroom behaviors was most pronounced when older men (40 and over) and younger women (39 and under) were compared. These findings indicate that classroom climate can be more problematic for women, especially younger women faculty and AI's.

Faculty Interviews

Some key themes emerged from interviews conducted in Spring 2001 with 20 faculty members. Both women and men faculty respondents voiced many positive comments about their careers here at Indiana University Bloomington: their love of teaching; the freedom to pursue a research agenda of their own choosing; the support of a dean, chair, and/or colleagues; and wonderful campus libraries. Women also recognized the value that networks of women provide in supporting their professional endeavors. In turn, they advise, support, and mentor women graduate students, some of whom struggle to balance marriage and family commitments with their careers.

Women also shared the following negative perceptions of their working lives at Indiana University: a chilly climate for women; a male-dominated institutional culture; a disproportionately male administration; the under-representation of women in their departments; work-family issues; and the difficulty of creating a balanced personal and professional life. These issues are elaborated below.

Chilly Climate:
Many of the comments about a chilly climate are grounded in women's under-representation in their departments, on committees, and among the academic administration. Some women report they have received different treatment because they are female. "In my department, the expectations of junior men and women are subtly but significantly different," said one woman. Another commented, "I have been on committees where I'm the only woman. And I definitely feel that some of the men don't know what to do with me." A third woman described a combination of personal and professional attacks against her by fellow faculty: "As soon as I became chair, I began to realize how much antagonism there was to a woman chair. Not that chairs have very much power at all, but they're perceived as having power and that, I think, was quite difficult for some of my male colleagues to deal with . . . As soon as I stopped being chair, everything was fine again." Speaking about the academic administrative ranks, a woman noted "I think there's been some progress, but I just think that there are some administrators who have not been friendly to women period. . . . I've been around here a long time, and I can think of one instance I know of in which a senior female administrator was basically blamed for something a couple of her male colleagues had done, and I thought, treated in a way that was absolutely scandalous."

Male-dominated Culture:
Some women mentioned they felt the need to fit into an established male culture. These women have negotiated their work lives by assuming what they consider to be a male model of success and by minimizing their differences as females. "I basically tried to blend in as much as I could because I didn't want to be different," said one woman. Another commented "I was denied my femaleness." A third is convinced her field is "a fairly male profession in many ways."

Disproportionately Male Administration:
Some women noted the importance of having a more proportional representation of women among IUB's academic administrators. Until IUB has women administrators equal to their representation within the population, "we're not going to have an institution that doesn't have gender bias," said one woman. Another commented on the lack of opportunity to assume responsibility: "Within the school I feel that access to administrative positions has been limited, over about 18 years I've been here, for women. So that's a type of opportunity I think that's not been available. It's becoming

more available, too, as I get older. But it really hasn't been generally available until recently." Conscious effort will be required to recruit women into academic administration because, as one woman noted, "those in positions of power have among other things often a lot of power to say who's going to succeed them." Of Chancellor Sharon Brehm's recent arrival, one noted "it will be interesting to see what having a woman chancellor will mean to this campus in terms of a higher degree of collegiality, being willing to thank people, and promoting women to the high level positions."

Under-representation of Women in Departments:
Several women had the experience of being the first woman hired in a department. In many instances, this is no longer the case; however, their experiences as new faculty clearly were shaped by this situation. A strange combination of isolation and over-commitment to departmental service often resulted, with women being overtaxed because of their gender. One woman reported, "I succeeded in large part in spite of many of the faculty members of this school. . . . There were points where I was the only woman out of 50 [faculty members] in the school. . . . When you're the only woman you're put on every damn committee that exists. Every job candidate has to see you just to prove there [are] women in the school." Other women remarked that they were supposed to represent the "women's opinion" on issues. One said, "I was under a microscope . . . In those days my colleagues would say, what do women think about this? And what's the women's point of view on this?" Though these experiences are becoming less common today with the women's increased mobility and presence in the work force, the situation has not improved markedly in some heavily male departments. Women may still experience difficult work environments as a result of their under-representation.

Work-Family Issues:
Women faculty commonly reported the difficulty of balancing an academic career with raising children. In particular, single parents or parents with children who had long-term health issues faced formidable struggles to balance their dual commitments. Beyond the typical challenges inherent in fulfilling two demanding roles that are described by working women nationwide, IUB women faculty with children reported discouraging or negative responses from their fellow faculty in response to their status as parents. One woman described losing her status in her department and being relegated to its periphery. In some cases, other female faculty were particularly problematic: "I still have . . . mostly women colleagues who have raised rather arched comments about my commitment to my family," said one faculty member. Another concurred. "There are some women out there who were even worse than the men." Several women thought IUB could be more accommodating in ways that would allow parents of young children to combine work with their parental commitments. "I think things ought to be a little more flexible in terms of maternity leaves and unpaid leaves," commented one faculty member.

Difficulties of Balancing Personal and Professional Life:
Even for faculty without children, multiple priorities dominate the life of an academic. In the words of one faculty member in this study, "academic life can be all-consuming." Juggling the triad of teaching, research, and service is a source of stress for some faculty. "There's no end to the job. You could do that job every minute and still feel dissatisfied that you haven't put in enough," reflected one woman. While this phenomenon certainly is not unique to academia, nor to only women, the perceived lack of time has particular implications for women who are raising children or are considering starting a family.

What IUB women faculty said in our interviews:

Question: Looking back over your career at IU would you say that being a female has ever made a difference on how you were treated or evaluated?

- "Oh yes, oh yes. . . . The tenure case."
- "Yeah, I think my salary ran behind all the time because I was a woman."
- "Sure it has. I think especially early on some of my older male colleagues had a little difficulty getting used to me because they didn't have female colleagues."
- "Yes I do."
- "In my tenure case, absolutely. . . . I received tenure and I actually got an apology from the dean."
- "There's differential treatment of a subtle and sometimes not so subtle kind, a low level differential treatment that I'm sure the people who engage in it do not see it as based on gender in anyway. Some of it is very subtle and has to do with . . . what I call, for lack of a better term, departmental culture. . . . It's interesting to think about what it would take to actually deal with some of these really kind of entrenched departmental cultures."
- "I can say yes. . . . To be candid, we have some men who don't understand or feel uncomfortable having colleagues who are women."
- "Of course. Every time I applied for a higher level administrative position, I'm sure that was part of it."
- "Oh, yeah. . . . I don't think you want this on the tape. . . . Would you turn it off?"

What IUB men faculty said in our interviews:

Question: Looking back over your career at IU would you say that being a male has ever made a difference on how you were treated or evaluated?

- "I'm really not particularly aware of the fact that I am male has advanced me. I'm not aware of that bias."
- "I'm not sure about that, it's possible. If it's happened, I've not been acutely aware of that. I've had male friends who have been in positions of authority and they have treated me well."

Recommendations:

- Monitor climate issues by conducting periodic gender equity audits, such as the one developed by the AAUP's Committee W.

- When appropriate, adopt "best practices" to strengthen policies and improve institutional climate for all faculty.

- Create opportunities for women and men faculty to discuss ways to enhance collegiality and communication, and to avoid behavior that is interpreted as marginalizing or devaluing women faculty and their contributions.

B. Students

Rationale for the Study

The need to examine the status of women students at IUB parallels the efforts nationally to assess and improve the situation for women on campus. The committee charged with assessing the status of women students at IUB was interested in examining the experience of women students here as reflected by quantifiable institutional data, perceptions of the climate for women on campus, and reports from women students about their experiences.

Consistent with the aims outlined in the faculty section of this report, the goal for assessing the status of women students is to focus institutional attention on the conditions for students on campus. In doing so, we try to illuminate both what is being done well and areas that need improvement in order for women students to take full advantage of their educational opportunities.

Across the Nation

The National Center for Education Statistics (NCES) report, *Trends in Educational Equity of Girls and Women* (Bae, Choy, Geddes, Sable & Snyder, 2000) concludes that women are more likely than their male peers to hold high educational aspirations, to enroll in college, and to persist to degree attainment. In fact, since the 1980s, women's enrollment in higher education has surpassed that of men. The recent NCES (2001) report on student enrollment in postsecondary education indicated that enrollment increased by 11 percent between 1988 and 1998, from 13.1 million to 14.5 million. Much of this growth was in female enrollment. Between 1988 and 1998, the number of men enrolled rose 6 percent, while the number of women increased by 16 percent. In addition, since 1984, the number of women in graduate schools has exceeded the number of men. Between 1988 and 1998, the number of male full-time graduate students increased by 17 percent, compared to 60 percent for full-time women (National Center for Education Statistics, 2001). Among part-time graduate students, the number of men decreased by 1 percent compared to a 15 percent increase for women. However, men still outnumber women in the attainment of first professional degrees and Ph.D.s, and these differences remain significant in projected figures to 2010.

Although the NCES data are compelling indicators of women's educational progress, the issue of gender equity in higher education is far more complex than the NCES data imply. Since the 1982 publication of a report asserting the existence of a "chilly climate" for female undergraduates on coeducational campuses (Hall & Sandler, 1982; Sandler, 1986; Sandler, Silverberg & Hall, 1996) researchers have been concerned about the quality of women students' educational experience. Studies undertaken to determine the nature and pervasiveness of perceived chilly climate have found that climates of large numbers of postsecondary institutions may not be conducive to, or supportive of, women students' learning (Pascarella et al., 1997; Whitt, Edison, Pascarella, Nora & Terenzini, 1999). However, researchers note the merit of institutional self-study on the impact of college environments on outcomes for women (Whitt, Edison, Pascarella, Nora & Terenzini, 1999).

Women have been the majority population in higher education since 1980. Yet despite gains in representation, the campus climate continues to be described as chilly for women. A full investigation of gender equity in higher education – and at Indiana University, Bloomington - requires the examination of enrollment and degree attainment and other indicators of status in conjunction with an exploration of the women's qualitative experiences in the academy.

Students at IUB

The following issues are addressed for the IUB campus:

- Enrollment
- Retention
- Degree Completion
- Scholarships and Financial Assistance
- Intercollegiate Athletics
- Academic and Classroom Climate
    - Gateway Courses and Gender
    - Student and Faculty Ratios by Discipline or School
- Quality of Campus Life for Women Students
    - Perceptions of the Campus Climate
    - Climate for Women of Color
    - Childcare
    - Campus Safety
    - Leadership Opportunities

Enrollment

Clear progress has been made in the proportion of women pursuing undergraduate, graduate and professional degrees. Consistent with national trends, the number of women students enrolled at IUB has slightly outnumbered male students since the 1982-83 academic year. In Fall 2001, women students constituted 54.6% of the student body. Women graduate students represent 49.6% of all graduate students. This approximates the record high set at IUB last year of 50.3%.

<u>Undergraduate Enrollment</u>

National attention has been focused on the fact that women outnumber men on colleges and universities across the US. Small liberal arts schools, particularly those without intercollegiate sports programs, have seen the greatest gender imbalance. IUB's imbalance at 46.4% male, is relatively moderate.

The largest proportion of all undergraduate women at IUB – 24.7% - are enrolled in the College of Arts and Sciences (COAS). Undergraduate women constitute 57.1% of the undergraduate population in COAS. In the School of Education women far outnumber men, constituting 76.8% of all Education undergraduates. In contrast, undergraduate women represent only 36.2% of all

undergraduate students enrolled in the Kelley School of Business. These three schools account for about 75% of IUB's female enrollment. The remaining 25% are enrolled in the other eight schools. The greatest gender differences in enrollment are in the Kelley School of Business and School of Informatics where women are outnumbered by men by nearly two to one. Women students are twice as likely as men to enroll in majors in Education, Journalism, Nursing, Optometry, or Social Work. In the five other schools, roughly equal proportions of men and women are enrolled [Figure 21].

The distribution of women students among undergraduate schools differs between women of color and white women. Analyses of the expected distribution of women in undergraduate schools (based on the percentage of women in the IUB population) based on Fall 2001 data indicated that women of color were making enrollment decisions that resulted in being disproportionately over or underrepresented in one or more schools. Women of color were significantly underrepresented in the Kelley School of Business. In other words, the proportion of women of color enrolled in the Kelley School of Business is lower than expected based on the proportion of women of color in the undergraduate population at IUB. Within the disaggregated category of women of color, more Asian American women than statistically expected were enrolled in the School of Music. An even more pronounced enrollment distribution was found among white women. White women were more likely than women of color to avoid enrolling in the Kelley School of Business and more likely to enroll in the Schools of Education, Nursing, and Journalism. White women, unlike women of color, were moderately underrepresented in the School of Music.

Further examination of women students' enrollment decisions at the level of choice of major reflects gendered patterns of enrollment. Within COAS, where women students accounted for 57.1% of the student population in 2001, women were statistically overrepresented in the major categories of humanities and social science majors, and underrepresented in interdisciplinary majors and physical sciences (geological sciences, chemistry, biochemistry, astronomy, physics, mathematics, and computer science). Women were substantially underrepresented (29.7%) in the physical sciences [Figure 22]. Within the Kelley School of Business, where women students account for only 36.2% of the undergraduate population, women are statistically overrepresented in marketing and underrepresented in finance and computer information systems. These findings reflect national statistics which continue to show splits along gender lines in the choice of undergraduate major (Postsecondary Institutions in the United States, 2001).

Choice of major among women of color varied somewhat from white women. Although the distribution of women of color in COAS revealed no differences in women's enrollment in various majors based on their proportion in the College, women of color in the Kelley School of Business were underrepresented in Finance. However, a comparison of expected versus observed distribution patterns for women of color at the level of college major is difficult to interpret since the numbers of women enrolled are so small.

Graduate Enrollment

Women students constitute 49.6% of IUB's graduate enrollments. Fall 2001 enrollment data indicate that the highest proportion of women enrolled in the School of Education. Women represented 69.7% of the graduate students in Education. The School of Library and Information Sciences and the School of Public and Environmental Affairs, had the next highest proportion of

women at 66.2%, and 58.1% respectively. Women represented 50.2% of the students in the Graduate School (in departments associated with the College of Arts and Sciences and Journalism). In all other schools, the percentage of women by school hovers near 50% except the School of Informatics and Business where women constitute 33.3% and 23.1% respectively [Figure 23].

According to national data, women graduate students are greatly underrepresented in the physical sciences, engineering, and business, while they predominate only in education, psychology, health professions, and allied health professions (National Center for Education Statistics, 2001). IUB's data on graduate women in these fields mirrors national education statistics on women's enrollment at the graduate level. Graduate women at IUB are underrepresented in almost all majors in the Kelley School of Business, in the physical science majors, mathematics, computer science, and economics in the College of Arts and Science, and in a few majors in the School of Music and SPEA [Figure 24]. Table 3 below highlights majors where women are most seriously underrepresented (where women are below 35 percent of the population in majors with at least 20 graduate students).

Table 3: Partial list of Graduate Majors at IUB with <u>less</u> than 35% Women Graduate Students*

Business – Business	22.7%
Business – E-Business MBA	13.6%
Business – Finance	17.4%
Business – Marketing MBA	27.5%
Business – New Ventures- MBA	9.1%
Business – Strt Mgmt Cons – MBA	23.9%
COAS – Chemistry	32.8%
COAS – Computer Science	27.9%
COAS – Economics	30.5%
COAS – Mathematics	27.7%
COAS – Philosophy	19.6%
COAS – Physics	18.1%
COAS – Political Science	26.8%
HPER – Athlt Adm/Sprt Mgmt	25%
MUS – Composition	13.3%
MUS – Music Theory	25%

* see Figure 24 in Appendix F for a complete list of graduate students by gender and graduate major

<u>Returning Student Enrollment</u>

The returning student population (students age 25 and over) at IUB was also examined as an important student population. According to the 2000 Digest of Educational Statistics, despite declines in the traditional college-age population during the 1980s and early 1990s, total college enrollments have recently increased because of the high enrollment rate of new high school graduates and older women. Between 1990 and 1998, the number of returning students attending

full-time increased by 10 percent compared to no increase in those attending part-time. The increase in the number of non-traditional age women returning to higher education as full-time students has risen at a variety of institutional types but large, research, residential Universities have not necessarily been the site for these gains. IUB's returning student enrollments have remained steady at around 1,000 students over the last few years. Women returning student enrollments have been slightly less than 50% of this population [see Table 4].

Table 4: Returning Student population (students age 25 and over) at IUB*

	Women	Men	TOTAL
Fall 1999	626	778	1404
Fall 2000	478	621	1099
Spring 2000	658	844	1502
Fall 2001	506	553	1059

*data source: Office for Returning Student Services & Outreach (February, 2002)

Recommendations:

The fact the women are the majority of undergraduate students and are close to parity in graduate education suggests that great strides have been made in increasing women's access to and enrollment in higher education. However, an examination of women's participation in schools and majors suggests deep-rooted gender segregation in choice of discipline and major. We do not yet have empirical evidence that explains the causes for this gender-segregation at IUB. We do not know whether students' choices for majors and graduate study are based only on personal preferences or whether they are influenced by advisors, by perceptions that women are unwelcome, or by other reasons.

- Determine whether female and male students are advised away from undergraduate majors that are deemed gender-inappropriate by advisors and faculty.

- Increase efforts to expand women's participation in majors and schools where they are underrepresented.

Retention

The 2000 IUB retention report (Office of Institutional Research, 1st to 3rd Semester Cohort Retention at IU-Bloomington: 1996 to 1998 Cohorts and 10 year Overview), which described the trends in retention on the Bloomington campus, indicated an 84% retention rate for full-time first year students. The highest retention rates were found among nonresidents and males. First year student retention data by gender indicated that male students were retained at higher rates than females each year between 1988 and 1998. First generation students were the most likely population to drop out of school. Since 1995 the campus has successfully increased retention among Latinos and African Americans. Asians and whites continued to be retained at higher rates but the gap among all groups has decreased.

These data suggest that the populations at higher risk of attrition are first year, first generation, in-state, students with higher levels of unmet financial need. Considering gender, female students from rural areas appear to be at greater risk of attrition.

Degree Completion

At a national level, the total number of bachelor's degrees conferred increased slowly during the early 1980s and more rapidly towards the end of that decade, especially for women. Between 1986-87 and 1996-97, the number of bachelor's degrees awarded to men increased by 8 percent, while those awarded to women rose by 28 percent (Postsecondary Education Opportunity, 1996). However, despite this rise, the report concludes that men are still more likely than women to complete an undergraduate degree by age 25 to 29 years. According to a recent report issued by the U.S. Department of Education, women earned 57% of the bachelors degrees and 58% of master's degrees, but only 44% of doctorates and 45% of professional degrees were awarded to women in 1999-2000 (Postsecondary Institutions in the United States, 2001).

IUB data indicate that women's degree completion rates since 1991 have remained steady at about 54% [Figure 25]. In June 2001, women comprised 54.4% of the bachelor degree recipients. National data indicates that women receive the most bachelor's degrees in elementary teacher education, English, nursing, sociology and psychology and they earn the fewest degrees in the fields of computer and information sciences, physical sciences, agricultural business, architecture, engineering, and business (Postsecondary Institutions in the United States, 2001). Consistent with national data, women student degree recipients at IUB were well represented in traditionally female dominated fields earning a clear majority of the Bachelors of Arts and Fine Arts degrees in the College of Arts and Sciences, and the Bachelors of Science in Education. Although nationally the percentage of women receiving degrees in traditionally male dominated fields of mathematics and science has steadily increased (Postsecondary Institutions in the United States, 2001), women students at IUB remain the minority in terms of degrees received in biochemistry, chemistry, physics, geological sciences, mathematics and computer science at the undergraduate level [Figure 25]. The percentage of female degree holders over the last ten years remained the same or increased in astronomy/astrophysics, biology, microbiology and physics and decreased in biochemistry, chemistry, computer science, geological sciences, and mathematics. The greatest drops occurred in computer science (from a high of 29.4% in 1991 to 10.7% in 2001) and in mathematics (from a high of 46.7% in 1991 to 11.8% in 2001). The percentage of women who earned B.S. degrees in Business remained around 38% between 1991 and 2001.

Although national data on degree completion rates indicate that women students earn more bachelors degrees than do men, the IUB data emphasizes the inequity between men and women in terms of the degrees earned in traditionally male dominated fields of business, science, mathematics and computer science.

In June 2001, women comprised 47.7% of the graduate/professional degree recipients [Figure 26]. A review of graduate degree recipient data since 1991 indicates increased equity across all degree fields. National data on master's degrees, doctoral degrees, and professional degrees earned by women indicate that women are overrepresented at the master's level in education and social work, and underrepresented in business, engineering, computer and information sciences, and

physical sciences (Postsecondary Institutions in the United States, 2001). Doctoral degrees conferred on women in the areas of computer and information sciences, engineering, mathematics, physical sciences were all at or below 25% (Postsecondary Institutions in the United States, 2001). While progress has been made at IUB in the number of women Ph.D.s in the Graduate School and in master's degrees earned in SPEA, the proportion of women earning Master of Science degrees in the Graduate School (29% in 2001) and J.D. degrees in the School of Law (32.7% in 2001), and MBAs in the Kelley School of Business (28% in 2001) remain low [Figure 26] and are actually below national averages.

Recommendations:

Although both national and institutional data indicate clear progress in the number of degrees conferred to women, inequities remain in specific fields of study. Of course, the program of study of degrees conferred corresponds to the information detailed earlier regarding gender segregation across majors. Women remain overrepresented in traditional fields of study including education, English and social sciences, and underrepresented in science, mathematics, computer and information sciences, and business. The imbalance is only heightened through master's, doctoral and professional education. In addition, given IUB's mission to serve the students of the state of Indiana, retention data that raises questions about the persistence rates for first generation and rural women are particularly salient.

- Provide expanded support for women at the graduate levels to enhance completion of degrees.

- Develop innovative programs designed to increase the number of women - at all educational levels - in the fields where their participation is the lowest: business, computer and information science, mathematics and physical sciences.

- Determine the barriers to retention of first generation and rural women, and offer programs that will remove or redress these barriers.

Scholarships and Financial Assistance

Equity of opportunity can be influenced by the level of financial assistance provided through need and merit based aid programs. Financial aid plays a critical role in student recruitment and retention (Hossler, Bean & Associates, 1990; St. John, 2000). The relationship between a student's aid status and enrollment or retention is mitigated by unmet need (all need remaining after all aid except parent loans) in that those students with remaining need at the start of their college career have the lowest retention rate (St. John & Starkey, 1995). According to St. John (2000), the inadequacy of financial aid influences virtually all aspects of college life.

Funds to graduate students are equally important as they not only support students during their graduate education but awards in the form of associate instructor positions, graduate assistantships, and research associates, provide students with experience essential to their professional development.

A Spring 2001 analysis of financial assistance data, which included institutionally awarded aid and excluded consideration of external awards, indicated some gender disparity, with more need-based aid initially awarded to men. This difference in the mean amount of aid to men and women is surprising since no financial assistance packages consider gender in the awarding of aid. Among undergraduate awards, this difference has been attributed to the fact that high aid was awarded to a large number of undergraduate male athletes and men were awarded more merit aid because they outperformed women on the SAT and thus tipped the merit aid awards in their favor. Graduate student aid differences were the result of differences in the size of graduate stipends awarded between departments/schools. Other explanations, including the haphazard awarding of graduate stipends, and that undergraduate men presented greater financial need, were explored but were not supported by the data.

Undergraduate Student Aid

A number of hypotheses were explored to explain the differences between undergraduate men and women's financial aid awards. It was determined that athletic scholarship awards explain part of the bias toward men. A calculation of the mean aid package for women and men in the Spring of 2000 showed a $400 difference. The mean aid packages for women and men were calculated again with all athletic aid removed and the mean difference in aid packages was reduced by $90 to approximately $310. Although partial or full athletic scholarship amounts are the same for men and women, the large number of non-resident scholarships on the football team served to skew the mean aid package slightly in favor of men. It is presumed that this kind of differential carried over to the Fall of 2001. Athletic Aid was ignored in all subsequent reviews of financial aid on the grounds that these monies are not based on academic merit and do not come from general scholarship funds.

When no difference was found between men and women student's level of financial need, merit aid was examined for bias. Institutional money awarded to students is of interest because institutional values are expressed in this activity. Gift aid can be awarded to meet, fully or partially, student need and it can be awarded regardless of need as an inducement to attract and retain capable students. There are thirty-four different accounts for gift aid, most of which reveal minimal to no differences between women and men.

Among seven high profile Gift Aid Funds (Faculty Awards, Kelley Scholarships, Wells Scholarships, Music Faculty Scholarships, Honors - endowed and unrestricted accounts, and MAPS Scholarships) there is no general pattern of preference for women or men. Depending upon the type of gift, women sometimes receive more gift aid while men do in other cases. If all thirty-four funds were examined, the results for the Fall 2001 freshman cohort reveal a net difference of $242 more dollars for men ($201 for non-residents and $41 for residents) [see Table 5]. An analysis of the Fall 2000 freshman cohort revealed a similar pattern in which the mean difference in gift aid was $231 in favor of men. The difference in aid amount between men and women is the result of aid criteria.

Table 5: Summary of Fall 2001 Freshman Cohort Gift Aid				
	Non-resident Women	Non-resident Men	Resident Women	Resident Men
Summary of thirty-four funds	$2,134	$2,335	$678	$719

When gender-blind criteria are applied to students, while the women present just slightly better mean high school rank based on their high school graduation, the men score substantially higher on their combined SAT scores. In some of the gender-blind merit-based awards, SAT scores are valued more highly than other measures of performance. Table 6 below summarizes the differences in rank and SAT outcomes among women and men.

Table 6: Class Rank Percentiles and Combined SAT Scores of Fall 2001 Freshmen				
	Non-resident Women	Non-resident Men	Resident Women	Resident Men
Mean Class Rank	71.70	68.59	76.53	72.15
Mean Combined SAT	1125	1180	1052	1110
Class Rank Percentiles and Combined SAT Scores of Fall 2000 Freshmen				
Mean Class Rank	72.73	68.72	76.81	72.06
Mean Combined SAT	1123	1169	1056	1111

In a gender-blind gift-aid, environment, women are awarded more dollars consistent with their proportion in the undergraduate population at IUB. Men have slightly higher mean awards based on their SAT performance. In other words, in giving merit-based aid, more men receive awards because a higher value is placed on SAT scores as a measure of merit.

The use of the SAT in determining merit-aid is not without controversy. Although the SAT is promoted as a fair and objective assessment (SAT and Gender Differences, 1998), SAT scores continue to be significantly higher for males than for females, even though females leave high school with higher grade point averages (Childs, 1990). In addition, tests like the SAT consistently underpredict the academic performance of females. This score difference between men and women indicates gender bias. Kessel & Linn (1996) document the impacts of the SAT's gender bias and analyze its most likely causes (e.g., the number and rigor of math courses completed by females in high school, and the format of the SAT). Summarizing more than a dozen studies, they conclude that young women typically earn the same or higher grades as their male counterparts in college math and science courses despite having SAT-Math scores 30-50 points lower. However, as a result of lower SAT-Math scores, women lose out on college admissions scholarships, placement into advanced courses, prestige, and career opportunities. One fair option adopted by some schools is to make standardized test scores optional, and to use alternative forms of assessment including portfolios and projects.

Graduate Student Aid

Graduate and professional women students at IUB received a variety of forms of financial assistance in the form of assistantships, scholarships and fellowships, and loans and grants.

Important populations of graduate students are those selected to work for the University as associate instructors, graduate assistants, faculty assistants, research associates, and graduate students selected to serve as advisors to undergraduates. Many of these graduate students are appointed to their positions on a full time equivalent (FTE) basis of at least 37.5%. Any student employed at 37.5%, or higher, qualifies for University provided health insurance. These appointments range from a low of 37.5% to a high of 75% FTE although very few students are employed for more than 50% FTE. Because most such appointments are made at 37.5% or 50% FTE, stipends were examined for each of four appointments:

1. 37.5% for the Fall Semester*
2. 37.5% for the Fall and Spring Semesters
3. 50% for the Fall Semester*
4. 50% for the Fall and Spring Semesters

*Some departments appoint students for the Fall Semester and then re-appoint them for the Spring Semester again. Other departments/schools avoid the paper work attendant to making two appointments and appoint a student once for the academic year (or calendar year in the case of some research associates).

The summary of all stipends based on October, 2001 data (after the October 1 deadline for making graduate appointments) shows no differences between means at the highest level of differentiation, but at this level, appointments range from 1% FTE to 75% FTE and from an appointment of a few weeks to as long as one year or more [Table 7].

Table 7: A Summary of Stipends based on October 2, 2001 Data

	N of Women	N of Men	Women's Mean Stipend	Men's Mean Stipend	Difference
All appointments of any FTE	1142	1241	$8930	$8937	-$7

A comparison of all 37.5% to 50% FTE appointments shows a difference of $103 between women and men [Table 8].

Table 8: A Summary of Stipends Within the Restricted Appointment Range of 37.5% to 50% FTE: October 15, 2001

Appointments	N of Women	N of Men	Women's Mean Stipend	Men's Mean Stipend	Difference
37.5% -50.0% FTE	1102	1180	$9115	$9218	-$103

No significant difference was noted between these means.

The next level of analysis is summarized in Figure 27 in the appendix. This summary looks at the different ranks in the context of semester-length or year-long appointments.

The graduate enrollment data in Figure 27 shows that graduate student appointments may not necessarily be distributed proportionally to graduate enrollments because schools such as Law,

Optometry, and Library and Information Science have no corresponding undergraduate programs (see Appendix D for additional analyses on financial aid data). Without an undergraduate program, a major source of available graduate level positions is reduced. For purposes of this assessment, it was preferable to base the percent of women and men graduate students on 2,999 women and 3,083 men (the enrollment totals from Figure 27 reduced by the number of Law, Optometry, and Library students). Women then constitute 49.3% of the graduate/professional population instead of 49.6%.

The actual distribution of women and men students within the graduate assistant ranks is shown in Table 9 below.

Table 9: Distribution of Women Graduate Students Appointed to Graduate Assistant Positions Fall, 2001 and 2001-2002

Rank	N of Women	Men & Women in Rank	Percent of Women
IR81	583	1302	44.8%*
AA88	74	205	36.1%*
AA82	248	418	59.3%*
AA81	13	26	50.0%
AA83	11	20	55.0%
All ranks	929	1971	47.1%

* = significant difference between the Observed and Expected values

It was anticipated that 49.3% of graduate student appointments would be assigned to women. The actual percent in Table 9 is 47.1% and it is not clear if that is a result of looking only at appointments made at 37.5% and 50.0%. A Chi Square analysis revealed significant differences between the Observed and Expected frequencies (see Appendix D for additional analyses on financial aid data). Women are underrepresented at the IR81 (Associate Instructor) and AA88 (Research Assistant) ranks and substantially over-represented at the AA82 (Graduate Assistant) rank.

An explanation of the difference lies within each graduate department or school, but there are some data that suggest, in part, what may be happening. Women constitute 23% of the graduate population in Business and 24% of their IR81 population. Clearly, that is proportional, but it does not alter the fact that there are nearly four men to every woman in the Business graduate program. Similarly, Chemistry appointed 20 IR81s for the academic year. Five were women, fourteen were men and one had an undetermined gender. This is quite likely representative of Chemistry's graduate population. Computer Science employed thirty-nine men and twenty-seven women as IR81s. Again, this is likely representative of Computer Science's graduate population. Conversely, however, graduate departments such as English and French are predominantly female in the composition of their graduate classes and in their IR81 appointments. These departments, in turn, counter-balance those units where men predominate. Again, the answer to the less than proportional representation of women in the IR81 rank lies within the details of the departments and are not readily apparent at this level of analysis.

A similar imbalance was evident with the AA88 or research assistant rank, but it is instructive to consider the departments who utilize research assistants heavily. Not surprisingly, departments such as Biology, Geography, Geological Sciences, Medical Sciences, Physics, and Psychology dominate this list. A study of these appointments shows, however, that women are represented here, but many of these departments are numerically dominated by men. The only unit that virtually excluded women appears to be University Information Technology Services (UITS) who appointed eighteen research assistant for the academic year at 50% FTE. Two of them were of undetermined gender, one was a woman, and fifteen were men. (UITS is not an academic department or school).

While an under-representation of women among two ranks is interesting, it is no less interesting to consider why the AA82 (Graduate Assistant) rank is predominately women who hold 59% of the appointments. One contributing factor here appears to be that more units hire graduate assistants than hire associate instructors or research assistants. With academic support and administrative units appointing AA82s, women are over-represented in 2001-02.

Again, answers to over or under-representation of women likely lie with the individual units that are hiring graduate students. Importantly, women appear to be equitably represented among graduate student appointments.

A comparison of pay by rank at the 50% FTE appointment revealed that men are paid more than women [Figure 27]. Table 10 shows that men are the recipients of significantly more pay in the following ranks and appointment types:

Table 10: Synopsis of Critical Data from Figure 27

Rank	Appointment Type	Women's Mean Stipend	Men's Mean Stipend	Difference in Mean Stipend
IR81	Year @ 50% FTE	$10,908	$11,271	-$363
AA88	Year @ 50% FTE	$13,306	$14,807	-$1501
AA82	Year @ 50% FTE	$9,654	$10,666	-$1012

To isolate the source of pay differentials, the appointments were sorted by department and the means for men and women were calculated (see Appendix D for additional analyses on financial aid data). The IR81 differential is based on more men than women being appointed to this rank. Some of these men were in higher paying departments and their collective salaries created higher mean stipends for men. When differences within the same department were observed, they sometimes favored women, they sometimes favored men, and they could be related to prior years of experience. No obvious patterns of appointments that appeared to favor men or discriminate against women were apparent. The AA88 differential of $1,501 was substantial and was the result of lengthier appointments. Among the 39 lengthier appointments, 36 of them occur in Physics and University Information Technology Services (UITS). Within Physics, 22 of 27 AA88 appointments are held by men and within UITS, 15 of 16 AA88 appointments are held by men. The very

substantial difference in AA88 resulted from quite different appointments by two departments who employ primarily men in this student rank. When comparing men and women within departments, and when controlling for the length of appointment, differences in stipends were trivial. Essentially, eight "outliers" among men in the AA82 rank inflated the men's mean and too many women at a very low rate depressed the women's mean.

An examination of the distribution of men and women graduate students between ranks indicates that women are underrepresented within associate instructor and research assistant ranks and over-represented within graduate assistant ranks. In part, women are underrepresented among research assistants because women are underrepresented in some of the graduate departments who make heavy use of this rank. This inequity may seem unavoidable, however, departments may want to consider how the under-utilization of women as research assistants not only affects women graduate students' ability to enter and remain in graduate school but also how a lack of experience in this area makes them less competitive for advanced education and employment. In addition, the lack of female role models in fields where women are underrepresented can also depress the number of undergraduate women in those fields.

Recommendations:

Differences in both graduate student aid and undergraduate gift aid suggest a bias towards men in the awarding of financial aid. Undergraduate difference was based primarily on predictive criteria of class rank and SAT performance within the context of gift aid. Because test results are the basis for scholarship and other decisions that affect students' educational futures, it is critical to be gender fair in how the test results are used. Tests should provide equal opportunities for all students to demonstrate their abilities and knowledge. The graduate student aid difference favoring men was documented to be a function of women's under-representation in certain departments and the result of primarily idiosyncratic behaviors when making some appointments. Questions about hiring practices within Athletics and UITS can be raised. It is certainly feasible that valid reasons exist to explain these units' hiring practices, but there may be merit in asking for a review. Schools and departments showed no particular stipend bias towards either men or women as noted in similar or identical stipends paid to graduate students of either gender.

- Review the hiring practices within Athletics and UITS to understand the imbalance at the graduate assistant level.

- Encourage departments to ensure that their candidate pool for research assistants includes women.

- Examine the relationship of aid awarded to undergraduate men and the retention data indicating that male out-of-state students are retained at a higher rate.

