

DOCUMENT RESUME

ED 076 176

HE 004 335

AUTHOR Robinson, Lora H.
TITLE Institutional Analysis of Sex Discrimination: A Review and Annotated Bibliography.
INSTITUTION ERIC Clearinghouse on Higher Education, Washington, D.C.
SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C.
PUB DATE Jun 73
NOTE 10p.

EDRS PRICE MF-\$0.65 HC-\$3.29
DESCRIPTORS *Bibliographies; Educational Research; *Females; Feminism; *Higher Education; Research; Sex Discrimination; *Women Professors; *Womens Education

ABSTRACT

Several conditions contribute to the need for information about women's standing in the academic community. Women's groups and individuals continue to file complaints of sex discrimination against colleges and universities with federal agencies who have enforcement responsibilities in this area. In addition, civil suits have arisen, and institutions are faced with developing affirmative action plans that include women in their focus. While some schools have already completed one or more studies of the status of women on campus, others have yet to undertake this task. This report is designed for those embarking on such studies in the near future. The bibliography was designed to facilitate information gathering and utilization in 3 ways: to aid cross comparisons between institutions; to help locate useful analytical approaches; and to highlight the variety of concerns that have received attention. The bibliographical entries are listed alphabetically by institution and contain brief descriptions of the report content on the topic selected, the extent of coverage, and its particular contribution in relation to other sources available.
(Author/HS)

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INSTITUTIONAL ANALYSIS OF SEX DISCRIMINATION: A Review and Annotated Bibliography

Lora H. Robinson

Part One -- REVIEW

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ERIC Clearinghouse on Higher Education
The George Washington University
Suite 630, One Dupont Circle
Washington, D.C. 20036

HE 004 335

June 1973

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Several conditions contribute to the need for information about women's standing in the academic community. Women's groups and individuals continue to file complaints of sex discrimination against colleges and universities with federal agencies who have enforcement responsibilities in this area. In addition, civil suits have arisen, and institutions are faced with developing affirmative action plans that include women in their focus. While some schools have already completed one or more studies of the status of women on campus, others have yet to undertake this task. This report is designed for those embarking on such studies in the near future.

For the past 3 years, the Clearinghouse on Higher Education has been actively collecting documents from campuses around the country that analyze the status of women. During this period two reviews were prepared using data from these campus reports. The first publication, *The Status of Academic Women* (ED 048 523. MF-\$0.65; HC-\$3.29),¹ reviewed sources covering 65 institutions.² Information from campus reports was integrated into an essay on the careers of faculty women, and a second section annotated available sources. One year later, 107 sources covering 146 schools were analyzed for an essay on the status of faculty women. This essay, "Institutional Variation in the Status of Academic Women," will appear in a forthcoming book, *Academic Women on the Move*, edited by Alice Rossi and Ann Calderwood.

Now that 28 new sources have been added, clearly the resources for those newly embarking on such studies have become too vast to be reviewed systematically before beginning their studies. The following bibliography was designed to facilitate information gathering and utilization in three ways: to aid cross comparisons between institutions; to help locate useful analytical approaches; and to highlight the variety of concerns that have received attention.

There is inadequate space to exhaustively cover all types of concerns that appear in campus reports. In this case, particular topics were selected for coverage either because of their importance to the standing of women in the academic community or their high frequency of occurrence. Before presenting specific information about a particular

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²The discrepancy between the number of sources available and the number of schools is due to the existence of documents that present data for multiple institutions, such as ones that include entire university, city, county, or state systems.

campus report, a short synopsis of the overall findings for the various selected topic areas will be presented. At the end of each synopsis, bibliographic entry items will direct the researcher to the particular institutional reports whose research on this topic has been reviewed. Specific illustrations have been chosen for their comprehensiveness, uniqueness, or for their particular technique of analysis. The bibliographical entries are listed alphabetically by institution and contain brief descriptions of the report content on the topic selected, the extent of coverage, and its particular contribution in relation to other sources available.

APPOINTMENT LEVEL: Unfortunately, there is very little information about sex differences in initial level of appointment for college faculty. Only about a dozen campus reports even consider this important variable. The ones which do, however, indicate that first appointments for women are at a lower rank than men. Unfortunately, no report compared the initial appointment level of PhDs to nonPhDs. See items 3 and 15.

MARGINAL POSITIONS: Along with differences in initial appointment levels to the normal academic ranks, there is a tendency to appoint women more frequently to marginal, "soft-line," irregular, nonladder, part-time, exceptional, temporary, or fringe positions. See items 13 and 16.

