Women in the academic world, as in other types of professions, have traditionally been discriminated against with regard to rank, promotions, and salary. The author or the present document was asked to carry out a special study and analysis of the employment of women at Stanford University; to review the status of women at all levels of employment; study university policies and procedures that are applicable to this matter; and provide recommendations for policy changes needed to achieve the elimination of sex discrimination in employment actions. On the basis of the findings of the author, it is evident that an affirmative action program must be instituted at Stanford in the very near future. Thus, the author recommends a 20-point affirmative action program that requires an active recruitment program for women, an assessment of salary levels by sex, and a fair policy for the reappointment and promotion of all faculty members. (HS)
ACADEMIC EMPLOYMENT OF WOMEN AT STANFORD
A report to President Richard W. Lyman from Anne S. Miner, consultant to the President on affirmative action for women.
Contents

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TO: Richard W. Lyman, President

Early last spring you asked me “to carry out a special study and analysis of the employment of women in the University,” and to “review the status of women at all levels of employment, study current University policies and procedures that are applicable to this matter, and provide recommendations for policy changes needed to achieve the elimination of sex discrimination in employment actions.”

The accompanying report on women in academic employment represents my analysis of the problems in that area and includes my final recommendations regarding academic employment of women.

The purpose of this transmittal memorandum is three-fold:

1. To provide you with a University-wide context for the employment of academic women in the form of a very brief summary of the total distribution of women in University employment.
2. To pass on some personal observations on some underlying causes of patterns by sex, and on the general climate of opinion regarding affirmative action for women at Stanford.
3. To make one or two comments on the nature of the accompanying report.

1. University wide context for the attached report.

The accompanying graph on total employment by sex, race, and occupation confirms what is obvious to the eye: the single most common employment category for women is that of “clerical worker” and the single most common category for males is that of “professional.” It confirms that at Stanford, as in nearly all major institutions in our society, white males these patterns are clearly several. A realistic appraisal of the sources of these patterns must, in my view, include at least the following:

**Direct discrimination based on prejudice**

Some people honestly believe that women should not hold certain types of jobs, that men and women can’t work together as peers, that women should not have senior jobs because they don’t need money as much as men do, and so on. Historically these have not been regarded as particularly outlandish views, and there have been few negative social sanctions against expressing or acting on such views.

A slightly more subtle form of this type of discrimination involves citing alleged factual characteristics of men and women workers as good or at least sufficient reasons for maintaining the status quo. Men and women alike sometimes believe that women take more time off from work than men, change jobs more often, spend less of their lives in a work environment, or can’t supervise other women successfully, even though national data have refuted most of these myths.

**Sex stereotypes**

In some cultures men build roads and women build roads because women are not as nervous that women are weaker, tired from exertion. “Women’s work there is nearly which is which. Although in a “separate but is harmful, work by males. In our own employment and rewards for a culture that is undervalued less high work by males.

In our own employment men and rewards for a culture that is undesirable, many ideas of what is reinforcement or co-workers.

These stereotypes have varied over the years—paid vacation was once viewed as an eccentric suggestion—but generally speaking normal worker characteristics in most people’s minds have been those of males carrying out traditional head-of-household roles.

**Institutional inflexibility**

The notion of what a ‘normal’ need of an employee has been found to be quite demanding, but generally speaking normal worker characteristics in most people’s minds have been those of males carrying out traditional head-of-household roles.

But for nearly half of the adults in our culture (wherein women take major responsibility for child-rearing) employment options such as part-time career opportunities, etc., are quite normal. The lack of these options in traditional institutional structures presumably helps account for some aspects of these patterns see disc with female Ac...
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take more time off from work than men, change jobs

more often, spend less of their lives in a work

environment, or can't supervise other women

successfully, even though national data have refuted

most of these myths.

Sex stereotyping and the devaluation of women

In some cultures everyone knows that women can

build roads and sweep streets better than men can

because women are more resilient, live longer, and are

not as nervous as men. In our culture, everyone knows

that women are not good at roadwork because women

are weaker, tire more easily, and should be protected

from exertion. The nature of "men's work" and

"women's work" may vary from place to place, but

there is nearly always a shared understanding about

which is which.

Although in theory there is no reason to assume that a "separate but equal" division of labor between the sexes is harmful, work labelled as women's work—at least in industrial societies—is almost always rewarded less or valued less highly than comparable or complementary work by males.

In our own economy, sex stereotyping in employment much more frequently limits opportunities and rewards for working women than it does for men. In a culture that generally perceives overt achievement or competence in women as unnatural or at least somewhat undesirable, many women are limited both by their own ideas of what it is possible for them to do, and by the reinforcement of these stereotypes by their supervisors or co-workers.

These stereotypes affect not only expectations about the types of work appropriate for men and women, but also literally countless aspects of interaction that in turn influence achievements of men and women. (A government agency automatically assumes that of two co-investigators on a grant the male is the principal investigator; a department head assumes that a married woman would not want a promotion involving travel in...
The accompanying memorandum reports on women in academic employment and includes my analysis of the problems in that area and my final recommendations regarding academic employment of women.

The purpose of this transmittal memorandum is three-fold:

1. To provide you with a University-wide context for the employment of academic women in the form of a very brief summary of the total distribution of women in University employment.
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The graph summarizes data on all full-time employees as of March, 1971; the occupational groupings are those required in standard government reporting forms. The report accompanying this memorandum applies almost entirely to the group called "professionals," which includes nearly all academic employees. An analysis of patterns in the other categories will be included in my report to you on staff affirmative action. As you know, I anticipate completing my work in that area in December. On the basis of data assembled to date, it is clear that affirmative action for women will be necessary for both faculty and staff.

2. Observations on some underlying causes of employment patterns by sex, and on the climate of opinion at Stanford.

In the accompanying report I speak specifically to various sources of the patterns found in academic employment, and in the analysis of staff problems I hope to include additional factors pertinent to non-academic employment.

In a very general way, however, I view the problem in terms of three types of factors, and I thought it appropriate to outline them briefly in this memorandum. In addition, during the last half year I have spoken with (or been spoken to by) a great number of people in the Stanford community and wanted to pass on to you a personal assessment of the current climate of opinion regarding the employment of women here.

Discussion of employment patterns by sex often occurs in a context of "who is at fault," and resolution is rarely reached in that context because the causes of discrimination are seldom presented as "women's problems." Although a "separate but equal" is harmful, industrial society requires different roles for men and women in some ways have a kind of "double jeopardy" in employment, and in the analysis of staff problems I have spoken with (or been spoken to by) a great number of people in the Stanford community and wanted to pass on to you a personal assessment of the current climate of opinion regarding the employment of women here.

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But for nearly half of the adults in our culture (wherein women take major responsibility for child-rearing) employment options such as parenthood leave, maternity benefits, childcare, and continuous part-time career opportunities, etc., are quite normal needs. The lack of these options in traditional institutional structures presumably helps account for many other aspects of inequality and discrimination in the workplace, as discussed above.

TOTAL EMPLOYMENT AT STANFORD
BY SEX, RACE AND OCCUPATION

<table>
<thead>
<tr>
<th>Occupation</th>
<th>M</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minorities</td>
<td>254</td>
<td>90</td>
</tr>
<tr>
<td>Service</td>
<td>142</td>
<td>63</td>
</tr>
<tr>
<td>Laborers</td>
<td>103</td>
<td>45</td>
</tr>
<tr>
<td>Operatives</td>
<td>136</td>
<td>47</td>
</tr>
<tr>
<td>Craftsmen</td>
<td>360</td>
<td>26</td>
</tr>
<tr>
<td>Office &amp; Clerical</td>
<td>356</td>
<td>62</td>
</tr>
<tr>
<td>Technician</td>
<td>271</td>
<td>33</td>
</tr>
<tr>
<td>Professionals</td>
<td>606</td>
<td>10</td>
</tr>
<tr>
<td>Officials &amp; Managers</td>
<td>557</td>
<td>19</td>
</tr>
</tbody>
</table>

Note: The table shows the total employment at Stanford by sex, race, and occupation. The data are presented in a bar chart format, with each bar representing the total number of employees in a specific category.
technician is not interested in the overall purpose of the research in the same way that a man would be, and so on.)

Current attitudes about the employment of women

Many people feel that 'equal opportunity' for women in employment is an acceptable long-term goal, but is not a clearcut issue, and certainly is not a matter of high priority. They argue that it is not obvious that women and men should share similar options in the work world, and that after all institutions can go no faster than the culture itself in the long, slow process of providing more options for women.

Institutionally we cannot afford to adopt or sanction this viewpoint. First, national data does not support the notion that there has been slow, sweeping progress for women in society over the last 50 years. For example, since the 1930's women have actually lost ground in professional employment proportional to men. There is very little evidence that left to the general influence of societal changes the situation will be any different in the coming decade; and there is persuasive evidence that the already-large proportion of women who have no choice regarding their economic lifestyle—(single, widowed, divorced women, and women in families with very low total incomes)—will increase.

Second, although there are definitely women who themselves hold a view something like that described above, many women who actually work at Stanford—including extremely loyal and longstanding faculty and staff—feel that a strong climate of discouragement for women has existed here. This feeling will most likely not result in armed warfare between the sexes on the Quad, but it does continue to create a sense of distrust and low expectations that we can ill afford.

Third, our own policies and contractual obligations commit us not only to avoid discrimination by sex, but also develop a plan to correct any patterns of underrepresentation and underutilization in our work force, regardless of the cause of the patterns.

Finally, because we are an educational institution that enrolls women students, we have perhaps a special obligation to make sure that patterns of employment here do not document the uselessness of women aspiring to personal achievement, but rather suggest a range of serious scholarly achievement.

It means that in spite of some feeling among the faculty that it would be desirable to have women participate in decision-making, there were no female members of the Faculty Senate in 1969 or 1970, no women on the Steering Committee of the Senate, the Committee on Committees, the Committee on Graduate Studies, the Committee on Undergraduate Studies or any of their precursors in 1968, 1969, and 1970. Even if each female member of the Academic Council served on one major University committee or subcommittee there would be 35 with no women members.