- Consider whether there is gender (or race) bias in the SAT examination and, if so, whether some other accommodation should be made to counter that bias.

Intercollegiate Athletics

The 1972 Title IX mandate for educational equity has increased the proportion of women student-athletes. However, while the proportion of women student-athletes has increased, discrepancies remain in terms of scholarships, resources, coaching salaries and operating expenses.

One test of equal athletic opportunities is the percentage of female athletes compared to the percentage of female undergraduate students. In 2000, 46% of all IUB athletes and 54% of undergraduate students were women. This gap of 8% is down from the 15% gap that held steady for the previous 2 years. Without eliminating men's athletic teams, IUB would have to add more than 100 female athletes to its roster to close this 8% gap. Had IUB not added four women's sports team over the last ten years this gap would have been much wider. However, in a comparison among Big 10 institutions, IUB has one of the more disproportionate differences in terms of women students' participation in athletics.

In addition to inequality in terms of percentage of athletes, more resources per participant are expended on men's athletics than on women's. Data from 1998-99 NCAA Gender Equity Survey (as reported in the *Chronicle of Higher Education*) indicate that more than three times as much money was spent on men's teams ($12,334,905) as on women's ($4,323,594). However, virtually all of these resources are earned by men's sports. More specifically in 1998-99, men's sports teams, in particular the football and basketball teams, earned $16,608,335, while women's teams earned $28,808. In short, the revenue from men's sports supported both men's and women's sports [Figure 28].

Recruiting expenses were more than two times as high for men's teams as for women's. Much of the discrepancy between men and women's percentages of the recruiting budget results from the very large football squad that is recruited annually.

About 60% of athletically related financial aid went to men, 40% to women. This mirrors the proportion of participants by sex.

Title IX does not mandate that coaches of women's and men's teams be paid the same amount. However, nationally the pay for women's coaches still lags behind that of men. This is true at IUB, where the average salary for a men's team head coach is $67,613 while the salary for a women's team head coach is $51,759. A review of the number of head coaches and assistant coaches of men's and women's teams by gender [Table 11] indicates that women's teams at IU are more likely to be coached by men than women, while all men's teams are headed up by male coaches. Furthermore, there are no female assistant coaches for men's teams, while nearly half of the women's teams have male assistant coaches. These numbers reveal that women's teams are predominately coached (head and assistant) by men (13 men and only 12 women coach women's teams) and that female coaches have fewer coaching opportunities available to them.

Table 11. Number of Coaches and Asst. Coaches by Gender at IUB

	Number of Head Coaches – Men's Teams	Number of Head Coaches – Women's Teams	Number of Asst. Coaches – Men's Teams	Number of Asst. Coaches – Women's Teams
Male	11	7	21	6
Female	0	5	0	7

Source: *The Chronicle of Higher Education*, Gender Equity, (2001)

In addition, part of the coaching staff includes athletic trainers. There are currently 11 full-time staff athletic trainers at IUB. Four of these trainers are women. Most trainers are associated with more than one sport, and some are assigned to both the male and female teams of a particular sport. Female trainers are associated with the following teams: one with softball, one with field hockey/crew and cheerleading, one with women's basketball, soccer and men's and women's tennis, and one with women's water polo and women's and men's swimming. Male trainers also work with women's sports: one with volleyball, one with men's and women's golf and football, and one with women's and men's track and field and cross country

A comparison of IUB to other Big Ten Universities indicates that IUB has improved its percentage of female athletes; however, there are institutions that have a higher percentage of women involved in athletics. In addition, IUB is about in the middle for the proportion of women athletes as scholarship recipients and for recruiting expenses for women's sports.

Recommendations:

IUB's improvement in terms of gender equity in intercollegiate athletics is commendable. As mandated by Title IX, it is important to continually monitor athletic programs to ensure that we continue to make progress and do not fall behind.

- Consider hiring more women as head and assistant coaches, and athletic trainers for both men's and women's teams.

Academic and Classroom Climate

<u>Gateway Courses and Gender</u>

Gateway courses, courses taken by large numbers of first year and sophomore students, are considered to be part of the "informal core" for students in and beyond the majors in the units in which the courses are offered. High-enrollment courses in physical science and math have been identified as threatening intellectual environments for women since female students suffer higher attrition rates in these courses than male students (Gainen, 1995).

A comparison of women's participation and performance in gateway courses at IUB revealed gender disparities in specific courses in science and math. Data from Fall 1999 courses were

examined for gender differences in the percentage of students enrolled, course GPA and withdrawal percentages [Figure 29].

Women's enrollment in gateway math and science courses may start out reasonably equal to male students, but their enrollment declines as they progress to upper level courses. Among large chemistry courses examined (C101, C105, C106, C341, C342, C343, and C344,) the percentage of women ranged from a high of 75% in C101 to a low of 38% in C344. Of the seven introductory math courses examined (A118, D116, D117, M118, M119, M211, and M212) women, slightly to greatly, outnumbered men in A118, D116, D117 and M119 (the large terminal calculus course unlike (M211//M212) while men slightly to moderately outnumbered women in M118, M211, and M212. Women students reported that in large courses at IUB, where they are outnumbered by men, they infrequently ask questions and are less comfortable speaking up in class.

Course GPAs revealed slight gender differences in a few courses [Figure 29]. In two chemistry courses (C101 and C344), women's GPAs were higher, while men's GPAs were higher in the three remaining chemistry courses, and in C105, male and female GPAs were equal. A comparison of mean GPA by course and gender revealed that women outperformed men in five math courses and had slightly higher GPAs in M118 and M119 where the men and women had nearly equal GPAs.

For nearly all courses examined, the percentage of women who withdrew was significantly higher than the proportion of men. Women were overrepresented in the proportion of withdrawals. Presuming that withdrawal most frequently represents a procedure to avoid receiving a low grade, this percentage can be an indicator of the extent to which the women's GPA could be inflated or deflated by withdrawal rates. For example, if women comprised 57% of a course's enrollment, but 71% of the withdrawals, the resulting women's GPA was likely inflated by removing disproportionate numbers of poor achieving students from the population. This removal can skew the women's GPA upwards. More importantly, it reveals a significant practice that disproportionately affects women.

Student/Faculty Ratios by Discipline or School

Data on student-faculty ratios by disciplines and schools at IUB [Figure 30] illustrate the challenge facing those women students who desire same-sex mentors or role models. Small percentages of female faculty in disciplines such as Business and SPEA (where female faculty are only 17.6% of the faculty) reduces the possibility for women students to participate in courses taught by female faculty. Moreover, if there are small numbers of female faculty in a number of schools, then we might expect that some women will opt out of courses and majors in those schools (Hall & Sandler, 1983).

Given that women faculty constitute only 27.9% of the tenure-line faculty while female undergraduates represent 54.6% of the study body at IUB in 2001, it is not surprising to find high ratios of women faculty to women undergraduate students across the five disciplines and schools [Table 12]. The greatest difference in the female faculty: female student ratio is found in the fields of Business/SPEA, Education/HPER and Natural Science and Mathematics. A comparison of faculty/student ratios by gender shows that male students have substantially more opportunities to interact with and work with male role models in their discipline, with the best ratio of 3:1 in the

humanities and the highest in Business/SPEA at a still reasonable ratio of 22:1. In sharp contrast, women undergraduate students have significantly less opportunity to interact with women faculty than male students across all categories with the best ratio of 7:1 in the humanities and the worst ratio in Business/SPEA at 60:1. Notably, two areas with large differences in the student-faculty ratio by gender, Business/SPEA and Natural Sciences and Mathematics, represent fields of study where women students are statistically underrepresented.

Table 12. Undergraduate Student/Faculty ratio by gender and disciplines

Discipline	Humanities	Education/ HPER/Journ.	Natural Sci./ Mathematics	Social Science	Business/ SPEA
Male Student: Male Faculty ratio	3:1	10:1	4:1	6:1	22:1
Female Student: Female faculty ratio	7:1	39:1	33:1	26:1	60:1

This data lends further support to concerns expressed by undergraduate women students regarding the lack of female professors at IUB, noting that since most classes were taught by men, they felt at times treated differently because of their gender. Finally, undergraduate women at IUB reported that their opportunities for mentorship were diminished because women were so underrepresented among the faculty.

It is not easy to compare IUB to other Big Ten institutions because data on faculty-student ratios by gender are not recorded centrally.

Recommendations:

The advancement of women in areas where they are traditionally underrepresented is dependent on their success in gateway courses in science and math and in large enrollment courses. For nearly all gateway, high-enrollment courses examined, the percentage of women who withdrew was significantly higher than the proportion of men. This trend reveals a significant practice that disproportionately affects women.

The proportion of women faculty is considerably less than the proportion of women undergraduate students across a number of disciplines and schools. A comparison of faculty/student ratios by gender shows that women undergraduate students have significantly less opportunity to interact with women faculty than do male students.

- Examine reasons for women's enrollment declines in upper level courses.

- Examine withdrawal procedures and advising practices for large enrollment courses to gain an understanding of the gendered trend in withdrawals.

- Increase the percentage of women faculty and consider the creation of programs that might help increase undergraduate women students' opportunity to interact both formally and informally with women faculty.

Quality of Campus Life for Women Students

The learning environment for women is affected by the campus climate as a whole, and by what happens within organizations and activities and in other non-classroom settings within the University community.

Perceptions of the Campus Climate:

The majority of graduating seniors surveyed in the 1998 Senior Survey were highly satisfied with the quality of their experience at IUB. Most students reported feeling a sense of belonging at IUB, but were less likely to agree that the campus respects a variety of perspectives and beliefs or a diversity of racial and cultural differences. This view about respect for diversity is examined in the 2001 Assessment of Campus Climate. In light of data showing advancements in the enrollment and degree attainment of women at IUB, is there evidence of a "chilly climate" for women on campus?

The 2001 Assessment of Campus Climate was completed by 1,064 undergraduate students and 396 graduate/professional students at IUB, reflecting a return rate of 13.3% for undergraduates and 33% for graduate students. The population of undergraduates who completed the survey included 32% residence hall students, 57% off-campus students and about 19% claiming Greek affiliation. Women of color were over-sampled to ensure their representation in the data. Overall, the survey is slightly under-representative of undergraduates and Asian American students appear to be slightly over-represented, but all other categories appear to be, more or less, representative of the larger population.

The survey was modeled after a survey conducted by Pennsylvania State University (see Appendix B) and primarily assessed respondents' general impression of campus life and included a few questions about direct experience with discrimination. Statistically significant data pertinent to student responses will be discussed and interpreted within three major themes: campus experiences with diversity, attitudes and actions relative to diversity issues, and how to improve the campus climate.

Campus experiences with diversity:
In terms of witnessing insensitive and disparaging remarks about women, about 30% of undergraduates and 18% of graduate students had heard staff make such remarks, whereas 19% of undergraduates and 12% graduates had heard such remarks about men. More undergraduates (33%) and graduate students (28%) had heard faculty make such remarks about women, and few, 22% and 13% respectively, had heard associate instructors make such remarks. Only 5% of undergraduates and 8% of graduate students had heard administrators make such remarks (this percentage could be confounded by students' lack of contact with administrators). Although these data indicate the presence of insensitive remarks about women by faculty and staff, it provides little information about the context or nature of these remarks.

Women were more likely than men to agree that conduct on campus has created an offensive, hostile and intimidating work or learning environment. Thirty-one percent of undergraduates and 35% of graduate students observed conduct on campus that they felt contributed to a hostile learning environment. Students indicated that this conduct created the most hostile working or learning environment for women and students of color. Again, male students were less inclined to perceive that the conduct affected women. The type of offensive conduct was overwhelming described as derogatory comments. The sites of this offensive conduct differed between undergraduate and graduate students. Undergraduate students reported that the main sites for this conduct (all at or around 20%) were: campus public space, residence hall, walking on campus, and the classroom. Graduate students observed offensive conduct in the campus public space (32%) and the classroom (28%). Students were overwhelmingly (between 50-58%) reported as the source of this conduct.

The percentage of students reporting personal experiences of harassment was about 25% for undergraduates and graduate students, with women students indicating significantly more experience than men. The perceived reasons for the harassing behavior were primarily gender-related. Again, women were more likely than men to indicate that the harassing conduct was due to gender. The form of this harassment was primarily derogatory comments. It occurred in residence halls (27.4%) and the classroom (21.3%) for undergraduates, and primarily in the classroom (30%) and in public campus spaces (19%) for graduate students, and was usually attributed to students.

Data collected via A Survey on Academic Incivility at Indiana University (preliminary report produced by the Center for Survey Research, June 14, 2000), to assess the extent and type of incivility faculty have encountered at IUB, indicates that slightly less than 35% of the faculty have ever experienced students taunting or belittling other students in the classroom. Although this survey was not really designed to examine uncivil or harassing behavior among students, the fact that less than 20% of the faculty respondents reported that they had experienced students' harassing comments concerning race, gender or other comments directly, suggests that more faculty have encountered student to student incivility than student to faculty incivility. With regard to the gender of the students engaging in classroom incivility, 39% of the faculty indicated that males were more likely to engage in uncivil behavior while less than 6% reported that females were more likely to engage in uncivil behavior. In addition, given students' responses that the classroom was a primary site of harassment (as reported in the 2001 Assessment of Campus Climate), and considering gender differences in faculty experiences with who is likely to engage in harassment, it appears that male students might contribute more to classroom incivility than women.

Among those students employed by IUB, 29% of undergraduates and 21% of graduate students felt that they experienced discriminatory hiring based on gender.

Attitudes and actions relative to climate and diversity issues:
Regarding the overall campus climate for men and women, both male and female undergraduate respondents were more likely to rate the campus climate as more positive for the opposite gender. In fact, 95.3% of undergraduates and 95.2% of graduate students saw the campus as accepting or very accepting for men and 93.7% and 89.9% as accepting for women. Interestingly, in terms of

climate for men, 78% of both undergraduates and graduates found the climate "very accepting" while views at the "very accepting" level regarding the climate for women were much lower, 51.5% for undergraduates and 45% for graduates. This statistically significant response difference reflects a strong perception of gender discrimination among male and female undergraduate and graduate students.

Perceptions of the campus climate for other groups, including racial-ethnic groups, gays, lesbians and bisexuals, persons with disabilities and non-native English speakers, were all viewed as less welcoming. However, the climate for gays, lesbians and bisexuals was generally viewed as the least accepting with fewer than 40% of students agreeing that the climate was accepting. The difference between male and female respondents was statistically significant on four measures: women saw the campus as more accepting of Caucasians than men did, and men saw the campus as more accepting of lesbians, persons with disabilities, and persons of different ages, than did women.

Women reported a much greater likelihood of challenging derogatory comments about race, ethnicity and sexual orientation and were more likely to express disapproval directed at people from underrepresented groups, and were less likely to participate in comments or jokes that are derogatory towards other persons. Women students were also more likely to view the classroom as less welcoming for students from underrepresented groups.

With regard to how well the University addresses campus issues related to diversity, 43% of undergraduates and 59% of graduate students expressed a concern about how the campus handles gender or sexism issues. Women and men differed significantly on this issue, with women reporting greater concern about the thoroughness of the University's response to sexism than men. Similarly, women were more skeptical of the thoroughness of the University's response to ageism and disability issues than men. 19% of undergraduates and 37% of graduate students felt that the campus was not thoroughly addressing these issues and between 22% and 34%, respectively, were uncertain.

Only 49% of undergraduates and 41% of graduate students reported that there was visible leadership from the administration whole roles it is to foster diversity on campus. Only 57% of undergraduates and 39% of graduate students felt that the university curriculum adequately represents the contributions of people from underrepresented groups.

Climate for Students of Color

Climate survey questions regarding respondents beliefs about how well the University addresses campus issues related to race, gender, sexual orientation, age, disabilities, and religion revealed statistically significant differences among racial-ethnic groups on all measures except for age and sexual orientation. African American, Hispanic and American Indian women expressed the strongest beliefs that the University was not thoroughly addressing issues related to race, gender, disability and religion. African American women represented the highest percentage of women who believed that the University was not doing enough to address racism and sexism, at 53.7% and 36.1% respectively. In contrast, the majority of white women respondents believed that the University was thoroughly addressing issues of race and gender. Between group differences

suggest the importance of considering the perceptions of specific racial-ethnic groups versus viewing women as a homogeneous population.

Recommendations:

In light of the analysis of data from the 2001 Assessment of the Campus Climate survey, consideration of data from the 1998 Senior Survey and A Survey on Academic Incivility at Indiana University, and data gathered from informal student responses, it is clear that the climate for women, and other groups including gay and lesbian students, persons with disabilities, and students of color, were perceived as less welcoming and at time hostile and discriminatory. However, the difference in students' perception of the overall campus climate for men and women indicates a perception of gender discrimination that needs to be further explored.

- The perception of gender discrimination needs to be further explored among students to determine what interferes with a positive climate for women.

- Strengthen the mechanisms to ensure fair treatment according to gender, age, and sexual orientation and/or advertise how the campus is dealing equitably with these issues.

- The difference between male and female perceptions of hostile comments and behavior suggest that there offering separate programs on cultural awareness and diversity training may be useful.

- Recruitment and selection mechanisms for graduate students in associate instructor, graduate assistantship and research assistant roles need to be examined and modified to reduce the impression (or reality) or discrimination in hiring practices.

- The main sites where offensive conduct has been observed and has created a hostile climate and sites where women experienced harassment, including the classroom and residence halls, ought to be sites for increased diversity education training.

- The reporting of details regarding the frequency and nature of personal experiences of harassment must be maintained and the conduct system strengthened in an attempt to reduce the occurrence of harassment.

<u>Childcare</u>

The availability of childcare affects parents' ability to juggle the roles of parent, student, staff and faculty member. Since even in most two-parent families, women are the primary care-givers for young children, access to affordable and quality childcare is especially important for women. Single mothers who work and attend school simply must have reliable child care. The lack of available and affordable child care has impeded the educational access, progress, and attainment of women.

Although statistics on the status of IUB day care indicate that the availability of enrollment slots and the cost of day care is reasonable in comparison to other Big Ten institutions, there remains a critical need for infant and toddler care. In the Fall, 2001, there were over 100 names on the waiting list for infant and toddler care. In addition, the average annual cost of care for a preschool age child at the IUB childcare facilities is approximately $6,500 -- out of reach for most IUB students. However, the weekly child care fees at IUB are the lowest among institutions in the Big Ten.

Currently, only a small portion of student activity fee money ($ .30 per student) is allocated to campus childcare. This contribution goes to the Day Care Support Account which helps fund one time expenses and special projects.

Recommendations:

The cost of IUB childcare appears to be reasonable in comparison to other Big Ten institutions; however, IUB currently does not have enough quality childcare openings to meet the demand.

- Encourage support for a larger amount of per student funding from the student activity fees for childcare support.

- Support efforts of the Child Care Coalition to facilitate movement toward the goal of making adequate, affordable child care available to every student, staff, and faculty.

- Address the childcare needs of graduate students, especially when they must attend conferences or job interviews, and create more opportunities for cooperative childcare for graduate students.

<u>Campus Safety</u>

The Clery Act requires all institutions of higher education to submit campus crime report statistics, including incidences of criminal homicide, manslaughter, rape, sodomy, forcible fondling, robbery, theft, arson, alcohol and drug violations, and hate crimes. Crimes reported to the IUB Dean of Students Office and the IUB Police Department are reflected in these figures.

Incidences of violence against women, as reflected in rape and sexual assault statistics, are of particular concern to women on campus. According to the IUB Bloomington Clery Report, between 1996 and 2000, 31 incidences of rape (including attempted and acquaintance rapes) were reported. In 2000, nine rapes were reported. Incidences of forcible fondling declined from a high of eight in 1996, to a low of one in 2000.

Sexual assault is a prevalent problem on college campuses. It is estimated that one in four college women are victims of sexual assault (Yeater, Miltenberger, Laden, Ellis, & O'Donohue, 2001). Examining the incidences of sexual assault is challenging since occurrences may or may not be reflected in the Clery report statistics. At IUB, rather than reporting directly to law enforcement agencies or the Office of Student Ethics, many victims consult with counselors and others on

campus, who are exempt from reporting. Some victims never report an incident to any office or official on campus. According to the Office of Student Ethics, many more actual sexual assaults take place than are reported. For example, an investigation of an alleged incidence of rape in which there was not enough evidence to proceed through the judicial system, revealed that in one weekend in the fall of 1999, three separate acts of violence (including rape and sexual abuse) against three women occurred at a fraternity house. Alcohol was a major contributor to creating the environment where these violent acts took place but it is clear that this environment is dangerous to women. In this example, two of the victims dropped out of the university.

On the more general topic of safety, women students at IUB are particularly concerned about their safety at night. In contrast, male students generally feel safe at all times. It is common practice for women students not to go out after dark alone and many women students do not take night classes out of concern for their safety. Evening exams, buses that are running late and force women to wait alone in the dark, and parking lots far away from campus, are all seen as threats to women's safety. The campus is generally viewed as poorly lit and having inadequate emergency phones, though the Commission on Personal Safety sponsors “nightwalks” each semester, looks into areas that may need more lighting, examines areas that students and employees have requested additional lighting, and checks on the availability of emergency phones. In addition, emergency phones are very rarely used for emergencies. CPS is investigating the disappearance of pay phones on campus, and has ensured that emergency phones are well-placed in all new construction, including buildings and garages. Finally, the disappearance of Jill Behrman in May, 2000 serves a constant reminder about the dangers for women students.

Recommendations:

- Continue efforts initiated by the Office for Women’s Affairs to develop new sexual assault and harassment prevention programs.

- Encourage collaboration among the Dean of Students, the Sexual Assault Crisis Service (SACS) at CaPS, and the Office of Student Ethics and Anti-Harassment to develop a system for recording incidents of sexual assault and sexual harassment to better monitor occurrences and to be able to respond to incidents in comprehensive ways.

- To avoid duplication of effort while assuring that inquiries and complaints are handled in an effective and timely fashion, it is critical to develop a mechanism to decide what office pursues investigations, and to avoid excessive investigations or expenditures of staff time.

- Support collaboration among campus units including Transportation and Physical Plant and the Commission on Personal Safety to ensure that lighting and emergency phones continue to be installed where needed.

Leadership Opportunities

Anecdotal data about the availability and quality of leadership opportunities for women indicate that most undergraduate students felt that there were adequate opportunities for women students to take leadership. However, women agreed that leadership experiences were dependent on personal initiative. Women students also noted that leadership opportunities were less available to them in the male-dominated Kelley School of Business.

Full participation and inclusion in extracurricular activities are vital to gender equity. Of the 342 student organizations listed in the Student Activities office in Spring 2002, 123 organizations have women students as presidents, which means that women occupy about 36% of the presidential leadership positions in student groups. This listing includes groups classified as academic and professional (i.e, Pre-Veterinary Club, Honors Residential Community), Activism, Arts and Theatre, Cultural, Greek, Governance, Honorary, Political, Programming and Support (i.e., Latino Student Association), Recreation & Club Sport, Religious, and Service. Women students have fairly equal representation across all categories of organizations but have the lowest representation (less than 20%) in Programming and Support, Governance and Political organizations.

Finally, the Women's Leadership Conference, hosted by IU's Office for Women's Affairs and the Dean of Students Office, designed to assist women in negotiating the diverse roles that they fill in the reality of professional careers as women in the workforce and to foster women's leadership skills, is regarded as a significant opportunity for women. Support for the conference is strong and it is viewed as an outward symbol of IUB's commitment to developing women's leadership talents.

C. Staff

Rationale for the Study

Women employees have made significant economic and social advances at institutions of higher education, but they are far from achieving equality among the staff ranks. To make progress toward equality and to improve the conditions in which staff members work, the staff sub-committee endeavored to assemble data about the issues affecting women in staff positions on the IU-Bloomington campus.

This section of the report provides information on the status of women in staff positions on the IUB. While initial discussion generated many provocative questions about the status of staff women on campus, it became clear early on that limitations on available data, time and other resources made it necessary to narrow the scope of the report to a few specific issues. Therefore, the report addresses three areas:

- Workforce Analysis
- Survey of the Work Environment
    - Job Satisfaction and Job Mobility
    - Work and Family
    - Health and Wellness
- Campus Climate

This report offers information on women's status on campus relative to men's. The report is based upon data collected from standard university reports and from a survey of staff women and men conducted in the Spring of 2001. While more study is needed to understand women's status, this study recommends changes that could affect progress. At a minimum it is the goal of this study to facilitate on-going review of the IU workplace and encourage change where necessary.

Across the Nation

Mirroring the status of women in the workforce across the country, women staff members at most institutions of higher education still earn less than men, are underrepresented in particular occupations, and are among universities' lowest-paid workers. In spite of the belief that there has been steady progress on gender equity in the workplace, women lag behind men in virtually all areas of staff employment - hiring, advancement and consequently, pay.

The existence of a glass ceiling in the nonprofit sector (higher education) has been defined as a situation in which men hold most of the administrative positions while women occupy the lower ranks (Glazer Raymo, 1999). This phenomenon is illustrated in the most recent College and University Professional Association for Human Resources (CUPA-HR) administrative survey of public and private institutions (two-year, four-year, and doctoral research universities) that shows women as the minority in five employment categories: external affairs, student services, executive, administrative, and academic affairs. Women are also more likely to be in subordinate than in

supervisory positions. Moreover, an even lower glass ceiling limits the progress of women of color, who constitute less than five percent of all administrators.

Glazer Raymo (1999) identified two troubling trends affecting the experience of women administrators: the increase of part-time employment and the persistence of salary disparities. The reliance on part-time or contractual labor creates a parallel organizational structure where women are disadvantaged. An analysis of CUPA salary data demonstrated that an increase in the proportion of women in a specific job category resulted in lower per capita salaries (Creal & Beyer, 1996). Although three decades have elapsed since equal employment mandates were extended to higher education, occupation segregation still exists for women, and women have attained only a small proportion of administrative leadership positions on campus.

Occupation segregation is most evident within three employment categories on the college campus: clerical and secretarial, skilled crafts and service and maintenance staff. According to the *2001 Digest of Educational Statistics* published by the US Department of Education, the proportion of women serving in clerical and secretarial staff positions on college campuses continues to hover around 87%, while the percentage is inverted for skilled crafts and service and maintenance staff, where the proportion of women is only 7% and 39%, respectively.

At college campuses nationwide, the issue of quality of work life and a parity wage system for university service workers is being debated (Van Der Werf, 2001; Williams, 2001). Campuses with non-unionized staff have raised serious concerns about wages and benefits for the lowest paid service workers. Living wage discussions are gaining momentum for custodial works who were identified as the lowest paid service staff members in a study conducted by the Association of Higher Education Facilities Officers for the 1999-2000 academic year. However, many explain that service worker jobs at colleges sometimes pay less than the private sector because of security of employment and fringe benefits that usually include health insurance, a retirement plan, fee courtesy, and tuition remission for dependents. Yet, many people would contend that equity in staff wages and benefits is a fundamental justice area that all universities need to address.

Workforce Analysis

The challenge of conducting an analysis of the staff workforce at IUB is the complexity of reporting structures and responsibilities in the system. Although this study is intended to be restricted to staff reporting to the Bloomington Campus Organization Code, statistical data from other organizational accounts will be examined. As a result, general workforce analysis data is primarily drawn from IUB Affirmative Action report data, which includes staff geographically located on the Bloomington campus some of whom have responsibilities across the campuses; these data are supplemented by additional statistics broken down by organizational accounts. The data in this workforce analysis section includes all staff on the Bloomington campus regardless of the organization to which they report. It includes BL, BA, and UA staff. Further complicating our reporting is that the existence of more than 700 job titles requires that data be aggregated in order to make any meaningful comparisons.

In 2000, there were 5,069 people employed full-time in staff positions at Indiana University, Bloomington (Bloomington Location staff as reported in the Affirmative Action Plan 2000-2001)

[Table 13]. Of the total, 2,681 were women. Although women constitute 53% of the workforce, their participation rates are not uniform. Among the support, technical, skilled craft and service maintenance staff the occupations are virtually gender segregated. The support staff is made up of clerical and technical workers. Women make up 88.6% of the clerical staff but only 41% of the technical staff. In the skilled craft ranks women make up a mere 6.4% of the workers. The service maintenance staff is 42.2% women. It is important to note that these figures count only full-time workers and do not include hourly staff.

The professional staff (ranks PA09-23) shows a similar pattern of gender distribution. Women comprise 50.5% of the professional staff but are over-represented in the lower ranks (58.9% in ranks PA09-12) and become underrepresented as the ranks increase.

Table 13. Gender Composition of Full-time Nonacademic Workforce Bloomington Campus Location by EE0 Category*

EEO Category	Total	# women	% women
Executive/Administrative/ Managerial	303	79	26.1%
Academic Exec	160	38	26.8%
Admin. Exec	143	41	28.7%
Professional (PA09-16)	1739	879	50.5%
Assistant (PA13-16)	724	281	38.8%
Junior Asst. (PA09-12)	1015	598	58.9%
Other Professionals	96	44	45.8%
Clerical	1319	1169	88.6%
Technical	324	134	41.4%
Skilled Craft	468	30	6.4%
Service Maintenance	820	346	42.2%
TOTAL	5069	2681	52.9%

*source of data provided by Office of Affirmative Action census- October 1, 2000

Patterns of occupational segregation are found in the support staff families where women represent between 65% - 90% of support staff classifications SSOA-SSOF (i.e., Clerical Assistant, Desk Clerk, Admissions Assistant, Departmental Secretary, Administrative Assistant) and then drop to below 25% at the SSOG-SSOJ levels (i.e., Lab Tech IV, Web Services Specialists, Electronic Tech, Research Machinist, Cyclotron Tech IV).

Figure 31 offers a similar picture of the distribution of professional staff located on the Bloomington campus. The set of data is sorted by organizational account to reflect more detailed information about the participation of women in professional ranks across the campus accounts, and reports the variation in women's participation relative to their representation in the account. Again, women are overrepresented at the lower ranks of the professional classifications (PA09-PA11) and are underrepresented at the executive ranks (PA17 and above). Interestingly, the percentages at the Bloomington Campus Account level reflect the greatest variance, in that women represent nearly 70% of the staff at PA10 and only 26% of the staff at PA17. Furthermore, the Bloomington account for Professional Assistant ranks (PA13-16) are all consistently between 11 and 22 percentage points below the mean. This data best illustrates that the inversion tips between the PA13-16. IUB

has seen some increases in the number of women at higher positions in the hierarchy but women still represent a small portion of the senior staff. Few positions at these higher levels and very little staff movement explain part of the small numbers of women at higher ranks. Little to no change in staffing means that progress for women is slow.

Further analysis of staff classifications is challenging. Since IUB has over 700 job titles, it is difficult to make meaningful comparisons by gender across job categories.

Salary data could also be examined as an indicator of women's status at IUB. An attempt was made to assemble data for a staff salary equity study. However, problems with creating fair comparisons within a complex job classification system yielded meaningless results. A brief review of salaries by gender showed that across all staff ranks, women earn less than men. This is mainly the result of the high correlation between salaries and rank. Simply put, women staff members at IUB earn lower wages because they are concentrated at the lower ends of staff ranks. This basic comparison raises more questions than it answers, including whether rank itself may be a proxy for gender since rank is more likely to be low if typically occupied by women.

Recommendations:

Occupational segregation, which situates women at the lower ranks of professional classifications and into traditionally female dominated roles, produces the under-representation of women in higher-level positions in administration, and in a variety of maintenance and technical job classifications at IUB. This workforce analysis section suggests the need for a plan to address these gender inequities.

- Examine occupational segregation and set goals to expand opportunities for women in areas where they are seriously underrepresented including the job categories of administrative/executive, skilled crafts and maintenance workers.

- Develop an executive leadership training program with release time and assignment to projects and provide backup support as needed.

- Expand leadership opportunities for women at all classification levels.

- Establish proportional representation in classification system whereby the proportion of women managers or highest rank should be the same as the proportion of women in the classification (SS, SM, PA) group.

- Shift the emphasis in training from personal goals to upgrading skills. Include measures of skill success besides attendance.

- Apprentice programs and appointment into regular from hourly positions in the SM staff should take gender into account as one factor in the appointment.

- Upgrade the classification of certain technical skills.

- Union contracts should include a statement supporting gender equity.

- Set formal benchmarks and conduct annual assessments in individual organizational units regarding progress on gender issues or lack thereof including what has been successful or why a unit has not be successful.

- Develop formal succession planning with a pool of candidates of both genders.

- If supervisors claim that there is a lack of well-qualified women, then either more intensively recruit qualified women or provide on-the-job training opportunities for current employees so that they can meet qualifications for high level positions, if they so choose.

- More research should be undertaken on whether and why women are not represented in some areas. Departments should perform annual internal analysis of both gender and racial diversity and report their findings to central administration as part of their annual report.

- Construct a system for examining salary equity throughout the staff ranks.

Survey of the Work Environment

A survey of staff women and men conducted in the Spring of 2001 offered information on the satisfaction levels of staff on the Bloomington campus [see Appendix E for complete survey results and corresponding tables]. For this survey, only staff with positions reporting to a Bloomington campus organization code of accounts (not Bloomington Auxiliary or University Administration) were asked to participate.

For the survey, staff were coded as Professional (PA/PB/PC), Support (SS), Service Maintenance (SM) or Food Service (FS). A forty percent random sample of Professional (442 people) and Support staff (405 people) were invited to respond to the survey via the web. The response rate was 40% (847 with 339 responses). A forty percent random sample of Service Maintenance and Food Service staff (175 people) were first invited to participate in a paper version of this survey (SM and FS staff have limited access to computer so a web-based survey was not feasible). The sample was later randomly extended from 175 to 225 people because of concerns that SM and FS staff would not respond to the survey. SM/FS staff had a 20% response rate (225 with 45 responses).

The survey data compares women's and men's responses [see Appendix E for complete survey results and corresponding tables]. Consistent with the other portions of this Report on Women's Status, men constituted approximately 20% of the sample. The men's responses provided a control to determine if an issue was a staff issue or a gender issue. A response rate of 22.7% men and 77.3% women was achieved with this survey[7].

[7] Survey responses were analyzed for significance at the .035 level. Generally, this is considered a robust level of significance from which to make meaningful interpretations. Survey responses were also sorted by job classification.

Job Satisfaction and Job Mobility

An overwhelming majority of both male and female staff members, 79.3% and 85.8% respectively, reported being satisfied with their current positions at IUB. No significant differences were found between male and female staff responses to questions about their satisfaction with a variety of aspects of their work including: opportunities for decision making in their work, the handling of promotions, salaries, good working relations in their department, communication about job performance, and with follow-up on their concerns. One major difference between men and women was that women expressed significantly more agreement that their department valued their work contributions.

Responses regarding concerns about the work environment revealed some gender differences. For example, men expressed more concern than women about exposure to hazardous or contaminated materials and a lack of personal protective equipment. Women staff expressed significantly more concern regarding their personal safety while walking on campus. Notably, men and women expressed nearly equal concern about discriminatory practices (56 % men and 66% women) and sexual harassment (45% men and 52% women).

Levels of satisfaction among men and women differed slightly when data was analyzed by staff job categories. This data is not discussed in detail here, but can be obtained from the Office for Women's Affairs.

Staff responses to questions about the importance of IUB continuing to offer benefits including fee courtesy, position sharing, tax-saver benefits etc., reflected some gender differences. Female staff regarded all existing benefits — fee courtesy, position sharing, flextime, childcare, opportunities to perform work from home, tax-saver benefits, long-term disability, tax-deferred annuity, and employee assistance plan — except personal accident insurance, to be significantly more important than men did.

With regard to the importance of IUB offering additional benefits to staff, including elder care, child care fee assistance, paid leaves of absence, paid maternity leave, more flexibility for using paid time off, and continued health insurance for retirees, female staff again regarded the consideration of all potential benefits as significantly more important than men.