PARTICIPATION RATE: Most reports present statistics indicating the total number of men and women faculty on campus. Often these numbers are grouped by type of academic unit, such as departments, areas, schools, divisions, or colleges within a university. Some reports have gone a step further than the simple presentation of numbers and attempted to explore the utilization of faculty women in relation to a number of criteria. Commonly, the procedure consists in simply comparing the proportion of women on the faculty at a particular college with the national participation rate of 20 percent. Also utilization analyses have been conducted frequently by department and rank. Many reports have found fewer women on campus than expected from the available talent pool. See items 3 and 8.

SALARY: Without question, the one variable that has received the most attention in campus reports is pay. The concept of equal pay for equal work seems firmly established and of central concern to those investigating the status of women. The most common format for reporting salary data is the mean salary by rank and sex. On rarer occasions two other approaches are used. First, a number of studies compare selected professional characteristics--type of work activity, age, years employed, highest degree attained--to earnings. Presentations usually consist in a series of bivariate distributions. The second approach is even rarer among reports. It utilizes statistical techniques for holding a number of professional characteristics constant while comparing men and women's earnings. The overwhelming conclusion from these analyses is that women earn less than men with the same qualifications. See items 1 and 10.

PROMOTIONS: Even though the promotion process is difficult to analyze, there are a number of reports that have considered it. One type of analysis compares the average length of time men and women spend at a given rank. Such comparisons assume that those appointed to a given rank are basically equal in qualifications, and that there are no differences by sex in the professional attributes used as criteria for promotion. The second, most common technique used to analyze promotions is the comparison of the actual number of women who are promoted with the expected number based on either an absolute standard or the average male's progression. Using either approach, women fare poorly. See items 4 and 12.

TENURE: On the whole, tenure is an area either slighted or skimmed over quickly in campus reports. In some cases, authors consider tenure only incidentally to topics such as discussion about women in marginal positions; or a report simply mentions that there are few tenured women on campus. Considering the importance of tenure to faculty careers, it is surprising that this variable has not received more attention. When figures are given, they usually consist of the number or percentage of women and men who hold tenure (regardless of rank). The incidence of tenure among women was less than among men. See items 3 and 11b.

ADMINISTRATION: Three topics are generally touched on under the heading of administration. They include an analysis of the number and placement of women in top administrative positions; an analysis of women's participation rate and responsibilities in what are considered staff positions; and an analysis of the participation of women faculty in administrative activities such as committee work. While reports have not concentrated on this area as heavily as other areas, a number of general trends emerge: the higher the staff or administrative position, the fewer women are found; women's careers in staff positions are generally not similar to comparable men's; there are inequitable pay ranges for typically men's versus typically women's jobs; women receive less pay than men with the same title; and the number of women committee members often does not reflect the proportion of women faculty available for such work. See items 5 and 14 for analyses of women in top administrative positions; see items 5 and 11a for committees; and see items 6 and 7 for nonacademic staff.

STUDENTS: Although faculty women are the primary focus of most of the campus reports, women students (undergraduate and graduate) are mentioned quite frequently. Usually the information provided consists of numbers admitted at the undergraduate and graduate level, distribution of women among majors, number of women earning degrees, and information on financial aid. Conclusions about women students' status on these dimensions is still tentative. There is no clear-cut evidence of discrimination in admissions (unless a quota system existed) primarily because the criteria for admission, details on the admission process, and some crucial admissions data are not available. There is similar ambiguity about the financial aid data. However, there is consensus that women have better educational opportunities than employment opportunities; that women's interests are channeled into women's fields; that women receive less support for their ambitions than men; and that many institutional resources such as recreational facilities are not provided on a substantially equal basis for the sexes. See items 9 and 17.

MISCELLANEOUS: This section includes a number of topics that were rarely covered in campus reports but did receive systematic coverage occasionally and are significant variables to be considered. They include publications (see item 10), an intensive departmental study (see item 2), fringe benefits (see item 7), and a survey of faculty attitudes toward women (see item 5).

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ED 076176

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— Part Two -- ANNOTATED BIBLIOGRAPHY

ERIC Clearinghouse on Higher Education
The George Washington University
Suite 630, One Dupont Circle
Washington, D.C. 20036

HE 004335

June 1973

(1) UNIVERSITY OF AKRON

Vanfleet, David D. *Salaries of Males and Females: A Sample of Conditions at the University of Akron*. December 1970. ED 056 638. MF-\$0.65; HC-\$3.29.