The low proportion of women at Stanford closely resembles that of other similar universities, and, like these schools, it is lower than the national average:

PERCENTAGE OF ACADEMIC COUNCIL THAT WAS FEMALE AT EACH RANK

<table>
<thead>
<tr>
<th>Field</th>
<th>Stanford '70/'71</th>
<th>Summary of four comparable schools*</th>
<th>All colleges &amp; Universities ('65/'66)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>2%</td>
<td>3%</td>
<td>9%</td>
</tr>
<tr>
<td>Assoc. Prof.</td>
<td>7%</td>
<td>9%</td>
<td>15%</td>
</tr>
<tr>
<td>Asst. Prof.</td>
<td>8%</td>
<td>11%</td>
<td>19%</td>
</tr>
<tr>
<td>Total</td>
<td>5%</td>
<td>6%</td>
<td>15%</td>
</tr>
</tbody>
</table>

*Harvard (12/70); Berkeley ('69/70); Chicago (Spring '70); Michigan (2/71).
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The Academic Council—An Overview

The Academic Council is in many ways the heart of the University. In January, 1971 there were 47 women (including one minority woman) on the Academic Council at Stanford. There were 988 men.

The low number of women Academic Council members means that many Stanford students complete their entire undergraduate or graduate education without ever interacting with a member of the regular faculty who is female. It means that women students in particular receive the continuous covert lesson that in spite of whatever may be possible in theory, it is not possible or 'natural,' in fact for women to aspire to serious scholarly achievement.

It means that in spite of some feeling among the faculty that it would be desirable to have women participate in academic decision-making, there were no female members of the Faculty Senate in 1969 or 1970, no women on the Steering Committee of the Senate, the Committee on Committees, the Committee on Graduate Studies, the Committee on Undergraduate Studies or any of their precursors in 1968, 1969, and 1970. Even if each female member of the Academic Council served on one major University committee or subcommittee there would be 35 with no women members.

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<table>
<thead>
<tr>
<th>Field</th>
<th>Ph.D.s awarded in top 10 dept. nationally*</th>
<th>Ph.D.s awarded at Stanford†</th>
<th>Stanford Academic Council Members</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% women</td>
<td>% women</td>
<td>% women</td>
</tr>
<tr>
<td>Chemistry</td>
<td>3.2%</td>
<td>7.0%</td>
<td>0%</td>
</tr>
<tr>
<td>Economics</td>
<td>6.8%</td>
<td>4.0%</td>
<td>0%</td>
</tr>
<tr>
<td>Math</td>
<td>5.8%</td>
<td>4.0%</td>
<td>1%</td>
</tr>
<tr>
<td>Physics</td>
<td>2.6%</td>
<td>2.0%</td>
<td>0%</td>
</tr>
<tr>
<td>English</td>
<td>22.9%</td>
<td>19.0%</td>
<td>(4) 10%</td>
</tr>
<tr>
<td>French</td>
<td>58.9%</td>
<td>25.0%</td>
<td>(1) 10%</td>
</tr>
<tr>
<td>Psychology</td>
<td>22.7%</td>
<td>26.0%</td>
<td>(2) 10%</td>
</tr>
<tr>
<td>Sociology</td>
<td>20.4%</td>
<td>25.0%</td>
<td>(2) 14%</td>
</tr>
</tbody>
</table>

†1965 through April 1971.
**French and Italian department at Stanford.

The women who are members of the Academic Council at Stanford tend to be distributed at the lower ranks.

DISTRIBUTION OF ACADEMIC COUNCIL BY SEX AND RANK

<table>
<thead>
<tr>
<th></th>
<th>% of all A.C. males at this rank (number at this rank/ all males)</th>
<th>% of all A.C. females at this rank (number at this rank/ all females)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>53%</td>
<td>19%</td>
</tr>
<tr>
<td>Assoc. Prof.</td>
<td>20%</td>
<td>32%</td>
</tr>
<tr>
<td>Asst. Prof.</td>
<td>27%</td>
<td>49%</td>
</tr>
</tbody>
</table>

(For details and comparative data for other schools, see table 4, page 10.)

A study of women on the Academic Council as of October, 1970, confirmed that a pattern found at many

The following chart illustrates the second point—that the percentage of women on the Academic Council does not reflect the percentage awarded by other schools of high academic caliber!

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*Harvard (12/70); Berkeley (69/70); Chicago (Spring 70;); Michigan (2/71).
Institutionally we cannot afford to adopt or sanction this viewpoint. First, national data does not support the notion that there has been slow, sweeping progress for women in society over the last 50 years. For example, since the 1930's women have actually lost ground in professional employment proportional to men. There is very little evidence that left to the general influence of societal changes the situation will be any different in the coming decade; and there is persuasive evidence that the already-large proportion of women who have no choice regarding their economic lifestyle—(single, widowed, divorced women, and women in families with very low total incomes)—will increase.

Second, although there are definitely women who themselves hold a view something like that described above, many women who actually work at Stanford—including extremely loyal and longstanding faculty and staff—feel that a strong climate of discouragement for women has existed here. This feeling will most likely not result in armed warfare between the sexes on the Quad, but it does continue to create a sense of distrust and low expectations that we can ill afford.

Third, our own policies and contractual obligations commit us not only to avoid discrimination by sex, but also develop a plan to correct any patterns of underrepresentation and underutilization in our work force, regardless of the cause of the patterns.

Finally, because we are an educational institution that enrolls women students, we have perhaps a special obligation to make sure that patterns of employment here do not document the uselessness of women aspiring to personal achievement, but rather suggest a range of options for both women and men.

3. Comments on the accompanying report.

This report contains both an analysis of the problem and a set of recommendations regarding academic affirmative action for women. Research personnel are briefly included; for additional insight into this area I commend the 1969 report of the Professional Women of the Stanford Medical School.

I have developed the recommendations through discussions both with various academic women and with cognizant officers of the University. Given the depth of the problem and the complexity of the University itself, the recommendations will seem moderate to some, and complicated, obscure or just expensive to others.

In any special report of this sort, there is a danger of generating false debate over particular mechanisms for achieving general objectives. When convenient, I have tried to articulate the basic purpose of each recommendation because I feel that in some areas there is room for debate about which mechanisms can best achieve the objectives of the recommendation.

The fundamental recommendation of the whole academic report is that we add substantially more women to the Academic Council and achieve greater equity and opportunity for non-Academic Council women in teaching and research not only for the sake of women, but for the health of the University itself.

I am not pleased with two aspects of the report; first, the amount of time it took me to complete it, and second, the rather tedious amount of data and prose. Whatever its final merit, however, there is no doubt that many people invested a great deal of time in helping me develop the report and I am very grateful to them for their contributions of insight and time.

Anne S. Miner
Consultant to the President
On Affirmative Action for Women

particularly receive the continuous covert lesson that in spite of whatever may be possible in theory, it is not possible or "natural" for women to aspire to serious scholarly achievement.

It means that in spite of some feeling among the faculty that it would be desirable to have women participate in academic decision-making, there were no female members of the Faculty Senate in 1969 or 1970, no women on the Steering Committee of the Senate, the Committee on Committees, the Committee on G-4, the Committee on Undergraduate Studies, the Committee on Undergraduate Studies, or any of their precursors in 1968, 1969, and 1970. Even if each female member of the Academic Council served on one major University committee or subcommittee there would be 35 with no women members.

The low proportion of women at Stanford closely resembles that of other similar universities, and, like these schools, it is lower than the national average:

<table>
<thead>
<tr>
<th>PERCENTAGE OF ACADEMIC COUNCIL THAT WAS FEMALE AT EACH RANK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stanford</td>
</tr>
<tr>
<td>`70/'71</td>
</tr>
</tbody>
</table>

| Professor | 2% | 3% | 9% |
| Assoc. Prof. | 7% | 9% | 15% |
| Asst. Prof. | 8% | 11% | 19% |
| Total | 5% | 6% | 15% |

*Harvard (12/70); Berkeley ('69/70); Chicago (Spring '70); Michigan (2/71).

Tables 1 and 2 on page 10

Charts I-III in the Appendix show percentages for females at these ranks for different kinds of schools.

The 5 percent total shown for women Academic Council members does not reflect the number of female Ph.D.'s in the nation. The percentage of Ph.D.'s granted to women has varied over the years (about 18 percent in 1920 and 10 percent in 1950, for example) but it has always far exceeded 5 percent.

Four of the seven schools at Stanford—Earth Sciences, Business, Law and Engineering—currently have no women Academic Council members at all. In two, as far as can be determined, there never has been a female Academic Council member.

In three schools—Humanities and Sciences, Medicine, and Education—women are present. But the number of women does not reflect the percentage of Ph.D.'s we ourselves award to women, nor, in any case in which data is available, does it approach the percentage of Ph.D.'s granted to women by the schools of highest academic quality.

<table>
<thead>
<tr>
<th>PERCENTAGE OF ACADEMIC COUNCIL THAT IS FEMALE COMPARED TO PERCENTAGE OF FEMALE PH.D. RECIPIENTS BY SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
</tr>
<tr>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>Earth Sciences</td>
</tr>
<tr>
<td>Engineering</td>
</tr>
<tr>
<td>Business</td>
</tr>
<tr>
<td>Law</td>
</tr>
<tr>
<td>Education</td>
</tr>
<tr>
<td>Medicine</td>
</tr>
<tr>
<td>Hum. &amp; Sciences (Hum. &amp; Soc. Sci.)</td>
</tr>
<tr>
<td>Hum. &amp; Sciences (physical Science)</td>
</tr>
</tbody>
</table>

(See table 3, page 10, for details)
It means that in spite of some feeling among the faculty that it would be desirable to have women participate in academic decision-making, there were no female members of the Faculty Senate in 1969 or 1970, no women on the Steering Committee of the Senate, the Committee on Committees, the Committee on Graduate Studies, the Committee on Undergraduate Studies or any of their precursors in 1968, 1969, and 1970. Even if each female member of the Academic Council served on one major University committee or subcommittee there would be 35 with no women members.