Survey Question #1:
Please indicate your level of satisfaction with the following issues by placing an "X" in the appropriate box. How satisfied are you with .....
a. your current position at Indiana University Bloomington (IUB)?
b. your opportunities for future advancement at IUB?
c. the opportunities given to you by your supervisor to help make decisions that affect your job?

The data is not presented here due to length limitations. It may be reviewed by contacting the Office for Women's Affairs.

Women and men did not significantly differ in their answers to question one. Both women and men expressed remarkably high levels of job satisfaction. In question 1(a) 84.3% of all respondents said they were either "very satisfied" or "somewhat satisfied" with their current positions. Because, we don't have data on job satisfaction for employee populations outside of IUB we cannot determine whether IU employees are more satisfied with their jobs than employees in the general population.

In question 1(b) both women and men expressed some dissatisfaction with opportunities for future advancement at IUB — 28% of all respondents said they were "somewhat dissatisfied" and another 17% said they were "very dissatisfied." Another 43.3% said they were "somewhat satisfied." Women and men did not differ significantly in their responses.

In question 1(c) both women and men expressed relatively high levels of satisfaction with the opportunities given by supervisors to help make decisions which affect the respondent's job. Of the respondents, 76% said they were either "very satisfied" or "somewhat satisfied," with women expressing slightly greater satisfaction (42.6% compared to 36.8%).

The combination of these responses suggests that both women and men at IU have relatively high levels of job satisfaction. The dissatisfaction seems to be at the institutional rather than the department level. Both women and men would like more opportunities for advancement. This suggests that IU may want to enhance opportunities to move across departments by developing more explicit career ladders. We do not know from the data whether respondents define "promotion" as increased pay, increased rank, increased responsibility, or some combination of these factors. Broadbanding of occupations might address internal promotion for those remaining in one department. However, if departments are gender stratified across departments then broadbanding will have little effect on the gender inequity in the system.

Survey Question # 2:
Please indicate how much you agree or disagree with the following statements. Place an "X" in the appropriate box.
a. Promotions in my department are handled fairly
b. I feel my pay is fair compared to other jobs like min on the IUB campus.
c. Most employees in my department work well with each other.
d. I feel my department values my work contributions.
e. I feel I am treated with respect in my department
f. I feel civil and courteous behavior is the rule in my department.
g. I am proud of the work I do at IUB.
h. My supervisor and I regularly communicate about my job duties.
i. My supervisor and I regularly communicate about my job performance.
j. My immediate supervisor follows through on concerns I have expressed about my current role.
k. My immediate supervisor follows through on ideas I have expressed about my current role.
l. I view my role at IU as integral to the institution's overall education mission.

Question #2 attempted to sort other factors affecting job satisfaction. Question 2(a) asked whether promotions in the department were handled fairly. Women and men did not differ significantly in

their responses. Almost 15% of respondents answered that they "didn't know" if promotions were handled fairly. This response could mean several different things. One is that promotions aren't occurring often enough to assess. Another is that promotions are not systematic enough or transparent enough to evaluate one way or another.

Question 2(b) asked whether the respondent felt her/his pay was fair compared to similar jobs across campus. 51% either "agreed" or "strongly agreed" that their pay was fair, 43% "somewhat disagreed" or "strongly disagreed." Five percent said they "didn't know." Men and women didn't differ significantly in their responses.

Question 2(c) asked whether most employees in the respondent's department worked well together. Over 84% of respondents either "strongly agreed" or "somewhat agreed" that employees worked well. Women and men did not differ in their responses. One strong factor in job satisfaction may be this sense of collegiality among workers.

Question 2(d) also attempted to measure interaction at the department. Both women and men either "strongly agreed" or "somewhat agreed" that their department values their work contributions (85%). Women expressed significantly more agreement that their department valued their work contributions than did men (47% of women and 38% of men "strongly agreed"). It is impossible to tell from the question whether this is because women receive more positive feedback than men or whether they value the feedback more highly than men. For both women and men, consistent acknowledgment of their contributions to the work at IU is important.

Similarly, in question 2(e) both women and men feel they are treated with respect in their department – 82% "strongly agreed" or "somewhat agreed" with only 16% disagreeing.

This response is mirrored in question 2(f) which asks whether respondents feel they are treated with civil and courteous behavior – 84% agreed while only 15% either "somewhat" or "strongly" disagreed. While respect and civility seem to be the norm one cannot overlook the 15% that either "somewhat" or "strongly" disagreed. Programs that emphasize that civility and respect should continue as these appear to be important institutional values.

The sense of inclusion and respect is further confirmed in the response to question 2(g). A resounding 94% of the respondents, both men and women either "agreed" or "strongly agreed" with the statement "I am proud of the work I do at IUB."

The next three questions attempted to evaluate respondents' relationships with supervisors. There was no significant difference between men and women's responses to the questions. In question 2(h) 76% of the respondents either "strongly agreed" or "somewhat agreed" that their supervisor communicated regularly with them about their job duties. Fewer respondents, 68%, said their supervisors also communicate about job performance and 70% "strongly agreed" or "somewhat agreed" that their supervisor follows through on concerns expressed about their current role (question 2(j)). Regular job performance reviews could increase these responses. Whether informal or formal, respondents appear to want regular communication about their job duties and their performance.

Question 2(l) tried to measure respondents' institutional identity. Men and women did not differ significantly in their response to "I view my role at IU as integral to the institutions overall educational mission." Seventy-four percent "agreed" while 24% "disagreed" and 2% didn't know.

Overall, job satisfaction measures for both men and women on campus are high. Ironically, these high levels of satisfaction may reinforce the status quo. There is evidence that women as a group attach particular importance to the dynamics of working with others. This desire *could* be seen as women valuing work relationships over mobility but as the next three questions will show, women change jobs as frequently or more frequently than men.

While women seek to work well with others and value a cooperative collegial environment it does not appear to stop them from pursuing other job opportunities. Questions 3-5 address job mobility issues.

Survey Question #3
Have you changed jobs at Indiana University Bloomington within the last 24 months?
a. Did this change raise your classification?

Women changed jobs more in the last 24 months than men. This difference is statistically significant. Although there is evidence that women as a group attach particular importance to the dynamics of working with others, it does not appear to stop them from pursuing other job opportunities.

Survey Question #4
How likely is it that you will be working at Indiana University Bloomington three years from now?

A slightly higher percentage of women (80.2%) than men (74.7%) reported that they were likely to be working at IUB three years from now. This difference is not statistically significant, however it reflects staff members' commitment to working at IUB. It could also reflect a perception that women have more restraints on finding jobs elsewhere because of husband/family/partner commitments. We just don't know.

Survey Question #5

What factors would likely cause you to leave IUB in the next three year?

a. *Relocating to another city or state*
b. *Spouse/significant other career considerations*
c. *Family obligations*
d. *Better pay elsewhere*
e. *Better job opportunities elsewhere*
f. *Retirement*
g. *Job dissatisfaction*
h. *Additional education or professional development for advancement opportunities*
i. *Other*

The factors that would contribute to staff members leaving IUB in the next three years are similar for men and women. Although the top two reasons to leave -- better pay elsewhere and better job opportunities -- were the same for men and women, the third and fourth ranked reasons differed. Women ranked relocation to another city/state and spouse/significant other career consideration third and fourth, while men ranked job dissatisfaction and relocation to another city/state, as third and fourth respectively.

Work and Family

The availability and quality of staff benefits can be viewed as evidence of the University's commitment to the employee and his or her family. In this section, respondents' views on the importance of benefit opportunities are reviewed. Although men and women viewed health benefits as important, women regarded most benefits as being significantly more important than men.

Survey Question #6:
Please indicate how important you think it is that IUB continue to offer the following benefit opportunities to staff:

a. Fee courtesy
b. Position sharing
c. Flextime work hours
d. Opportunities to perform your job-related tasks form home
e. Campus child care
f. Tax Saver Benefit Plan (TSB)
g. Personal accident insurance
h. Long term disability insurance
i. Tax deferred annuity plan
j. Employee Assistance Plan (EAP)

The purpose of survey question #6 was to determine the satisfaction of staff with the benefits already offered by Indiana University. Both women and men indicated that the majority of the current benefits are "very important" to them. In general, women regarded most benefits as being significantly more important than men did. Fee courtesy received the top response with 88.2% of women indicating it was "very important" as opposed to 66.7% of men. Tax deferred annuity (75.4% for women and 63.2% for men), long term disability insurance (72.1% for women and 63.2% for men), Tax Saver Benefit (70.7% for women and 59.8% for men), and personal accident insurance (56.6% for women and 55.2% for men) all received "very important" responses of over 50% from both men and women. Flextime (68.4%), campus child care (58.4%), and the employee assistance plan (50.2%) all received very important responses from over 50% of women but less than 50% from men. Only working from home (48.6%) and position sharing (34.0%) received less than 50% of very important responses from women.

Responses of "not at all important" were quite low for both men and women on all of the questions. The highest "not at all important" response was from men concerning position sharing (14.1% as

opposed to 6.1% for women). The lowest "not at all important" response was for fee courtesy (0.3% for women and 0.0% for men) which reaffirms its importance to both.

These responses indicate that the current benefits offered to staff are very important and should be continued.

Survey Question #7:
How important is it that IUB consider the following benefits to its staff?
a. Elder care (on-campus and/or subsidized care for an elderly dependent)
b. Child care fee assistance (financial subsidy to IUB staff toward child care expenses)
c. Paid leaves of absence
d. Paid maternity leave, aside from paid time off or sick leave
e. More flexibility for using earned paid time off
f. Continued health insurance for retirees
g. Domestic partner benefits

Survey question #7 asked staff to rate the importance of a group of benefits that are not currently offered by Indiana University. As in question #6, the "very important" responses of women were significantly higher than the responses of men. More than 50% of both women and men indicated that continued health insurance for retirees (86.2% for women and 75.9% for men) and more flexibility in using paid time off (66.0% for women and 50.6% for men) are very important benefits for the university to consider offering to staff. Over 50% of women felt that paid leaves of absence (62.3%), paid maternity leave (60.6%) child care fee assistance (58.9%), and domestic partner benefits (51.2%) were "very important" benefits for the university to consider while less than 50% of men felt them to be very important to consider. Only elder care was indicated as very important by less than 50% of both women and men (42.1% for women and 18.6% for men).

With the exception of elder care, at least 50% of all women responded that these benefits were very important to them. Over 50% of both women and men responded that continued health insurance benefits for retirees and more flexibility for using paid time off were very important to them. Conversely, both continued health insurance for retirees (0.0% for both women and men) and more flexibility in using paid time off (1.7% for women and 3.4% for men) received very low "not at all important" responses. This indicates that a large majority of IUB staff would favor the addition of these two benefits.

Health and Wellness

Men and women staff members at IUB placed a high value on health and wellness benefits. Similar to the data on other benefits, women were more likely to value health education and wellness programming than men.

Survey Question #8:
Please indicate how important you think it is for IUB to offer the following services and programs:
a. Nutritional Counseling services
b. Health Education for adults
c. Adult Fitness, Sports, and Wellness services

Question 8 was set up to examine the importance placed on having selected services and programs associated with quality of life. The responses between women and men to this question showed a significant difference in the level of importance associated with the availability of nutritional counseling, health education for adults, and adult fitness, sport and wellness services. Women regarded all of the three components of this question as being of greater importance than men. This is consistent with some national data provided through the National Center for Health Statistics that indicate women show greater interest in and use of health and wellness services. However, both men and women placed very positive levels of importance upon all three components examined in this question.

In question 8 (a) 38.4% of women regarded the offering of a nutritional counseling service as being very important compared to 18.4% of men, while 80.5% of women respondents indicated that this service was "somewhat" or "very important" to them compared to 60.9% of men.

In question 8 (b) 47.8% of women regarded the offering of health education for adults as being "very important" compared to 27.6% of men, while 86.5% of women respondents indicated that this service was "somewhat" or "very important" to them compared to 77% of men.

In question 8 (c) 54.9% of women regarded the offering of adult fitness, sport, and wellness programs as being "very important" compared to 31.0% of men, while 89.2% of women respondents indicated that these programs were "somewhat" or "very important" to them compared to 80.4% of men.

We do not know from the data any specifics about what type of information on nutrition or health education is desirable, nor do we know what features are desirable in providing sport, fitness and wellness programs, but feel the high levels of interest expressed in the responses warrant further inquiry about how the university may respond. In view of significant institutional concerns about spiraling costs associated with health care and insurance, we suggest preliminary conversation with the Health Center or HPER, including the Division of Recreational Sports, since that unit is already planning greater diversification of health and wellness programs and services for students, faculty, and staff.

Survey Question #9:
We are interested in knowing about the following health, safety, and wellness issues that may or may not affect your department here at Indiana University Bloomington. Please indicate your level of concern for each issue listed below as it relates to you and your job:

a. Exposure to hazardous or contaminated material
b. Poor air quality caused by inadequate ventilation
c. Job related injury
d. Lack of personal protective equipment
e. Personal safety while walking on campus
f. Discriminatory practices
g. Sexual harassment
h. Exposure to HIV/Aids

Question 9 attempted to identify attitudes toward selected personal and occupational health and safety topics related to the individual and their respective job at IUB. This question contained eight topics for responses. In this question, we did see some statistically significant differences between women and men. Men stated being more concerned than women about exposure to hazardous or contaminated material and lack of personal protective equipment while women were more concerned than men about personal safety while walking on campus and discriminatory practices.

In question 9 (a) 37.2% of men expressed being very concerned about exposure to hazardous or contaminated materials compared to 24.9% of women while 61.6% of men respondents indicated that they were somewhat or very concerned about this topic compared to 45.1% of women. At this point, we do not know the type or severity of risk to health and safety that may be present in the workplace for women and men. Similarly, we do not know the worksite location where this risk may be present.

In question 9 (b) no statistically significant difference was found between the responses of women and men concerning poor air quality caused by inadequate ventilation. Of the responses, 42.5% of men indicated they were very concerned about poor air quality compared to 41.4% of women. In addition, 67.8% of men stated they were somewhat or very concerned about this topic and 67.0% of women said they were somewhat or very concerned about poor air quality at work, which suggests that further scrutiny to identify specific locations on campus where poor air quality caused by inadequate ventilation is a concern to employees may be needed.

In question 9 (c) no statistically significant difference was found between the responses of women and men concerning job related injury. Of the responses, 39.7% of women indicated they were very concerned about job related injury compared to 42.5% of men, while 76.1% of women said they were somewhat or very concerned about job related injury compared to 68.9% of men. The data does not indicate what specific injuries are of concern, but the level of concern expressed by women and men suggest additional examination of this topic to do so and to identify appropriate preventive or corrective practices to institute.

In question 9 (d) the results showed a statistically significant difference between the responses of men and women concerning lack of personal protective equipment. The responses of indicated that 16.1% of men responded being very concerned about the lack of personal protective equipment compared to 12.8% of women while 31.0% of men said they were somewhat or very concerned about the lack of personal protective equipment compared to 26.7% of women. Although the percentages of responses showing level of concern is relatively low for this topic compared to other responses, the data do not indicate the level of risk for personal injury associated with lack of personal protective equipment so it is not possible to project severity of injury that may take place or the number of employees at potential risk at the work site associated with this concern.

In question 9 (e) the results showed a statistically significant difference between the responses of women and men concerning personal safety while walking on campus. The responses of women indicated that 31.8% of women expressed being very concerned about this topic compared to 18.4% of men while 60.9% of women respondents indicated being somewhat or very concerned about this topic compared to 44.8% of men. The data does not provide insight to reasons for concerns about personal safety but the level of concern among women does suggest additional efforts to identify reasons for this concern. We recommend that these results by shared with the Commission on Personal Safety for their consideration.

In question 9 (f) the results showed a statistically significant difference between the responses of women and men concerning discriminatory practices. However, the difference between responses was not at the .035 standard established for studies through the Office of Women's Affairs. The responses of women indicated that 33.9% were very concerned about this topic compared to 26.4% of men while 66.4% of women respondents indicated that they were somewhat or very concerned about this topic compared to 56.3% of men. Unfortunately, we do not have data to provide insight into the reasons for the concerns. We do not know whether the concerns relate to discriminatory practices based upon gender, age, race, sexual orientation or ethnicity, nor do we know by position classification if there are any patterns emerging. However, based upon the level of concern expressed by women on this topic, additional inquiry may be warranted.

In question 9 (g) the results did not show a statistically significant difference between the responses of women and men concerning sexual harassment. The responses of women indicated that 25.3% of women were very concerned about this topic compared to 17.2% of men while 51.6% of women respondents indicated that they were somewhat or very concerned about his topic compared to 44.8% of men. There does appear to be enough concern for further inquiry and it would be useful to examine these responses against the backdrop of demographic data from the Office of Women's Affairs, Employee Relations, and Affirmative Action concerning reported incidents of sexual harassment to see if additional perspective can be gained.

In question 9 (h) the results did not show a statistically significant difference between the responses of women and men concerning exposure to HIV/AIDS. The responses of women indicated that 17.6% of women indicated that they were very concerned about this topic compared to 17.2% of men while 28.4% of women respondents indicated that they were somewhat or very concerned about this topic compared to 36.6% of men.

Recommendations:

Both women and men at IUB are satisfied with their positions but would like more opportunities for advancement. Responses regarding concerns about the work environment revealed some gender differences. For example, men expressed more concern about exposure to hazardous or contaminated materials and a lack of personal protective equipment than women, whereas women staff expressed significantly more concern regarding their personal safety while walking on campus. Notably, men and women expressed nearly equal concern about discriminatory practices (56 % men and 66% women) and sexual harassment (45% men and 52% women).

Staff responses to questions about the importance of IUB continuing to offer benefits reflected some gender differences. Female staff regarded all existing benefits except one (personal accident insurance), to be significantly more important than men. With regard to the importance of IUB offering additional benefits to staff, including elder care, child care fee assistance, paid leaves of absence, paid maternity leave, more flexibility for using paid time off, and continued health insurance for retirees, female staff again regarded the consideration of all potential benefits as significantly more important than men.

Two recent changes in health care benefits for IUB faculty and staff, health care coverage for oral contraceptive devices and partner benefits, will go into effect over the next two years. These two changes in available benefits were made in direct response to concerns voiced by IUB faculty and staff and signal a responsive climate for women's interests.

- Staff interest in advancement suggests the need to enhance opportunities to move across departments by developing more explicit career ladders and/or simply better information concerning job mobility or lack thereof.

- Recognize the importance women employees place on the provision of benefits and continue attending to their interest in wellness plans.

Campus Climate

Staff members' perceptions of the campus climate and diversity were examined in the 2001 Assessment of Campus Climate at IUB. A total of 395 staff members responded to the survey, accounting for 20.4% of the respondents to the survey. This population of staff is representative of the larger population of staff at IUB. The survey assessed respondents' general impression of campus life and included a few questions about direct experience with discrimination. Statistically significant data pertinent to staff responses will be discussed and interpreted within two major themes: campus experiences with diversity and attitudes and actions relative to diversity issues.

Campus experiences with diversity:
In terms of witnessing insensitive and disparaging remarks about women, men, racial-ethnic group, non-native speakers and gays and lesbians, a clear majority of staff members had never or rarely (nearly 80%) heard students, staff or faculty make such remarks. Although the percentage of staff members who had heard other staff members make disparaging remarks about women, men,

racial-ethnic minorities, gays and lesbians increased slightly in comparison to the other groups, the difference is slight and simply suggests that staff members are more likely to hear disparaging remarks from staff colleagues than from students, AIs, and faculty.

Women were more likely than men to agree that conduct on campus has created an offensive, hostile and intimidating work or learning environment. Thirty-five percent of staff observed conduct on campus that they felt contributed to a hostile work or learning environment. Staff indicated that this conduct created a hostile working or learning environment for women. Again, males were less inclined to perceive that the conduct affected women. The type of offensive conduct was overwhelmingly described as derogatory comments. For staff, the site of this offensive conduct was mostly while working at IU and in a campus office. The source of the conduct was other staff members (31%) and administrators (25%).

The percentage of staff members reporting personal experiences of harassment was about 25%, which was similar to the percentages reported for students, with women indicating significantly more experiences than men. The perceived reasons for the harassing behavior were primarily gender-related (32%) and also included some age-related harassment (15%). Again, women were statistically more likely than men to indicate that the harassing conduct was due to gender. The form of this harassment was primarily derogatory comments (52%), and it occurred in the workplace at IUB (52%), and in other campus offices (21%), and was usually attributed to other staff members (34%) or administrators (25%).

In response to the question about experiences of discriminatory hiring, approximately 37% of the staff respondents felt that they experienced discriminatory hiring based on gender. Given the findings from the staff survey (question 9f), which showed a statistically significant difference between the responses of women and men concerning experiences with discriminatory practices, further examination regarding the nature of this discrimination seems warranted. The next highest response was with regard to discrimination based on age (24%). Nearly 30% of staff responding to the survey reported an experience of discriminatory firing based on age, and about 24% reported discriminatory firing based on disability. Discriminatory firing based on gender was reported by only 14% of the respondents. A clear majority of staff members reported that the people in the offices they frequent were accepting of persons of different race-ethnicity, gender, sexual orientation, disability, religious background, age, and non-English speakers.

Attitudes and actions relative to climate and diversity issues:
Regarding the overall campus climate for men and women, both male and female staff respondents were more likely to rate the campus climate as more positive for the opposite gender. In fact, 92.8% of the staff saw the campus as accepting or very accepting for men, while 87.1% saw it as accepting or very accepting for women. Furthermore, men saw the campus as more accepting of women than women did and women saw the campus more accepting of men than men did. This statistically significant response difference between men and women reflects a perception of gender discrimination.

Perceptions of the campus climate for other groups, including racial-ethnic groups, gays, lesbians and bisexuals, persons with disabilities and non-native English speakers, were all viewed as less welcoming, yet were still viewed as acceptable by nearly 60% of the staff respondents.

Approximately 70% of the staff respondents indicated that they were likely to challenge others on derogatory comments related to race-ethnicity and sexual orientation. Women reported a much greater likelihood of challenging derogatory comments about race, ethnicity and sexual orientation and were more likely to express disapproval directed at people from underrepresented groups, and were less likely to participate in comments or jokes that are derogatory towards other persons.

With regard to how well the University addresses campus issues related to diversity, 52% of staff agreed that the campus thoroughly handles issues related to gender or sexism. Women and men differed significantly on this issue, with women reporting greater concern about the thoroughness of the University's response to sexism than men. Similarly, women were more skeptical of the thoroughness of the University's response to ageism and disability issues than men, and nearly equal proportions of staff respondents agreed or were uncertain that the campus was handling issues related to racism.

Staff members were more likely to agree than undergraduate and graduate students, and faculty that IUB has visible leadership from the administration who foster diversity on campus.

Recommendations:

The two surveys reported here are merely a preliminary inquiry into the perceptions and experiences of IU staff. A number of areas that could benefit form further inquiries are noted in the text. Relevant units should consider the findings from these studies and develop more focused studies and appropriate innovations to ensure that both women and men work in a safe and secure environment and are treated equitably. Further consideration of work/life benefits and programs that will enhance the context in which staff work is recommended.

D. Trustees

The Board of Trustees is the corporate identity of Indiana University, the legal and symbolic structure that preserves institutional continuity through time. It is a governing body that exerts influence on IU from its topmost tier. A board draws on the strength of its various members, so the contributions of women and men on boards come from their individual talents as well as the variety of perspectives they bring. As boards across the country diversify their compositions to reflect more accurately the populations they serve (Association of Governing Boards, 1985), it is worth noting the status of women on Indiana University's Board.

Women's representation on the Indiana University Board of Trustees has been remarkably consistent since 1924 when Nellie Showers Teter was elected as the first woman to serve in such a capacity at IU. She remained the only woman trustee during her 20 year tenure on the Board. In the decades of the 1980s and 1990s, only one or two women in any given year have served as IU Trustees, achieving their positions on the nine-member Board either through gubernatorial appointment or through election by the alumni or student bodies. This year marks a step forward in terms of IU's Board composition: for the first time, three of Indiana University's nine trustees are women.

As she began her term this year, newly elected IU trustee Dr. Sue Talbot commented on women's under- representation on boards: "IU is unfortunately the norm in higher education with the wide gap between men and women serving on boards and holding administrative positions" (*Majority Report*, 2001). Talbot points to a "severe need for locating more women as leaders." Women students comprise 53 percent of the undergraduate body at the Bloomington campus and 58 percent of IU undergraduates overall. Given these demographics and the disproportionate percentage of male Trustees, efforts should be taken to promote a Board whose composition mirrors more closely that of those it educates.

Trustee selection is difficult to influence because it is largely beyond the control of any particular IUB office. Trustees are elected by the IU alumni body and the IU student body or are appointed by the governor of Indiana. However, the IU Alumni Association could exert an influence by encouraging women alumni to seek Board membership and by recommending women to the governor for consideration as appointees. Because board composition is not likely to be challenged on legal grounds, women trustees often benefit informally from the support of faculty and students, and from the interventions of alumni, legislators, and governors (Glazer-Raymo, 1999).

Recommendations:

- Encourage women students and alumni to run for election to the Board: encourage alumni to submit to the governor the names of qualified and talented Indiana women who could be appointed as Trustees The IU Alumni Association may be instrumental among its constituency in advocating such action.

- Foster awareness of the importance of this influential position and the contributions women can make in increasing diverse viewpoints on the Board of Trustees.

E. Campus Climate for Women

Findings from the Campus Climate Survey are reported in the appropriate faculty, student and staff sections of this Report. However, it is also important to examine the extent to which the assessment of campus climate differed among these populations and where perceptions were shared. Additional findings from surveys such as the Survey on Academic Incivility at Indiana University are also incorporated in this discussion.

Perceptions of the Campus Climate

The Campus Climate Survey was administered over online via the World Wide Web [see Appendix B for survey instrument]. A total of 1,952 responses were collected [see Appendix C for survey population].

In general, there was considerable agreement among IUB women faculty, AIs, staff, undergraduate and graduate students regarding the campus climate. Undergraduate and graduate students, staff and faculty rated the overall campus climate for women as "accepting." Faculty were slightly more critical of the climate than undergraduate students (80.3% of the faculty found the climate accepting for women while 94% of undergraduates found it accepting). Statistically significant differences were found between men and women in the overall campus rating. Women in all populations rated the campus climate for men significantly higher than men while men rated the overall campus climate for women significantly higher than women did.

In general, faculty were more critical than students and staff of the University's efforts to foster diversity on campus, less likely to agree that the curriculum adequately represents the contributions of people from underrepresented groups, and that the classroom climate is welcoming. Among faculty respondents, 44.7% disagreed with the statement "The College/University thoroughly addresses campus issues related to gender or sexism." Faculty were more likely to hold this view than staff and students (the percentage of students and staff that disagreed was less than 30%). Moreover, among all populations, more women than men were concerned about the thoroughness of the University's response to sexism.

Nearly one third (31.9%) of faculty reported experiencing harassment on this campus, with women faculty indicating they experienced more harassment than men. (Harassment was defined as "any conduct that has interfered unreasonably with your ability to work or learn on this campus.") Faculty had the highest percentage among the populations; whereas only about 25% of students and staff reported experiences of harassment. While faculty attributed over half of this harassment to gender, students and staff attributed around one third of the harassment to gender. This finding suggests that faculty experienced more harassment related to gender than students and staff. In addition, different populations of women were likely to experience harassment in the site where they spent most of their time on campus, for instance, undergraduate women reported harassing behavior as occurring in their classrooms and residence halls and female staff members reported that the site was usually the office. Likewise, the source of the harassing behavior was usually from persons in the site – students reported harassment from peers and staff reported harassment from colleagues.

Women faculty shared the following negative perceptions of their working lives at Indiana University-Bloomington: a chilly climate for women; a male-dominated institutional culture; a disproportionately male administration; the under-representation of women in their departments; work-family issues; and the difficulty of creating a balanced personal and professional life. Many of these same concerns are reflected in the staff survey findings. Women faculty and staff commonly reported the difficulty of balancing work and family. In particular, single parents or parents with children who had long-term health issues struggled to balance their dual commitments.

The statistically significant difference between men's and women's perceptions of the campus climate at IUB indicates that men and women have qualitatively different experiences at IUB. Furthermore, these findings suggest the need for more in-depth, qualitative examinations of the areas of greatest concern to women faculty, AIs, students and staff, followed by specific efforts to address these concerns.

Survey on Academic Incivility

Additional information on the campus climate was also gleaned from the results of the Survey on Academic Incivility at Indiana University administered by the Indiana Center for Survey Research for the Offices of the Dean of Students and the Dean of Faculties at IUB. The purpose of the survey was to obtain information about the experiences of academic incivility at IU. Respondents were asked to provide information on the extent and types of incivility they've experienced at IUB, their responses to incivility, and perceptions about who engages in incivility. A total of 1,009 faculty and 440 Associate instructors (AIs) completed the survey for a 53% response rate.

Secondary data analysis of the Incivility Survey revealed some information pertinent to this Report. An examination of subsample and subgroup differences including gender, race and age revealed a number of statistically significant differences. An examination of the questions regarding perceptions of uncivil behaviors shows that women were more likely to regard behaviors as uncivil than men. Fewer statistically significant differences were found between male and female AIs than there were between male and female faculty. In terms of action taken, women were more likely to respond and to say that their actions were effective. Female AIs were more likely to seek advice and to report a students' behavior to other officials. A number of differences were found between young and older faculty and AIs. Younger faculty were more likely to regard more behavior as uncivil, and to have encountered the uncivil behaviors.

Interestingly, the secondary data analysis revealed differences based on gender and age. These differences were interpreted as information about power, in that the differences are related to those who might be perceived as having the most or least power. In a comparison of older male faculty (defined as being at least age 40) and younger female faculty (defined as younger than age 39), the younger female faculty were more likely to regard behaviors as uncivil and to have experienced the uncivil behavior more frequently than the older male faculty. A comparison of the patterns of responses by younger women faculty and older male faculty showed that women experienced more frequent incidences of uncivil behavior at the less egregious level of behaviors and while the number of incidents go down considerably at the more egregious level of uncivil behavior for both groups (e.g., harassing comments or behavior directed at the faculty member outside the classroom). Younger women faculty were twice as likely to experience uncivil behaviors as older

male faculty. These findings indicate that classroom climate can be more problematic for women, especially younger women Faculty and AI's. This analysis demonstrates that there is considerable variation across ranks of those who teach at IUB, both in terms of faculty and AIs, and based on gender, race and age.

Section Three: Recommended Action Plan

This report makes a number of recommendations under each heading. Some of the recommendations are calls for further research and investigation. Other recommendations involve policy changes or changes in practices.

It is beyond the scope of this report to establish priorities in addressing the problems and reinforcing the successes discussed here. However, this must be our next step. It will be fruitful to establish an Ad Hoc Committee to assess the findings and recommendations of this report in order to establish priorities for meeting the challenges laid out in this study. The Ad Hoc Committee should report to the Chancellor at IUB. We suggest that the Ad Hoc Committee meet for a definite but limited time period. In order to ensure that a broad range of interests is represented, faculty, staff and students should participate on the Ad Hoc Committee. The Dean for Women's Affairs and other administrators responsible for equity and diversity on campus should also serve on this committee.

The Ad Hoc Committee should develop a concrete plan of action with goals and target dates. The Committee should also make action recommendations directed to different units on the IUB campus.

The status of women, whether faculty, staff or student – at Indiana University – Bloomington is certainly much better than it was several decades ago. However, this study has uncovered some areas that demand our attention, understanding, and action. This Report on the Status of Women is a concrete step toward meeting the challenge of establishing equity, opportunity, and respect for all women. We must not stop here.

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Section Five: Appendices

Appendix A – Definition of Terms

Indiana University Bloomington or IUB: Indiana University is a multi-campus university. Additionally, there is a University Administration who has service responsibilities for all campuses. This report addresses Bloomington Campus faculty, students, and staff. Bloomington faculty and students are readily identified as being members of a school or college reporting to the Bloomington Chancellor. Bloomington staff are appointees whose units also report to the Bloomington Chancellor. Staff who report to the University Administrative structure, even if physically located at Bloomington, were not addressed in this report.

Faculty: In the main, this report deals with tenured and tenure-line faculty and exclusively with full-time faculty. Occasional references to non-tenure line lecturers or clinical faculty may be made, but such references are to full-time appointees.

Faculty salaries: Faculty salaries uniformly represent ten-month salaries. Salaries of faculty holding twelve-month appointments were converted to ten-month equivalents.

Mean and median faculty salaries: Both mean and median faculty salaries are referenced in this report. Salary data from national sources*, e.g., Academe* are typically expressed as mean salaries. Data from IUB are typically expressed as median salaries.

School Codes: Efforts were made to expand IUB school codes in any graphic used in the report, but caution suggests listing and expanding all school codes here as well:
BUS - Kelley School of Business
COAS- College of Fine Arts
EDUC - School of Education
GRAD - The Graduate School (graduate Arts and Sciences and some graduate programs in the professional schools)
HPER – School of Health, Physical Education and Recreation
JOUR - School of Journalism
LAW - School of Law
MSCI – Medical Sciences Program (School of Medicine)
MUS - School of Music
NURS- School of Nursing
OPT - School of Optometry
SCS - School of Continuing Studies
SLIS - School of Library and Information Science
SPEA - School of Public and Environmental Affairs
UDIV – University Division (each IUB undergraduate school has entrance requirements expressed in terms of credit hours completed and a minimum grade point average achieved. Most freshmen and sophomores satisfy these entrance requirements and declare or change majors as University Division students)

Students: Degree-seeking undergraduate and graduate students only are referenced in this report.

Appendix B – Campus Climate Survey

Please go to the following website to view this document:

http://csrsurvey.indiana.edu/acc/survey.cfm

Appendix C - Campus Climate Survey Population Information

As with any survey an important question is, "How representative of the larger population is the respondent sample?" The answer to this question is particularly important because, by design, the Campus Climate survey was not intended to reach a "normal" population.

First, it was intended that the response set would equal 80% women and 20% men. Women respondents did account for 79% of the responses versus 21% for men.

Table 1: Gender Distribution by Position Within Campus Climate Survey

	Women	Men
Undergraduates	890	174
Graduates/Professional	304	92
Staff/Administrator	281	114
Faculty	50	19
Missing Data	28	
Column Totals (Minus Missing Data)	1525	399
Percent of Included Total	79.3%	20.7%

Second, it was the expressed wish of the Committee on Students that every effort be made to enhance the number of responses by women-of-color and that off-campus students be well represented. Accordingly, minority women were heavily over-sampled.

Below are tables and text that summarizes the response rates.

Table 2: By Ethnicity

Ethnicity *	Respondents	Target Population	Difference
African-Americans	5.0%	3.9%	+ 1.1
Hispanics	4.6%	2.0%	+ 2.6
Asians	8.0%	3.1%	+ 4.9
American Indians	1.97%	.20%	+ 1.77
Whites	81%	80%	+ 1.0
No Response	1.1%	1.0%	+ .1
Total#	101.67%	90.2	

* It is possible that some students and staff who are legal immigrants holding an appropriate visa may have classified themselves within one or more ethnic category typically targeted for U.S. citizens.

The Respondents Total exceeds 100% because some respondents classified themselves in more than one ethnic category. The Target Population total falls short of 100% because the Survey lacked such categories as "Other American" and a designation to signify a visitor in the U.S. with a student or work visa.