One hundred and fifty-six (out of 300) AAUP members responded to a survey designed to explore salary conditions at Akron. Data were collected on the highest degree attained, primary work activity, academic rank, college or division, experience in both primary and related work activity, age, sex, and salary. Characteristics of the respondents indicated that the sample closely approximated the total population. Starting from an overall pay difference of 25.5 percent in favor of males, professional characteristics were explored to see if differences remained. Even though at all academic ranks males have less average experience and are younger than female faculty, both the mean and the median male income were more than for females. When only equivalent degree levels are compared, the pattern of pay differential by sex is maintained rank by rank. Further, the career progression of a female with a doctorate degree was almost identical to a male with only a master's degree. Data on matched groups and matched pairs reaffirmed the general pattern.

(2) BOSTON STATE COLLEGE

Report on the Status of Women Faculty at Boston State College. March 1972. HE 004 072 (RIE July 1973). MF-\$0.65; HC-\$3.29.

At Boston State the psychology department was chosen for a closer inspection of the status of women faculty. A number of aspects about the faculty were explored including sex differences in mean salary; in salary increases for a 3-year period; in the average pay per course for a 3-year period; in rate of promotion; in teaching course load; and in reduced work weeks for four academic terms. In each analysis women fared less well than men.

(3) BOWLING GREEN STATE UNIVERSITY

The Status of Women Faculty at Bowling Green State University. May 1972. ED 066 144. MF-\$0.65; HC-\$3.29.

The Bowling Green report analyzes hiring patterns from a number of angles; proportion of new faculty who are female for each year from 1961 to 1971; the initial rank when hired of the current faculty; and the initial ranks of faculty members newly hired for 1971. Since approximately equal percentages of the persons hired as assistant, associate, and full professors are women, the data suggest that it is not more difficult to hire women at the higher rather than lower ranks.

Bowling Green went beyond the usual presentation of the rate of women's participation in departments and colleges within the university. Their report did a complex analysis of channeling within the six areas of specialization - music, business, education, humanities, social sciences, and natural sciences. First the sex ratio by field was computed for four levels - undergraduate majors, master's, post-master's, and faculty. Next the availability of sex role models of the faculty was determined. Within the College of Arts and Sciences there is 1 male faculty member for every 7 male students; for women the ratio is 1 to 50. Given the availability of role models, the report then analyzes student career choices for patterns of specialization. The procedure consisted of computing indices of dissimilarity between the specialization patterns of faculty and students of the same sex and of the opposite sex. They found in terms of field specialization patterns, female students resemble female faculty more than the male student

resembles male faculty. Further, the differential channeling of men and women is still as strong among current students as it was among persons who are now faculty members.

This report is exceptional because it did not stop with the simple presentation of the numbers of faculty on tenure status. In addition, it analyzed the amount of time required to gain tenured status, the chronological ages at which men and women receive tenure, and the proportions of men and women on term contracts (the least job security) in relation to their years of service. Clear-cut sex differences favoring men occurred in each analysis.

(4) UNIVERSITY OF CALIFORNIA, BERKELEY

Report of the Subcommittee on the Status of Academic Women on the Berkeley Campus. May 1970. ED 042 413. MF-\$0.65; HC-\$3.29.

Three separate studies comprise the extensive analysis of promotions conducted at Berkeley. The budget committee compared the salary steps of women full professors, with a sample of men full professors of similar ages, and another sample of men with similar degree dates. A catalog study of two time periods (1920-1940; 1950-1969) compares each woman's promotion and attrition rate with a comparable male. Finally, in the College of Letters and Science the rate of advancement was observed for men and women matched on year of birth, year of doctorate, and department. All three studies indicate that women advance more slowly and are less likely to be promoted.

(5) UNIVERSITY OF CALIFORNIA, DAVIS

Report of the Task Force on the Status of Women at U.C. Davis. June 1972. HE 003 980 (RIE June 1973). MF-\$0.65; HC-\$3.29.

This report was selected for inclusion because in addition to supplying the number of women in administrative posts, the authors explored attitudes toward women in administration. A questionnaire was sent to 100 senior and graduate women in a variety of disciplines to ascertain their attitudes and ambitions. They found women expect to receive lower salaries; expect few administrative opportunities; and did not dare imagine they could be in top management posts.