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**PERCENTAGE OF ACADEMIC COUNCIL THAT WAS FEMALE AT EACH RANK**

<table>
<thead>
<tr>
<th>Field</th>
<th>% of all A.C. males at this rank (number at this rank/total A.C. males)</th>
<th>% of all A.C. females at this rank (number at this rank/total A.C. females)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>53%</td>
<td>19%</td>
</tr>
<tr>
<td>Assoc. Prof.</td>
<td>20%</td>
<td>10%</td>
</tr>
<tr>
<td>Asst. Prof.</td>
<td>27%</td>
<td>10%</td>
</tr>
</tbody>
</table>

(For details and comparative data for other schools, see table 4, page 10.)

A study of women on the Academic Council as of October, 1970, confirmed that a pattern found at many other universities is also true here: as a group women are promoted more slowly than men even after they have achieved regular faculty appointments. For example, comparing only men and women in departments with both males and females at the professorial rank, one finds that the men and women have the same mean length of service at the University—13 years. The women, however, have been full professors on the average of 3 years while the men have been professors for 7 years. Looking at associate professors who serve in departments that have both men and women at this rank, one finds that the mean age for the men is 39 and for the women 48. Only at the rank of assistant professor does it appear that the mean age, mean length of service at all ranks, and mean service at this rank are comparable for men and women.

Additionally, a study of '70-'71 salaries showed that as a group women have lower salaries than men and the difference cannot be accounted for in terms of length of service, rank, or department. Again, this places Stanford in the company of most major universities. (See “Academic Women’s Salaries: Equal Pay for Equal Work?”, Michael A. LaCorte, *Journal of Higher Education*, April 1971, Volume 42, No. 4). Although there is no standard pay scale for specific academic ranks at Stanford, and sex discrimination is not automatically the cause of the salary differential between a man and a woman, the data in this study suggested that in many cases sex was the primary cause of lower salaries for women than for men, particularly among senior women faculty members.

**DISTRIBUTION OF ACADEMIC COUNCIL BY SEX AND RANK**

The women who are members of the Academic Council at Stanford tend to be distributed at the lower ranks.

**PERCENTAGE OF ACADEMIC COUNCIL THAT IS FEMALE COMPARED TO PERCENTAGE OF FEMALE PH.D. RECIPIENTS—BY SCHOOL**

<table>
<thead>
<tr>
<th>School</th>
<th>% A.C. Members who are female ('70/'71)</th>
<th>% Stanford Ph.D. Recipients who are female ('69/'70)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earth Sciences</td>
<td>0%</td>
<td>3%</td>
</tr>
<tr>
<td>Engineering</td>
<td>0%</td>
<td>1%</td>
</tr>
<tr>
<td>Business</td>
<td>0%</td>
<td>1%</td>
</tr>
<tr>
<td>Law</td>
<td>0%</td>
<td>1%</td>
</tr>
<tr>
<td>Education</td>
<td>12%</td>
<td>38%</td>
</tr>
<tr>
<td>Medicine</td>
<td>6%</td>
<td>12% (M.D.s)</td>
</tr>
<tr>
<td>Hum. &amp; Sciences</td>
<td>7%</td>
<td>26%</td>
</tr>
<tr>
<td>(Hum. &amp; Soc. Sc.)</td>
<td>1%</td>
<td>6%</td>
</tr>
</tbody>
</table>

*(See table 3, page 10, for details)*

Summary—The Need For Affirmative Action For Academic Women

Stanford closely resembles many other universities in all of the patterns described above. Academic Council data were chosen to begin this report because of the
central role of the regular faculty in the mission of the University and the future of the University. In addition, although it has taken considerable effort to compile the data shown above, complete data on other teaching personnel (instructors, lecturers, acting and visiting professors) and research personnel are even more difficult to assemble in a University-wide perspective. At Stanford as elsewhere, a very high proportion of academic women actually employed serve in irregular faculty ranks and in research positions however, and affirmative action for academic women must include close attention to these groups.

Each school in the University has unique practices, problems and academic goals. Because of the complexity of the total pattern by school and rank, subsequent sections of this report provide 1) a moderately detailed discussion of the problem for each school, non-Academic Council faculty members, and research personnel, and 2) a summary of recent positive steps towards opening up opportunity for academic women and a discussion of 21 recommendations for further action.

University policy includes the commitment to "non-discrimination and equality of opportunity in all personnel actions" (Affirmative Action Policy, Stanford University Staff News, July 10, 1970), and our contractual obligations require us to take affirmative action to problems of underutilization or underrepresentation within our own work force. Thus in a broad way we are already committed to taking steps to address some of the problems presented in this report.

But it is possible to take action with varying degrees of vigor and at varying rates. For an institution the size of Stanford to achieve real results in a foreseeable number of years, there must be leadership, a basic strategy and a goal, mechanisms, and a way of reviewing progress as the task proceeds. The addition of women to academic affirmative action puts us in an entirely new situation because of the large numbers of people involved and because it is simply not possible to make the case that "lack of qualified candidates" is the basic cause for the patterns discovered in some areas.

Schools With No Female Academic Council Faculty:

Earth Sciences

The retirement of Myra Keen left the School of Earth Sciences with no women among the 34 faculty members in this school. Earth Sciences is a small school, and the recruitment of faculty as in other schools relies on a search by telephone, letters, and word of mouth for potential candidates. There are only about 10-15 institutions that normally provide candidates with academic backgrounds appropriate to Stanford's school of Earth Sciences.

In general there are few women Ph.D.s in this area of study. In 1967-1968, for example, 356 men and 8 women received Ph.D.s in the field of geology, geophysics, oceanography and related fields. Or, for example, in a five-year period in the mid-1960's there were 472 male graduates in geology and geophysics from the top ten departments in these fields and only nine female graduates from the same departments. In Spring Quarter, 1971, the School of Earth Sciences at Stanford had a total of 17 female students: four undergraduates and 13 graduate students.

Dean Richard Jahns reports that on the whole, outstanding women in Earth Sciences have tended to go into industry and government service rather than university life and that the women who have become academics have tended to work in women's schools.

It should be noted that the School of Earth Sciences, like the School of Engineering, offers an undergraduate major at Stanford and thus unlike the Schools of Law and Business can affect directly the pool of women who may seek advanced degrees. Dean Jahns notes that more women enroll in geological sciences in small colleges than in large universities and suggests that the type of encouragement received by women seeking to enter this field may affect critically their participation in the earth sciences.

Engineering

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areas.

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Engineering

Of the schools without women on the regular faculty, it has an important challenge with respect to women. A passive stance towards encouraging women in Engineering will be a de facto decision to maintain a critical area of the University in which cultural norms are so powerful as to exclude all but the most fortunate or determined women.

It is pertinent to note that the School of Engineering includes a few departments which draw some of their faculty from related disciplines. Operations Research, Engineering and Economic Systems, Industrial Engineering and the Department of Design, for example, recruit from disciplines other than Engineering itself and in these areas there may be more opportunities for the recruitment of women faculty than in other departments.

Business

The normal recruiting procedure for faculty at the Business School includes a national search among Ph.D. holders from the top graduate schools of business in the country. From time to time people are appointed who do not bring the strictly academic background to their post but offer extraordinary expertise derived from experience in government or industry.

Again, one finds a small number of women in the pool of Ph.D. holders in this field. Fourteen women and 430 men received Ph.D.s in Business and Commerce nationally in 1967-68. A high proportion of students enrolling in Business Ph.D. programs have completed MBAs, and thus the enrollment of MBAs is a factor in the creation of a pool of Ph.D.s. At Stanford, a total of 13 women applied to enter the Ph.D. program in the three-year period of 1968, 1969 and 1970. There were five MBA students at the school in 1970-71.

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The recommendations given at the end of this report include two different kinds of actions. First, because the problem is basically a University-wide problem and we are centrally responsible for our progress in this area, there are series of tasks that are most appropriately carried out by the Provost and his staff. Second, because of the unique situation of each school and the critical role of each Dean, there is a separate set of recommendations that can best be carried out within the different schools.

Two previous studies at Stanford suggested, albeit mildly, that perhaps all is not well with the employment of academic women. Both of these reports received sympathy and warmth but did not mobilize the leadership and vigorous action required to change the situation.

The fundamental recommendation made here is that we assume the responsibility for initiating, implementing and vigorously pursuing an effort to involve more women in the academic life of the University and provide safeguards for their equitable treatment. The time is right for this action and both the discussion of specific problems and the recommendations at the end of this report are presented on the assumption that we are ready to move decisively at this time.

Women as Percent of Total Faculty in 18 Leading U.S. Universities, by Rank, March 1960

<table>
<thead>
<tr>
<th>Rank</th>
<th>All institutions</th>
<th>All institutions with largest endowments*</th>
<th>10 institutions with large endowments**</th>
</tr>
</thead>
<tbody>
<tr>
<td>All ranks</td>
<td>9.9%</td>
<td>6.6%</td>
<td>11.1%</td>
</tr>
<tr>
<td>Professor</td>
<td>3.7%</td>
<td>2.6%</td>
<td>4.3%</td>
</tr>
<tr>
<td>Associate professor</td>
<td>9.3%</td>
<td>7.5%</td>
<td>10.1%</td>
</tr>
<tr>
<td>Assistant professor</td>
<td>11.4%</td>
<td>8.5%</td>
<td>12.7%</td>
</tr>
<tr>
<td>Instructor</td>
<td>16.5%</td>
<td>9.8%</td>
<td>20.4%</td>
</tr>
</tbody>
</table>

* Columbia, Chicago, Cornell, Harvard, Massachusetts Institute of Technology, Northwestern, Stanford, Princeton. (Two schools in the top enrollment ten do not compile overall data on faculty by rank, by sex: Yale and Johns Hopkins.)
† California (Berkeley), City College of New York, Indiana, Illinois, Michigan, Michigan State, Minnesota, New York University, Penn State, Texas. (Ohio, in top enrollment ten, was in process of installing centralized statistical unit and was unable to furnish data. University of Texas was substituted.)