Table 3: By Campus and non-Campus Housing			
Residence	**Respondents**	**Target Population**	**Difference**
Residence Hall	31.8%	33.6%	- 1.8
Other Campus	2.3%	Not measured	
Off Campus	65.9%	66.4	-.5
Total	100.0%	100.0%	

Table 4: By Primary University Identifier			
Identifier	**Respondents**	**Target Population**	**Difference**
Undergraduates	54.5%	59%	- 4.5
Grad/Prof Student	20.3%	19%	+1.3
Staff	20.4%	17%	+ 3.4
Faculty	3.5%	5%	- 1.5
No Identifier	1.3	0%	+ 1.3
Total	100.0%	100.0%	

Table 5: By Age			
Age Range	**Respondents**	**Target Population**	**Difference**
22 and less	52.4%	58%	- 5.6
23-32	23.6%	21%	+ 2.6
33-42	9%	8%	+1
43-52	9.7%	8%	+ 1.7
53 and older	5.2%	5%	+ .20
Total	99.99%	100%	

Tables III and IV document the greatest divergence from the target populations in terms of Undergraduates and those aged 22 or less (a large amount of overlap between these classifications is transparent for the Bloomington Campus). These differences resulted from a 13.3% return instead of the desired 15% return from undergraduates. To explain, the Center for Survey Research cautioned the Project Director that as low as a 10% rate of return from Undergraduates could be anticipated on a Web-based survey. Accordingly, ten thousand undergraduates were e-mailed invitations to complete the survey. The invitation resulted in over 1,300 usable surveys, but it fell short of the 1,500 desired that would have likely kept the difference between plus or minus 3.0 for these categories.

Table 6: Sorority & Fraternity Affiliation if Undergraduate			
Affiliation	**Respondents**	**Target Population**	**Difference**
Sorority/Fraternity	18.9%	16%	+ 2.9
Not Sorority/Frat	81.1%	84%	- 2.9
Total	100.0%	100.0%	

How representative, then, is this survey? The Asian population is seriously over-represented if all respondents are Asian American, but it is feasible that visa-holding immigrants may have contributed to this apparent over-representation. Undergraduates are moderately underrepresented, whether viewed as undergrads or as 22 years old and less. Other categories appear to be more, rather than less, representative of the larger population.

Appendix D – Financial Aid Analysis

Without an undergraduate program, a major source of available positions is reduced. For purposes of this assessment, it may be preferable to base the percent of women and men graduate students on 2,999 women and 3,083 men (the above totals reduced by the number of Law, Optometry, and Library students).

Fall, 2001, Graduate and Professional Enrollments, IUB: Source is Registrar's ENRLCLAS File			
School	Women	Men	Total
Business	169	562	731
Education	425	185	610
Graduate	1776	1764	3540
HPER	110	96	206
INFO	5	10	15
Law	293	399	692
Music	360	355	715
Optometry	171	127	298
Library/Info	180	92	272
SPEA	154	111	265
Totals	3643	3701	7344
Percent	49.6%	50.4%	

Graduate student appointments may not necessarily be distributed proportionally to graduate enrollments because schools such as Law, Optometry, and Library and Information Science have no corresponding undergraduate program.

The elimination of Law, Optometry, and Library and Information Science from Figure 27 yields a total of 2,999 women and 3,083 men. Women then constitute 49.3% of the graduate/professional population instead of 49.6%. The actual distribution of women and men students within the graduate assistant ranks is shown in the below.

Distribution of Women Graduate Students Appointed to Graduate Assistant Positions Fall, 2001 and 2001-2002			
Rank	N of Women	Men & Women in Rank	Percent of Women
IR81	583	1302	44.8%*
AA88	74	205	36.1%*
AA82	248	418	59.3%*
AA81	13	26	50.0%
AA83	11	20	55.0%
All ranks	929	1971	47.1%

* = significant difference between the Observed and Expected values

It was anticipated that 49.3% of graduate student appointments would be assigned to women. The actual percent in the above table is 47.1% and it is not clear if that is a result of looking only at appointments made at 37.5% and 50.0%

Within ranks, there are some interesting deviations from the expected representation of women. These are summarized in the below:

***Chi Square* Distribution of Women's Appointments**		
Rank	Observed Frequency of Women	Expected Frequency (based on a 47.1% representation)
IR81	583	613
AA88	74	97
AA82	248	197
AA81	13	12
AA83	11	10
Total	929	929

The differences between the Observed and Expected frequencies were significantly different at 0.046 (4 degrees of freedom and a *chi-square* value of 9.779). Women are underrepresented at the IR81 (Associate Instructor) and AA88 (Research Assistant) ranks and substantially over-represented at the AA82 (Graduate Assistant) rank.

A comparison of pay by rank at the 50% FTE appointment revealed that men are paid more than women [Figure 27]. The table below shows that men are the recipients of significantly more pay in the following ranks and appointment types:

Synopsis of Critical Data from Figure 27				
Rank	Appointment Type	Women's Mean Stipend	Men's Mean Stipend	Difference in Mean Stipend
IR81	Year @ 50% FTE	$10,908	$11,271	-$363
AA88	Year @ 50% FTE	$13,306	$14,807	-$1501
AA82	Year @ 50% FTE	$9,654	$10,666	-$1012

The IR81 differential of $363 is little more than an artifact based on more men than women being appointed to this rank. Some of these men were in higher paying departments and their collective salaries created higher mean stipends for men. Within departments, however, there were no peculiar differences. When differences within the same department were observed, they sometimes favored women, they sometimes favored men, and they could be related to prior years

of experience. No obvious patterns of appointments that appeared to favor men or discriminate against women were apparent.

The AA88 differential of $1,501 was substantial and reasons for it were not easily discerned. How such a large difference resulted became evident once the termination dates for these research assistant appointments were examined in detail. Unlike most graduate student appointments, these appointments do not necessarily end in May, 2002. Thirty-nine of these 123 appointments (nearly one of every three) end between July 31 and August 31, 2002. It follows that the stipend for the lengthier appointments would be larger than those ending in May.

If lengthier appointments correspond with larger stipends, does it then follow that men hold these lengthier appointments? That was very much the case. Among the 39 lengthier appointments, 36 of them occur in Physics and University Information Technology Services (UITS). Within Physics, 22 of 27 AA88 appointments are held by men and within UITS, 15 of 16 AA88 appointments are held by men.

The very substantial difference in AA88 resulted from quite different appointments by two departments who employ primarily men in this student rank. When comparing men and women within departments, and when controlling for the length of appointment, differences in stipends were trivial.

The AA82 situation, as presented above, showed the following:

AA82	Year @ 50% FTE	$9,654	$10,666	-$1012

This $1,012 difference can be reduced easily to this inconsequential figure:

AA82	Year @ 50% FTE	$9985	$10,101	-$116

To effect this change requires the following manipulations:

a) delete from the file the four men in Athletics paid $19,000 for a .50 FTE at the same time one woman was paid $10,000 for a .50 FTE appointment;
b) delete from the file the four AA82 positions held by men in Physics that end in July 2002. These four positions were paid $17,000 with no women holding identical positions;
c). delete from the file nine of twenty-two women being paid $4000 by Residential Programs and Services (RPAS). This amount of $4000 was applied equally to men and women, but women outnumber men in RPAS and this low stipend among so many women served to depress considerably the women's overall mean stipend.

Essentially, eight "outliers" among men in the AA82 rank inflated the men's mean and too many women at a very low rate depressed the women's mean.

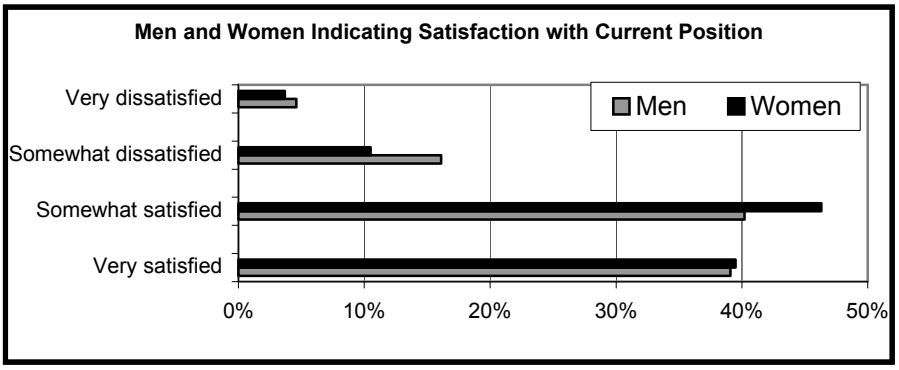
Appendix E – IUB Survey on Work Environment Results and Tables

Survey Question #1:

Please indicate your level of satisfaction with the following issues.

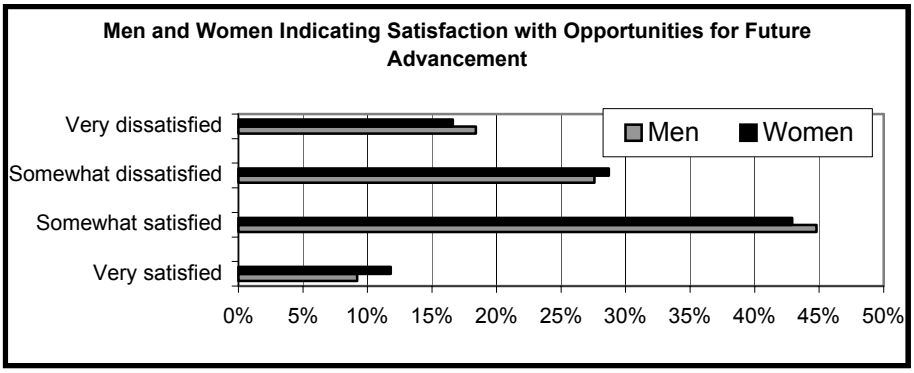
a. Satisfaction with current position at Indiana University Bloomington (IUB)?

	N of Men Responses	**Column** Percent of Men	N of Women Responses	**Column** Percent of Women	Expected **Row** Percent by Women of 77.3%	**Row** Totals	Percent of **Column** Totals (Men & Women)	Significant differences in response patterns between men and women
Very satisfied	34	39.1%	117	39.5%	77.5%	151	39.4%	Not significant
Somewhat satisfied	35	40.2%	137	46.3%	79.7%	172	44.9%	
Somewhat dissatisfied	14	16.1%	31	10.5%	68.9%	45	11.7%	
Very dissatisfied	4	4.6%	11	3.7%	73.3%	15	3.9%	
Column Totals	87	100.0%	296	100.0%		383	100.0%	



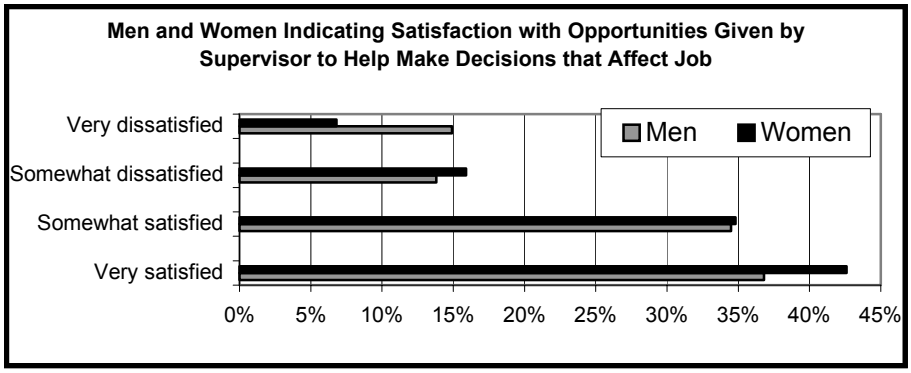
b. Satisfaction with opportunities for future advancement at Indiana University Bloomington (IUB)?

	N of Men Responses	**Column** Percent of Men	N of Women Responses	**Column** Percent of Women	Expected **Row** Percent by Women of 77.3%	**Row** Totals	Percent of **Column** Totals (Men & Women)	Significant differences in response patterns between men and women
Very satisfied	8	9.2%	35	11.8%	81.4%	43	11.2%	Not significant
Somewhat satisfied	39	44.8%	127	42.9%	76.5%	166	43.3%	
Somewhat dissatisfied	24	27.6%	85	28.7%	78.0%	109	28.5%	
Very dissatisfied	16	18.4%	49	16.6%	75.4%	65	17.0%	
Column Totals	87	100.0%	296	100.0%		383	100.0%	



c. Satisfaction with opportunities given by supervisor to help make decisions that affect your job?

	N of Men Responses	**Column** Percent of Men	N of Women Responses	**Column** Percent of Women	Expected **Row** Percent by Women of 77.3%	**Row** Totals	Percent of **Column** Totals (Men & Women)	Significant differences in response patterns between men and women
Very satisfied	32	36.8%	126	42.6%	79.7%	158	41.3%	Not significant
Somewhat satisfied	30	34.5%	103	34.8%	77.4%	133	34.7%	
Somewhat dissatisfied	12	13.8%	47	15.9%	79.7%	59	15.4%	
Very dissatisfied	13	14.9%	20	6.8%	60.6%	33	8.6%	
Column Totals	87	100.0%	296	100.0%		383	100.0%	

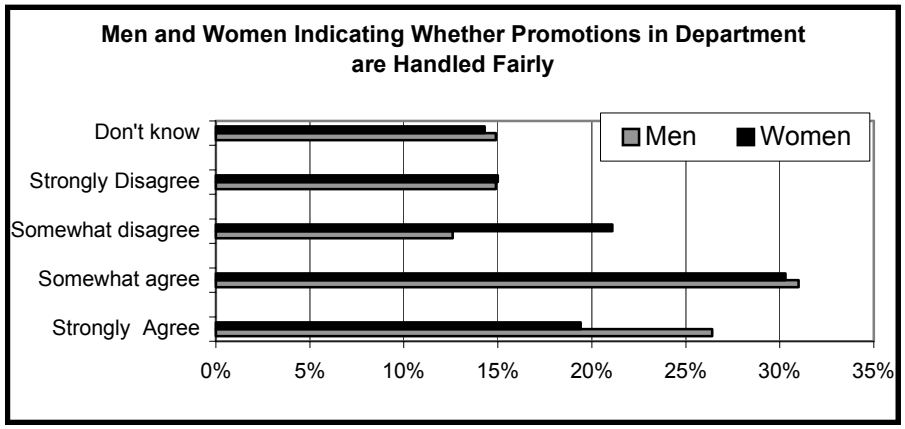


Survey Question # 2:

Please indicate how much you agree or disagree with the following statements.

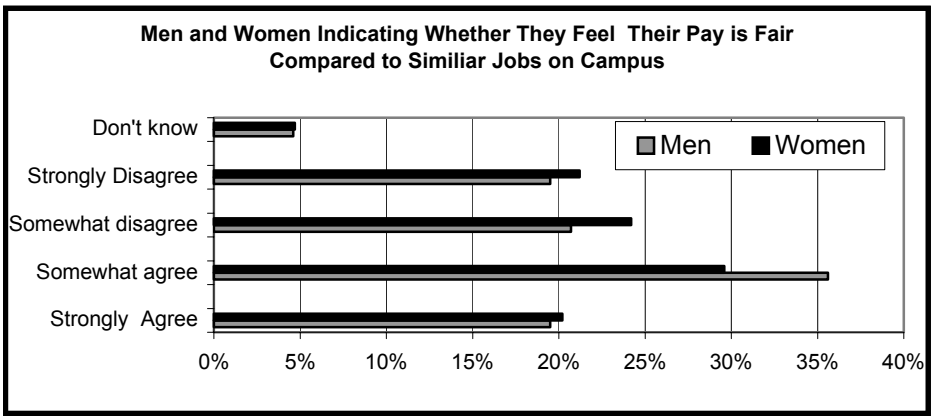
a. Promotions in my department are handled fairly

	N of Men Responses	**Column** Percent of Men	N of Women Responses	**Column** Percent of Women	Expected **Row** Percent by Women of 77.3%	**Row** Totals	Percent of **Column** Totals (Men & Women)	Significant differences in response patterns between men and women
Strongly Agree	23	26.4%	57	19.4%	71.3%	80	21.0%	Not significant
Somewhat agree	27	31.0%	89	30.3%	76.7%	116	30.4%	
Somewhat disagree	11	12.6%	62	21.1%	84.9%	73	19.2%	
Strongly Disagree	13	14.9%	44	15.0%	77.2%	57	15.0%	
Don't know	13	14.9%	42	14.3%	76.4%	55	14.4%	
Column Totals	87	100.0%	294	100.0%		381	100.0%	



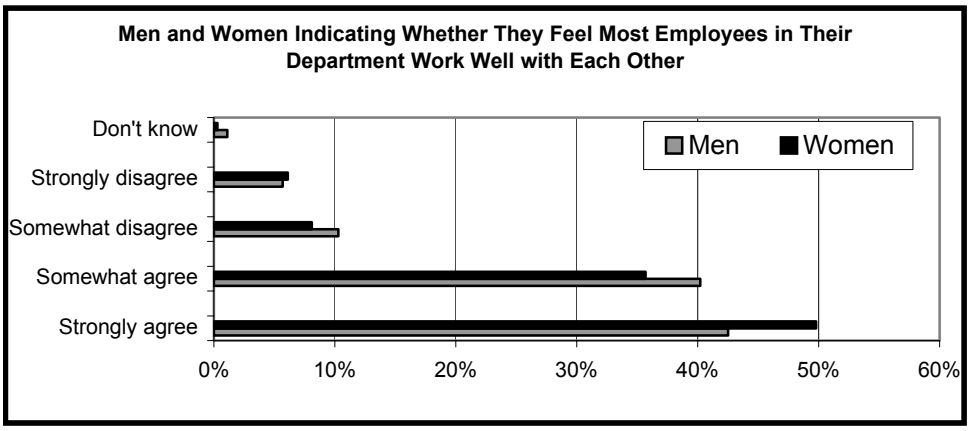
b. I feel my pay is fair compared to other jobs like mine on the IUB campus.

	N of Men Responses	**Column** Percent of Men	N of Women Responses	**Column** Percent of Women	Expected **Row** Percent by Women of	**Row** Totals	Percent of **Column** Totals (Men &	Significant differences in response patterns between men and women
Strongly Agree	17	19.5%	60	20.2%	77.9%	77	20.1%	Not significant
Somewhat agree	31	35.6%	88	29.6%	73.9%	119	31.0%	
Somewhat disagree	18	20.7%	72	24.2%	80.0%	90	23.4%	
Strongly Disagree	17	19.5%	63	21.2%	78.8%	80	20.8%	
Don't know	4	4.6%	14	4.7%	77.8%	18	4.7%	
Column Totals	87	100.0%	297	100.0%		384	100.0%	



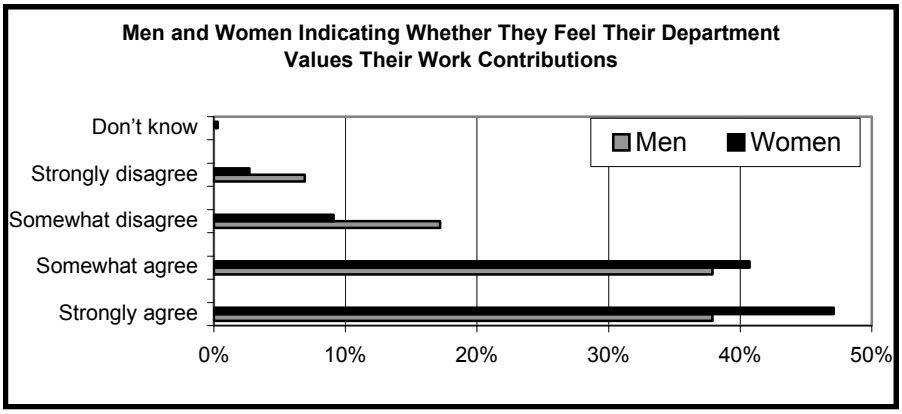
c. Most employees in my department work well with each other.

	N of Men Responses	**Column** Percent of Men	N of Women Responses	**Column** Percent of Women	Expected **Row** Percent by Women of 77.3%	**Row** Totals	Percent of **Column** Totals (Men & Women)	Significant differences in response patterns between men and women
Strongly Agree	37	42.5%	148	49.8%	80.0%	185	48.2%	Not significant
Somewhat agree	35	40.2%	106	35.7%	75.2%	141	36.7%	
Somewhat disagree	9	10.3%	24	8.1%	72.7%	33	8.6%	
Strongly Disagree	5	5.7%	18	6.1%	78.3%	23	6.0%	
Don't know	1	1.1%	1	0.3%	50.0%	2	0.5%	
Column Totals	87	100.0%	297	100.0%		384	100.0%	



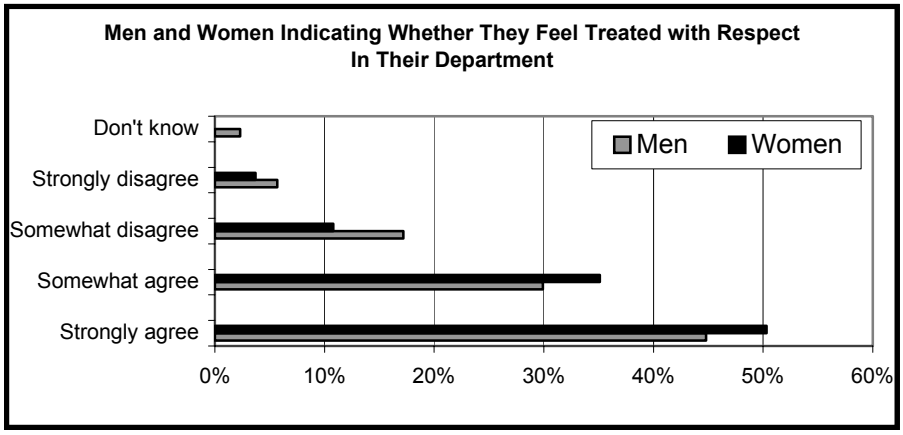
d. I feel my department values my work contributions.

	N of Men Responses	**Column** Percent of Men	N of Women Responses	**Column** Percent of Women	Expected **Row** Percent by Women of 77.3%	**Row** Totals	Percent of **Column** Totals (Men & Women)	Significant differences in response patterns between men and women
Strongly Agree	33	37.9%	140	47.1%	80.9%	173	45.1%	.025
Somewhat agree	33	37.9%	121	40.7%	78.6%	154	40.1%	Women expressed significantly more agreement that their departments valued their work contributions
Somewhat disagree	15	17.2%	27	9.1%	64.3%	42	10.9%	
Strongly Disagree	6	6.9%	8	2.7%	57.1%	14	3.6%	
Don't know	0	0.0%	1	0.3%	100.0%	1	0.3%	
Column Totals	87	100.0%	297	100.0%		384	100.0%	



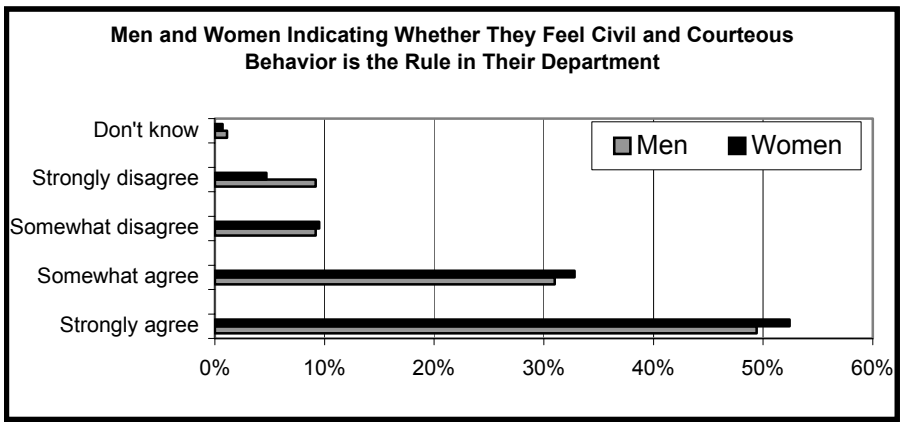
e. I feel I am treated with respect in my department

	N of Men Responses	**Column** Percent of Men	N of Women Responses	**Column** Percent of Women	Expected **Row** Percent by Women of 77.3%	**Row** Totals	Percent of **Column** Totals (Men & Women)	Significant differences in response patterns between men and women
Strongly Agree	39	44.8%	149	50.3%	79.3%	188	49.1%	Not significant
Somewhat agree	26	29.9%	104	35.1%	80.0%	130	33.9%	
Somewhat disagree	15	17.2%	32	10.8%	68.1%	47	12.3%	
Strongly Disagree	5	5.7%	11	3.7%	68.8%	16	4.2%	
Don't know	2	2.3%	0	0.0%	0.0%	2	0.5%	
Column Totals	87	100.0%	296	100.0%		383	100.0%	



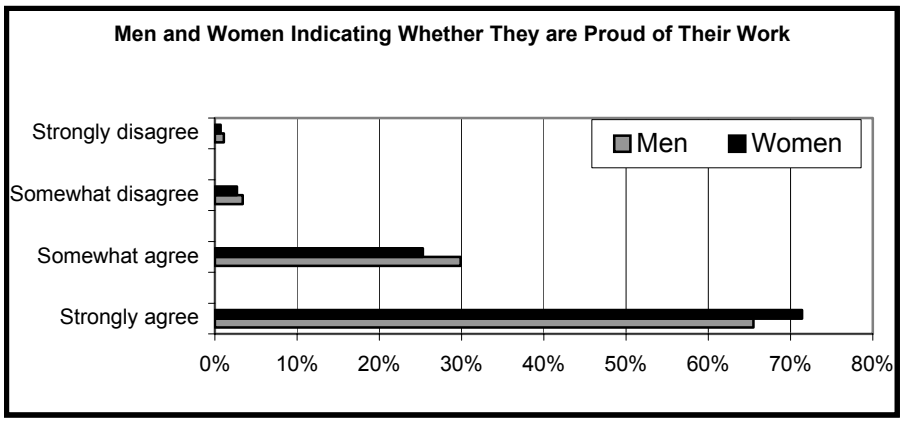
f. I feel civil and courteous behavior is the rule in my department

	N of Men Responses	**Column** Percent of Men	N of Women Responses	**Column** Percent of Women	Expected **Row** Percent by Women of 77.3%	**Row** Totals	Percent of **Column** Totals (Men & Women)	Significant differences in response patterns between men and women
Strongly Agree	43	49.4%	155	52.4%	78.3%	198	51.7%	Not significant
Somewhat agree	27	31.0%	97	32.8%	78.2%	124	32.4%	
Somewhat disagree	8	9.2%	28	9.5%	77.8%	36	9.4%	
Strongly Disagree	8	9.2%	14	4.7%	63.6%	22	5.7%	
Don't know	1	1.1%	2	0.7%	66.7%	3	0.8%	
Column Totals	87	100.0%	296	100.0%		383	99.2%	



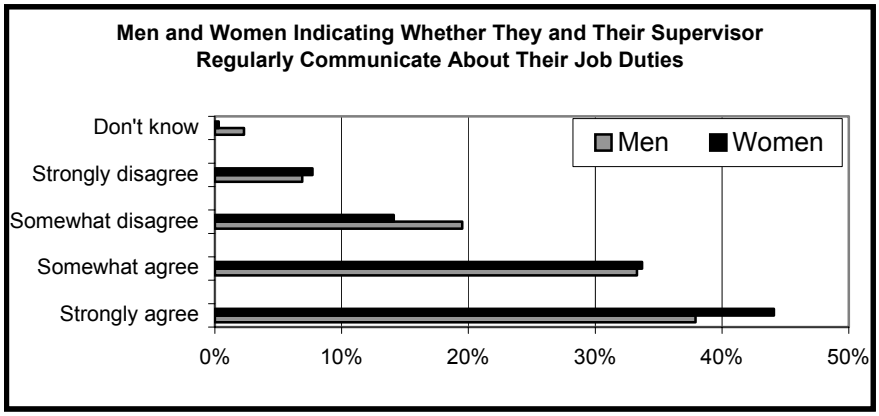
g. I am proud of the work I do at IUB.

	N of Men Responses	**Column** Percent of Men	N of Women Responses	**Column** Percent of Women	Expected **Row** Percent by Women of 77.3%	**Row** Totals	Percent of **Column** Totals (Men & Women)	Significant differences in response patterns between men and women
Strongly Agree	57	65.5%	212	71.4%	78.8%	269	70.1%	Not significant
Somewhat agree	26	29.9%	75	25.3%	74.3%	101	26.3%	
Somewhat disagree	3	3.4%	8	2.7%	72.7%	11	2.9%	
Strongly Disagree	1	1.1%	2	0.7%	66.7%	3	0.8%	
Column Totals	87	100.0%	297	100.0%		384	100.0%	



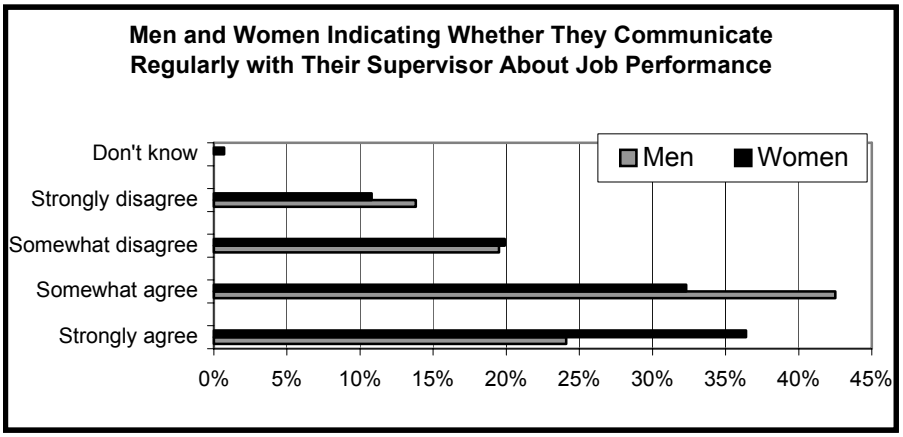
h. My supervisor and I regularly communicate about my job duties.

	N of Men Responses	**Column** Percent of Men	N of Women Responses	**Column** Percent of Women	Expected **Row** Percent by Women of 77.3%	**Row** Totals	Percent of **Column** Totals (Men & Women)	Significant differences in response patterns between men and women
Strongly Agree	33	37.9%	131	44.1%	79.9%	164	42.7%	Not significant
Somewhat agree	29	33.3%	100	33.7%	77.5%	129	33.6%	
Somewhat disagree	17	19.5%	42	14.1%	71.2%	59	15.4%	
Strongly Disagree	6	6.9%	23	7.7%	79.3%	29	7.6%	
Don't know	2	2.3%	1	0.3%	33.3%	3	0.8%	
Column Totals	87	100.0%	297	100.0%		384	100.0%	



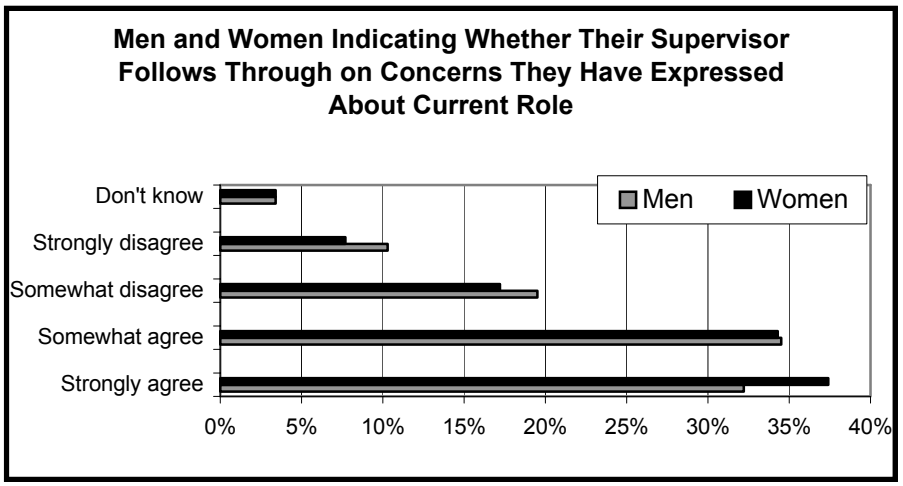
i. My supervisor and I regularly communicate about my job performance.

	N of Men Responses	**Column** Percent of Men	N of Women Responses	**Column** Percent of Women	Expected **Row** Percent by Women of 77.3%	**Row** Totals	Percent of **Column** Totals (Men & Women)	Significant differences in response patterns between men and women
Strongly Agree	21	24.1%	108	36.4%	83.7%	129	33.6%	Not significant
Somewhat agree	37	42.5%	96	32.3%	72.2%	133	34.6%	
Somewhat disagree	17	19.5%	59	19.9%	77.6%	76	19.8%	
Strongly Disagree	12	13.8%	32	10.8%	72.7%	44	11.5%	
Don't know	0	0.0%	2	0.7%	100.0%	2	0.5%	
Column Totals	87	100.0%	297	100.0%		384	100.0%	



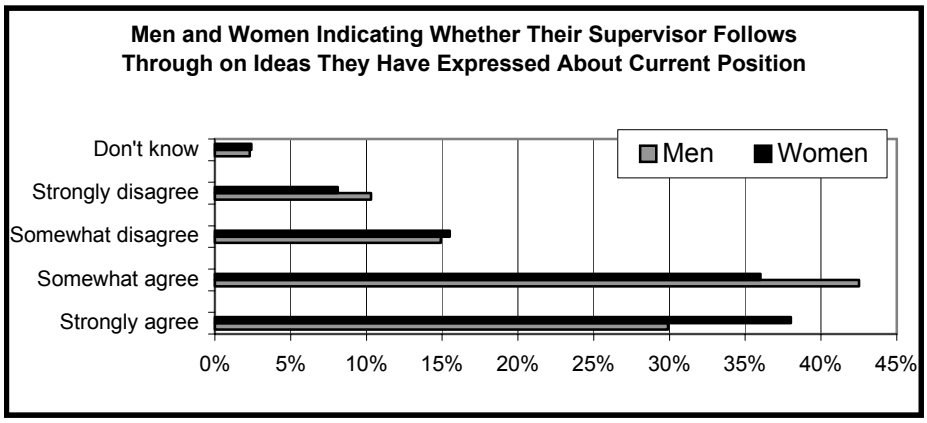
j. My immediate supervisor follows through on concerns I have expressed about my current role.

	N of Men Responses	**Column** Percent of Men	N of Women Responses	**Column** Percent of Women	Expected **Row** Percent by Women of 77.3%	**Row** Totals	Percent of **Column** Totals (Men & Women)	Significant differences in response patterns between men and women
Strongly Agree	28	32.2%	111	37.4%	79.9%	139	36.2%	Not significant
Somewhat agree	30	34.5%	102	34.3%	77.3%	132	34.4%	
Somewhat disagree	17	19.5%	51	17.2%	75.0%	68	17.7%	
Strongly Disagree	9	10.3%	23	7.7%	71.9%	32	8.3%	
Don't know	3	3.4%	10	3.4%	76.9%	13	3.4%	
Column Totals	87	100.0%	297	100.0%		384	100.0%	



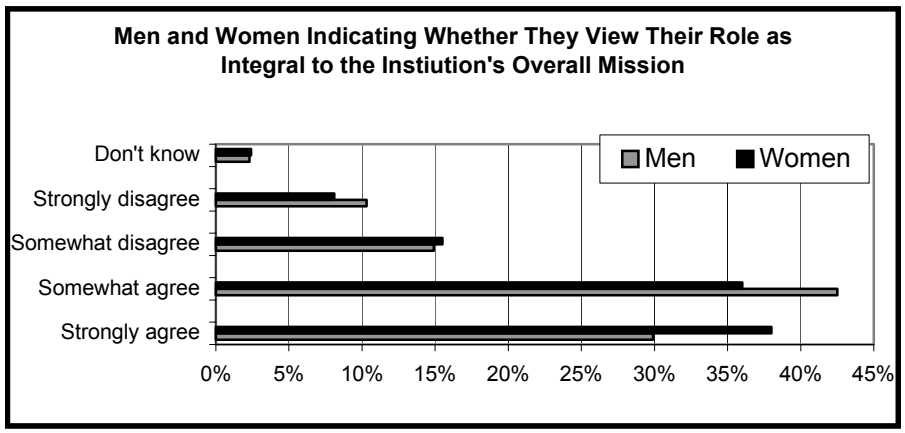
k. My immediate supervisor follows through on ideas I have expressed about my current role.