The Davis report is comprehensive in its listing of the composition of all college and school committees, as well as university councils and committees. Tabulations include both students and faculty committee members. In addition, key university personnel were interviewed concerning the criteria for selecting committee members, efforts to assure representativeness, and the methods for establishing committees. Interview data showed a lack of formalized criteria and much variety in the procedures used to form committees.

An exceptional portion of the Davis report covers a survey of faculty attitudes toward women and toward a series of policies that affect women's position in the University. All faculty were sampled, with 61 percent responding. The questionnaire consisted of four parts: 45 statements to be rated on a continuum from agree strongly to disagree strongly; eleven adjectival dimensions for rating the "typical" female and ideal faculty member; 12 questions that referred specifically to conditions within the respondent's department; and background information. The report details the results, which show that faculty members do hold some prejudices against women, and that some faculty are adamantly opposed to institutional reforms that would enhance women's employment opportunities and productivity.

(6) UNIVERSITY OF CALIFORNIA, LOS ANGELES

Report of the Chancellor's Advisory Committee on the Status of Women at UCLA. June 1972. HE 003 836 (RIE June 1973). MF-\$0.65; HC-\$6.58.

This report contains specific examples of the kinds of problems faced by campus women staff members. For instance, one area covered was the inequities in pay between job classifications filled by men and those filled by women. Job qualifications for Senior Linen Service Workers included 1 year of experience, in contrast to an all male category, Laborers, which required no experience. Yet the women linen workers pay ranged from \$2.28 to \$2.77 per hour while the men laborers received from \$4.17 to \$4.60 per hour. This report also is unusually sensitive to institutional practices that affect staff workers.

(7) CARNEGIE-MELLON UNIVERSITY

Final Report of the Commission on the Status and Needs of Women at Carnegie-Mellon University. November 1971. ED 060 799. MF-\$0.65; HC-\$6.58.

Information on the staff at Carnegie-Mellon was drawn from diverse sources: a questionnaire to all women employees on the employment situation; individual letters; public and private testimony; independent study committees focusing on staff women; and university files. Based on this wealth of information, the Commission found women staff employees to be the single most aggrieved category on campus. In addition, the Commission had to cope with a proliferation of job classifications. Efforts led to the development of 25 categories to encompass all university occupations.

This report also contains a section on fringe benefits for faculty, staff, and administrative employees. Six types of fringe benefits were examined; social security, retirement, group life insurance, medical insurance, guaranteed disability, and workmen's compensation. Although the strong pattern of higher average benefits for men is explainable largely by the fact that most are computed as a percent of salary, the University still pays less for women's benefits in other categories such as hospitalization. For faculty women, a similar trend was found even when the total fringe benefits for each rank were calculated as a percent of the total compensation.

(8) COLUMBIA UNIVERSITY

"Columbia Women's Liberation: Report from the Committee on Discrimination against Women Faculty," *Barnard Alumnae* 59 (Spring 1970): 12-18.

The Columbia report compared the current ranks of women and men faculty who had earned their doctorates in the 1960s. If the women faculty were distributed in the same proportion as the comparable men, then the distribution of women among the ranks would be significantly different from its current composition: there would be more women associate and full professors and fewer assistant professors.

(9) HARVARD UNIVERSITY

Report of the Committee on the Status of Women in the Faculty of Arts and Sciences. April 1971. ED 057 714. MF-\$0.65; HC-\$3.29.

The Harvard report focuses on ways the University can provide opportunities for graduate women. Recommendations are made with respect to admissions and scholarships; patterns of graduate study; part-time study; access to Harvard facilities; and job placement. The suggestions in this report are exemplary of the types of changes that might be made at colleges and universities in order to be more responsive and respon-

sible to women. A special section explores the evolving relationship between Harvard and Radcliffe and its effects on undergraduate women.

(10) UNIVERSITY OF ILLINOIS, URBANA-CHAMPAIGN

Ferber, Marianne and Jane Loeb. *Rank, Pay, and Representation of Women on the Faculty at the Urbana Champaign Campus of the University of Illinois*. November 1970. ED 045 011. MF-\$0.65; HC-\$3.29.

For this study, predictors of salary included the numbers of years in rank, highest degree held, appointment type (9 or 11 month), multiple indices of experience and merit, and sex. Utilizing multiple regression techniques, they found that for this sample of 128 faculty members, the average yearly dollar value of masculinity equalled \$845.96.