Institutions that normally provide candidates with academic backgrounds appropriate to Stanford's school of Earth Sciences.

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Engineering

Of the schools without women on the regular faculty Engineering is by far the largest—it has 3 to 5 times as many Academic Council members as do Law, Business and Earth Sciences, and numerous departments within the School itself. Irmgard Fluge-Lotz retired from the faculty in 1968 leaving no women in the teaching staff of the School.

In general it must be said that even if one wishes to discriminate against academic women in engineering there are relatively few opportunities to do so. For example, in 1965, 1966 and 1968 the ten most distinguished departments in the country granted 4 Ph.D.'s to women and 1738 Ph.D.'s to men.

The Stanford School of Engineering established a Committee on the Status of Women in January 1971 "to ascertain if discrimination against women is occurring and to recommend any actions it deems necessary to the Undergraduate Council." The committee concluded in its final report that the only universal problem was one of omission. "There are few women in engineering at Stanford and these are not visible: the image of a Stanford engineer is masculine. As long as this image persists there is not likely to be a significant change in the number of women engineers or the attitude toward them." The committee recommends in its final report that the School of Engineering establish a faculty committee to accomplish the following goals: 1) develop a plan of action to increase representation of women students and faculty, 2) make certain that qualified women are sought out and considered for all faculty openings, 3) set up recruitment programs both on the campus among undergraduates and in high schools to acquaint women with the opportunities in Engineering and 4) to recommend any actions it deems necessary to the Undergraduate Council.

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Because the School of Engineering in size and quality of program represents one of Stanford's great strengths...
practices. Complexity of course work is often too detailed for women. Though research is sometimes an end in itself, it may not be a suitable career step for women. If research work is a requirement, it is more logical for women to seek positions in disciplines other than those being investigated. The report recommends that efforts be undertaken to identify the fields in which women may find career opportunities. The committee recommends the creation of special university programs to serve this need.

The data indicate that women are not share equally in the academic programs of the School of Earth Sciences. The School enrolls 21 women students in its geology program. In the field of geophysics, oceanography and related fields, the School enrolls only 16 women. Out of 472 male graduates in geology and geophysics from Stanford, only 24 were women. In June, 1971, the School of Earth Sciences at Stanford had a total of 17 female students: four undergraduates and 13 graduate students.

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**Business**

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Again, one finds a small number of women in the pool of Ph.D. holders in this field. Fourteen women and 430 men received Ph.D.s in Business and Commerce nationally in 1967-68.

A high proportion of students enrolling in Business Ph.D. programs have completed MBAs, and thus the enrollment of MBAs is a factor in the creation of a pool of Ph.D.s. At Stanford, a total of 13 women applied to enter the Ph.D. program in the three-year period of 1968, 1969 and 1970. There were five MBA students at the school in 1970-71.

Although there is no formal committee within the School reviewing the status of women, the Business School's recent admissions study included some consideration of the lack of women graduate students and recommended that efforts be undertaken to recruit women. Several women students have recently completed a slide presentation on the situation of women students in the School of Business, with the hope that it can be used in the recruitment of more women.

**Law**

The normal degree for Law School faculty members is the J.D., but not all law students consider themselves or are considered potential candidates for academic law. In practice this means the candidates for faculty positions in the Stanford Law School generally come from the top 10 percent of the graduating classes of the top 10 schools in the country in the last three to six years. The number of women in this group is relatively small, but not insignificant. For example, women made up about nine percent of the students at Chicago, 15 percent at Columbia, seven percent at Harvard, and 13 percent at the Yale Law School in 1969. It should be noted that Law is the smallest School at Stanford, having only 29 Academic Council members in 1969-70.

The Law School has made serious efforts in the last few years to seek female candidates for the regular staff. In spite of the School's small size, the comparatively high number of women law students (around 15 percent) make the continued search for a woman in the professorial ranks extremely important. Law School appointments for the '71-'72 academic year include the appointment of one woman instructor.

Even in Law, however, the basic problem lies in the absolute number of women candidates for teaching positions. The number of women law students at Stanford was quite small in the early '60's—three percent of the J.D.'s in '60 and '61 went to women. In contrast, 14 percent of the J.D.'s earned at Stanford in 1969-70 were obtained by women. The current policy on female admissions is to maintain a neutral stance, making an
effort not to give women applicants any special advantage or disadvantage.

Women students at the school formed an informal group which has spent a considerable amount of time over the last year investigating the question of graduate admissions, the placement service at the Law School and the general climate for women in Law. In spite of serious problems in communication between the students and the administration at the School substantive progress was made in developing a policy forbidding sex discrimination by recruiters who come to the School. Letters were written to women who were accepted for the entering class of 1971 to encourage them to attend Stanford.

Summary—Schools With No Female Academic Council Members

There are indeed relatively few “qualified” women candidates for regular faculty posts in the Schools of Earth Sciences, Engineering, Law and Business, although one can hardly make a good case that there are no such candidates. In that sense, the situation of both minority and non-minority females is similar to that of minority males.

The greatest long-term contribution these schools can make to the increase of female faculty at Stanford and other universities is simply to train more Ph.D.s (or J.D.s). But aside from the general usefulness of increasing the number of professional women in academic roles in the University, why should the University attempt to increase the number of women entering these fields? If women wanted to teach law, more would go to school and become lawyers, it is argued.

It seems almost tiresome to point out what is often acknowledged by both men and women in these

(4) As to government work, we can count on the fingers of one hand the numbers who have attained high level administrative positions. For that matter, women have been totally excluded from some areas of government practice. The United States Attorney's Office for the Southern District of New York systematically, under its last administration, has refused outright to hire women for its Criminal Division.

The rhetoric in statements such as this one offends some people; the use of this particular example is not intended to imply that the “vicious-cycle syndrome” is any stronger in law than in other highly male-oriented professions. The point is simply that it has been and to some degree still is socially acceptable in most of these professions to express an open hostility to women and to act on it. Even when there is a feeling that a modest trend towards increased female participation is tolerable, there is very little feeling that it was wrong to have virtually excluded women from the profession in the past.

When a complaint was made regarding a paternalistic article about women in Business School, for example, its author granted that he would not have used a similarly coy tone to describe the situation of an Appalachian white, a Chicano student, or an Asian-American attempting to deal with the traditional climate of business schools. The author defended the use of this tone when writing about women on the grounds that, “...it's different with minorities. They should have been there all along.”

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Obviously it is true that children’s readers show men as engineers and business leaders, but rarely women; that parents frequently encourage young males to enter these professions more than young females; and that even their peers may question the “seriousness” of women hoping to enter these professions in a way that they would not question the “seriousness” of similarly 
talented males—in short, that many factors outside the sphere of the University tend to discourage women from entering these fields.

On the other hand, it seems equally unquestionable that the practices of the very professional schools who cannot now find female candidates for faculty have helped cause the scarcity of available candidates. One of the 

consequences of leadership is that one must sometimes take responsibility for the effects of one’s inactions as well as for the effects of conscious decisions. In Law and Business particularly active commitment to the training of women, not only as potential faculty here and elsewhere, but as members of the community, is vital. These professions are critical to the social decision-making in our society. Women who currently participate overtly in few of these decisions cannot begin to assume leadership on their own behalf or any one 

else’s without training in these fields.

To end the ‘vicious-cycle syndrome’ requires more than a passive or formal policy of ‘equal opportunity.’ An extensive study of Stanford undergraduates in the early 1960’s indicated that far more women entered the University as freshmen with professional aspirations than graduated with the same objectives. The lack of role models for women in the professions at Stanford no doubt contributed to that pattern. As noted in the “Futures” study in the School of Education, such models are particularly important because “...the socialization of young women may not have taught them the tactics and attitudes a professional life requires.”

Schools With Female Academic Council Members

Education

Five of the School of Education Academic Council members are women. In terms of percentage this makes it the strongest school in the University in terms of representation of women. 12 percent.

their behalf at Stanford was conducted at the Medical School during the last few years, funded by a grant from the Macy Foundation and will be continued this year. In 1969 the Professional Women of the Stanford Medical
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It seems almost tiresome to point out what is often acknowledged by both men and women in these professions—that there is an enormous basic prejudice against women entering these "masculine fields." This prejudice varies in its openness but exists in some form or another in professional training, professional employment, visibility within the field, informal communications among colleagues, and so on.

A woman law student at New York University Law School submitted the following statement to the Subcommittee on Education of the Committee on Education and Labor in July 1970:

We have discovered that a "Vicious-Cycle Syndrome" exists: The administration says that in hiring new faculty they generally look for certain credentials. The standards most often applied are graduation from a "prestige" law school, impressive clerkship experience, a position at a prominent Wall Street firm, top administrative positions in government and private industry, etc.

But, women by and large have been excluded from all the above, so demanding these credentials of women applicants is completely unrealistic.

1. It was not until 1954 that Harvard Law School even admitted women at all. The leading law schools as late as 1964 still had very restrictive admissions policies for women.

2. As for clerkships, there have been only two women United States Supreme Court clerks so far and one of them is now deceased. Many clerkships at the state and federal level are unavailable to women because many judges have openly stated to the law schools that they will not consider women law students for clerkship positions. Women judges who might hire women law clerks number one percent of the total number of judges in the country...

3. As to Wall Street firms, out of the 20 leading firms on the Street, there are only three women partners...

Schools With Female Academic Council Members

Five of the School of Education Academic Council members are women. In terms of percentage this makes it the strongest school in the University vis à vis representation of women—12 percent.

The figure is far below what one might expect, however, looking at broad measures of the pool of candidates in this field. In 1958 26.3 percent of the Ph.D.s in Education nationally went to women. In 1968, 25.5 percent. More than a third of the Stanford Ph.D.s in 1969-70 went to women. (Appointment to the faculty at the School of Education at Stanford does not always require a degree in Education; Ph.D.s in other fields are also potential candidates for faculty in this school, which makes it unusually difficult to assess the pool of qualified candidates in this area.)

Although Education in general has been considered an acceptable interest for women over the years, within the world of professional educators some fields are more acceptable for women than others. In particular, educational administration has been predominantly male. As school systems begin to seek women for supervisory roles the demand for training in this area will unquestionably increase.