	N of Men Responses	**Column** Percent of Men	N of Women Responses	**Column** Percent of Women	Expected **Row** Percent by Women of 77.3%	**Row** Totals	Percent of **Column** Totals (Men & Women)	Significant differences in response patterns between men and women
Strongly Agree	26	29.9%	113	38.0%	81.3%	139	36.2%	Not significant
Somewhat agree	37	42.5%	107	36.0%	74.3%	144	37.5%	
Somewhat disagree	13	14.9%	46	15.5%	78.0%	59	15.4%	
Strongly disagree	9	10.3%	24	8.1%	72.7%	33	8.6%	
Don't know	2	2.3%	7	2.4%	77.8%	9	2.3%	
Column Totals	87	100.0%	297	100.0%		384	100.0%	



l. I view my role at IU as integral to the institution's overall education mission.

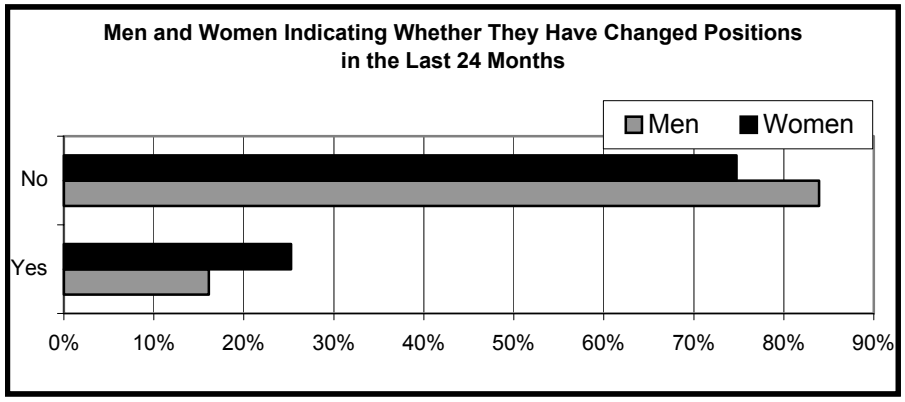
	N of Men Responses	**Column** Percent of Men	N of Women Responses	**Column** Percent of Women	Expected **Row** Percent by Women of 77.3%	**Row** Totals	Percent of **Column** Totals (Men & Women)	Significant differences in response patterns between men and women
Strongly Agree	26	29.9%	113	38.0%	81.3%	139	36.2%	Not significant
Somewhat agree	37	42.5%	107	36.0%	74.3%	144	37.5%	
Somewhat disagree	13	14.9%	46	15.5%	78.0%	59	15.4%	
Strongly Disagree	9	10.3%	24	8.1%	72.7%	33	8.6%	
Don't know	2	2.3%	7	2.4%	77.8%	9	2.3%	
Column Totals	87	100.0%	297	100.0%		384	100.0%	



Survey Question #3
Have you changed jobs at Indiana University Bloomington within the last 24 months?
Did this change raise your classification?

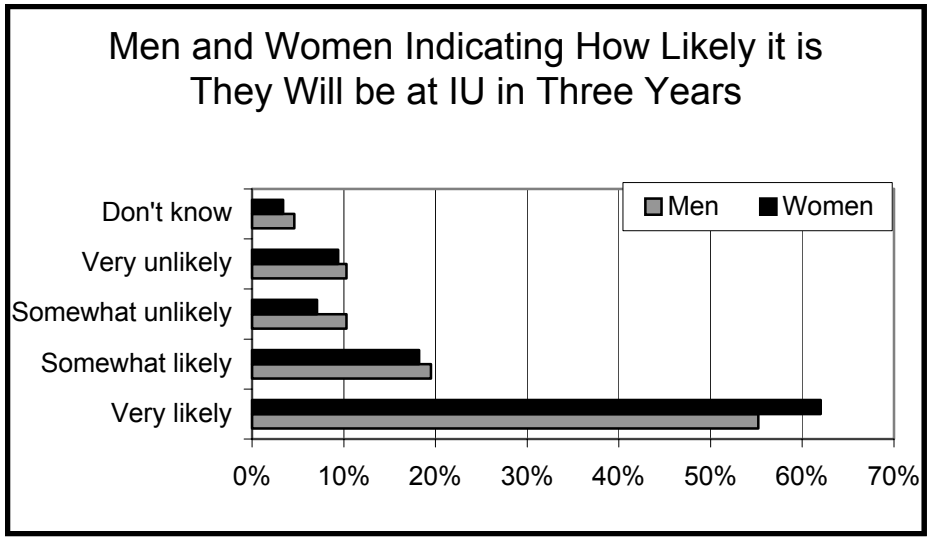
Have you changed jobs at Indiana University Bloomington within the last 24 months?

	N of Men Responses	**Column** Percent of Men	N of Women Responses	**Column** Percent of Women	Expected **Row** Percent by Women of 77.3%	**Row** Totals	Percent of **Column** Totals (Men & Women)	Significant differences in response patterns between men and women
Yes	14	16.1%	75	25.3%	84.3%	89	23.2%	< .001
No	73	83.9%	222	74.7%	75.8%	295	76.8%	Women changed jobs more in last 24 months
Column Totals	87	100.0%	297	100.0%		384	100.0%	



Survey Question #4
How likely is it that you will be working at Indiana University Bloomington three years from now?

	N of Men Responses	**Column** Percent of Men	N of Women Responses	**Column** Percent of Women	Expected **Row** Percent by Women of 77.3%	**Row** Totals	Percent of **Column** Totals (Men & Women)	Significant differences in response patterns between men and women
Very likely	48	55.2%	184	62.0%	79.3%	232	60.4%	Not significant
Somewhat likely	17	19.5%	54	18.2%	76.1%	71	18.5%	
Somewhat unlikely	9	10.3%	21	7.1%	70.0%	30	7.8%	
Very unlikely	9	10.3%	28	9.4%	71.4%	37	9.6%	
Don't know	4	4.6%	10	3.4%		14	3.6%	
Column Totals	87	100.0%	297	100.0%		384	100.0%	



Survey Question # 5

What factors would likely cause you to leave Indiana University Bloomington in the next three years.

a. responses indicating relocation to another state as reason to leave Indiana University.

	N of Men Responses	**Column** Percent of Men	N of Women Responses	**Column** Percent of Women	Expected **Row** Percent by Women of 77.3%	**Row** Totals	Percent of **Column** Totals (Men & Women)	Significant differences in response patterns between men and women
Yes	23	26.4%	92	31.0%	80.0%	115	29.9%	Not tested
Sample Size	87	26.4%	297	31.0%		384	29.9%	

b. responses indicating spouse/significant other career considerations as a reason to leave Indiana University

	N of Men Responses	**Column** Percent of Men	N of Women Responses	**Column** Percent of Women	Expected **Row** Percent by Women of 77.3%	**Row** Totals	Percent of **Column** Totals (Men & Women)	Significant differences in response patterns between men and women
Yes	15	17.2%	85	28.6%	85.0%	100	26.0%	Not tested
Sample Size	87	17.2%	297	28.6%		384	26.0%	

c. responses indicating family obligations as a reason to leave Indiana University.

	N of Men Responses	**Column** Percent of Men	N of Women Responses	**Column** Percent of Women	Expected **Row** Percent by Women of 77.3%	**Row** Totals	Percent of **Column** Totals (Men & Women)	Significant differences in response patterns between men and women
Yes	18	20.7%	61	20.5%	77.2%	79	20.6%	Not tested
Sample Size	87	20.7%	297	20.5%		384	20.6%	

d. responses indicating better pay elsewhere as a reason to leave Indiana University.

	N of Men Responses	**Column** Percent of Men	N of Women Responses	**Column** Percent of Women	Expected **Row** Percent by Women of 77.3%	**Row** Totals	Percent of **Column** Totals (Men & Women)	Significant differences in response patterns between men and women
Yes	42	48.3%	151	50.8%	78.2%	193	50.3%	Not tested
Sample Size	87	48.3%	297	50.8%		384	50.3%	

e. responses indicating better job opportunities elsewhere as a reason to leave Indiana University.

	N of Men Responses	**Column** Percent of Men	N of Women Responses	**Column** Percent of Women	Expected **Row** Percent by Women of 77.3%	**Row** Totals	Percent of **Column** Totals (Men & Women)	Significant differences in response patterns between men and women
Yes	45	51.7%	149	50.2%	76.8%	194	50.5%	Not significant
Sample Size	87	51.7%	297	50.2%		384	50.5%	

f. responses indicating retirement as a reason to leave Indiana University.

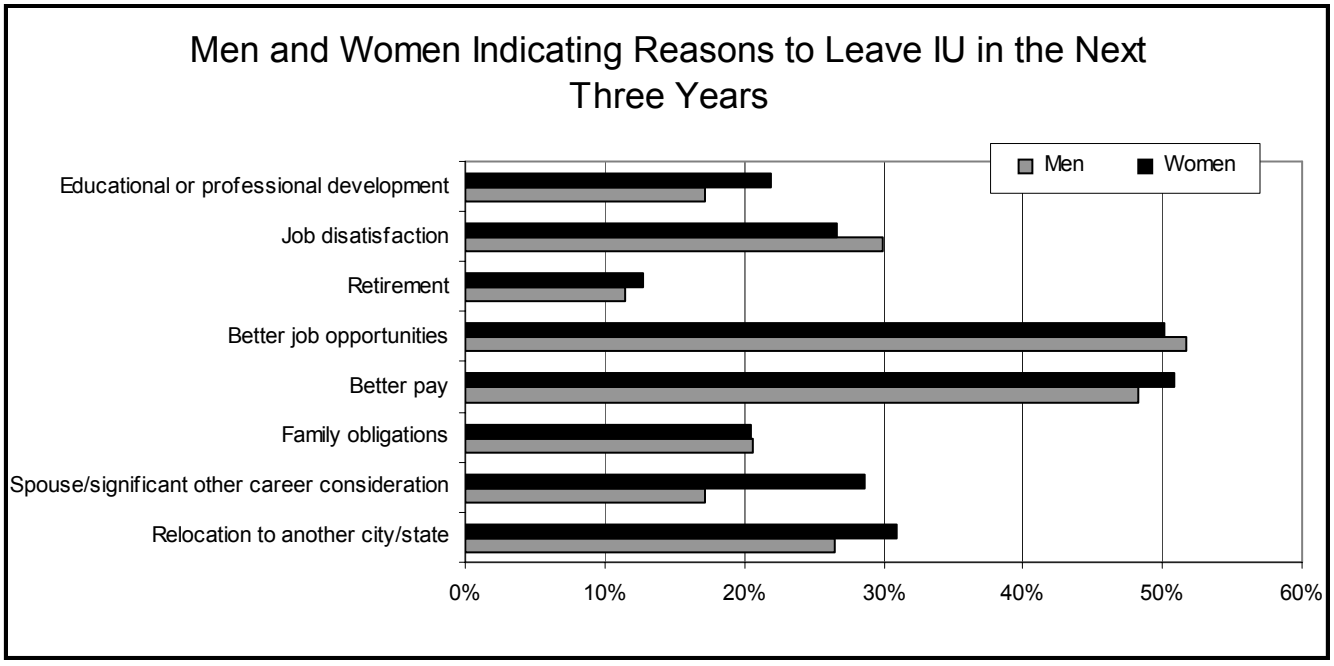
	N of Men Responses	**Column** Percent of Men	N of Women Responses	**Column** Percent of Women	Expected **Row** Percent by Women of 77.3%	**Row** Totals	Percent of **Column** Totals (Men & Women)	Significant differences in response patterns between men and women
Yes	10	11.5%	38	12.8%	79.2%	48	12.5%	Not tested
Sample Size	87	11.5%	297	12.8%		384	12.5%	

g. responses indicating job dissatisfaction as a reason to leave Indiana University

	N of Men Responses	**Column** Percent of Men	N of Women Responses	**Column** Percent of Women	Expected **Row** Percent by Women of 77.3%	**Row** Totals	Percent of **Column** Totals (Men & Women)	Significant differences in response patterns between men and women
Yes	26	29.9%	79	26.6%	75.2%	105	27.3%	Not tested
Sample Size	87	29.9%	297	26.6%		384	27.3%	

h. responses indicating Additional Education or professional development for advancement opportunities as a reason to leave Indiana University

	N of Men Responses	**Column** Percent of Men	N of Women Responses	**Column** Percent of Women	Expected **Row** Percent by Women of 77.3%	**Row** Totals	Percent of **Column** Totals (Men & Women)	Significant differences in response patterns between men and women
Yes	15	17.2%	65	21.9%	81.3%	80	20.8%	Not tested
Sample Size	87	17.2%	297	21.9%		384	20.8%	

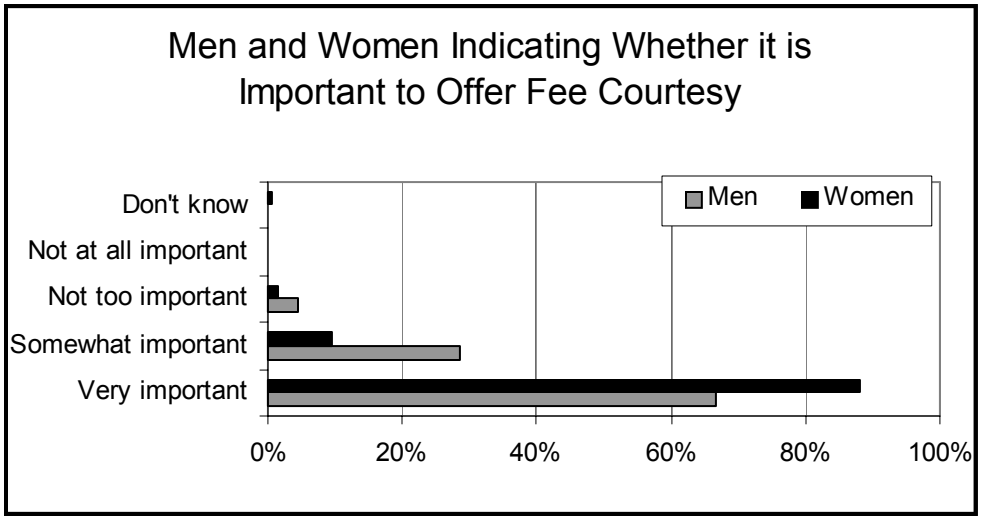


Survey Question #6:

Please indicate how important you think it is that Indiana University Bloomington (IUB) continue to offer the following benefit opportunities to staff:

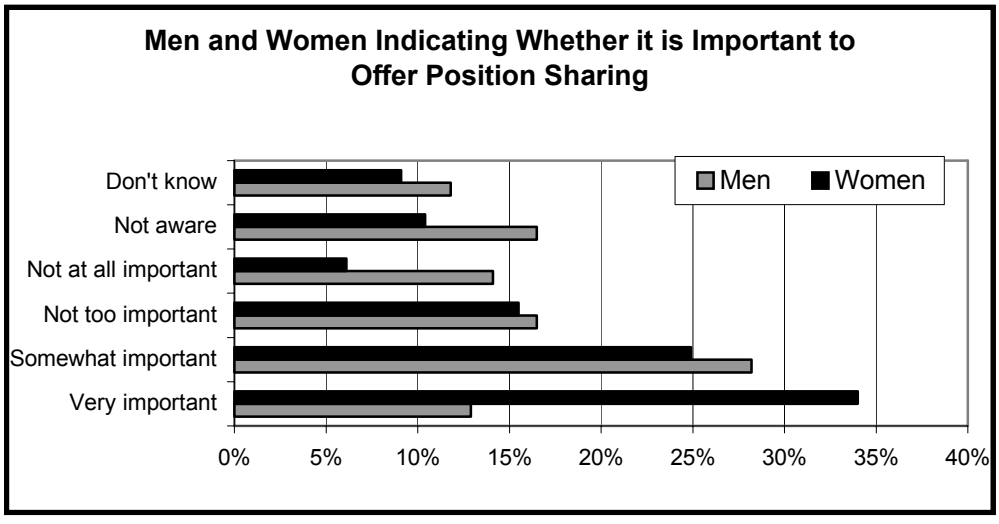
a. Responses Concerning Fee Courtesy

	N of Men Responses	**Column** Percent of Men	N of Women Responses	**Column** Percent of Women	Expected **Row** Percent by Women of 77.3%	**Row** Totals	Percent of **Column** Totals (Men & Women)	Significant differences in response patterns between men and women
Very important	58	66.7%	261	88.2%	81.8%	319	83.3%	< .001
Somewhat important	25	28.7%	28	9.5%	52.8%	53	13.8%	Women regarded this existing benefit as significantly more important than men did.
Not too important	4	4.6%	4	1.4%	50.0%	8	2.1%	
Not at all important	0	0.0%	1	0.3%	100.0%	1	0.3%	
Don't know	0	0.0%	2	0.7%	100.0%	2	0.5%	
Column Totals	87	100.0%	296	100.0%		383	100.0%	



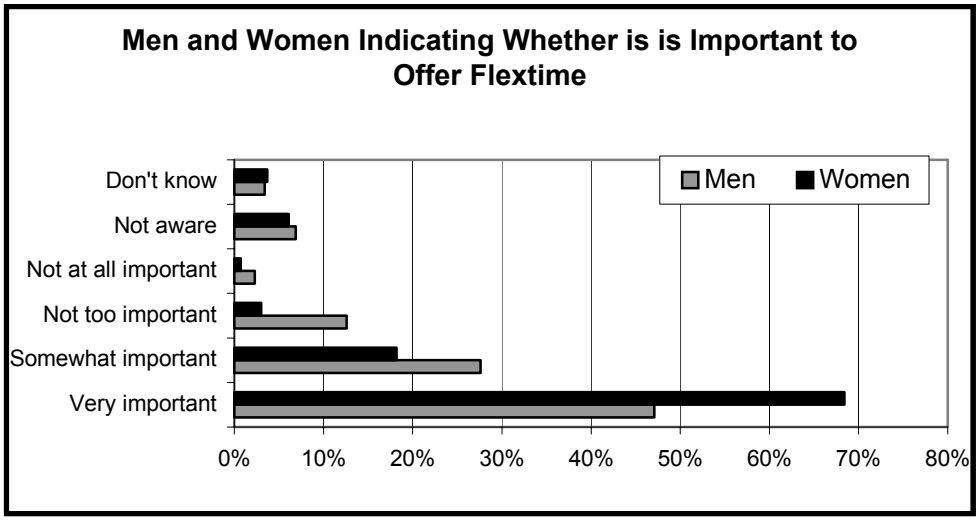
b. Responses Concerning Position Sharing

	N of Men Responses	**Column** Percent of Men	N of Women Responses	**Column** Percent of Women	Expected **Row** Percent by Women of 77.3%	**Row** Totals	Percent of **Column** Totals (Men & Women)	Significant differences in response patterns between men and women
Very important	11	12.9%	101	34.0%	90.2%	112	29.3%	< .001
Somewhat important	24	28.2%	74	24.9%	75.5%	98	25.7%	Women regarded this existing benefit as significantly more important than men did.
Not too important	14	16.5%	46	15.5%	76.7%	60	15.7%	
Not at all important	12	14.1%	18	6.1%	60.0%	30	7.9%	
Not aware	14	16.5%	31	10.4%	68.9%	45	11.8%	
Don't know	10	11.8%	27	9.1%	73.0%	37	9.7%	
Column Totals	85	100.0%	297	100.0%		382	100.0%	



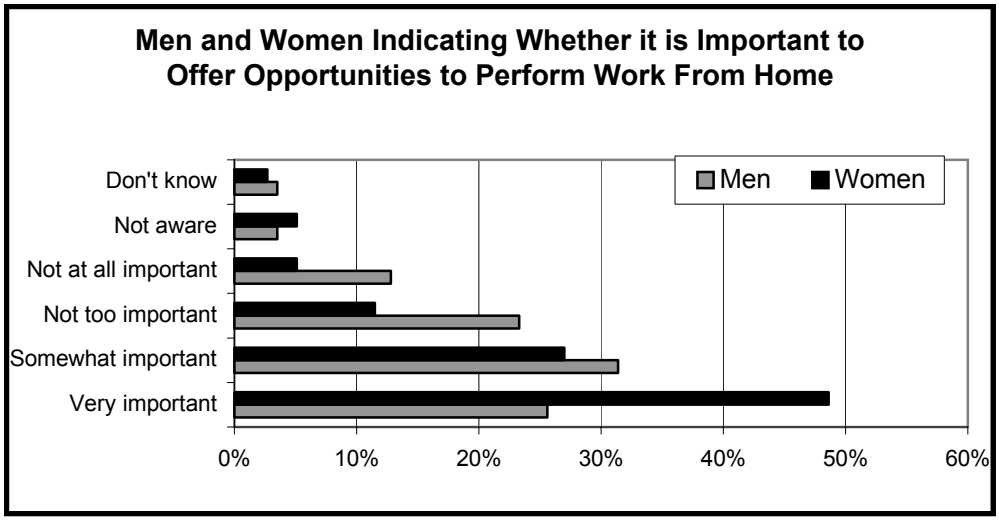
c. Responses Concerning Flextime

	N of Men Responses	**Column** Percent of Men	N of Women Responses	**Column** Percent of Women	Expected **Row** Percent by Women of 77.3%	**Row** Totals	Percent of **Column** Totals (Men & Women)	Significant differences in response patterns between men and women
Very important	41	47.1%	203	68.4%	83.2%	244	63.5%	.001
Somewhat important	24	27.6%	54	18.2%	69.2%	78	20.3%	Women regarded this existing benefit as significantly more important than men did.
Not too important	11	12.6%	9	3.0%	45.0%	20	5.2%	
Not at all important	2	2.3%	2	0.7%	50.0%	4	1.0%	
Not aware	6	6.9%	18	6.1%	75.0%	24	6.3%	
Don't know	3	3.4%	11	3.7%	76.6%	14	3.6%	
Column Totals	87	100.0%	297	100.0%		384	100.0%	



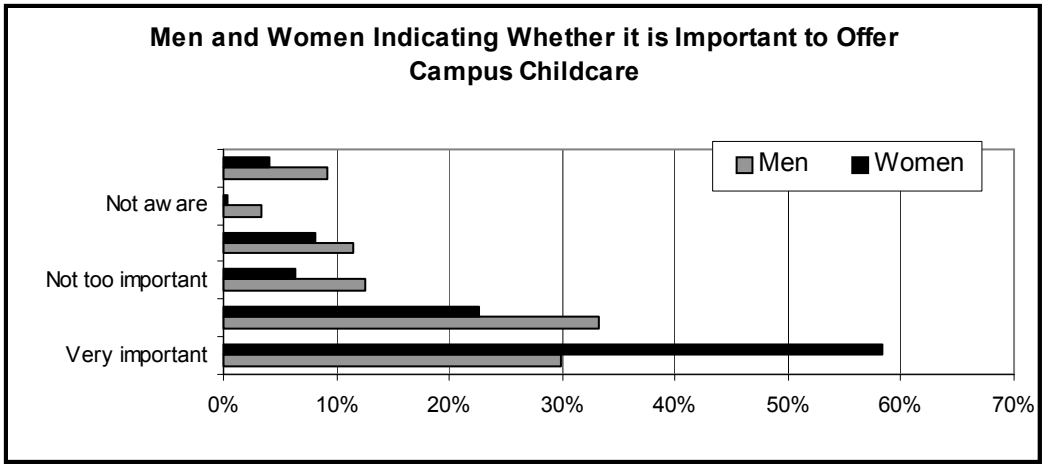
d. Responses Concerning Opportunities to Perform Work From Home

	N of Men Responses	**Column** Percent of Men	N of Women Responses	**Column** Percent of Women	Expected **Row** Percent by Women of 77.3%	**Row** Totals	Percent of **Column** Totals (Men & Women)	Significant differences in response patterns between men and women
Very important	22	25.6%	144	48.6%	86.7%	166	43.5%	< .001
Somewhat important	27	31.4%	80	27.0%	74.8%	107	28.0%	Women regarded this existing benefit as significantly more important than men did.
Not too important	20	23.3%	34	11.5%	63.0%	54	14.1%	
Not at all important	11	12.8%	15	5.1%	57.7%	26	6.8%	
Not aware	3	3.5%	15	5.1%	83.3%	18	4.7%	
Don't know	3	3.5%	8	2.7%	72.7%	11	2.9%	
Column Totals	86	100.0%	296	100.0%		382	100.0%	



e. Responses Concerning Campus Child Care

	N of Men Responses	**Column** Percent of Men	N of Women Responses	**Column** Percent of Women	Expected **Row** Percent by Women of 77.3%	**Row** Totals	Percent of **Column** Totals (Men & Women)	Significant differences in response patterns between men and women
Very important	26	29.9%	173	58.4%	86.9%	199	52.0%	< .001
Somewhat important	29	33.3%	67	22.6%	69.8%	96	25.1%	Women regarded this existing benefit as significantly more important than men did.
Not too important	11	12.6%	19	6.4%	63.3%	30	7.8%	
Not at all important	10	11.5%	24	8.1%	70.6%	34	8.9%	
Not aware	3	3.4%	1	0.3%	25.0%	4	1.0%	
Don't know	8	9.2%	12	4.1%	60.0%	20	5.2%	
Column Totals	87	100.0%	296	100.0%		383	100.0%	



Appendix F - List of Figures

Figure 1. Percent Women in Major Roles: IUB Fall 2001

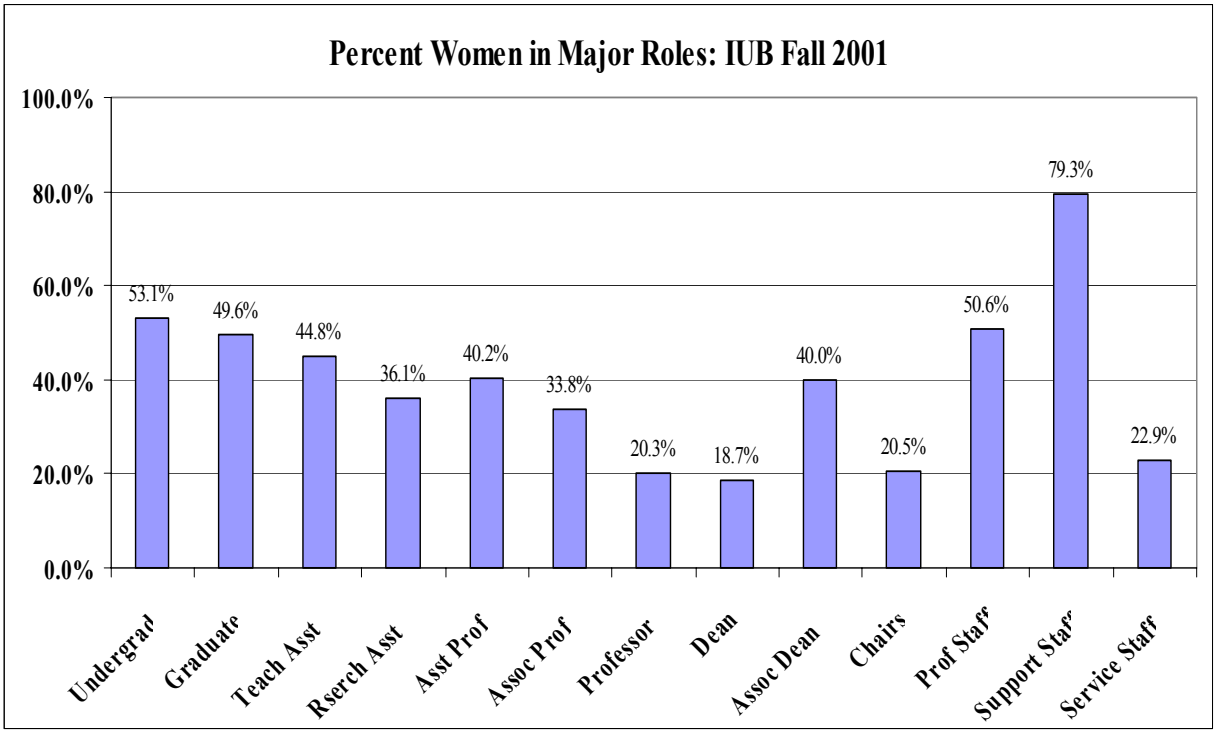


Figure 2. Percent of Women Faculty by Rank in 1991, 1996, 2001: IUB

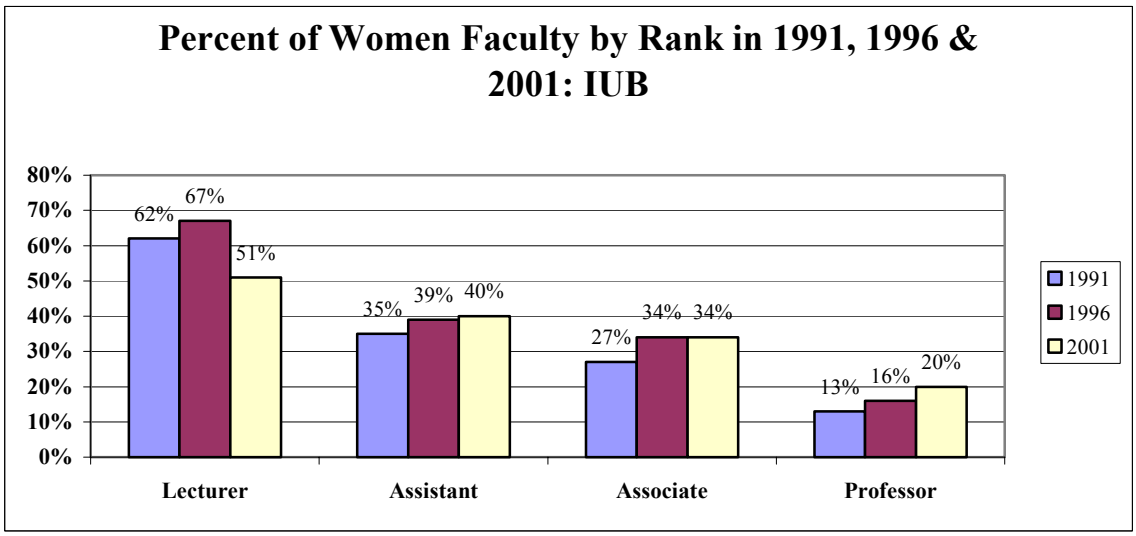
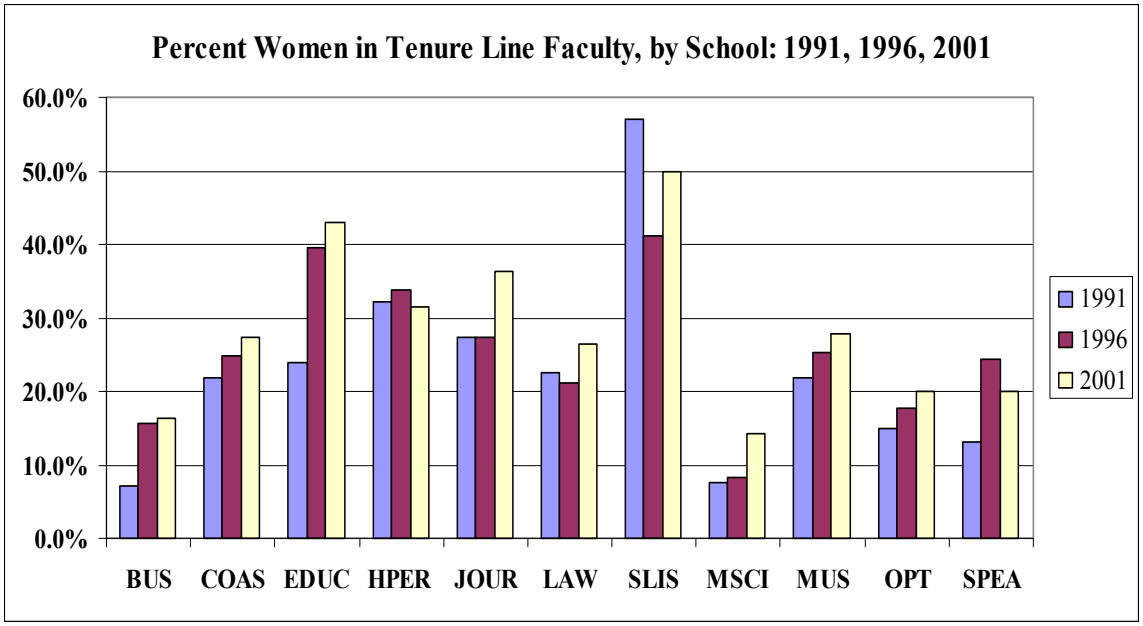


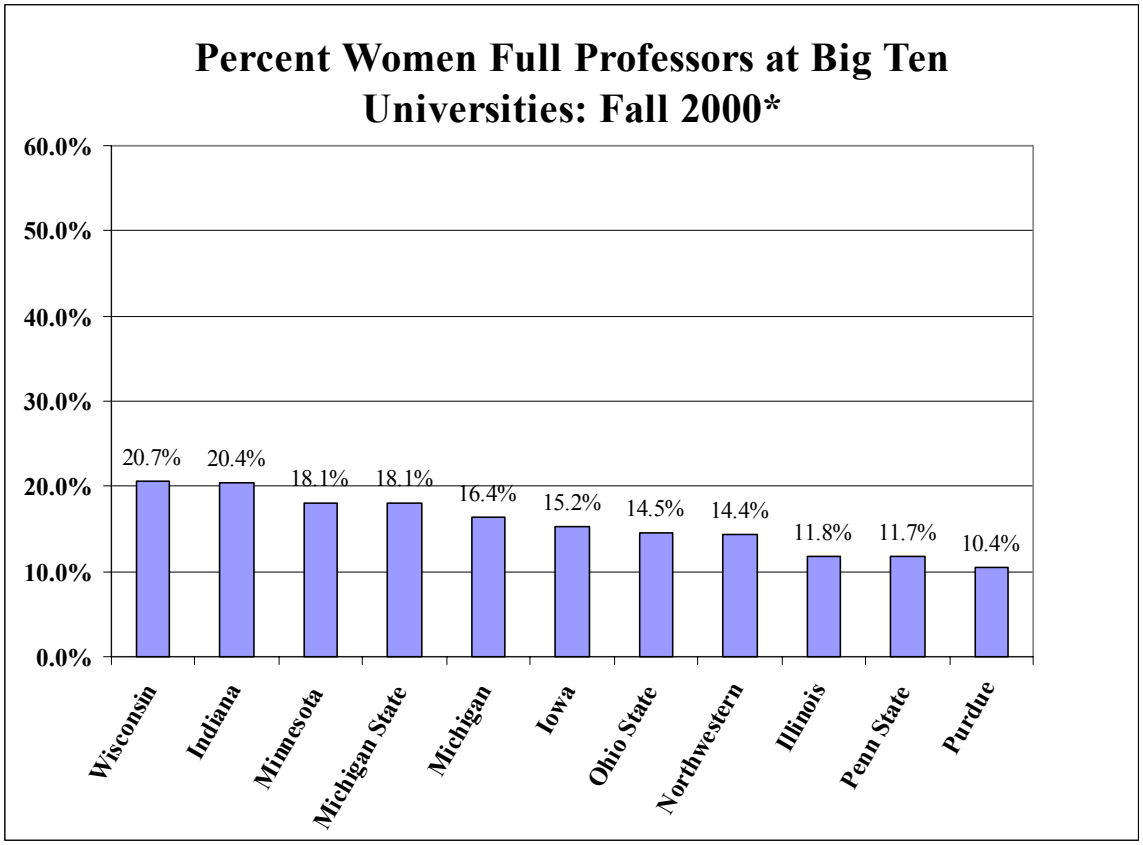
Figure 3. Percent Women in Tenure Line Faculty, by School: 1991, 1996, 2001