In another unique section this study employed a step-wise multiple regression correlation in the exploration of sex differences in publication rates. After accounting for the highest degree held, degree date, and years of full-time academic professional experience, the number of lifetime publications was predicted. Sex was not a significant predictor in this equation. Further analysis of the data did reveal that the variables of sex and age interact in the prediction of publication rates.

(11) INDIANA STATE UNIVERSITY

(a) Hardaway, Charles W. *The Status of Women on the Faculty of Indiana State University*. [1970] ED 062 958. MF-\$0.65; HC-\$3.29.

This study has two assets in comparison to others. It uses all committees rather than selected ones and covers a rather substantial time span--6 years. On both elected and appointed committees fewer women were found than expected by their numbers on the faculty.

(b) *The Status of Faculty Women at Indiana State University: A Survey*. August 1972. HE 004 071 (RIE July 1973). MF-\$0.65; HC-\$3.29.

A campus presidential commission surveyed faculty attitudes about how tenure regulations and procedures were administered. Results pinpointed great differences between male and female perceptions on this factor. In addition, they analyzed faculty who achieved tenure in the last 8 years by rank. Over half the women achieved tenure status at the rank of instructor, while men most commonly received tenure at the assistant professor rank.

(12) UNIVERSITY OF INDIANA, BLOOMINGTON

Study of the Status of Women Faculty at Indiana University, Bloomington Campus. January 1971. ED 056 632. MF-\$0.65; HC-\$3.29.

The Bloomington researchers computed the average length of time men and women were in ranks of instructor, assistant, and associate professor before being recommended for promotion by their department. In addition, they established the actual time that elapsed before promotion. Both figures were calculated to pinpoint the locus of discrimination at the departmental or supradepartmental level. Since the time difference between the actual promotion and the recommendation for promotion was small, the delay in women's promotions was established at the department level.

(13) MICHIGAN STATE

A Compilation of Data on Faculty Women and Women Enrolled at Michigan State University. July 1970. ED 056 630. MF-\$0.65; HC-\$3.29.

Researchers found that women comprise over 50 percent of the temporary faculty from assistant instructor through professor, in contrast to 10.5 percent of the faculty under tenure rules. Thirteen of the 153 temporary faculty women have been employed 10 years or more,

with one instructor teaching 25 years. Tables include: the number of men and women temporary faculty by rank, college, and department; the rate of pay of faculty women on temporary appointment; and the length of service of temporary faculty women.

(14) OHIO STATE UNIVERSITY

Report of the Ad Hoc Committee to Review the Status of Women at the Ohio State University, Phases I and II. April 1972. ED 062 959. MF-\$0.65; HC-\$13.16.

Instead of a strictly numerical approach, this report analyses the status of administrative and professional employees from a number of standpoints. They investigate recruitment; appointment, promotion, and tenure; salaries; and benefits; to determine how women fare. Lack of uniform treatment and procedures for operation were the most characteristic findings across the categories reviewed. Since other personnel such as faculty and civil servants are covered in the same manner, cross comparisons can be made.

(15) UNIVERSITY OF SOUTH FLORIDA

Status of Women Committee: Faculty Report. November 1970. ED 049 688. MF-\$0.65; HC-\$3.29.

Analysis of the list of faculty hired for 1970-71 showed no women doctorates were hired, although some women were hired in the tenured ranks. Comparative figures by rank were also compiled for work areas such as library, medicine, etc.

(16) STANFORD UNIVERSITY

Siegel, Alberta E. and Ronald G. Carr. "Education of Women at Stanford University," *The Study of Education at Stanford: A Report to the University* 7 (March 1969): 81-100. ED 032 849. MF-\$0.65; HC-Not available from EDRS.

The Stanford study tried to account for the fact that women comprise a higher percentage of irregular than regular teaching positions. Both age and marital status were considered as possible explanations for the cluster of women in the junior ranks. Analysis of the data did not uncover an explanation of the phenomenon.

(17) UNIVERSITY OF WASHINGTON

A Report on the Status of Women at the University of Washington: Part II Undergraduate and Graduate Students. May 1971. ED 053 673. MF-\$0.65; HC-\$3.29.

This report is recommended for its comprehensiveness with respect to the status of women students. It covers undergraduate, graduate, professional school, and minority student admissions; student performance; attrition; and student financial aids, such as grants, loans, scholarships, fellowships, traineeships, subfaculty positions, work-study, student employment, and student housing. The authors propose efforts to counteract the effects of channeling a review of the curriculum for sex bias; and the provision of equal opportunities for women to compete with men for all forms of financial aid.

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