The School of Education then has two different kinds of opportunities:

1. In fields traditionally of interest to women it can vigorously seek and recruit women faculty at both the junior and senior professorial levels when openings exist.

2. It can examine patterns of sex stereotyping within education itself and seek to train more women Ph.D.s in areas where this would be of value.

Medicine

In terms of formal commitment and sheer volume of effort, the School of Medicine is well ahead of the rest of the University in terms of academic affirmative action for women. In terms of visible results in faculty appointments, however, it clearly demonstrates the need for more than goodwill and recognition of the problem.

A study of women in medicine and a program on
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A study of women in medicine and a program on Socialization of junior faculty during the last few years, funded by a grant from the Macy Foundation and will be continued this year. In 1969 the Professional Women of the Stanford Medical School was formed and spent many months writing an excellent report on the status of professional women at the Medical School. The group formed at that time primarily because the Medical School had recently received a large bequest from Katherine McCormick which, although legally unrestricted, was given with a written request that if possible the funds be used “... for the encouragement and assistance to women in the study of medicine, in teaching medicine and in medical research.” The existence of potential funds to support specific programs for women encouraged several women at the Medical School to address the problems of professional women there.

In response to this report the Medical School Senate created a Joint Committee on the Status and Tenure of Women. In February, 1970. The Committee was charged with “... developing procedures to effect a prompt and significant increase in the number of women among the faculty. Such procedures shall include adequate review mechanisms for evaluating trained women already functioning here in non-faculty positions as well as the active recruitment of women from additional sources.”

In June 1970, the Medical School Senate asked each Departmental Chairman to establish immediately a departmental promotion committee to review the status of women holding M.D., Ph.D., or equivalent degrees who were not on the faculty. The Senate also voted that the Joint Committee on the Status and Tenure of Women should report to the Senate within 6 months and annually thereafter and that the Senate Committee on Faculty Salaries should develop appeal mechanisms to rectify possible women faculty salary inequities and that the Katherine McCormick bequest be recognized as a basis for implementing these purposes.

In December 1970, the Senate voted for: “Institution of revised procedures for recruitment of candidates for faculty positions, including published announcements of openings and solicitation of applications such as is the custom in Great Britain. Participation is to be on individual departmental basis, and in addition to
recruiting procedures already in use. Announcements by the Medical School of its objectives of increased representation of women in the student body via publication of its views. Establishment of scholarship loan funds for women medical students at Stanford."

Progress has been made in several areas at the Medical School as a result of these various actions and the work of both the Joint Committee on the Status and Tenure of Women and the Professional Women of the Stanford Medical School. The review of all professional women at the school should be completed shortly and it appears that some faculty appointments will be made as the result of this review. The New England Journal of Medicine carried a signed editorial making the case for more women in medicine in general, and announcing a specific effort to recruit women for the Stanford Medical School. The medical school class entering in 1971 contains about twice as many women in previous years. The same issue of the Journal carried several advertisements in an attempt to identify more women candidates for faculty posts. The school is conducting a formal assessment of the need for childcare and concrete steps necessary to meet this need.

The detailed discussion of events in the Medical School above is included here not because each one is of great pertinence to the overall status of academic women in the University but because the progress of events at the Medical School is very instructive for planning University-wide affirmative action for academic women. In the initial analysis of the problem submitted in December of 1969 two key issues were: the status of professional women already employed in the Medical School and the need for more women on the regular faculty in general. The request that Departmental Chairmen establish promotion review committees on women in irregular posts occurred in June 1970. In the early spring 1971, however, only half of the departments had formed the committees and the procedure is just now drawing to a close a year and 3 months after it began. The basic resolve to have active recruitment for women for faculty posts in February 1970 has not yet resulted in a visible increase in women faculty members at the School. (One person has been added.)

It would be naive to assume that there was no covert resistance to these broad goals among the whole medical school faculty. On the other hand, a review of women at the School. (One person has been added.)

<table>
<thead>
<tr>
<th>Ph.D.'s Graduated From Stanford University by Sex</th>
<th>1959-60</th>
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Had there been a vast increase in Ph.D. recipients in recent years one might look for a higher representation of women faculty in this school.

Summary—S

With Female Council Men

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will insure job continuity and tangible recognition of quality in teaching. The basic decision is sound in terms of academic priorities, but the commitment to finding appropriate appointments for the teaching staff in Women's Physical Education is extremely important, and the more general question of allocation of resources to women's and men's athletic activities could be reviewed in other contexts.

Humanities and Sciences is like a miniature of the University itself: there is a vast range of disciplines represented in this school and each has a relatively distinct situation in terms of the size of the faculty, the number of tenured posts, the number of potential female candidates, and the current enrollment of women in the discipline. (Some sense of the range of different departments, can be seen in the comparison of four "male" disciplines and four "female" disciplines in Table 3, published in the Introductory portion of this report.)

Once more we find that two different kinds of goals are appropriate. In areas where there are already a substantial number of women in graduate study it seems particularly appropriate to seek parity in the number of women on the Academic Council. In departments that are stereotyped as male fields the recruitment of women faculty may help encourage more women to enter these fields. Perhaps more than any school, Humanities and Sciences has the opportunity to develop an imaginative and insightful plan to influence the participation of women in academia. The great range of disciplines represented in this school, however, may require an unusually large amount of administrative support for the search for women candidates.

It should be noted that of 31 new faculty members (including lecturers and instructors) in Humanities and Sciences in the coming year, five are women and the general sense of commitment to increasing the number of women faculty is substantial in some departments in this school.

### Summary—Schools
### With Female Academic Council Members

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<thead>
<tr>
<th>Schools</th>
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Humanities & Sciences

The faculty from the School of Humanities and Sciences makes up more than a third of the entire Academic Council. The faculty of this school carries the major responsibility for educating undergraduates at Stanford.

One would expect to find a relatively high concentration of women in the Social Sciences and Humanities faculties, and indeed five of the ten female full professors in 1969-70 held appointments in departments in these two areas. On the other hand, the overall total of women in these areas (seven percent) does not compare very favorably with the percentage of teaching appointments to the Academic Council for physical education teaching staff, with a simultaneous commitment to developing alternate appointments that are appropriate. In any discipline nationwide, the teaching of women in the Social Sciences is often stereotyped as female faculty may help encourage women in the Social Sciences to look for other disciplines.

Had there been a vast increase in Ph.D. recipients in recent years one might look for a higher representation in the junior faculty in this area and a low number of women holding tenured rank. Data collected to date do not confirm this idea, however. Women received nine percent of the Ph.D.s in Humanities and Social Sciences at Stanford in 1959-60 and 18 percent in 1960-61. In the years from 1962-1967 women received 21 percent of the Ph.D.s in Humanities and 13.5 percent of those in Social Sciences nationwide.

In the Physical Sciences one would expect to find fewer women and one does (1). There appears to be a small, but nonetheless significant, pool of candidates in the Physical Sciences, however. Again looking at the period from 1962-1967 one finds that five percent of the degrees in Astronomy, Chemistry, Mathematics, and Physics (nationwide) went to women in that period, while roughly 18 percent of the degrees in Biological Sciences were awarded to females in the same span of time.

It should be noted that the total number of women Academic Council members listed in the beginning of this report included four Associate and one Assistant Professor in Women's Physical Education. Discussions in the last few years have led to a decision to phase out appointments to the Academic Council for physical education teaching staff, with a simultaneous commitment to developing alternate appointments that are appropriate. In any discipline nationwide, the teaching of women in the Social Sciences is often stereotyped as female faculty may help encourage women in the Social Sciences to look for other disciplines.

NOTE—All of the data on male and female degrees by discipline in this report are taken from the University of California "Report of the Subcommittee on the Status of Academic Women on the Berkeley Campus," as submitted to the Academic Senate, Berkeley division, May 1970, the "Report of the Committee on University Women" prepared at University of Chicago, 1970, and the Hearings of the Subcommittee on Education of the House Committee on Education and Labor, 1970. No verification of the accuracy of those data was attempted.

Summary—Stanford With Female Council Men

As noted before, a faculty hiring indicates the "qualified candidates" of the faculty in women's current situation is the result from overt discrimination of both men and women, a particularly pertinent issue.

1. The colleague system

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It should be noted that of 31 new faculty members (including lecturers and instructors) in Humanities and Sciences in the coming year, five are women and the general sense of commitment to increasing the number of women faculty is substantial in some departments in this school.

**Summary—Schools With Female Academic Council Members**

As noted before, analysis of sex differentials in faculty hiring indicate that the existence of a pool of "qualified candidates" does not insure representation on the faculty of women in universities like Stanford. The current situation is the result of various causes, ranging from overt discrimination to cultural expectations of both men and women. Two types of causes that seem particularly pertinent in academic employment stand out.

1. **The colleague system and the under-evaluation of women.**

As Ph.D. data indicates, many women do manage to succeed at the graduate level. Until recently it was widely believed that these women then chose not to use this education, generally published less and were less active professionally than men. A noted in the recent Harvard report, however, and elsewhere, current data shows that 91 percent of the women receiving doctorates in all fields in 1957-58 were employed in 1964. Recent data has also showed that married women Ph.D.s employed full-time published slightly more than unmarried female Ph.D.s or male Ph.D.s.

In an interesting general study Cynthia Epstein comments about women and men within professional life. An informal protege system often characterizes the ladder to success; in general the acceptance of a woman as "protege," and the sponsoring such a protege seems less "natural" to many males than the acceptance and championing of a male. There is some evidence that within professional groups women have less access to informal networks of communication and that to avoid conflict some women exclude themselves from participation in professional meetings. There is further evidence that both men and women tend to attach less importance to information from a female colleague than from a male colleague even when, as in one study, the information presented consisted of written papers...
identical except for the alleged sex of the author. (Epstein, Cynthia Fuchs, Woman's Place, University of California Press, Berkeley, Los Angeles and London, 1971.)