	BUS	COAS	EDUC	HPER	JOUR	LAW	SLIS	MSCI	MUS	OPT	SPEA
1991	7.1%	21.8%	24.0%	32.1%	27.3%	22.6%	57.1%	7.7%	21.8%	15.0%	13.2%
1996	15.6%	24.9%	39.6%	33.9%	27.3%	21.2%	41.2%	8.3%	25.2%	17.6%	24.3%
2001	16.4%	27.3%	43.1%	31.4%	36.4%	26.5%	50.0%	14.3%	27.9%	20.0%	20.0%

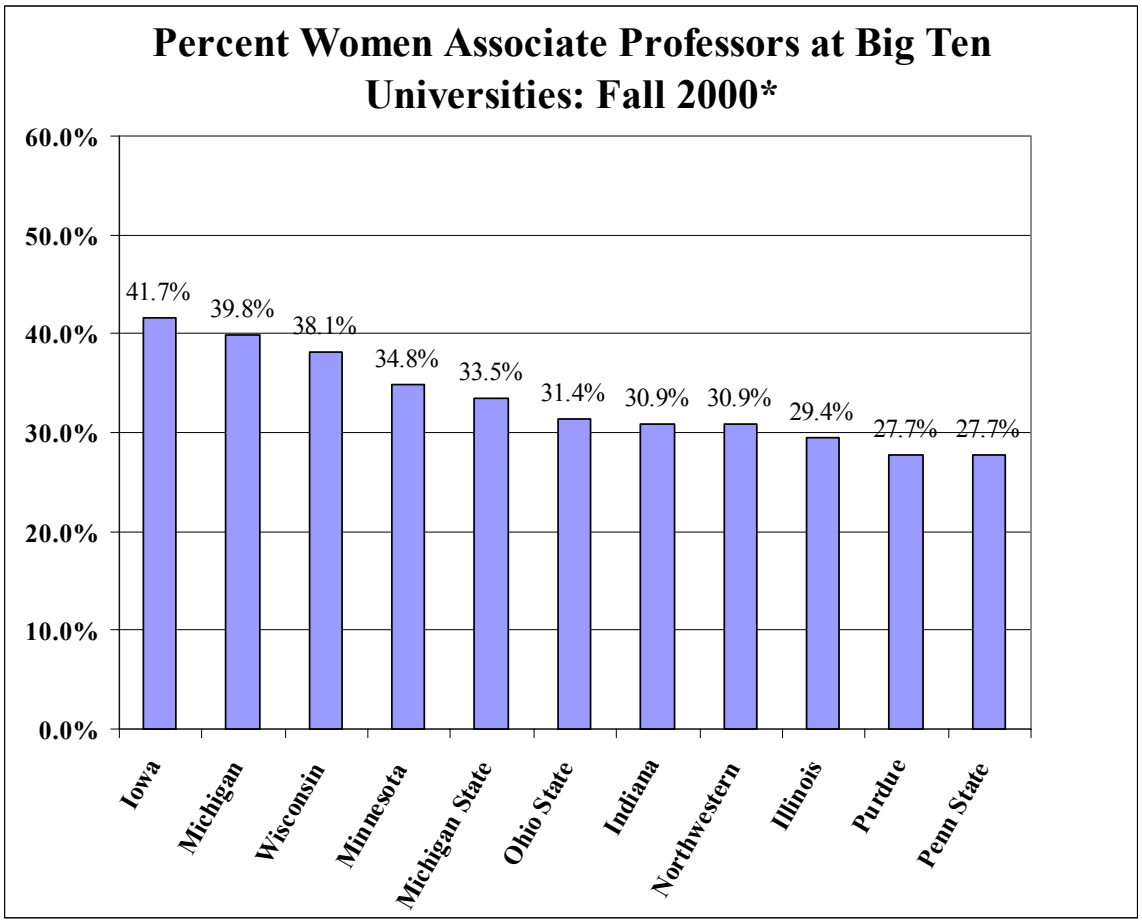
Schools with more than ten faculty are portrayed. BUS (School of Business), COAS (College of Arts and Sciences), EDUC (School of Education), HPER (School of Health, Physical Education, and Recreation), JOUR (School of Journalism), LAW (School of Law), SLIS (School of Library & Information Science), MSCI (Medical Sciences-School of Medicine). MUS (School of Music), OPT (School of Optometry), SPEA (School of Public & Environmental Sciences)

Figure 4. **Percent Women Full Professors at Big Ten Universities: Fall 2000**



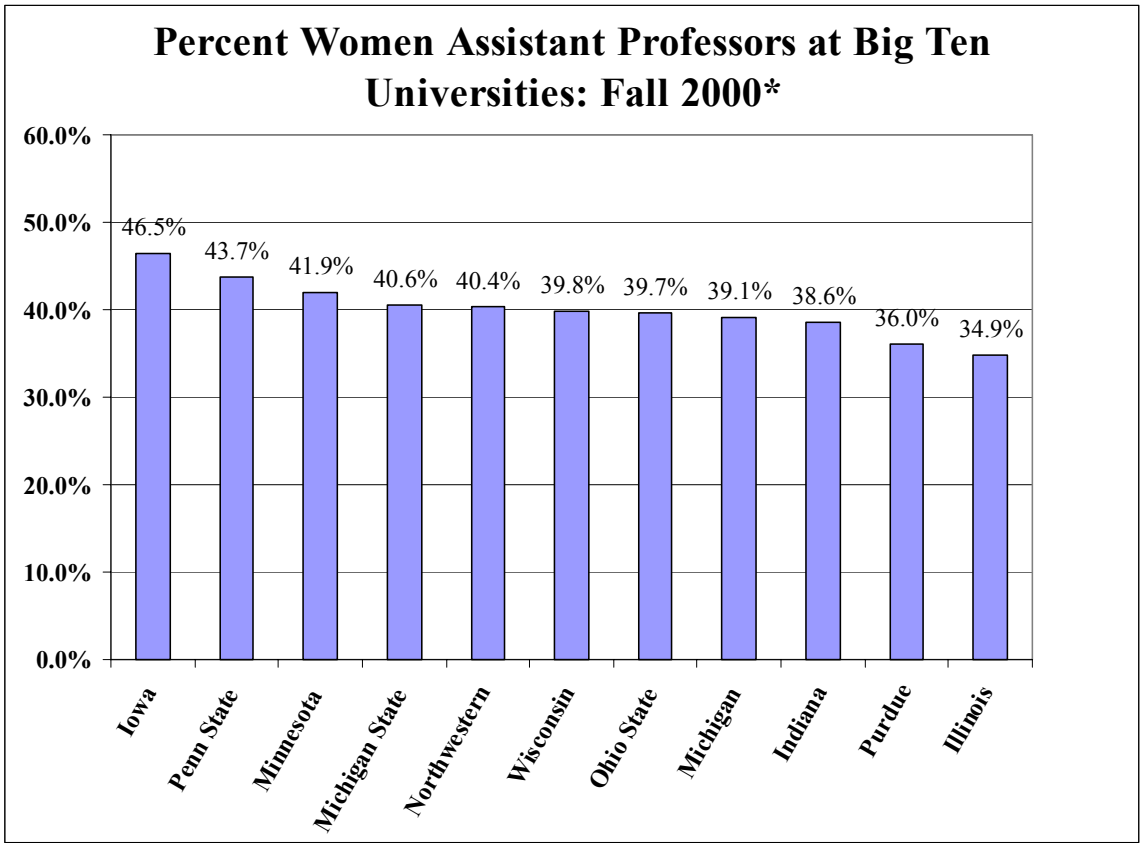
* Calculations based on data appearing in Academe, vol. 87, no. 2, March_April 2001

Figure 5. Percent Women Associate Professors at Big Ten Universities: Fall 2000



* Calculations based on data appearing in Academe, vol. 87, no. 2, March_April 2001

Figure 6. Percent Women Assistant Professors at Big Ten Universities: Fall 2000



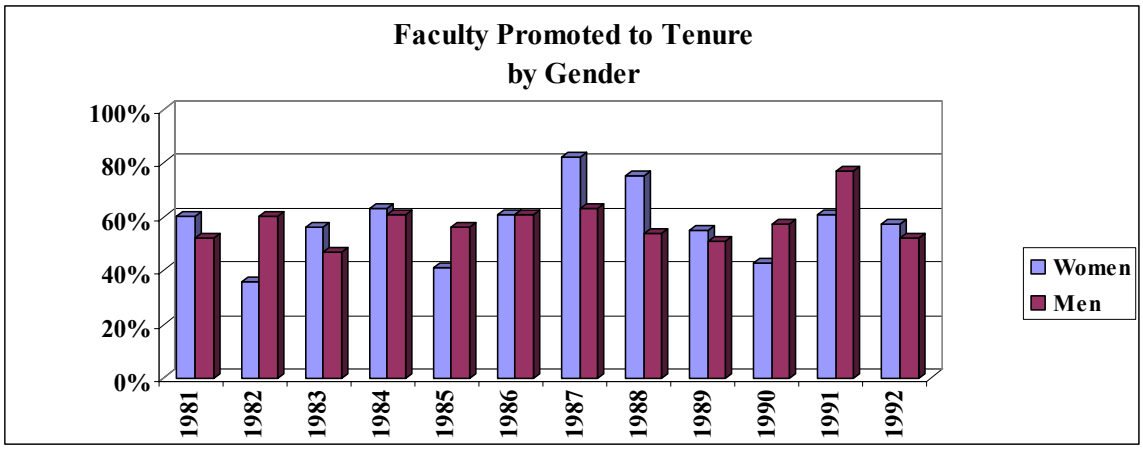
* Calculations based on data appearing in Academe, vol. 87, no. 2, March_April 2001

Figure 7. Comparison of Years in Rank for Women and Men as Associate Professor Prior to Promotion to Professor

Comparison of Years in Rank for Women and Men as Associate Professor Prior to Promotion to Professor: These Numbers Are Restricted to Currently Active (December 2001) Professors Who Also Served as Associate Professors at IUB

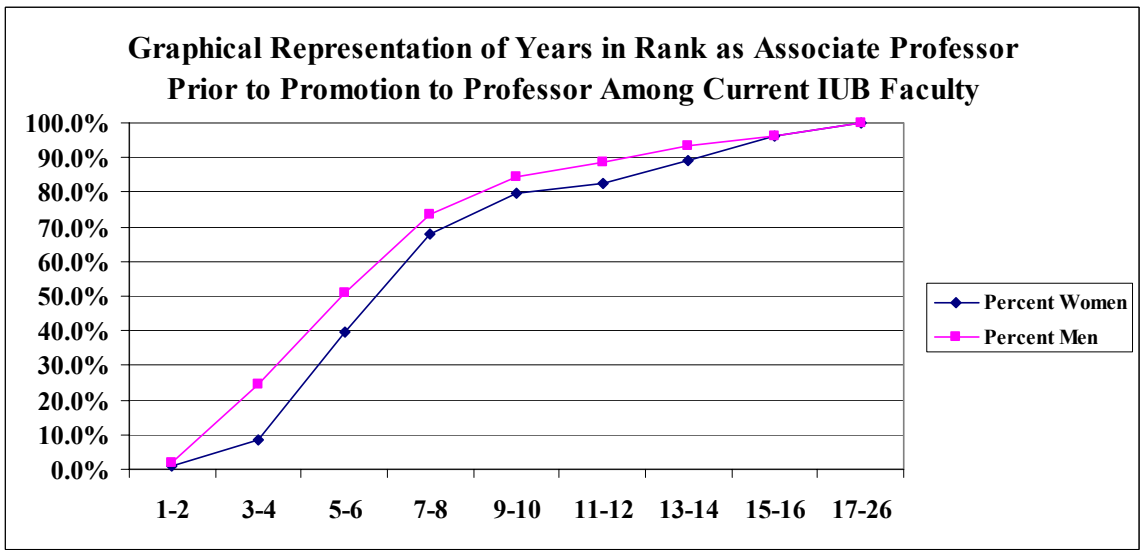
Years in Rank as Associate before promotion	Number of Women	Percent of Women's Total	Cumulative Women's Percent	Percent of Row	Number of Men	Percent of Men's Total	Cumulative Men's Percent	Percent of Row	Row Total
1	1	1.0%	1.0%	50.0%	1	0.3%	0.3%	50.0%	2
2	0	0.0%	1.0%	0.0%	6	1.5%	1.8%	100.0%	6
3	0	0.0%	1.0%	0.0%	26	6.5%	8.3%	100.0%	26
4	8	7.8%	8.7%	11.0%	65	16.3%	24.5%	89.0%	73
5	20	19.4%	28.2%	27.4%	53	13.3%	37.8%	72.6%	73
6	12	11.7%	39.8%	18.8%	52	13.0%	50.8%	81.3%	64
7	15	14.6%	54.4%	20.8%	57	14.3%	65.0%	79.2%	72
8	14	13.6%	68.0%	28.6%	35	8.8%	73.8%	71.4%	49
9	6	5.8%	73.8%	24.0%	19	4.8%	78.5%	76.0%	25
10	6	5.8%	79.6%	20.0%	24	6.0%	84.5%	80.0%	30
11	2	1.9%	81.6%	25.0%	6	1.5%	86.0%	75.0%	8
12	1	1.0%	82.5%	9.1%	10	2.5%	88.5%	90.9%	11
13	4	3.9%	86.4%	25.0%	12	3.0%	91.5%	75.0%	16
14	3	2.9%	89.3%	30.0%	7	1.8%	93.3%	70.0%	10
15	5	4.9%	94.2%	50.0%	5	1.3%	94.5%	50.0%	10
16	2	1.9%	96.1%	22.2%	7	1.8%	96.3%	77.8%	9
17	2	1.9%	98.1%	40.0%	3	0.8%	97.0%	60.0%	5
18	2	1.9%	100.0%	28.6%	5	1.3%	98.3%	71.4%	7
19	0	0.0%	100.0%	0.0%	2	0.5%	98.8%	100.0%	2
20	0	0.0%	100.0%	0.0%	2	0.5%	99.3%	100.0%	2
21	0	0.0%	100.0%	0.0%	1	0.3%	99.5%	100.0%	1
25	0	0.0%	100.0%	0.0%	1	0.3%	99.8%	100.0%	1
26	0	0.0%	100.0%	0.0%	1	0.3%	100.0%	100.0%	1
	103	100.0%			400	100.0%			503

Figure 7a. Faculty promoted to Tenure by Gender



	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	12 Year Avg.
Women	60%	36%	56%	63%	41%	61%	82%	75%	55%	43%	61%	57%	**58%**
Men	52%	60%	47%	61%	56%	61%	63%	54%	51%	57%	77%	52%	**58%**

Figure 8. Graphical Representation of Years in Rank as Associate Professor Prior to Promotion to Professor Among Current IUB Faculty



Years in Rank	1-2	3-4	5-6	7-8	9-10	11-12	13-14	15-16	17-26
Percent Women	1.0%	8.7%	39.8%	68.0%	79.6%	82.5%	89.3%	96.1%	100.0%
Percent Men	1.8%	24.5%	50.8%	73.8%	84.5%	88.5%	93.3%	96.3%	100.0%

Figure 9. IUB Tenure-line Faculty Median Salary Study: Comparing Fall 1997 to Fall 2000 Summary

IUB TENURE-LINE FACULTY MEDIAN SALARY STUDY
CAMPARING FALL 1997 TO Fall 2000 Summary
RATES STANDARDIZED TO 10-PAY BASE

		Female to Male Difference in Median Salary	Female to Male Difference in Median Salary	Change in Difference In Median Salary	Median Sal Female as % of Male	Median Sal Female as % of Male	Change in Median Sal Female as % of Male
		1997	2000	1997 to 2000	1997	2000	1997 to 2000
Campus	Full	-$10,916	-$8,284	$2,632	85.7%	90.2%	4.5%
	Associate	-$3,039	-$1,489	$1,550	94.2%	97.4%	3.3%
	Assistant	-$2,180	-$2,101	$79	95.0%	95.7%	0.7%
Arts and Sciences	Full	-$12,140	-$9,022	$3,118	83.3%	88.9%	5.6%
	Associate	-$2,172	-$437	$1,735	95.6%	99.2%	3.6%
	Assistant	-$2,518	-$2,782	-$264	94.2%	94.2%	0.0%
Business	Full	-$3,225	$1,138	$4,363	96.7%	101.0%	4.3%
	Associate	-$3,300	$12,000	$15,300	96.3%	112.4%	16.1%
	Assistant	$8,900	-$17,000	$25,900	112.0%	83.8%	-28.2%
Continuing Studies	Full	N/A	N/A	N/A	N/A	N/A	N/A
	Associate	N/A	N/A	N/A	N/A	N/A	N/A
	Assistant	N/A	$464	N/A	N/A	101.2%	N/A
Education	Full	-$2,436	-$4,574	-$2,138	96.8%	94.7%	-2.1%
	Associate	-$4,392	-$2,731	$1,661	91.6%	95.5%	3.9%
	Assistant	$3,130	-$2,354	-$5,484	107.5%	95.4%	-12.1%
HPER	Full	-$18,021	-$8,153	$9,868	78.4%	90.9%	12.5%
	Associate	$1,505	-$2,587	-$4,092	102.8%	95.7%	-7.1%
	Assistant	-$6,763	-$2,191	$4,572	86.3%	95.7%	9.4%
Journalism	Full	N/A	N/A	N/A	N/A	N/A	N/A
	Associate	-$5,350	$335	$5,685	90.0%	100.6%	10.5%
	Assistant	-$3,675	-$6,225	-$2,550	91.8%	87.9%	-3.9%
Law	Full	-$3,500	-$5,859	-$2,359	96.3%	94.6%	-1.7%
	Associate	$3,000	-$5,500	-$8,500	104.1%	93.7%	-10.3%
	Assistant	N/A	N/A	N/A	N/A	N/A	N/A

Figure 9.
(continued)

IUB TENURE-LINE FACULTY MEDIAN SALARY STUDY
CAMPARING FALL 1997 TO Fall 2000 Summary
RATES STANDARDIZED TO 10-PAY BASE

		Female to Male Difference in Median Salary	Female to Male Difference in Median Salary	Change in Difference In Median Salary	Median Sal Female as % of Male	Median Sal Female as % of Male	Change in Median Sal Female as % of Male
		1997	2000	1997 to 2000	1997	2000	1997 to 2000
Library/Info Science	Full	N/A	N/A	N/A	N/A	N/A	N/A
	Associate	-$4,160	-$5,280	-$1,120	92.2%	92.5%	0.3%
	Assistant	-$2,373	-$1,852	$521	94.4%	96.0%	1.6%
Medical Sciences	Full	N/A	N/A	N/A	N/A	N/A	N/A
	Associate	-$1,435	-$1,289	$146	97.4%	97.9%	0.5%
	Assistant	N/A	$537	N/A	N/A	101.0%	N/A
Music	Full	-$6,265	-$452	$5,813	90.9%	99.4%	8.5%
	Associate	-$500	-$4,657	-$4,157	99.0%	91.8%	-7.2%
	Assistant	$2,450	-$30	-$2,480	106.5%	99.9%	-6.5%
Nursing	Full	N/A	N/A	N/A	N/A	N/A	N/A
	Associate	N/A	N/A	N/A	N/A	N/A	N/A
	Assistant	N/A	N/A	N/A	N/A	N/A	N/A
Optometry	Full	N/A	N/A	N/A	N/A	N/A	N/A
	Associate	-$11,430	-$4,979	$6,451	80.7%	92.7%	12.0%
	Assistant	-$1,753	-$691	$1,062	96.0%	98.5%	2.5%
SPEA	Full	-$16,400	-$11,675	$4,725	80.2%	87.2%	7.0%
	Associate	-$13,500	$3,500	$17,000	78.8%	105.1%	26.3%
	Assistant	$4,850	-$6,175	-$11,025	109.2%	90.4%	-18.8%

Figure 10. Full Professor Salaries by Gender, Among Big Ten Universities

Full Professor Salaries (in 1,000's of dollars), by Gender, Among Big Ten Universities*

	Women		Men	
University	Head count	Mean Salary	Head count	Mean Salary
Northwestern	71	104.3	422	118.2
Michigan	136#	99.0	694	106.5
Minnesota	136#	87.2	617	95.0
Penn State	81	86.9	610	94.7
Iowa	77	85.4	429	95.9
Ohio State	124	85.3	734	93.4
Illinois	99	83.5	740	97.2
Indiana	**128**	**81.8**	**499**	**89.8**
Wisconsin	178	79.9	681	93.1
Michigan State	162	79.5	735	86.4
Purdue	80	74.8	691	88.8

* Source: *Academe*, vol. 87, no. 2, March-April 2001

Coincidental headcount: not a typographical error

Salary represents the contracted salary excluding summer teaching, stipends, extra load, or other forms of remuneration. Where faculty are given duties for eleven or twelve months, salary is converted to a standard academic-year basis by applying a factor of 9/11 or 81.8 percent or by any other official factor documented by footnote in appendices. *Academe,* p.49, March_April 2001

Headcounts do not include clinical faculty, part-time faculty, administrative officers, or graduate students.

Figure 11. Associate Professor Salaries by Gender, Among Big Ten Universities

Associate Professor Salaries (in 1,000's of dollars), by Gender, Among Big Ten Universities*

	Women		Men	
University	Head count	Mean Salary	Head count	Mean Salary
Northwestern	61	78.5	136	78.5
Michigan	176	69.0	266	76.2
Wisconsin	93	64.0	151	70.4
Illinois	138	63.9	331	67.4
Minnesota	139	62.8	260	67.8
Michigan State	151	62.1	300	64.8
Ohio State	215	61.4	469	64.9
Penn State	134	59.9	350	64.8
Iowa	138	59.1	193	64.9
Indiana	**121**	**59.6**	**270**	**61.7**
Purdue	146	57.5	381	61.8

* Source: *Academe*, vol. 87, no. 2, March-April 2001

Salary represents the contracted salary excluding summer teaching, stipends, extra load, or other forms of remuneration. Where faculty are given duties for eleven or twelve months, salary is converted to a standard academic-year basis by applying a factor of 9/11 or 81.8 percent or by any other official factor documented by footnote in appendices. *Academe,* p.49, March_April 2001

Headcounts do not include clinical faculty, part-time faculty, administrative officers, or graduate students.

Figure 12. Assistant Professor Salaries by Gender, Among Big Ten Universities

Assistant Professor Salaries (in 1,000's of dollars), by Gender, Among Big Ten Universities*

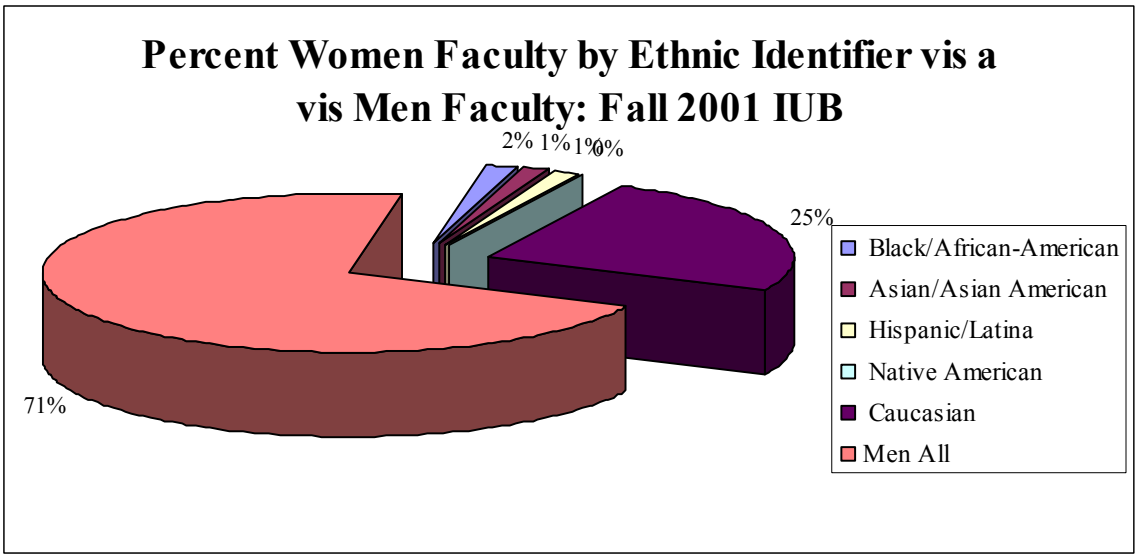
	Women		Men	
University	Head count	Mean Salary	Head count	Mean Salary
Northwestern	92	62.0	136	68.3
Michigan	216	59.0	336	60.1
Wisconsin	109	56.4	165	61.9
Illinois	141	53.4	262	58.6
Minnesota	142	52.8	197	57.3
Ohio State	178	52.5	270	55.7
Iowa	144	51.2	166	57.5
Penn State	189	50.5	243	54.4
Purdue	156	49.7	277	54.8
Michigan State	179	48.4	262	53.0
Indiana	**108**	**47.8**	**172**	**51.0**

* Source: *Academe*, vol. 87, no. 2, March-April 2001

Salary represents the contracted salary excluding summer teaching, stipends, extra load, or other forms of remuneration. Where faculty are given duties for eleven or twelve months, salary is converted to a standard academic-year basis by applying a factor of 9/11 or 81.8 percent or by any other official factor documented by footnote in appendices. *Academe,* p.49, March_April 2001

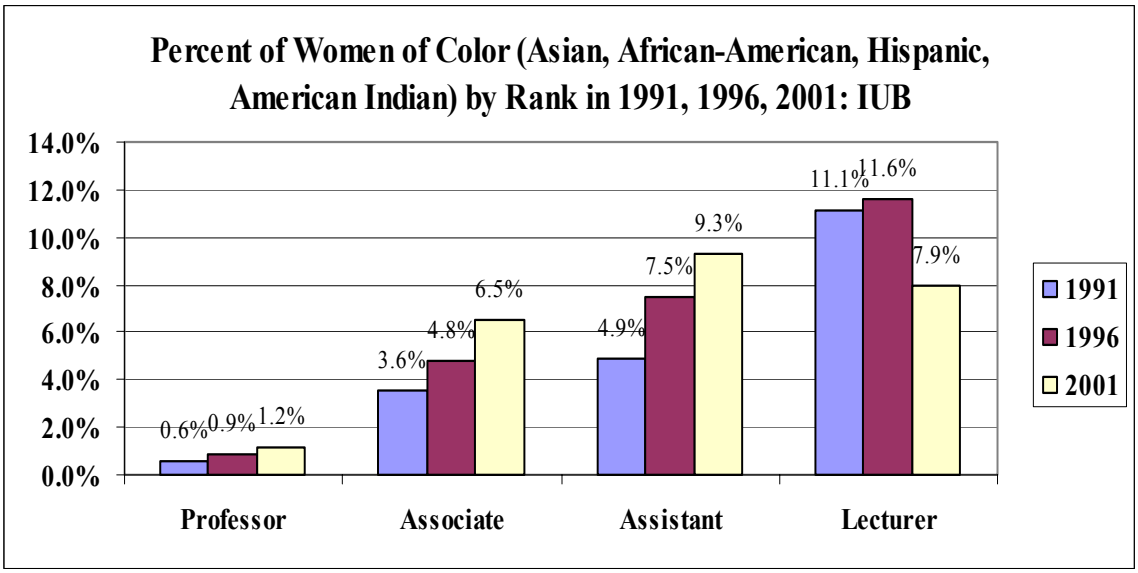
Headcounts do not include clinical faculty, part-time faculty, administrative officers, or graduate students.

Figure 13. Percent Women Faculty by Ethnic Identifier vis a vis Men Faculty: Fall 2001 IUB



Women	Fall 2001	Pct of Total	Head count
	Black/African-American	1.7%	24
	Asian/Asian American	1.4%	20
	Hispanic/Latina	1.2%	17
	Native American	0.0%	0
	Caucasian	24.7%	347
Men	All	71.0%	997
Fall 2001 Total of Women and Men			1405

Figure 14. Percent of Women of Color (Asian, African-American, Hispanic, American Indian) by Rank in 1991, 1996, 2001: IUB



	1991		1996		2001	
	Women of Color	Total in Rank	Women of Color	Total in Rank	Women of Color	Total in Rank
Professor	4	699	6	698	8	692
Associate	14	390	19	394	26	397
Assistant	13	265	22	295	22	237
Lecturer	5	45	5	43	5	63

	1991	1996	2001
Professor	0.6%	0.9%	1.2%
Associate	3.6%	4.8%	6.5%
Assistant	4.9%	7.5%	9.3%
Lecturer	11.1%	11.6%	7.9%

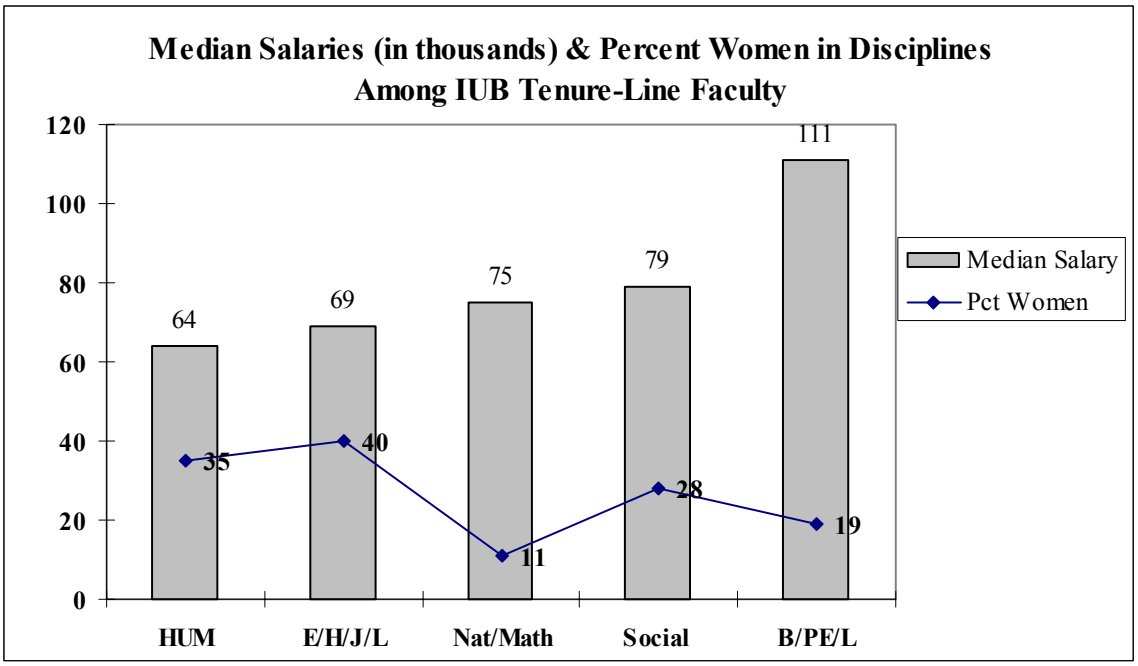
Figure 15. Number and Percent of Women Academic Appointees (Irxx) Holding Academic Administration Positions at IUB at Five Year Intervals Between 1985-86 and 2000-01

Number and Percent of Women Academic Appointees (Irxx) Holding Academic Administration Position at Indiana University Bloomington at Five Year Intervals Between 1985-86 and 2000-01

	1985-86 Year				1990-91 Year			
	Gender				Gender			
	Female	Male	Row Total	Pct Women	Female	Male	Row Total	Pct Women
Vice President	0	3	3	0.0%	0	1	1	0.0%
Associate Vice President	0	0	0	N/A	0	1	1	0.0%
Vice Chancellor	0	0	0	N/A	1	2	3	33.3%
Associate Vice Chancellor	0	0	0	N/A	0	0	0	N/A
Dean	2	20	22	9.1%	2	14	16	12.5%
Associate Dean	3	24	27	11.1%	5	21	26	19.2%
Assistant Dean	0	4	4	0.0%	1	2	3	33.3%
Chairperson	3	45	48	6.3%	6	45	51	11.8%
Director	5	40	45	11.1%	19	83	102	18.6%
Acting (any of above titles)	1	6	7	14.3%	2	6	8	25.0%
Totals	14	142	156	9.0%	36	175	211	17.1%

	1995-96 Year				2000-01 Year			
	Gender				Gender			
	Female	Male	Row Total	Pct Women	Female	Male	Row Total	Pct Women
Vice President	0	2	2	0.0%	0	4	4	0.0%
Associate Vice President	0	0	0	N/A	0	1	1	0.0%
Vice Chancellor	1	1	2	50.0%	1	2	3	33.3%
Associate Vice Chancellor	0	0	0	N/A	1	4	5	20.0%
Dean	2	13	15	13.3%	3	11	14	21.4%
Associate Dean	10	20	30	33.3%	14	22	36	38.9%
Assistant Dean	0	1	1	0.0%	0	1	1	0.0%
Chairperson	8	47	55	14.5%	13	61	74	17.6%
Director	22	75	97	22.7%	26	86	112	23.2%
Acting (any of above titles)	1	4	5	20.0%	3	7	10	30.0%
Totals	44	163	207	21.3%	61	199	260	23.5%

Figure 16. Median Salaries & Percent Women in Disciplines Among IUB Tenure-Line Faculty



Area	Humanities	E/H/J/L	Nat & Math Sci	Social	B/PE/L
Median Salary	$63,540	$69,469	$75,479	$78,577	$110,500
Pct Women	35.20%	39.80%	10.86%	27.70%	19.20%
N of Women	69	74	24	39	37
N of Tenure Line Faculty	196	186	221	141	193

Humanities: African-American, Compar. Lit, English, Germanic Studies, History, French, Religious Studies, Spanish and Portuguese

E/H/J/L: Schools of EDUC, HPER, Journalism, and SLIS

Natural & Mathematical Sciences: Astronomy, Biology, Chemistry, Computer Science, Geological Sciences, Mathematics and Physics

Social: Anthropology, Economics, Sociology, Political Science, Psychology

B/PE/L: Schools of Business, Public & Environmental Affairs and Law

Figure 17. Types of Leaves by Professorial Rank and Gender from August 1996 to November 2001 Among Active Faculty at IUB

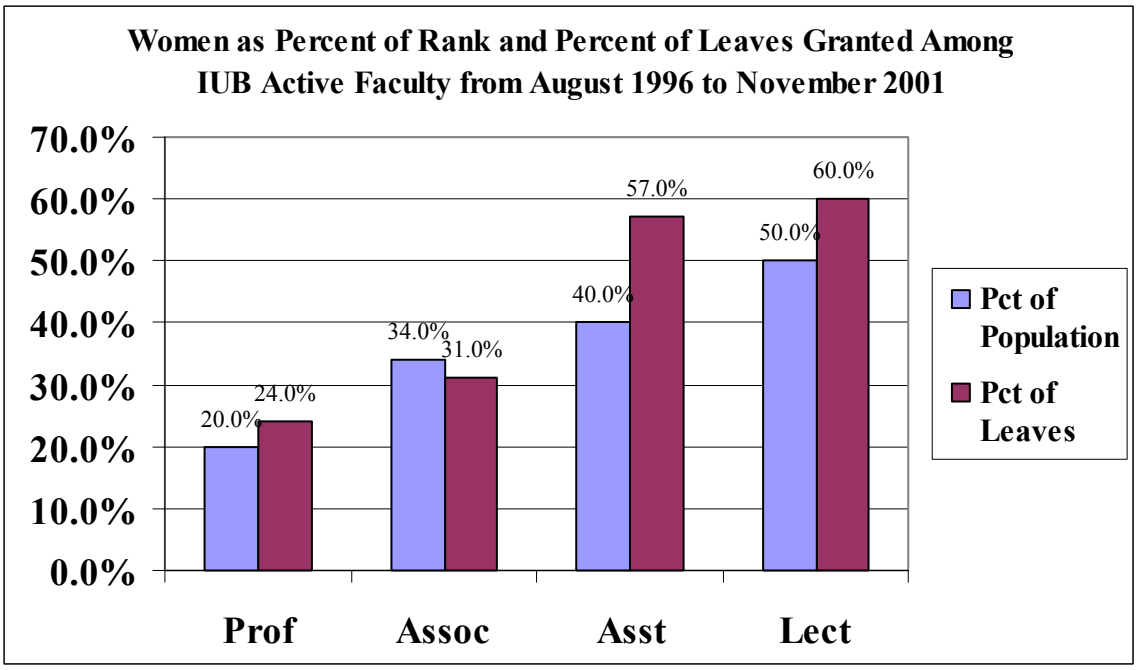
Types of Leaves by Professorial Rank and Gender From August 1996 to November 2001 Among Active Faculty at IUB.