In another recent research project, two survey forms were sent to department chairmen of 228 degree-granting psychology departments in the country, each form containing 10 paragraphs describing the professional behavior of young psychologists. The respondents were asked to rate the desirability of each candidate and indicate at what level each might be offered a position. The forms varied only in that in one set feminine first names and pronouns were attached to some paragraphs and in the other set the sex of the names attached were reversed. The distribution of level of appointment was higher for men than for women; men were more often offered positions with potential for tenure, and only men were offered full professorships—although other differences between the candidates were much stronger determinants of the rank offered than was sex. This persistent devaluation of women scholars perhaps accounts also for the vague feeling in some departments that the influx of a large number of women lowers the general standing of the department in and of itself. (Fidel!, L.S., "Empirical verification of sex discrimination in hiring practices in psychology," American Psychologist, Vol. 25, No. 12, December 1970.)

A special note should be made here about the “mobility” question. It is sometimes suggested that a principal cause of the under utilization of women is the “fact” that whereas men are free to move, women are not. Unfortunately this problem is often discussed as though mobility were a sex-linked trait and nearly all males were 100 percent mobile and nearly all females 100 percent immobile. Clearly there are many reasons for which either a man or a woman would choose not to leave a particular area at a given time and many reasons for which a man or woman must move, whether to join an ill parent or for the health of a child or whatever. Similarly many women are single or have constructed marriages wherein decisions about location relate to the professional objectives of both members of the marriage. Anecdotal reports by female academics include descriptions of cases in which a job was not offered to a woman on the assumption that because she was married she could not move, surely a self-fulfilling assumption when the offer is not made.

Nonetheless, in spite of the apparent growing tendency of the young academic faculty pool to move, some women of these younger faculties are working in and at the level at the level with a possibly serious career mode, specific employment common outstanding were.

The “colleague system” is a method of evaluation which depends on an informal network of peers who are uniquely qualified to judge each other’s professional qualifications. Some aspects of the system are vital and essential to the health of academic disciplines. If decisions about access to status, professional opportunities and salaries made within this context have de facto discriminatory effects, however, the academic profession will inevitably experience strong external pressures to abandon the system itself.

Reversing the current pattern will take conscious effort. In the recent development in the Steering Committee of the Study of Graduate Education at Stanford, for example, absolutely normal procedures for choosing the members were carried out. There was no desire not to include women, but because of the low

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PERCENT OF TOTAL FACULTY WOMEN AND MEN
(number of women or men at rank/total number of faculty at rank)

<table>
<thead>
<tr>
<th>Rank</th>
<th>Women</th>
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<tr>
<td>75%</td>
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<tr>
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<td>25%</td>
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Nonetheless, in spite of the apparent growing tendency toward shared professional objectives among young academics, it does seem clear that in the near future and perhaps for considerably longer than that, some women will be less mobile than many men. Some of these women will arrive at Stanford and take irregular faculty posts once they have arrived. If in the course of working in these ranks a woman grows professionally and at the end of some period of time performs in fact at the level of a regular faculty member, it is inconsistent with a policy of institutional fairness to exclude her as a serious candidate for the regular faculty. In the same mode, special efforts to help professional husbands secure employment in the Bay Area may become a fairly common aspect of the negotiation in recruiting outstanding scholars.

In general the critical choice is whether factors that help account for the current situation are regarded as good reasons for not being able to do anything about it or whether they are regarded as problems to be solved in an institutional effort to obtain a more balanced faculty in terms of sex.
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Reversing the current pattern will take conscious effort. In the recent development in the Steering Committee of the Study of Graduate Education at Stanford, for example, absolutely normal procedures for choosing the members were carried out. There was no desire not to include women, but because of the low visibility of women and because some male academics do not know many academic women, no woman was initially appointed to that committee although the committee charge included among its topics the question of the need for alternate programs for part-time graduate work, a topic of particular pertinence to women who wish to carry out traditional family responsibilities.

2. Institutional inflexibility.

The traditional responsibilities and interests of many women mean that some academic women have often faced different opportunities and restrictions than some of their male counterparts. Historically, however, the academic profession and institutions in general have responded more faithfully to ascribed attributes of women than to observable attributes of women in both education and employment. Academics, both men and women, have sanctioned passively a host of beliefs about women's natural lack of interest or skill in analytic fields, "seriousness" in studying, lack of commitment to professional achievement and so on, many of which beliefs simply do not withstand objective examination.

At the same time, institutions have ignored the observable fact that many young women of graduate student and junior faculty ages did carry out the traditional role of women in our society and pursue professional objectives. The traditional male life pattern was considered the "norm," and women were expected to adjust to that norm. The need for part-time appointments, maternity leave, child-care and so on are not "special privileges" for women but simply a recognition that half of the human race within existing cultural patterns takes substantial responsibility for child bearing and child rearing. Creating the institutional flexibility to permit them to carry out these activities amounts to refraining from making women pay an undue price for assuming responsibilities generally sanctioned by this community and the culture in which it exists.

Similarly many women are single or have constructed marriages wherein decisions about location relate to the professional objectives of both members of the marriage. Anecdotal reports by female academics include descriptions of cases in which a job was not offered to a woman on the assumption that because she was married she could not move, surely a self-fulfilling assumption when the offer is not made.

Non—Academic Council

Faculty appointments that do not confer membership in the Academic Council include the ranks of instructor and lecturer (Senior Lecturers are now members of the Academic Council), all visiting and acting appointments, and consulting appointments. In the course of this study an attempt was made to assemble a census of these appointments that included by sex: rank, full or part-time status, degree status, length of service, salary and department. The extraordinary effort required to compile complete and reliable data on this section of the faculty reveals one of the key problems in this area, that has particular importance in terms of the employment of women: the degree of evaluation and consistency of qualifications. Some aspects of the system are vital and uniquely qualified to judge each other's professional qualifications. Data based on control of full-time tenure positions. Non—Academic Council appointments are not currently applied to this group. As a result, it appears that there is a wide variation in the use of these titles, and that for various historical reasons the situation has gone well past one of desirable flexibility to a state of needlessly uneven administration of such appointments.

The general problems relating to this section of the faculty, which have been noted and are being addressed in other contexts, have critical importance with respect to the employment of women because of Stanford, as elsewhere, a high proportion of women serve in these ranks. The tendency of women to serve in "irregular"
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The flexibility and relative informality of these appointments is of course one of their strengths. They provide important mechanisms for including in the teaching staff many who do not, for whatever reasons, fit the pattern of qualifications and commitment required of Academic Council members. It is believed that probably true that for some women (and men) these appointments have provided a structure for part-time teaching, and that they offer a chance to be professionally active to people who are not or do not wish to be candidates for regular Academic Council appointments.

On the other hand, there is a familiar ring to any situation wherein women seem to be better represented in “invisible” categories, or to be concentrated in positions that do not involve visible status, participation...
in policy decisions, security in appointment, and/or potential upward mobility.

Several women holding appointments in these ranks made spontaneous comments regarding the need for affirmative action for academic women. In nearly every case their description of the current situation included the following: there is very little clarity in requirements for performance or expectations for future appointments for women in these ranks. Over the years statements about their career prospects have varied to the point of inconsistency. Although members of the faculty, women holding appointments in these ranks often have little or no way to participate in decision-making in their departments or in the University in general. Finally, they note that in times of financial stress they serve as the “flexible labor pool” in the department, ending up in a kind of “last-in, first-out” role. In some cases the precariousness of the appointments and their low-status in the department combine with the faculty members’ feeling that there is no way to appeal arbitrary decisions to create a severe sense of alienation from the University. As noted below this is a situation shared with many members of the University’s various research teams.

Although there have been some problems with equity regarding women members of the Academic Council, the primary goal of affirmative action in that area is basically to hire more women. In the arena of other faculty appointments, however, the first priority in affirmative action for women must be the achievement of equity for women currently serving in these ranks (including a review of the appropriateness of their current ranks), and the creation of mechanisms to safeguard against whimsical or arbitrary decisions in the administration of these appointments.

The information assembled thus far on these problems has not been sufficient to develop detailed operational recommendations for specific changes in University procedures. In the recommendations following this report, it is proposed that the Provost’s Office assume responsibility for developing such specific changes, and that they be designed to meet the following goals:

1. Achievement of salary equity.
2. Design of mechanism for assessing the appropriateness of rank and type of appointment, for all women holding non-Academic Council faculty posts.
3. Provision of a mechanism for periodic future reviews of people holding these appointments.
4. Rationalization and clarification of normal uses of these titles, both for the sake of those administering and those holding appointments at these ranks.
5. Creation of a system for providing reliable, timely, and complete data on all appointments at these ranks.
6. Review of the short appointment form in terms of the need for providing evidence of search for minority and/or women candidates.
7. Review of the privileges, benefits, and rights of faculty in these ranks in the context of their effects on the status of academic women.

Female Research Personnel

Data presented in the 1969 Study of Women at Stanford showed the title Research Associate to be the single most common title for professional academic women within the University at that time. Complete data on the current proportion of women holding such appointments has not yet been assembled and analyzed in the course of this study but it is clear that a large professional status of non-faculty research personnel will further the opportunities and professional options of many academic women.

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Recent Prog
At Stanford.
A Summary

The University has taken a year to increase institutional employment. These changes achieve a goal of increasing faculty and providing academic women.

(1) The Provost clarifies the appointment of close relatives.

It is the policy of Stanford to include the best possible candidates, who are judged to be international, in search processes and promotion. Then an appointment of close relatives is the same or different departments meets this standard.

No faculty member, department, or other administrative recommendations, or in the decision of any other position, affects the appointment, or other status or interest.

(2) In response to faculty from the Committee on the Status of Women, the Provost’s Office makes the following proposals to groups and they were approved:

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grounds for leave w
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**Recent Progress**

**At Stanford—**

**A Summary**

The University has taken several steps in the last half year to increase institutional flexibility in academic employment. These changes are valuable for several different reasons but all of them will help Stanford achieve a goal of increasing the number of women on the faculty and providing a more favorable climate for academic women.