	Professors		Associate Profs		Assistant Profs		Lecturers	
Leave Reasons: August, 1996, to November, 2001	Women	Men	Women	Men	Women	Men	Women	Men
Leave from departmental duties	2	15	5	9	5	5	2	0
Family Leave with partial pay	1	0	6	3	3	1	0	0
Sick Leave with full pay	3	3	5	2	11	1	0	1
Sabbatical Leave with full pay #	42	134	25	85	0	1	0	0
Sabbatical Leave with half pay #	7	25	12	17	0	0	0	0
Leave with full pay	1	0	0	1	0	0	0	0
Leave without pay	4	15	6	16	16	18	1	1
Leave with partial pay	1	2	1	1	1	1	0	0
Column Total	61	194	60	134	36	27	3	2
Total by Rank	255		194		63		5	
Percent of Leaves by Women by Rank	23.9%		30.9%		57.1%		60.0%	

The Assistant Professor with a Sabbatical Leave had already received an affirmative tenure decision when the sabbatical was granted.

Women as percent of tenured and tenure-line faculty plus lecturers and clinical faculty:	30.20%
Women as percent of tenured/tenure-line faculty:	27.90%
Women Percent of Full Professors:	20%
Women Pecent of Associate Professors:	34%
Women Percent of Assistant Professors:	40%
Women Percent of Lecturers:	50.0%

Figure 18. Women as Percent of Rank and Percent of Leaves Granted Among IUB Active Faculty from August 1996 to November 2001



	Prof	Assoc	Asst	Lect
Pct of Population	20.0%	34.0%	40.0%	50.0%
Pct of Leaves	24.0%	31.0%	57.0%	60.0%

Figure 19. Leave Reasons for IUB Currently Active Faculty from August 1996 to November 2001

Leave Reasons for IUB Currently Active Faculty from August 1996 to November 2001.

Leave Reasons: August, 1996, to November, 2001	Number of Women*	Number of Men*	Total of Women and Men	Percent Leaves Women
Leave from departmental duties	15	28	43	34.9%
Family Leave with partial pay	10	4	14	71.4%
Sick Leave with full pay	19	7	26	73.1%
Sabbatical Leave with full pay #	67	220	287	23.3%
Sabbatical Leave with half pay #	19	42	61	31.1%
Leave with full pay	1	1	2	50.0%
Leave without pay	27	50	77	35.1%
Leave with partial pay	3	4	7	42.9%
Column Total	161	356	517	31.1%

Women as percent of tenured and tenure-line faculty plus lecturers and clinical faculty	30.2%
Women as percent of tenured/tenure-line faculty	27.9%

* Not unique occurences: The same person could account for more than one type of leave in the years reviewed.

Sabbatical Leaves are available to tenured faculty. All other leaves are available to full-time faculty.

Figure 20. Leave Policies

Leave Title	Description	Who is Eligible?	Length	Count Toward Tenure?	Is it Paid? Full or Partial?
Leave of Absence Without Pay	Faculty member is released from all responsibilities.	All faculty members may apply to chairperson or dean	Normally limited to one year with a two-year maximum.	Only counts toward tenure if time is spent as full-time faculty at another institution.	Not paid.
Leave of Absence from Departmental or School Duties	Faculty member is released from usual teaching and committee assignments.	Faculty member who is assigned to work full-time on an extra departmental assignment or grant project.	Normally limited to one year with a two-year maximum.	Will normally not count toward tenure.	Fully paid.
Partial Leave of Absence	Reduction in normal assignment.	Any faculty member may negotiate a partial reduction in assignment (subject to the approval of the chairperson or dean,)	Normally limited to one year with a two-year maximum.	Will normally not count toward tenure (depending on the percent reduction in assignment.)	Partially paid.
Sick Leave	Full leave of duties for major illness.	Full-time academic appointees on appointment for at least an academic year who have a major illness.	Normally limited to 6 weeks, but may be extended an additional 9 weeks if there is medical need.	Will normally not count toward tenure.	Fully paid leave for first 6 weeks; with a medical need, leave can continue for 9 additional weeks at half-pay.
Pregnancy Leave (under the traditional Sick Leave plan)	Full leave of duties for pregnancy (pre-delivery, delivery, and post-partium medical needs, & complications of pregnancy and/or childbirth & termination of pregnancy.	Full-time academic appointees on appointment for at least an academic year.	Normally limited to 6 weeks, but may be extended an additional 9 weeks if there is medical need.	Will normally not count toward tenure.	Fully paid leave for first 6 weeks; with a medical need, leave can continue for 9 additional weeks at half-pay.
Family and Medical Leaves*	Full job-protected leave 1) To care for a child after birth or adoption; 2) To care for a spouse, child, or parent who has a serious health condition; and 3) For a serious health condition.	Any employee that has worked for Indiana University for at least a year and for 1250 hours over the previous 12 months.	Up to 12 weeks.	Will normally not count toward tenure.	Not paid.
Partially-Paid Family Leave**	Partial leave of absence for 1) The care of a child after birth or adoption (includes both maternal and paternal leave) or 2) The serious health condition of the appointee's spouse, child, or parent. Faculty member is released from all teaching responsibilities.	Full-time academic appointees with at least 1 year of service.	Not to exceed 15 weeks or to the end of the semester, whichever comes first.	Will normally not count toward tenure.	Not to exceed two-thirds of the appointee's salary.
Leaves for Other Purposes	Leaves for military tours of duty, jury duty, and appearance as subpoenaed witnesses.	Faculty appointees who have been called upon by the government for this type of civic service.	Court-For whatever period is required by the court; Military-max of 15 days in a calendar year.	Will normally not count toward tenure.	Fully paid.

*Sick leaves and Partially-Paid Leaves shall count as all or part of the FMLA leave.
**The frequency of this type of leave should not exceed once every 3 years. Also, in the case of the birth of a child, the appointee may wish to draw from the traditional Pregnancy/Sick Leave plan, whereby the faculty member would receive full pay for the first 6 weeks prior to rolling out the Partial-Paid Leave for the remainder of the semester.

Figure 21. Percent of Undergraduate Women by School: Fall 2001

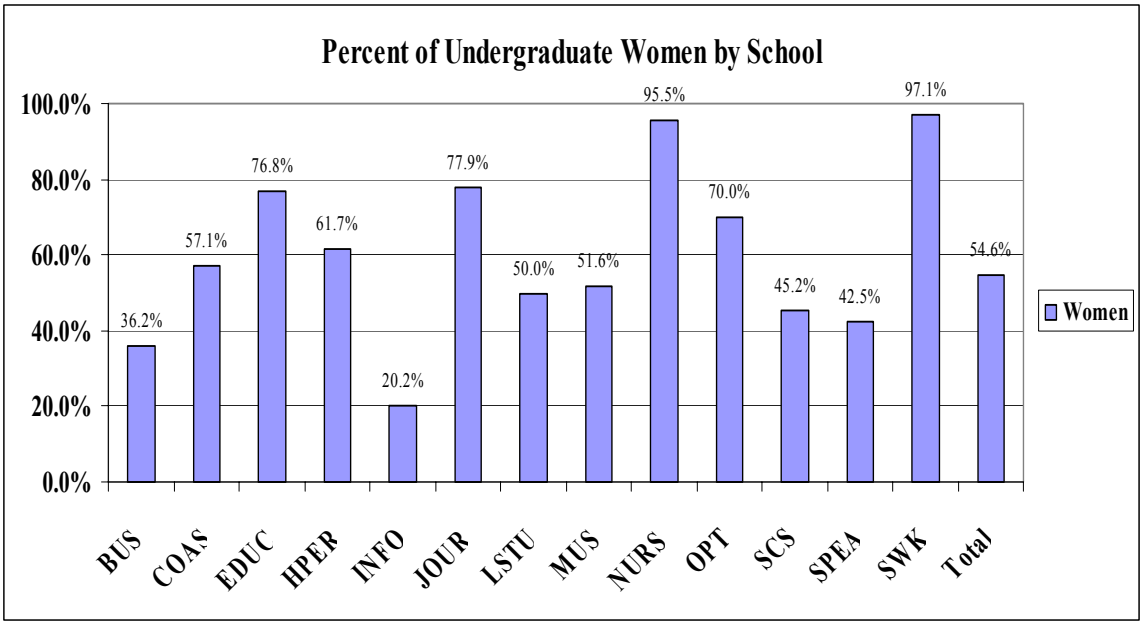


Figure 22. Percent of Women in Arts and Science (COAS)

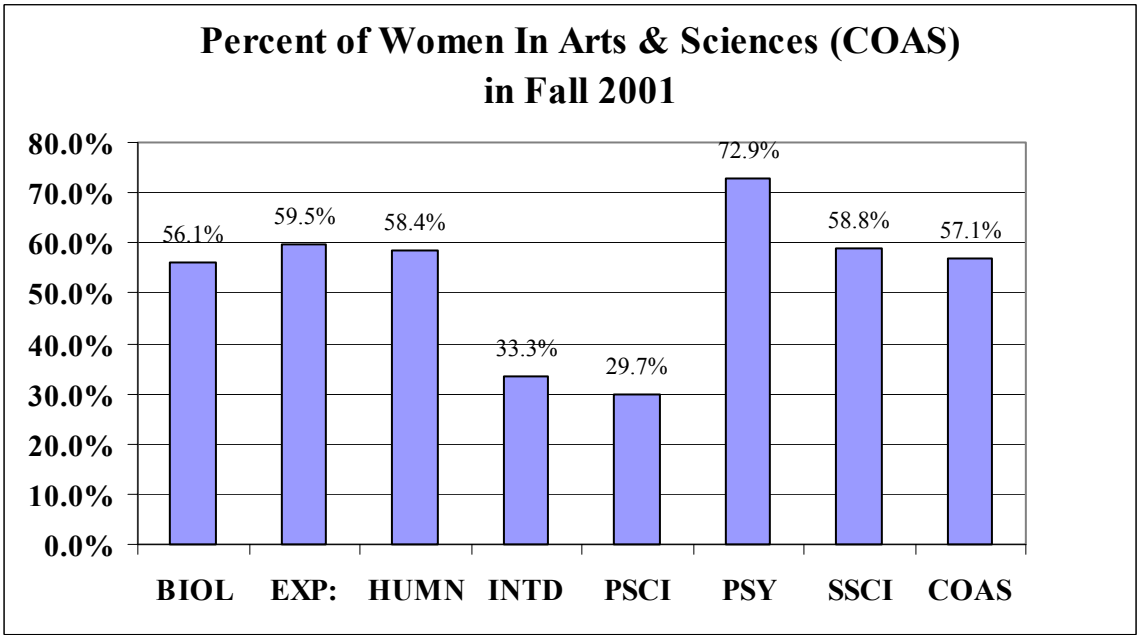


Figure 23. Percent of Graduate/Professional Women Students by School: Spring 2002

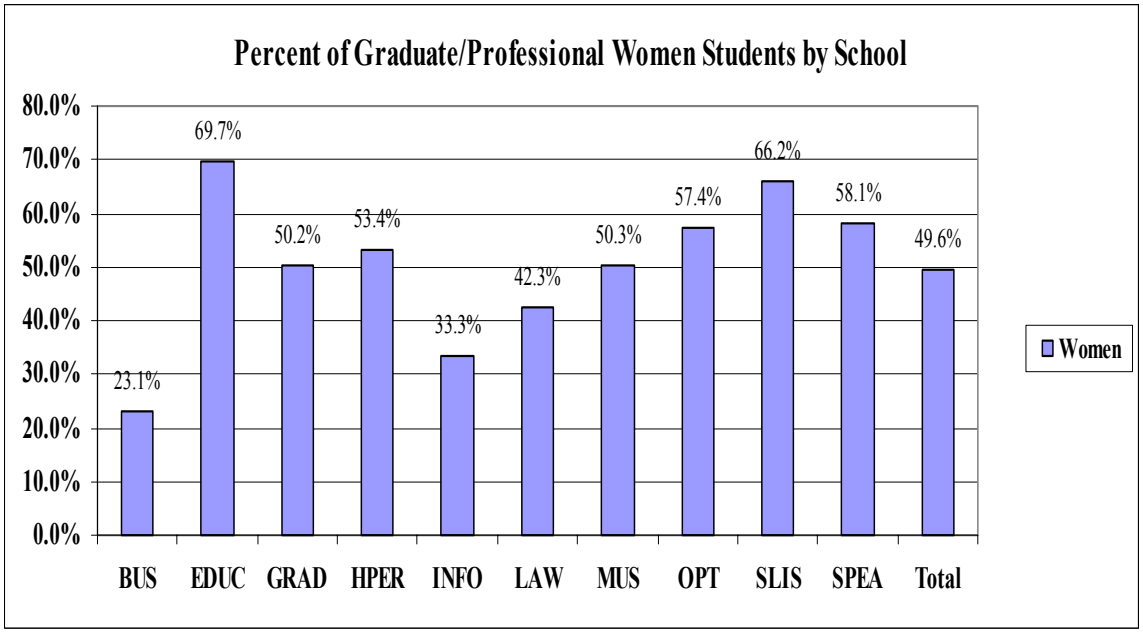


Figure 24. Degree Seeking Graduate Students by Gender and Graduate Major at IUB Spring Semester, 2002

Degree-Seeking Graduate Students by Gender and Graduate Major at IUB, Spring Semester, 2002

School	Major	N of Women	Pct of Women	N of Men	Pct of Men	Row Total
????	Unknown	4	33.3%	8	66.7%	12
BUS	ACCOUNTING-MBA	18	39.1%	28	60.9%	46
BUS	ACCT INFOSYS-MBA	3	50.0%	3	50.0%	6
BUS	ACCTG FIN ANALY	4	21.1%	15	78.9%	19
BUS	ACCTG MPA	0	0.0%	1	100.0%	1
BUS	ACCTG RISK MBA	3	30.0%	7	70.0%	10
BUS	ACCTG RISK MPA	4	80.0%	1	20.0%	5
BUS	ACCTG TAXATION-MBA	4	33.3%	8	66.7%	12
BUS	APPS & SYS SERV	2	15.4%	11	84.6%	13
BUS	ARTS ADMINISTRATION	9	64.3%	5	35.7%	14
BUS	BUSINESS	17	22.7%	58	77.3%	75
BUS	DECIS SUP MODEL	0	0.0%	1	100.0%	1
BUS	DESIGNED MAJOR MBA	5	20.8%	19	79.2%	24
BUS	E-BUSINESS MBA	3	13.6%	19	86.4%	22
BUS	ENTREPRENEUR-MBA	2	100.0%	0	0.0%	2
BUS	FINANCE MBA	50	17.4%	237	82.6%	287
BUS	INFO SYSTEMS-MBA	1	10.0%	9	90.0%	10
BUS	INTL MGMT MBA	1	16.7%	5	83.3%	6
BUS	MANAGEMENT MBA	0	0.0%	1	100.0%	1
BUS	MARKETING MBA	47	27.5%	124	72.5%	171
BUS	MGMT INFO SYS	0	0.0%	1	100.0%	1
BUS	NEW VENTURES-MBA	1	9.1%	10	90.9%	11
BUS	PLATF & NETWORK	0	0.0%	3	100.0%	3
BUS	PROD/OPR MGMT-MBA	2	40.0%	3	60.0%	5
BUS	STRT HUM RES-MBA	0	0.0%	1	100.0%	1
BUS	STRT MGMT CONS MBA	11	23.9%	35	76.1%	46
COAS	AFRO-AM STUDIES	4	50.0%	4	50.0%	8
COAS	ANTHROPOLOGY	57	59.4%	39	40.6%	96
COAS	APPAREL MERCH	2	100.0%	0	0.0%	2
COAS	ART HISTORY	47	83.9%	9	16.1%	56
COAS	ASTRONOMY	4	40.0%	6	60.0%	10
COAS	ASTROPHYSICS-AST	0	0.0%	2	100.0%	2
COAS	BIOCHEMISTRY	1	50.0%	1	50.0%	2
COAS	BIOLOGY	6	75.0%	2	25.0%	8
COAS	CENTRL EURASIAN	8	30.8%	18	69.2%	26
COAS	CHEMISTRY	39	32.8%	80	67.2%	119
COAS	CHINESE	5	55.6%	4	44.4%	9
COAS	COMM AND CULTURE	18	43.9%	23	56.1%	41

COAS	COMPARITIVE LIT	32	55.2%	26	44.8%	58
COAS	COMPUTER SCIENCE	41	27.9%	106	72.1%	147
COAS	CREATIVE WRITING	22	68.8%	10	31.3%	32
COAS	CRIMINAL JUSTICE	16	53.3%	14	46.7%	30
COAS	CS-LATIN & GREEK	9	52.9%	8	47.1%	17
COAS	CSCI BS/MS 5 YR	1	25.0%	3	75.0%	4
COAS	E ASIAN STUDIES	0	0.0%	2	100.0%	2
COAS	ECOL & EVOL BIOLGY	35	57.4%	26	42.6%	61
COAS	ECONOMICS	25	30.5%	57	69.5%	82
COAS	ENGLISH	85	57.0%	64	43.0%	149
COAS	FINE ARTS(BFA/MFA)	38	55.9%	30	44.1%	68
COAS	FOLKLORE	64	63.4%	37	36.6%	101
COAS	FRENCH	37	67.3%	18	32.7%	55
COAS	GENETICS	4	44.4%	5	55.6%	9
COAS	GEOGRAPHY	10	41.7%	14	58.3%	24
COAS	GEOLOGICAL SCI.	19	43.2%	25	56.8%	44
COAS	GERMANIC STUDIES	20	58.8%	14	41.2%	34
COAS	HIST & PHIL OF SCI	5	25.0%	15	75.0%	20
COAS	HISTORY	64	47.8%	70	52.2%	134
COAS	ITALIAN	7	33.3%	14	66.7%	21
COAS	JAPANESE	7	63.6%	4	36.4%	11
COAS	LATIN AMER STUDIES	2	100.0%	0	0.0%	2
COAS	LINGUISTICS	26	54.2%	22	45.8%	48
COAS	M C & DEV BIO-BIOL	24	49.0%	25	51.0%	49
COAS	MASS COMM-TEL	10	40.0%	15	60.0%	25
COAS	MATHEMATICS	28	27.7%	73	72.3%	101
COAS	MICROBIOLOGY	14	56.0%	11	44.0%	25
COAS	NEAR E LANG & CULT	2	33.3%	4	66.7%	6
COAS	NEURAL SCIENCES	4	40.0%	6	60.0%	10
COAS	PHILOSOPHY	9	19.6%	37	80.4%	46
COAS	PHYSICS	13	18.1%	59	81.9%	72
COAS	PLANT SCIENCES	4	33.3%	8	66.7%	12
COAS	POLITICAL SCIENCE	22	26.8%	60	73.2%	82
COAS	PORTUGUESE	3	75.0%	1	25.0%	4
COAS	PSYCHOLOGY	41	55.4%	33	44.6%	74
COAS	RELIGIOUS STUDIES	14	50.0%	14	50.0%	28
COAS	RUSSIA & E EUR STS	7	36.8%	12	63.2%	19
COAS	SLAVIC LANGS & LIT	8	66.7%	4	33.3%	12
COAS	SOCIAL STUDIES	6	50.0%	6	50.0%	12
COAS	SOCIOLOGY	43	57.3%	32	42.7%	75
COAS	SPANISH	34	59.6%	23	40.4%	57
COAS	SPEECH & HEAR SCI	75	90.4%	8	9.6%	83
COAS	SPEECH COMMUNICAT	10	58.8%	7	41.2%	17
COAS	TELECOMMUNICATIONS	21	44.7%	26	55.3%	47
COAS	TESOL & APPLIED	21	70.0%	9	30.0%	30
COAS	THEATRE & DRAMA	8	66.7%	4	33.3%	12
COAS	THEATRE & DRAMA-MFA	11	40.7%	16	59.3%	27
COAS	URALIC & ALTAIC STD	1	33.3%	2	66.7%	3
COAS	W EUROPEAN STUDIES	1	20.0%	4	80.0%	5
EDUC	ART EDUCATION	8	100.0%	0	0.0%	8

EDUC	COUNSELING EDUC	71	77.2%	21	22.8%	92
EDUC	COUNSELING PSYCH	23	63.9%	13	36.1%	36
EDUC	CURRIC & INSTRUCTIN	85	71.4%	34	28.6%	119
EDUC	EDUC PSYCHOLOGY	56	74.7%	19	25.3%	75
EDUC	ELEMENTARY EDUC	46	88.5%	6	11.5%	52
EDUC	GENERAL SCIENCE	0	0.0%	1	100.0%	1
EDUC	HIGHER ED-MSED	7	50.0%	7	50.0%	14
EDUC	HIGHER EDUCATION	38	55.9%	30	44.1%	68
EDUC	HIST & PHIL OF EDUC	1	100.0%	0	0.0%	1
EDUC	HIST/PHIL/POLICY	18	50.0%	18	50.0%	36
EDUC	INSTR SYSTEMS TECH	100	47.4%	111	52.6%	211
EDUC	INTRNL & COMP EDUC	3	50.0%	3	50.0%	6
EDUC	LANGUAGE EDUCATION	90	75.6%	29	24.4%	119
EDUC	SCHOOL ADMIN	33	53.2%	29	46.8%	62
EDUC	SCHOOL PSYCHOLOGY	13	86.7%	2	13.3%	15
EDUC	SCIENCE EDUCATION	0	0.0%	1	100.0%	1
EDUC	SECONDARY EDUC	16	57.1%	12	42.9%	28
EDUC	SOCIAL STUDIES	1	100.0%	0	0.0%	1
EDUC	SPECIAL EDUCATION	24	77.4%	7	22.6%	31
EDUC	SPECIALIZED MSES	6	46.2%	7	53.8%	13
EDUC	STU AFFAIRS MGMT	30	69.8%	13	30.2%	43
HPER	APPLIED SPORT SCI	4	44.4%	5	55.6%	9
HPER	ATHLT ADM/SPRT MGMT	7	25.0%	21	75.0%	28
HPER	HEALTH & SAFETY	3	50.0%	3	50.0%	6
HPER	HEALTH BEHAV	10	76.9%	3	23.1%	13
HPER	HEALTH PROMOTION	5	71.4%	2	28.6%	7
HPER	HUMAN PERFORMANCE	8	47.1%	9	52.9%	17
HPER	KINE ADAPT PHYS ED	1	33.3%	2	66.7%	3
HPER	KINE ATHLET TRAIN	9	69.2%	4	30.8%	13
HPER	KINE CLIN EXER PHS	12	63.2%	7	36.8%	19
HPER	KINES ADMINISTRATIN	1	100.0%	0	0.0%	1
HPER	KINES BIOMECHANICS	0	0.0%	2	100.0%	2
HPER	KINES EXERCISE PHYS	0	0.0%	6	100.0%	6
HPER	LESIURE BEHAV	9	40.9%	13	59.1%	22
HPER	MOTOR LEARN/CONTROL	1	25.0%	3	75.0%	4
HPER	NUTRITION SCIENCE	3	100.0%	0	0.0%	3
HPER	PHYSICAL EDUC	2	100.0%	0	0.0%	2
HPER	PUBLIC HEALTH	18	94.7%	1	5.3%	19
HPER	REC SPRTS ADMIN	4	30.8%	9	69.2%	13
HPER	REC THERAPUTIC	14	82.4%	3	17.6%	17
HPER	RECREATION	1	33.3%	2	66.7%	3
HPER	RECREATION ADMIN	5	45.5%	6	54.5%	11
HPER	RECREATION OUTDOOR	5	55.6%	4	44.4%	9
HPER	SAFETY MGMT	3	42.9%	4	57.1%	7
HPER	SCH HEALTH ADMIN	1	50.0%	1	50.0%	2
HPER	SOC SCI OF SPORT	1	100.0%	0	0.0%	1
INFO	BIOINFORMATICS	0	0.0%	10	100.0%	10
INFO	HUMAN COMP INTRACT	4	36.4%	7	63.6%	11
JOUR	JOURNALISM	12	60.0%	8	40.0%	20
JOUR	MASS COMMUN-JOUR	16	72.7%	6	27.3%	22

LAW	COMPARATIVE LAW	4	36.4%	7	63.6%	11
LAW	JURIDICAL SCI-SJD	2	25.0%	6	75.0%	8
LAW	LAW	249	42.9%	331	57.1%	580
LAW	LAW (LLM-GRAD)	27	49.1%	28	50.9%	55
LAW	LAW & SOCIAL SCI	0	0.0%	1	100.0%	1
MED	ANATOMY	3	42.9%	4	57.1%	7
MED	PHARMACOLOGY	2	100.0%	0	0.0%	2
MED	PHYSIOLOGY	2	22.2%	7	77.8%	9
MUS	BALLET	0	0.0%	1	100.0%	1
MUS	BASSON	4	80.0%	1	20.0%	5
MUS	BRASS PEDAGOGY	5	38.5%	8	61.5%	13
MUS	CELLO	12	57.1%	9	42.9%	21
MUS	CHORAL CONDUCT	11	52.4%	10	47.6%	21
MUS	CLARINET	5	35.7%	9	64.3%	14
MUS	COMPOSITION	6	13.3%	39	86.7%	45
MUS	DOUBLE BASS	2	16.7%	10	83.3%	12
MUS	EARLY MUS COLLEGM	1	100.0%	0	0.0%	1
MUS	EARLY MUS INSTRU	11	47.8%	12	52.2%	23
MUS	EARLY MUS VOCAL	8	66.7%	4	33.3%	12
MUS	EUPHONIUM	0	0.0%	1	100.0%	1
MUS	FLUTE	15	88.2%	2	11.8%	17
MUS	GUITAR	0	0.0%	13	100.0%	13
MUS	HARP	6	85.7%	1	14.3%	7
MUS	HORN	4	66.7%	2	33.3%	6
MUS	INSTRU CONDUCT	1	16.7%	5	83.3%	6
MUS	JAZZ STUDIES	3	21.4%	11	78.6%	14
MUS	MUS THTR SCENE TEC	1	50.0%	1	50.0%	2
MUS	MUSIC EDUCATION	20	62.5%	12	37.5%	32
MUS	MUSIC THEORY	4	25.0%	12	75.0%	16
MUS	MUSICOLOGY	17	60.7%	11	39.3%	28
MUS	OBOE	5	100.0%	0	0.0%	5
MUS	ORGAN	10	38.5%	16	61.5%	26
MUS	ORGAN & CHURCH MUS	7	63.6%	4	36.4%	11
MUS	PERCUSSION	1	20.0%	4	80.0%	5
MUS	PERFORMANCE	9	60.0%	6	40.0%	15
MUS	PERFORMANCE PD	44	58.7%	31	41.3%	75
MUS	PIANO	61	69.3%	27	30.7%	88
MUS	PIANO PEDAGOGY	1	100.0%	0	0.0%	1
MUS	SAXOPHONE	3	37.5%	5	62.5%	8
MUS	THEORY	4	57.1%	3	42.9%	7
MUS	TROMBONE	1	12.5%	7	87.5%	8
MUS	TRUMPET	2	16.7%	10	83.3%	12
MUS	TUBA	1	20.0%	4	80.0%	5
MUS	VIOLA	2	33.3%	4	66.7%	6
MUS	VIOLIN	14	63.6%	8	36.4%	22
MUS	VOICE	67	55.8%	53	44.2%	120
MUS	WIND CONDUCTING	1	25.0%	3	75.0%	4
MUS	WOODWIND INSTRU	0	0.0%	1	100.0%	1
OPT	OPTOMETRY	170	57.6%	125	42.4%	295
OPT	PHYSIOL OPTICS	11	78.6%	3	21.4%	14

SCS	NOT GRAD MAJOR	0	0.0%	1	100.0%	1
SLIS	INFORMATION SCI	79	57.7%	58	42.3%	137
SLIS	LIBRARY & INFO SCI	3	100.0%	0	0.0%	3
SLIS	LIBRARY SCIENCE	95	67.4%	46	32.6%	141
SPEA	ACCTG TAXATION MPA	4	57.1%	3	42.9%	7
SPEA	APPLIED ECOLOGY	12	66.7%	6	33.3%	18
SPEA	COMP/INTERNAT AFF	16	59.3%	11	40.7%	27
SPEA	ENVIR CHEM TOXIC	6	60.0%	4	40.0%	10
SPEA	ENVIRONMENTAL SCI	9	39.1%	14	60.9%	23
SPEA	ENVR & NAT RES MGM	16	45.7%	19	54.3%	35
SPEA	INFO SYS MPA	6	40.0%	9	60.0%	15
SPEA	NON-PROFIT MGMT	15	78.9%	4	21.1%	19
SPEA	POLICY ANALYSIS	8	44.4%	10	55.6%	18
SPEA	PUB MGMT CERT	1	100.0%	0	0.0%	1
SPEA	PUBLIC AFFAIRS	25	56.8%	19	43.2%	44
SPEA	PUBLIC FINANCIAL	5	35.7%	9	64.3%	14
SPEA	PUBLIC MGMT	4	50.0%	4	50.0%	8
SPEA	PUBLIC POLICY	15	51.7%	14	48.3%	29
SPEA	SPECIALZD STUDY MPA	23	57.5%	17	42.5%	40
SPEA	URBAN MGMT	8	88.9%	1	11.1%	9
SPEA	WATER RESOURCES	5	62.5%	3	37.5%	8
SWK	SOCIAL WORK	3	100.0%	0	0.0%	3
		3410	49.3%	3512	50.7%	6922

Figure 25. Undergraduate Degrees by Women and Men in 1990-91, 1995-96, and 2000-2001

Undergraduate Degrees by Women and Men in 1990-91, 1995-96, and 2000-2001 at Indiana University Bloomington

Degree Code	School and Degree Name	Degrees Earned July 1, 1990 to June 30, 1991 N of Women	N of Men	Total	Pct Women	Degrees Earned July 1, 1995 to June 30, 1996 N of Women	N of Men	Total	Pct Women	Degrees Earned July 1, 2000 to June 30, 2001 N of Women	N of Men	Total	Pct Women
111	COAS: Associate of Arts									0	1	1	0.0%
114	MUS: A.S. Audio Technology	3	9	12	25.0%	2	7	9	22.2%	0	12	12	0.0%
130	MUS: A.S. Costume Construction	4	0	4	100.0%	3	0	3	100.0%	7	2	9	77.8%
168	HPER: A.S. Hazard Control Tech					1	0	1	100.0%	0	1	1	0.0%
230	OPT: A.S. Opt Tech	9	0	9	100.0%	15	4	19	78.9%	1	1	2	50.0%
231	OPT A.S. Optician	1	0	1	100.0%	0	1	1	0.0%	1	1	2	50.0%
232	OPT: A.S. Opt Tech/Opticianry									1	1	2	50.0%
254	MUS: A.S. in Stagecraft Tech					0	1	1	0.0%				
258	MUS: A.S. String Instrument Tech	1	0	1	100.0%	0	2	2	0.0%	1	1	2	50.0%
266	SCS: Associate of General Studies	13	11	24	54.2%	18	12	30	60.0%	8	19	27	29.6%
300	COAS: Bachelor of Arts	1271	995	2266	56.1%	1029	851	1880	54.7%	909	625	1534	59.3%
312	JOUR: Bachelor of Arts in Journalism					127	59	186	68.3%	132	50	182	72.5%
314	COAS Bachelor of Fine Arts	17	7	24	70.8%	14	10	24	58.3%	22	10	32	68.8%
317	SCS: Bachelor of General Studies	68	63	131	51.9%	92	96	188	48.9%	81	99	180	45.0%
323	MUS: Bachelor of Music	43	32	75	57.3%	42	22	64	65.6%	60	56	116	51.7%
324	MUS: Bachelor of Music Education	11	7	18	61.1%	16	16	32	50.0%	13	15	28	46.4%
332	COAS: B.S. Astronomy/Astrophysics	0	2	2	0.0%					4	5	9	44.4%
334	COAS: B.S. Apparel Merchandising	103	4	107	96.3%	51	2	53	96.2%	57	0	57	100.0%
336	MUS: Bachelor of Science-Ballet	2	0	2	100.0%	2	1	3	66.7%	1	1	2	50.0%
337	MUS: B.S. in Audio Recording									1	1	2	50.0%
338	COAS: B.S. in Biochemistry	14	17	31	45.2%	14	26	40	35.0%	13	26	39	33.3%
343	COAS: B.S. in Biology	56	77	133	42.1%	126	129	255	49.4%	101	94	195	51.8%
344	HPER: B.S. in Applied Health Science					84	8	92	91.3%	74	8	82	90.2%
345	BUS: B.S. in Business	450	698	1148	39.2%	333	559	892	37.3%	411	685	1096	37.5%
347	COAS: B.S. in Audiology & Hearing Sci									1	0	1	100.0%
351	COAS: B.S. in Chemistry	7	15	22	31.8%	8	13	21	38.1%	3	7	10	30.0%
356	COAS: B.S. in Computer Science	5	12	17	29.4%	3	21	24	12.5%	3	25	28	10.7%
378	EDUC: B.S. in Education	404	73	477	84.7%	372	94	466	79.8%	359	84	443	81.0%
387	SPEA: B.S. in Environmental Science									3	0	3	100.0%
392	COAS: B.S. in Geography									1	4	5	20.0%
395	COAS: B.S. in Geological Sciences					3	5	8	37.5%	2	7	9	22.2%

Figure 25. (continued)

396	COAS: B.S. in Geology	2	2	4	50.0%								
399	HPER: B.S. Health and Safety	45	5	50	90.0%								
404	COAS: B.S. Interior Design	17	4	21	81.0%	14	0	14	100.0%	15	3	18	83.3%
405	LSTU: B.S. in Labor Studies					0	1	1	0.0%				
406	HPER: B.S. in Kinesiology					75	85	160	46.9%	77	100	177	43.5%
416	COAS: B.S. in Mathematics	7	8	15	46.7%	2	8	10	20.0%	2	15	17	11.8%
436	COAS: B.S. in Microbiology	7	9	16	43.8%	6	10	16	37.5%	10	6	16	62.5%
439	MUS: B.S. in Music									1	0	1	100.0%
440	MUS: B.S. in Music and Outside Field	17	6	23	73.9%	22	7	29	75.9%	38	20	58	65.5%
454	OPT: B.S. in Optometry	11	6	17	64.7%	13	10	23	56.5%	4	2	6	66.7%
457	HPER: B.S. in Physical Education	52	95	147	35.4%							0	
463	COAS: B.S. in Physics	1	3	4	25.0%	1	8	9	11.1%	5	3	8	62.5%
468	COAS: B.S. in Psychology	41	14	55	74.5%	30	20	50	60.0%	41	19	60	68.3%
472	SPEA: B.S. in Public Affairs	96	140	236	40.7%	135	186	321	42.1%	113	174	287	39.4%
475	SPEA: B.S. in Public Health	9	9	18	50.0%	42	27	69	60.9%	34	20	54	63.0%
481	HPER: B.S. in Recreation	40	15	55	72.7%	58	36	94	61.7%	71	48	119	59.7%
492	COAS: B.S. in Speech & Hearing Sci									1	0	1	100.0%
499	MUS: Artist Diploma	3	6	9	33.3%	3	4	7	42.9%				
	Column Totals	2830	2344	5174	54.7%	2756	2341	5097	54.1%	2682	2251	4933	54.4%