(1) The Provost clarified University policy on the appointment of close relatives to the faculty as follows:

It is the policy of Stanford University to seek for its faculty the best possible teachers and scholars, who are judged to be so in a national (or international) search preceding each appointment and promotion. There are no bars to the appointment of close relatives to the faculty, in the same or different department, so long as each meets this standard.

No faculty member, Department Chairman, Dean, or other administrative officer shall vote, make recommendations, or in any other way participate in the appointment of close relatives to the faculty, in the same or different department, so long as each meets this standard.

(2) In response to faculty proposals and suggestions from the Committee on the Education and Employment of Women, the Provost's Office clarified and submitted the following proposals to appropriate decision-making groups and they were approved.

Anecdotal evidence offered by women holding research appointments suggests that as is the case with non-Academic Council faculty members, the casualness and diversity of the use of research titles may have led to

a. Pregnancy and infant care, already valid grounds for leave without salary, should be re-affirmed as being an option for faculty women.
While women holding appointments in the University often have little or no way to participate in decision-making in their departments or in the University in general, they note that in times of financial stress they serve as the "flexible labor pool" in the department, ending up in a kind of "last-in, first-out" role. In some cases the precariousness of the appointments and their low-status in the department combine with the faculty members' feeling that there is no way to appeal arbitrary decisions to create a severe sense of alienation from the University. As noted below this is a situation shared with many members of the University's various research teams.

Although there have been some problems with equity regarding women members of the Academic Council, the primary goal of affirmative action in that area is basically to hire more women. In the arena of other faculty appointments, however, the first priority in affirmative action for women must be the achievement of equity for women currently serving in these ranks (including a review of the appropriateness of their professional status non-faculty research personnel will further the opportunities and professional options of many academic women.

Anecdotal evidence offered by women holding research appointments suggests that as is the case with non-Academic Council faculty members, the casualness and diversity of the use of research titles may have led to arbitrary and uneven treatment of academic women. The list of complaints is almost precisely parallel: the lack of clear and consistent rights and responsibilities that are actually respected by their supervisors, the seeming "invisibility" of those holding research appointments in the life of individual departments, the lack of representation in academic decision making within departments, the lack of objective or non-arbitrary evaluation procedures, and so on.

It is not clear at the time of the writing of this report whether or not the basic responsibility for administration of employment practices regarding research appointments will remain with the personnel office or move to the Provost's Office. It is suggested that regardless of the outcome of this question, the basic responsibility for affirmative action for women in research should lie in the Provost's Office until the analysis of the problem is complete and the basic goals and mechanisms for reaching these goals are determined for research personnel. Specifically, a census of men and women in research positions should be completed, and, once more, the operational steps defined to reach the following goals for women holding research appointments:

1. Achievement of salary equity.
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3. Provision of a mechanism for periodic reviews of people holding these appointments.
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6. Review of the short appointment form in terms of the need for providing evidence of search for minority and/or women candidates.
7. Review of the privileges, benefits, and rights of faculty in these ranks in the context of their effects on the status of academic women.

Female Research Personnel

Data presented in the 1969 Study of Women at Stanford showed the title Research Associate to be the single most common title for professional academic women within the University at that time. Complete data on the current proportion of women holding such appointments has not yet been assembled and analyzed in the course of this study but it is clear that a large number of women continue to hold these posts. The reader is referred to the Report of the Professional Women of the Stanford Medical School, December 1969 for pertinent data on women in research posts there.

The basic situation with respect to the employment of women in research positions is almost identical to that of non-Academic Council faculty posts, with the added problem of the ambiguous status of research personnel in general. The University has recognized for some time the need for clarification of research titles, responsibilities, rewards and review mechanisms. As is the case for lecturers, instructors and others holding non-Academic Council appointments, the first priority in affirmative action for women must be the achievement of equity for women currently serving in these ranks and mechanisms for reaching these goals are determined for research personnel. Specifically, a census of men and women in research positions should be completed, and, once more, the operational steps defined to reach the following goals for women holding research appointments:

1. Salary equity.
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6. Review of the privileges and benefits conferred to research appointments in the context of their effect on the status of academic women.

7. Review of the privileges, benefits, and rights of faculty in these ranks in the context of their effects on the status of academic women.

(1) The Provost's Office will have primary responsibility for the appointment, noti-

It is the policy of the faculty the best way of the faculty posts.

(2) In response to recommendations for the appointment of women, the Provost will form a Committee on Women, the Provost's Office, to make appointments, to take into account the needs of academic women.

(3) In a recent memo issued by the Provost, part-time appointments are no longer considered to be regular service since they are not regular appointments.

(4) Salary inequities were brought to the attention of the University's Professional Council in 1971-72.
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(1) The Provost clarified University policy on the appointment of close relatives to the faculty as follows:

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No faculty member, Department Chairman, Dean, or other administrative officer shall vote, make recommendations, or in any other way participate in the appointment of close relatives to the faculty.

(2) In response to faculty proposals and suggestions from the Committee on the Education and Employment of Women, the Provost's Office clarified and submitted the following proposals to appropriate decision-making groups and they were approved.

a. Pregnancy and infant care, already valid grounds for leave without salary, should be re-affirmed as being an option for faculty women. The basic appointment of women who take such leave should be extended by the amount of time taken for such leave, making it parallel to policy regarding military leave for faculty.

b. In addition, if women so desire (and independent of the above), they may request that their tenure decision be delayed by one year for each child, up to a limit of two.

c. Sabbatical leave will be granted for part-time regular service of 50 percent time or more in the same format presently administered for full-time regular service (subject to Trustee approval.)

(3) In a recent memorandum to Deans and Department Chairmen the Provost has recently noted that "regular part-time appointments offer the possibility of appointing noted scholars who are not available full-time, faculty members who wish to assume an active role in child-rearing, or scholars who offer substantial strength in areas which would not justify full-time positions within existing departmental priorities but are vital to the range of specialties represented in a department." This memorandum clarifies existing University policy on the use of part-time faculty appointments, noting that there is no University-wide policy which prohibits the appointment of regular faculty members—tenured or non-tenured—at any rank on a part-time basis, and states that "...a judicious use of this option should become an accepted part of academic life."

(4) Salary inequities identified in the course of the above audit were brought to parity by the “match” method for 1971-72 salaries. In addition, the University has accelerated the review of salary parity by sex within job classification for all faculty and staff.
1. That the Provost announce a firm public commitment to academic affirmative action for women and assume primary responsibility for its implementation.

**Approximate date of completion: October**

The Provost should announce Stanford's commitment to affirmative action for academic women based on the University's conviction that in the interest of fairness special effort will be required in order to:

a) Improve the quality of Stanford as a coeducational University by providing visible role models for women students and the opportunity to interact with competent professional women for male students and faculty.

b) Begin to terminate the historical pattern of institutional barriers, overt discrimination, low aspirations on the part of women, and sex stereotyping in academic employment that has led to the current pattern of few women in senior academic posts here and in other universities.

c) Meet the University's existing commitments to fairness in employment.

The successful achievement of any institutional goal always requires leadership, a short and long term strategy for reaching the goal, mechanisms for implementing that strategy, and tools for measuring progress towards the goal. All of the recommendations below are simply means of implementing the fundamental commitment to an appropriate role for women in the academic life of the University.

2. That the Provost adopt or develop a broad institutional goal regarding the representation of women in Academic Council appointments, and that this goal reflect the percentage of Ph.D.s (or comparable advanced degrees) granted to women at the APO showed that for 1971-72 about 66 percent of the Academic Council (not including Senior Lecturers and Senior Research Associates) has tenure. It should be noted that simply to reach the percentage of women holding regular faculty appointments (including lecturers) in all colleges and Universities in 1966 would require tripling the number of Academic Council women at Stanford (15 percent). To reach the level of representation of women among 18 leading Universities as of 1960 (again including instructors) would require doubling the number of women at Stanford (10 percent). To reach a proportion of women in parity with the proportion of advanced degrees we ourselves award to women would require adding about 70 women (12 percent).

3. That the Provost ask each Dean to develop a reasonable range of expectation for the representation of women in his school for the next academic year and in a 2-4 year perspective. That this process involve consultation with the Committee on the Education and Employment of Women.

**Approximate date of completion: November-December**

The factors affecting a reasonable level of expectation in each school vary widely with the size of the school, the nature of the discipline, the normal length of time from Ph.D. (J.D., M.D., etc.) to faculty appointments, the number of tenured positions in the school, the particular specialization of Stanford's department when compared to other departments in the country, and the pattern of non-Academic Council appointments in each school or department. It is both necessary and desirable that the Dean of each school review these variables in order to be able to report to the Provost what general range of expectation exists in his school for the participation of women in the faculty, specifically for 1973 and in a 2-4 year perspective.

6. That the Provost allocate an appropriate administrative budget to affirmative action programs for women, and that this budget be made available to faculty and staff members and the Committee on the Education and Employment of Women.
Recommendations on Academic Affirmative Action for Women

1. That the Provost announce a firm public commitment of the university's conviction that affirmative action for women is a necessity. The university's policy should state clearly that the university will set explicit goals for the representation of women in its academic life of 50 percent by the year 2000. The goals will be announced in the summer of 1973 and in the fall of 1974. The Provost should allocate approx. $3/4 of her time to the administration of affirmative action for academic women, including completion of the analysis of the problem in the areas of non-Academic Council members and research personnel, the continuing education of the faculty regarding the needs and purposes of academic affirmative action for women, and the responsibility for implementation of some or all the recommendations. Appoint an Academic Women's Committee on Academic Affirmative Action for Women.

Approximate date of completion: October

2. That the Provost announce Stanford's affirmative action for academic women, and that special effort will be made to increase the representation of women in the faculty, specifically employment that has led to few women in senior positions and the opportunity for recognition.

Approximate date of completion: October

3. That the Provost ask each Dean to develop a reasonable range of expectation for the representation of women in his school for the next academic year and in a 2-4 year perspective. This process involve consultation with the Committee on the Education and Employment of Women.