BUS (School of Business), COAS (College of Arts & Sciences), EDUC (School of Education), HPER (School of Health, Physical Education and Recreation), JOUR (School of Journalism)
LSTU (Labor Studies Program), MUS (School of Music), OPT (School of Optometry), SCS (School of Continuing Studies), SPEA (School of Public & Environmental Affairs)

Figure 26. Graduate Degrees by Women and Men in 1990-91, 1995-96, and 2000 - 2001 at IUB

Graduate Degrees by Women and Men in 1990-91, 1995-96, and 2000-2001 at Indiana University Bloomington

		Degrees Earned July 1, 1990 to June 30, 1991				Degrees Earned July 1, 1995 to June 30, 1996				Degrees Earned July 1, 2000 to June 30, 2001			
Degree Code	School and Degree Name	N of Women	N of Men	Total	Pct of Women	N of Women	N of Men	Total	Pct of Women	N of Women	N of Men	Total	Pct of Women
500	GRAD: Master of Arts	185	163	348	53.2%	225	143	368	61.1%	143	114	257	55.6%
501	LAW: Master of Comparative Law	2	4	6	33.3%	3	6	9	33.3%	4	2	6	66.7%
503	GRAD: Master of Arts for Teachers	9	6	15	60.0%	7	9	16	43.8%	4	6	10	40.0%
505	BUS: Master of Business Administration.	127	291	418	30.4%	112	280	392	28.6%	102	262	364	28.0%
506	GRAD: Master of Fine Arts	23	26	49	46.9%	24	21	45	53.3%	19	19	38	50.0%
507	GRAD: Master of Laws	1	1	2	50.0%	3	3	6	50.0%	8	8	16	50.0%
508	SLIS: Master of Library Science	144	42	186	77.4%	155	49	204	76.0%	47	17	64	73.4%
509	MUS: Master of Music	60	66	126	47.6%	66	49	115	57.4%	60	63	123	48.8%
510	MUS: Master of Music Education	5	2	7	71.4%	3	1	4	75.0%	2	1	3	66.7%
511	SPEA: Master of Public Administration	28	39	67	41.8%	35	45	80	43.8%	63	55	118	53.4%
512	HPER: Master of Public Health	7	1	8	87.5%	6	5	11	54.5%	14	1	15	93.3%
517	GRAD: Master of Science	19	68	87	21.8%	25	66	91	27.5%	18	44	62	29.0%
519	HPER: M.S. in Applied Health Science					2	2	4	50.0%	5	2	7	71.4%
522	MUS: Master of Science in Ballet					2	0	2	100.0%	1	0	1	100.0%
527	BUS: Master of Business									2	4	6	33.3%
538	EDUC: Master of Science in Education	140	66	206	68.0%	143	74	217	65.9%	166	56	222	74.8%
546	SPEA: M.S. in Environmental Science	15	22	37	40.5%	42	38	80	52.5%	23	19	42	54.8%
556	HPER: M.S. in Kinesiology					40	45	85	47.1%	17	16	33	51.5%
558	SLIS: Master of Information Science	7	8	15	46.7%	2	0	2	100.0%	22	16	38	57.9%
570	MUS: Master of Science in Music	1	2	3	33.3%	1	1	2	50.0%	1	1	2	50.0%
586	BUS: M.S. in Professional Accountancy									9	10	19	47.4%

Figure 26. (continued)

588	HPER: M.S. in Recreation	10	6	16	62.5%	18	6	24	75.0%	15	5	20	75.0%
655	EDUC: Specialist in Education	17	13	30	56.7%	5	3	8	62.5%	3	2	5	60.0%
657	SLIS: Specialist in Library & Info. Sci.	0	1	1	0.0%	2	3	5	40.0%	2	1	3	66.7%
665	HPER: Director of Physical Education					0	1	1	0.0%				
670	HPER: Director of Recreation	2	1	3	66.7%								
700	GRAD: Doctor of Philosophy	104	173	277	37.5%	145	185	330	43.9%	145	176	321	45.2%
705	BUS: Doctor of Business Administration					0	1	1	0.0%				
715	EDUC: Doctor of Education	12	11	23	52.2%	12	8	20	60.0%	7	10	17	41.2%
720	HPER: Doctor of Health & Safety	0	1	1	0.0%	1	0	1	100.0%				
724	LAW: Doctor of Juridical Science									0	2	2	0.0%
725	LAW: Doctor of Jurisprudence	62	140	202	30.7%	93	94	187	49.7%	71	146	217	32.7%
745	MUS: Doctor of Music	12	21	33	36.4%	13	12	25	52.0%	11	21	32	34.4%
750	MUS: Doctor of Music Education	1	2	3	33.3%	1	1	2	50.0%	0	1	1	0.0%
760	GRAD: Doctor of Optometry	24	37	61	39.3%	30	36	66	45.5%	33	34	67	49.3%
770	HPER: Doctor of Recreation	1	0	1	100.0%	0	2	2	0.0%	1	0	1	100.0%
	Column Totals	1018	1213	2231	45.6%	1216	1189	2405	50.6%	1018	1114	2132	47.7%

BUS (School of Business), EDUC (School of Education), GRAD (The Graduate School: Graduate Arts & Sciences, Journalism, Optometry, etc.), HPER (School of Health, Physical Education and Recreation), Law (School of Law), MUS (School of Music), SLIS (School of Library and Information Science), SPEA (School of Public and Environmental Affairs)

Figure 27. Summary Data of Fall, 2001 and 2001-02 Graduate Student Stipends for 37.5% FTE and 50% FTE Appointments: IUB

Summary Data of Fall, 2001, and 2001-02 Graduate Student Stipends for 37.5% FTE and 50% FTE Appointments: IUB

Appoint-ment	Type of Appointment	N of Women	N of Men	Mean Stipend for Women	Mean Stipend for Men	Standard Deviation for Women	Standard Deviation for Men	Significantly different stipend means?
IR81 Associate Instructor	Year @ 37.5% FTE	76	84	$6,616	$6,339	$1,417	$1,431	No
	Sem @ 37.5% FTE	15	16	$4,066	$3,914	$926	$974	No
	Year @ 50.0% FTE	336	371	$10,908	$11,271	$1,633	$1,732	0.004
	Sem @ 50.0% FTE	156	248	$6,412	$6,572	$968	$1,020	No
	Coumn Totals	583	719					
		1302		Population size was 1584: 1302=82% of population				
AA88 Research Assistants	Year @ 37.5% FTE	2	2	$7,500	$7,800	$2,121	$1,697	No
	Sem @ 37.5% FTE	0	0	$0	$0			N/A
	Year @ 50.0% FTE	45	78	$13,306	$14,807	$3,702	$3,306	0.020
	Sem @ 50.0% FTE	27	51	$6,990	$6,940	$500	$1,681	No
	Coumn Totals	74	131					
		205		Population size was 233: 205=88% of population				
AA82 Graduate Assistants	Year @ 37.5% FTE	58	23	$7,128	$7,082	$1,740	$2,038	No
	Sem @ 37.5% FTE	14	12	$3,211	$3,229	$623	$353	No
	Year @ 50.0% FTE	155	106	$9,654	$10,666	$3,386	$4,048	0.035
	Sem @ 50.0% FTE	21	29	$5,797	$6,108	$967	$1,173	No
	Coumn Totals	248	170					
		418		Population size was 569: 418 = 73% of population				

Figure 27. Summary Data of Fall, 2001 and 2001-02 Graduate Student Stipends for 37.5% FTE and 50% FTE Appointments: IUB (continued)

AA81 Faculty Assistants	Year @ 37.5% FTE Sem @ 37.5% FTE Year @ 50.0% FTE Sem @ 50.0% FTE	13	13	$8,599	$8,538	$70	$224	No
	Coumn Totals	13	13					
		26		Population size was 30: 26 = 87% of population				
AA83 Student Counselors	Year @ 37.5% FTE Sem @ 37.5% FTE Year @ 50.0% FTE Sem @ 50.0% FTE	11	9	$8,418	$8,467	$701	$566	No
	Coumn Totals	11	9					
		20		Population size was 23: 20 = 87% of population				

73% to 88% of appointments were at 37.5 or 50.0 FTE. Others are excluded from this Table.

Numbers appearing in the above table do not always match precisely other numbers in the paper because the database was in constant flux after October 1, 2001.

Figure 28. Comparative Measures of Gender Equity in Athletics for Selected Big Ten Universities

Comparative Measures of Gender Equity in Athletics for Selected Big Ten Universities. Data are based on 1998-1999 Reports. Source of Data is *The Chronicle of Higher Education*: http://www.chronicle.com/stats/genderequity/

	Indiana Univ.	Univ. of Illinois	Univ. of Michigan	Purdue Univ.	Univ. of Wisconsin	Penn State Univ.	Univ. of Iowa	Univ. of Minnesota
Men as Pct of Undergrad	46.0%	52.5%	50.1%	57.1%	47.0%	53.7%	45.4%	48.9%
Men as Pct of Athletes	57.3%	64.8%	51.8%	57.4%	55.5%	55.7%	57.9%	58.1%
Women as Pct of Undergrads	54.0%	47.5%	49.9%	42.9%	53.0%	46.3%	54.6%	51.1%
Women as Pct of Athletes	42.7%	35.2%	48.2%	42.6%	44.5%	44.3%	42.1%	41.9%
Difference Between Percent of Women Undergrad and Athletes	-11.3	-12.3	-1.6	-0.3	-8.5	-2.1	-12.4	-9.2
Number of Men's Sports	11	9	12	10	12	15	11	12
Number of Women's Sports	11	9	13	10	11	14	13	12
Proportion of Women Athletes as Scholarship Recipients	40.7%	35.2%	48.1%	38.3%	43.9%	43.1%	42.6%	40.4%
Proportion of Scholarship Budget to Women	40.2%	39.6%	44.6%	38.2%	37.2%	40.3%	42.6%	40.8%
Difference	-0.5	4.4	-3.5	-0.1	-6.7	-2.7	0	0.4
Recruiting Expenses: Men	71.6%	67.7%	66.7%	74.6%	70.0%	70.7%	59.8%	65.3%
Recruiting Expenses: Women	28.4%	32.3%	33.3%	25.4%	30.0%	29.3%	40.2%	34.7%
FTE Head Coaches (Men)	9.9	8.0	10.5	7.3	8.4	10.9	8.5	11.0
Average Salary Men (Head)	$72,650	$194,856	$145,817	$85,012	$129,878	$78,163	$79,192	$103,619
FTE Coaches (Women)	11.5	8.0	12.5	7.3	9.2	10.0	11.0	11.0
Average Salary Women (Head)	$46,417	$66,433	$61,382	$53,948	$78,633	$53,232	$60,526	$57,382
FTE Assistants (Men)	21.0	20.0	25.0	21.8	23.3	26.1	20.8	24.5
Average Salary Men (Assts)	$50,733	$54,116	$60,835	$55,850	$81,761	$42,633	$58,868	$64,926
FTE Assistants (Women)	12.0	11.4	19.0	12.8	15.2	19.8	16.8	15.8
Average Salary Women (Assts)	$26,599	$32,636	$32,561	$31,768	$39,771	$22,342	$32,389	$34,020
Women's Pct of Salary Budget	32.3%	25.5%	31.2%	30.3%	30.6%	33.1%	38.9%	30.0%

Figure 28. Comparative Measures of Gender Equity in Athletics for Selected Big Ten Universities (continued)

Comparative Measures of Gender Equity in Athletics for Selected Big Ten Universities. Data are based on 1998-1999 Reports. Source of Data is *The Chronicle of Higher Education*: http://www.chronicle.com/stats/genderequity/

	Indiana Univ.	Univ. of Illinois	Univ. of Michigan	Purdue Univ.	Univ. of Wisconsin	Penn State Univ.	Univ. of Iowa	Univ. of Minnesota
Total Expenses Men	$12,334,905	$11,134,416	$17,029,346	$10,382,286	$13,417,817	$15,611,920	$14,175,725	$21,472,025
Total Expenses Women	$4,323,594	$5,358,072	$8,144,716	$4,280,872	$5,920,970	$6,021,384	$6,311,834	$9,111,490
Total Gender-Specific Expenses	$16,658,499	$16,492,488	$25,174,062	$14,663,158	$19,338,787	$21,633,304	$20,487,559	$30,583,515
Men's Pct Operating Budget	74.0%	67.5%	67.6%	70.8%	69.4%	72.2%	69.2%	70.2%
Women's Pct Operating Budget	26.0%	32.5%	32.4%	29.2%	30.6%	27.8%	30.8%	29.8%
Football Revenues	$9,373,483	$11,031,060	$21,691,978	$13,041,282	$18,181,771	$25,422,289	$12,856,014	$8,196,619
Football Expenses	$6,421,043	$5,309,434	$9,534,848	$6,332,239	$7,675,178	$9,834,292	$5,051,461	$5,572,079
Men's Basketball Revenues	$7,143,798	$8,234,218	$4,912,636	$6,343,728	$7,633,794	$4,637,343	$5,838,228	$8,031,721
Men's Basketball Expenses	$2,935,083	$3,500,952	$2,236,561	$1,793,268	$1,686,978	$1,932,027	$1,629,455	$1,878,729
Women's Basketball Revenues	$13,953*	$1,680,287	$42,653	$790,395	$1,239,046	$452,161	$134,260	$270,299
Women's Basketball Expenses	$880,563	$2,341,746	$1,107,196	$1,296,313	$1,302,818	$1,601,254	$875,869	$1,117,917
Total Men's Revenues	$16,608,335	$20,576,487	$28,361,612	$20,330,921	$30,884,981	$32,400,301	$24,599,853	$25,896,228
Total Women's Revenues	$28,808	$3,497,405	$176,592	$2,192,928	$2,829,099	$2,704,496	$2,460,243	$9,156,846**

*The Indiana University Women's Basketball Revenues are as they appear in the source document.

**The Total Women's Revenues for the University of Minnesota are as they appear in the source document.

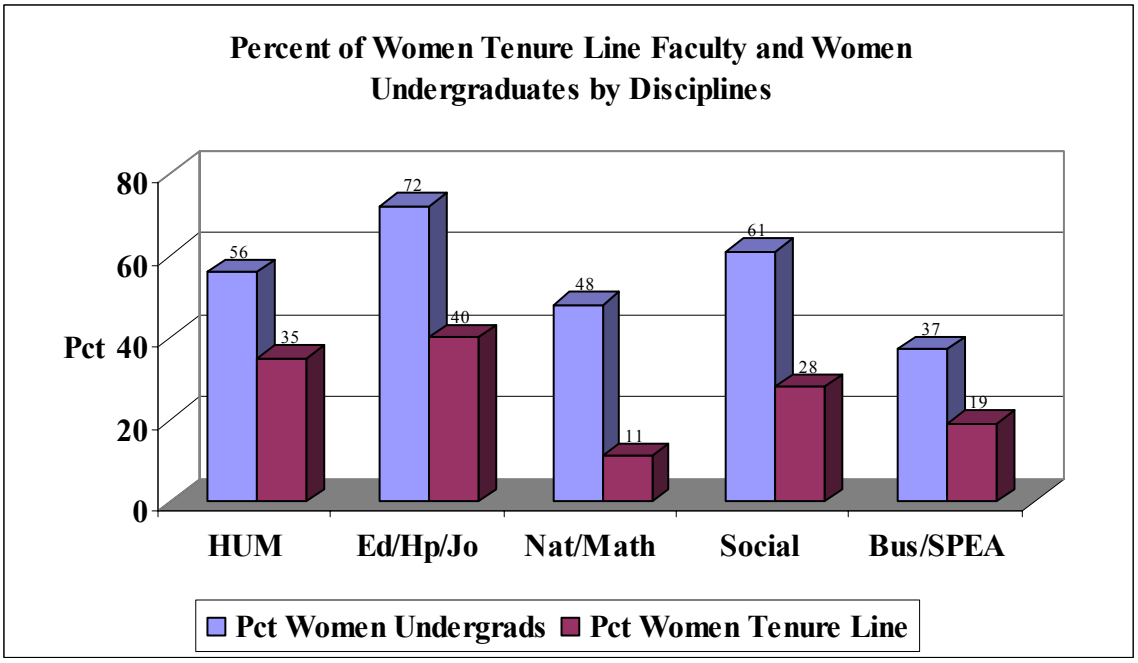
Figure 29. Comparative Achievement Between Women and Men in Fall, 1999, Selected Courses at IUB

Selected Courses	N of Women in Class	Pct of Women in Class	N of W/D by Women	Pct of all W/D by Women	Women's Course GPA	Men's Course GPA	Women's GPA minus Men's GPA
CHEM C101: Elementary Chemistry 1	286	75.3%	22	76.6%	2.73	2.58	0.15
CHEM C105: Principles of Chemistry I	288	56.9%	17	70.8%	2.40	2.40	0.00
CHEM C106: Principles of Chemistry II	153	54.1%	19	54.3%	2.17	2.24	-0.07
CHEM C341: Organic Chemistry Lecture I	113	53.3%	21	67.7%	2.29	2.49	-0.20
CHEM C342: Organic Chemistry Lecture II	42	53.2%	5	50.0%	2.35	2.51	-0.16
CHEM C343: Organic Chemistry Laboratory I	65	60.2%	6	54.5%	3.22	3.23	-0.01
CHEM C344: Organic Chemistry Laboratory II	13	38.2%	2	66.7%	3.85	3.22	0.63
ECON E201: Introduction to Microeconomics	671	43.7%	77	45.3%	2.43	2.47	-0.04
ECON E202: Introduction to Macroeconomics	226	38.4%	22	44.0%	2.67	2.57	0.10
ECON E370: Statistical Analysis Bus & Econ	113	26.2%	11	22.0%	2.54	2.34	0.20
MATH A118: Finite Math for Social & Biol Sciences	481	76.2%	47	72.3%	2.84	2.49	0.35
MATH D116: Introduction to Finite Math I	184	67.9%	18	81.8%	2.20	2.03	0.17
MATH D117: Introduction to Finite Math II	48	80.0%	1	100.0%	2.43	1.92	0.51
MATH M118: Finite Mathematics	895	48.9%	152	51.0%	2.43	2.41	0.02
MATH M119: Brief Survey of Calculus	911	52.0%	178	54.6%	2.44	2.40	0.04
MATH M211: Calculus I	432	47.0%	58	41.4%	2.67	2.41	0.26
MATH M212: Calculus II	65	35.3%	15	32.6%	2.75	2.34	0.41
MATH M301: Linear Algebra and Applications	12	34.3%	2	18.2%	3.39	2.65	0.74
MATH M303: Linear Algebra for Undergraduates	23	31.9%	1	14.3%	3.02	3.26	-0.24
MATH M311: Calculus 3	10	19.6%	1	50.0%	2.84	2.67	0.17
MATH M312: Calculus 4	3	15.0%	1	33.3%	3.50	2.66	0.84
MATH M365: Introduction to Prob & Statistics	15	41.7%	2	26.6%	3.56	3.30	0.26
MATH M371: Elementary Computational Methods	3	27.3%	0	0.0%	3.57	3.43	0.14
MATH M403: Introduction to Modern Algebra I	4	28.6%	1	25.0%	2.60	2.44	0.16
MATH M413: Introduction to Analysis	5	20.8%	1	33.3%	3.26	3.58	-0.32
MATH M441: Partial Diff Equat with Applications	8	57.1%	1	33.3%	3.00	3.90	-0.90

Figure 29. (continued)

MATH M447: Mathematical Models & Applications	13	54.2%	2	66.7%	3.36	3.10	0.26
MATH M463: Introduction to Probability Theory I	6	31.6%	1	33.3%	3.32	3.07	0.25
PSY K300: Statistical Techniques	196	66.4%	32	72.7%	2.79	2.58	0.21
SOC S370: Research Methods in Sociology	66	85.7%	3	75.0%	3.02	2.90	0.12

Figure 30. Percent of Women Tenure Line Faculty and Women Undergraduates by Disciplines: Fall 2001



Area	Humanities	Ed/Hp/Jo	Nat & Math Sci	Social	Bus/SPEA
Pct Women	35.2%	38.7%	10.9%	27.7%	17.6%
N of Women	69	67	24	39	28
N of Tenure Line Faculty	196	173	221	141	159
Pct of Women Undergrads	55.8%	72.2%	48.4%	60.8%	37.4%
N of Women Undergrads	504	2627	801	1021	1692
N of Undergrads	903	3641	1654	1679	4530

Humanities: African-American, Compar. Lit, English, Germanic Studies, History, French, Religious Studies, Spanish and Portuguese

Ed/Hp/Jo: Schools of EDUC, HPER, and Journalism

Natural & Mathematical Sciences: Astronomy, Biology, Chemistry, Computer Science, Geological Sciences, Mathematics and Physics

Social: Anthropology, Economics, Sociology, Political Science, Psychology

Bus/SPEA: Schools of Business and Public & Environmental Affairs

Student Majors: Students may have as many as three majors and must have one major. Data here represent the students' first major and that may be one department such as Physics or it may be a double major such as Economics & Political Science.

Figure 31 Distribution of Staff located on the Bloomington campus: Spring 2002

Distribution of Professional Staff Located Physically on the Bloomington Campus and Sorted by Organizational Account

Bloomington Campus Account

Ranks	N of Women	N of Men	Pct of Women	Women's Mean in Account	Variance from Mean	Ranks
PA09	32	28	53.3%	50.7%	2.6%	PA09
PA10	172	75	69.6%	50.7%	18.9%	PA10
PA11	142	93	60.4%	50.7%	9.7%	PA11
PA12	105	108	49.3%	50.7%	-1.4%	PA12
PA13	67	102	39.6%	50.7%	-11.1%	PA13
PA14	34	62	35.4%	50.7%	-15.3%	PA14
PA15	22	42	34.4%	50.7%	-16.3%	PA15
PA16	21	51	29.2%	50.7%	-21.5%	PA16
PA17	5	14	26.3%	50.7%	-24.4%	PA17
PA18	5	5	50.0%	50.7%	-0.7%	PA18
PA19	1	5	16.7%	50.7%	-34.0%	PA19
PA20	0	2	0.0%	50.7%	-50.7%	PA20
PA21	0	1	0.0%	50.7%	-50.7%	PA21
PA22	0	1	0.0%	50.7%	-50.7%	PA22
PA23	0	1	0.0%	50.7%	-50.7%	PA23
Column Totals	606	590	50.7%			

University Administration Account

Ranks	N of Women	N of Men	Pct of Women	Women's Mean in Account	Variance from Mean	Ranks
PA09	17	15	53.1%	45.8%	7.3%	PA09
PA10	17	16	51.5%	45.8%	5.7%	PA10
PA11	68	46	59.6%	45.8%	13.8%	PA11
PA12	54	47	53.5%	45.8%	7.7%	PA12
PA13	60	56	51.7%	45.8%	5.9%	PA13
PA14	32	68	32.0%	45.8%	-13.8%	PA14
PA15	21	48	30.4%	45.8%	-15.4%	PA15
PA16	22	26	45.8%	45.8%	0.0%	PA16
PA17	7	24	22.6%	45.8%	-23.2%	PA17
PA18	4	4	50.0%	45.8%	4.2%	PA18
PA19	6	12	33.3%	45.8%	-12.5%	PA19
PA20	0	0				PA20
PA21	1	3	25.0%	45.8%	-20.8%	PA21
PA22	0	1	0.0%	45.8%	-45.8%	PA22
PA23	0	0				PA23
Column Totals	309	366	45.8%			

Figure 31. (continued)
Bloomington Auxiliary Account

Ranks	N of Women	N of Men	Pct of Women	Women's Mean in Account	Variance from Mean	Ranks
PA09	21	15	58.3%	47.3%	11.0%	PA09
PA10	25	14	64.1%	47.3%	16.8%	PA10
PA11	28	32	46.7%	47.3%	-0.6%	PA11
PA12	23	36	39.0%	47.3%	-8.3%	PA12
PA13	11	7	61.1%	47.3%	13.8%	PA13
PA14	6	11	35.3%	47.3%	-12.0%	PA14
PA15	5	16	23.8%	47.3%	-23.5%	PA15
PA16	9	2	81.8%	47.3%	34.5%	PA16
PA17	3	8	27.3%	47.3%	-20.0%	PA17
PA18	1	1	50.0%	47.3%	2.7%	PA18
PA19	1	2	33.3%	47.3%	-14.0%	PA19
PA20	0	0				PA20
PA21	0	3	0.0%	47.3%	-47.3%	PA21
PA22	0	0				PA22
PA23	0	1	0.0%	47.3%		PA23
Column Totals	133	148	47.3%			

Indianapolis Campus Account

Ranks	N of Women	N of Men
PA10	1	0
PA11	0	1
PA12	0	1
PA17	0	2
Column Totals	135	158	46.1%

Support Staff (SS) by Gender by Rank by Responsibility Organization's Code of Accounts Located at Bloomington (BL)

Physical Location	Responsibility Organizations's Code of Accounts	Rank	Number of Women per Rank	Percent of Women per Rank	Number of Men per Rank	Percent of Men per Rank	Row Total
BL	Bloomington Auxilliary	SS0A	10	76.9%	3	23.1%	13
BL	Bloomington Auxilliary	SS0B	11	73.3%	4	26.7%	15
BL	Bloomington Auxilliary	SS0C	23	88.5%	3	11.5%	26
BL	Bloomington Auxilliary	SS0D	76	85.4%	13	14.6%	89
BL	Bloomington Auxilliary	SS0E	16	72.7%	6	27.3%	22
BL	Bloomington Auxilliary	SS0F	34	94.4%	2	5.6%	36
BL	Bloomington Auxilliary	SS0G	13	56.5%	10	43.5%	23
BL	Bloomington Auxilliary	SS0H	1	50.0%	1	50.0%	2
BL	Bloomington Auxilliary	SS0I	2	50.0%	2	50.0%	4
BL	Bloomington Auxilliary	SS0J	0	0.0%	11	100.0%	11
	BL Auxilliary Total	SS	186	77.2%	55	22.8%	241

Physical Location	Responsibility Organizations's Code of Accounts	Rank	Number of Women per Rank	Percent of Women per Rank	Number of Men per Rank	Percent of Men per Rank	Row Total
BL	Bloomington Campus	SS0A	6	100.0%	0	0.0%	6
BL	Bloomington Campus	SS0B	12	100.0%	0	0.0%	12
BL	Bloomington Campus	SS0C	16	61.5%	10	38.5%	26
BL	Bloomington Campus	SS0D	231	83.4%	46	16.6%	277
BL	Bloomington Campus	SS0E	56	75.7%	18	24.3%	74
BL	Bloomington Campus	SS0F	394	90.4%	42	9.6%	436
BL	Bloomington Campus	SS0G	158	66.9%	78	33.1%	236
BL	Bloomington Campus	SS0H	24	70.6%	10	29.4%	34

Support Staff (Continued)

BL	Bloomington Campus	SS0I	6	30.0%	14	70.0%	20
BL	Bloomington Campus	SS0J	0	0.0%	20	100.0%	20
	BL Campus Total	SS	903	79.1%	238	20.9%	1141

Physical Location	Responsibility Organizations's Code of Accounts	Rank	Number of Women per Rank	Percent of Women per Rank	Number of Men per Rank	Percent of Men per Rank	Row Total
BL	Indianapolis Campus	SS0D	2	100.0%	0	0.0%	2
BL	Indianapolis Campus	SS0E	2	100.0%	0	0.0%	2
BL	Indianapolis Campus	SS0F	2	100.0%	0	0.0%	2
BL	Indianapolis Campus	SS0H	4	100.0%	0	0.0%	4
	IN Campus Total	SS	10	100.0%	0	0.0%	10

Physical Location	Responsibility Organizations's Code of Accounts	Rank	Number of Women per Rank	Percent of Women per Rank	Number of Men per Rank	Percent of Men per Rank	Row Total
BL	University Admin	SS0A	4	80.0%	1	20.0%	5
BL	University Admin	SS0B	8	80.0%	2	20.0%	10
BL	University Admin	SS0C	8	80.0%	2	20.0%	10
BL	University Admin	SS0D	78	95.1%	4	4.9%	82
BL	University Admin	SS0E	9	69.2%	4	30.8%	13
BL	University Admin	SS0F	73	93.6%	5	6.4%	78
BL	University Admin	SS0G	57	82.6%	12	17.4%	69
BL	University Admin	SS0H	6	85.7%	1	14.3%	7
BL	University Admin	SS0I	2	50.0%	2	50.0%	4
	UA Total	SS	245	88.1%	33	11.9%	278

Food Service (FS) Staff by Gender by Rank by Responsibility Organization's Code of Accounts Located at Bloomington (BL)

Physical Location	Responsibility Organization's Code of Accounts	Rank	Number of Women per Rank	Percent of Women per Rank	Number of Men per Rank	Percent of Men per Rank	Row Total
BL	Bloomington Auxilliary	FS0E	3	100.0%	0	0.0%	3
BL	Bloomington Auxilliary	FS0F	35	94.6%	2	5.4%	37
BL	Bloomington Auxilliary	FS0G	5	55.6%	4	44.4%	9
BL	Bloomington Auxilliary	FS0H	2	100.0%	0	0.0%	2
BL	Bloomington Auxilliary	FS0I	8	28.6%	20	71.4%	28
BL	Bloomington Auxilliary	FS0J	13	81.3%	3	18.8%	16
BL	Bloomington Auxilliary	FS0K	14	73.7%	5	26.3%	19
BL	Bloomington Auxilliary	FS0L	5	83.3%	1	16.7%	6
BL	Bloomington Auxilliary	FS0M	1	100.0%	0	0.0%	1
BL	Bloomington Auxilliary	FS0N	5	100.0%	0	0.0%	5
	BL Auxilliary Total	FS	91	72.2%	35	27.8%	126

Physical Location	Responsibility Organization's Code of Accounts	Rank	Number of Women per Rank	Percent of Women per Rank	Number of Men per Rank	Percent of Men per Rank	Row Total
BL	University Admin	FS0N	0	0.0%	2	100.0%	2

Service Maintenance (SM) Staff by Gender by Rank By Responsibility Organization's Code of Accounts Located at Bloomington (BL)

Physical Location	Responsibility Organization's Code of Accounts	Rank	Number of Women per Rank	Percent of Women per Rank	Number of Men per Rank	Percent of Men per Rank	Row Total
BL	Bloomington Auxilliary	SMNP	0	0.0%	1	100.0%	1
BL	Bloomington Auxilliary	SMQR	0	0.0%	3	100.0%	3
BL	Bloomington Auxilliary	SMRS	0	0.0%	12	100.0%	12
BL	Bloomington Auxilliary	SMST	4	2.5%	153	97.5%	157
BL	Bloomington Auxilliary	SMTU	1	25.0%	3	75.0%	4
BL	Bloomington Auxilliary	SM0H	73	52.9%	65	47.1%	138
BL	Bloomington Auxilliary	SM0I	11	39.3%	17	60.7%	28
BL	Bloomington Auxilliary	SM0J	1	16.7%	5	83.3%	6
BL	Bloomington Auxilliary	SM0K	5	41.7%	7	58.3%	12
BL	Bloomington Auxilliary	SM0L	5	14.7%	29	85.3%	34
BL	Bloomington Auxilliary	SM0M	2	11.8%	15	88.2%	17
BL	Bloomington Auxilliary	SM0N	2	11.8%	15	88.2%	17
BL	Bloomington Auxilliary	SM0P	0	0.0%	3	100.0%	3
BL	Bloomington Auxilliary	SM0Q	2	7.7%	24	92.3%	26
BL	Bloomington Auxilliary	SM0R	1	10.0%	9	90.0%	10
BL	Bloomington Auxilliary	SM0S	0	0.0%	6	100.0%	6
BL	Bloomington Auxilliary	SM0T	0	0.0%	15	100.0%	15
BL	Bloomington Auxilliary	SM0U	0	0.0%	9	100.0%	9
BL	BA	SM0X	0	0.0%	6	100.0%	6
	BL Auxilliary Total	SM	107	21.2%	397	78.8%	504

Service Maintenance (continued)

Physical Location	Responsibility Organization's Code of Accounts	Rank	Number of Women per Rank	Percent of Women per Rank	Number of Men per Rank	Percent of Men per Rank	Row Total
BL	Bloomington Campus	SMLM	1	12.5%	7	87.5%	8
BL	Bloomington Campus	SMNP	0	0.0%	1	100.0%	1
BL	Bloomington Campus	SMRS	0	0.0%	2	100.0%	2
BL	Bloomington Campus	SMST	2	18.2%	9	81.8%	11
BL	Bloomington Campus	SMTU	0	0.0%	1	100.0%	1
BL	Bloomington Campus	SM0H	7	46.7%	8	53.3%	15
BL	Bloomington Campus	SM0I	31	21.5%	113	78.5%	144
BL	Bloomington Campus	SM0J	4	100.0%	0	0.0%	4
BL	Bloomington Campus	SM0K	7	50.0%	7	50.0%	14
BL	Bloomington Campus	SM0L	3	25.0%	9	75.0%	12
BL	Bloomington Campus	SM0M	6	66.7%	3	33.3%	9
BL	Bloomington Campus	SM0N	9	25.7%	26	74.3%	35
BL	Bloomington Campus	SM0P	0	0.0%	4	100.0%	4
BL	Bloomington Campus	SM0Q	1	33.3%	2	66.7%	3
BL	Bloomington Campus	SM0R	1	11.1%	8	88.9%	9
BL	Bloomington Campus	SM0S	0	0.0%	7	100.0%	7
BL	Bloomington Campus	SM0T	2	8.0%	23	92.0%	25
BL	Bloomington Campus	SM0U	0	0.0%	11	100.0%	11
BL	Bloomington Campus	SM0X	1	25.0%	3	75.0%	4
	BL Campus Total	SM	75	23.5%	244	76.5%	319

Physical Location	Responsibility Organization's Code of Accounts	Rank	Number of Women per Rank	Percent of Women per Rank	Number of Men per Rank	Percent of Men per Rank	Row Total
BL	University Admin	SMLM	0	0.0%	1	100.0%	1
BL	University Admin	SMPQ	2	66.7%	1	33.3%	3
BL	University Admin	SMQR	1	50.0%	1	50.0%	2
BL	University Admin	SMRS	1	25.0%	3	75.0%	4
BL	University Admin	SMST	2	20.0%	8	80.0%	10
BL	University Admin	SM0J	2	100.0%	0	0.0%	2
BL	University Admin	SM0K	2	40.0%	3	60.0%	5
BL	University Admin	SM0L	0	0.0%	5	100.0%	5
BL	University Admin	SM0M	4	66.7%	2	33.3%	6
BL	University Admin	SM0N	0	0.0%	2	100.0%	2
BL	University Admin	SM0P	0	0.0%	2	100.0%	2
BL	University Admin	SM0Q	1	33.3%	2	66.7%	3
BL	University Admin	SM0R	0	0.0%	2	100.0%	2
BL	University Admin	SM0S	0	0.0%	3	100.0%	3
BL	University Admin	SM0T	0	0.0%	1	100.0%	1
BL	University Admin	SM0U	0	0.0%	1	100.0%	1
	UA Total	SM	15	28.8%	37	71.2%	52