Approximate date of completion: November--December

The factors affecting a reasonable level of expectation in each school vary widely with the size of the school, the nature of the discipline, the normal length of time from Ph.D. (J.D., M.D., etc.) to faculty appointments, the number of tenured positions in the school, the particular specialization of Stanford's department when compared to other departments in the country, and the pattern of non-Academic Council appointments in each school or department. It is both necessary and desirable that the Dean of each school review these variables in order to be able to report to the Provost what general range of expectation exists in his school for the participation of women in the faculty, specifically for 72-73 and in a 2-4 year perspective.

The Provost should provide for each Dean and Department head pertinent data on Ph.D.s for opportunities that will further the goals of academic affirmative action for women and minority males.

Approximate date of completion: October

There are many dangers inherent in the administration of an incentive fund and its continued existence must not in any way reduce the commitment in individual departments to seek minority and female candidates for regular faculty positions in the process of normal search procedures. Nonetheless situations may occur in which the department, in the context of regular academic priorities, could not normally gain budget authorizations for a post but has an opportunity to appoint or promote a female or minority candidate in the department. Another department might find that a minority or female candidate is available for a visiting or an acting position and the addition of one or two thousand dollars to the departmental budget could provide enough funds to make the appointment. In situations such as these, the department should be able to apply for special incentive funds to meet such a special situation. It does not make sense to have separate funds for separate groups whose participation is sought; it invites competition for quotas of dollars and, more important, it conflicts with the basic principle of the fund itself, namely that it is there not "automatically" and in advance but only when solid and inventive proposals are made that would provide maximum leverage on the money used.

6. That the Provost appoint in his office an academic woman who will be a member of his senior staff but allocate approximately 3/4 of her time to the administration of affirmative action for academic women, including completion of the analysis of the problem in the areas of non-Academic Council members and research personnel, the continuing education of the faculty regarding the needs and purposes of academic affirmative action for women, and the responsibility for implementation of some or all the recommendations. Appoint an Academic Women's Committee on Academic Affirmative Action for Women.

Approximate date of completion: October
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importance is not whether or not there will be
hiring in any case, and thus the question of
required to forecast yearly expectations in faculty
underutilization of women the University will be
developed. A broad institutional goal is required to set the
pace and provide a benchmark for measuring progress towards the goal. All of the
recommendations below are simply means of
implementing the fundamental commitment to an
appropriate role for women in the academic life of the University.

That the Provost adopt or develop a broad
institutional goal regarding the representation of
women in Academic Council appointments, and that
this goal reflect the percentage of Ph.D.s (or comparable advanced degrees) granted to women at Stanford in the last five years.

Approximate date of completion: October through January

The University is serious in its commitment to affirmative action for women and recognizes that an intensive effort will be required to make substantial progress. In an intensive capital campaign we do not set our sights at simly "more money," nor in major budget adjustments does the instruction simply to "spend less money" provide a sufficient context for meaningful action. A broad institutional goal is required to set the pace and provide a benchmark for measuring progress as we work toward meeting it.

There are, of course, known dangers in programs that appear to involve 'quota systems' and the like. What is proposed here is that a realistic, University-wide range of expectation be developed. In fields where there is a clear underutilization of women the University will be required to forecast yearly expectations in faculty hiring in any case, and thus the question of importance is not whether or not there will be some form of goal-setting in faculty hiring, but rather the degree of leadership and priority-setting that should be undertaken by the Provost. In some Universities that have developed formal goals, it appears that the process has been one of passive compliance with external pressure rather than the creation of a University-wide program aimed at achieving appropriate, substantial and measurable results in a foreseeable number of years.

There are many different factors limiting the possibilities of change, and many contexts for assessing the appropriateness of any given level of expectation. One limiting factor of particular concern is the high proportion of regular faculty at Stanford who are tenured. A recent analysis by

3. That the Provost ask each Dean to develop a reasonable range of expectation for the representation of women in his school for the next academic year and in a 2-4 year perspective. That this process involve consultation with the Committee on the Education and Employment of Women.

Approximate date of completion: November-December

The factors affecting a reasonable level of expectation in each school vary widely with the size of the school, the nature of the discipline, the normal length of time from Ph.D. (J.D., M.D., etc.) to faculty appointments, the number of tenured positions in the school, the particular specialization of Stanford's department when compared to other departments in the country, and the pattern of non-Academic Council appointments in each school or department. It is both necessary and desirable that the Dean of each school review these variables in order to be able to report to the Provost what general range of expectation exists in his school for the participation of women in the faculty, specifically for 72-73 and in a 3-4 year perspective.

The Provost should provide for each Dean and Department head pertinent data on Ph.D.s (or other pertinent degrees) such as: the number of female Ph.D.s granted from the top 5 and 10 schools in recent years; the number of total female Ph.D.s in the discipline; the number of recent Ph.D.s from all schools granted to women; the number of Ph.D.s granted by Stanford in the last five years and approximately 10 years ago. (See Chart XX, for representative data on Stanford Ph.D. recipients for three different academic years.)

In the context of the school's planned future, the type of credentials required for useful contribution for the faculty and existing plans for faculty hiring, each Dean should be able to establish a range of expectation for his school in hiring women.

4. That an academic search support center be created to provide data and active support for the search of minority and female candidates for faculty positions.

Approximate date of completion: October-November

Deans, Department Chairmen, and search committees working with the strongest possible commitment to searching for strong minority and female candidates may fail to find such candidates nonetheless. Those searching for new appointments should be able to turn to the Provost's Office for data on women or minorities in the area of concern, for leads and suggestions on how to locate faculty not visible already, and for both practical and theoretical help in widening the recruiting net during a search if it is possible.

5. That additional funds beyond those initially anticipated be allocated to the proposed Incentive Fund for academic affirmative action and that this fund be available for unique and unusually important
3. That the Provost ask each Dean to develop a reasonable range of expectation for the representation of women in his school for the next academic year and in a 2-4 year perspective. That this process involve consultation with the Committee on the Education and Employment of Women.

**Approximate date of completion:**
**November—December**

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5. That additional funds beyond those initially anticipated be allocated to the proposed Incentive Fund for academic affirmative action and that this fund be available for unique and unusually important positions in the process of normal search procedures. Nonetheless situations may occur in which the department, in the context of regular academic priorities, could not normally gain budget authorizations for a post but has an opportunity to appoint or promote a female or minority candidate in the department. Another department might find that a minority or female candidate is available for a visiting or an acting post and the addition of one or two thousand dollars to the departmental budget could provide enough funds to make the appointment. In situations such as these, the department should be able to apply for special incentive funds to meet such a special situation. It does not make sense to have separate funds for separate groups whose participation is sought; it invites competition for quotas of dollars and, more important, it conflicts with the basic principle of the fund itself, namely that it is there not "automatically" and in advance but only when solid and inventive proposals are made that would provide maximum leverage on the money used.

6. That the Provost appoint in his office an academic woman who will be a member of his senior staff but allocate approximately 3/4 of her time to the administration of affirmative action for academic women, including completion of the analysis of the problem in the areas of non-Academic Council members and research personnel, the continuing education of the faculty regarding the needs and purposes of academic affirmative action for women, and the responsibility for implementation of some or all of the recommendations listed here.

**Approximate date of completion:**
**November—December**

There is no recommendation in this report for an Assistant to the President for Women's Affairs. On the other hand, there is a need, if we are to be successful in affirmative action for women in the near future, for an academic administrator who, under the direction of the Provost, can implement some or all of the recommendations in this report and perform the role of advocate-planner for continuing development of the program. There are many ways to distribute the various roles that must be performed among different offices or different people within the Provost's Office. But the most efficient method for providing a focus for academic women, implementing the plan, explaining the plan and its rationale to people both within and without the University, communicating to academic women on the campus the University's positions on various matters, and coordinating the overall efforts, seems to be the creation of a senior position in the Provost's Office held by a woman with academic credentials herself. At this time a job description, basic search procedure and rough time-table for the appointment should be determined.

It should be noted that many of the recommendations in this report can be carried out by a committed and competent administrator of either sex. There are two particular tasks however that although not requiring a woman to carry them out would presumably be carried out with more sensitivity and skill by an academic woman. First, the program outlined in this report represents a first-phase of affirmative action for academic women. Although the successful completion of recommendations made here will
That the Provost's Office conduct a yearly review of salary equity by sex.

Approximate date of completion: November-December; annual review: January-February

The yearly salary review of salary equity by sex (and minority status) should occur between the date in which the coming year’s salaries are proposed and the time at which they are confirmed. The fairest method for determining salary equity is probably the “match” method. Males and females of comparable stature in the department should be identified and their salaries be made comparable. In addition, as a safeguard, the mean salary for men and women within the same departments at the same ranks should be calculated each year, and minimum and maximum salaries by sex.

8. That appointment forms for academic appointments include the requirement of documentation of the search for minority and female candidates.

Approximate date of completion: October-November

There is considerable variation among schools and departments in the actual mechanics of the search for faculty candidates. Careful and complete procedures, participation in departmental decisions, and so on. The yearly salary review of salary equity by sex should be conducted each year, and minimum and maximum salaries by sex, the development of mechanisms to address the problems of academics tied to one geographical location, the problem of the accrual of tenure for part-time service, and the actual development of meaningful recruitment programs for graduate students are among these tasks.

In addition, the experience of several other Universities suggests that steady and meaningful progress is often aided by the existence of an academic woman in the administration who can provide vision in the formulation of general academic priorities with particular reference to existing sex differentials, and who can articulate both problems and new developments in this field.

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10. That the Provost's Office prepare a semi-annual report showing all faculty by minority status and sex. That this report include as well, data on graduate admissions (although this is not technically subject to legal requirements regarding affirmative action at the present time.)

Approximate date of completion: January and July (each year)

To assess progress, identify problem areas, and plan for the future those responsible for implementing and evaluating affirmative action for faculty require a tool to measure progress. The format of this report should be designed so that progress can be readily identified in Academic Council ranks, other teaching appointments, and graduate admissions. It would seem wise to include in this report data on research personnel by sex and minority status as well.

Approximate date of completion: December

11. That the Provost report yearly progress in academic affirmative action to the Academic Senate, and if deemed appropriate, to the University Trustees.

Approximate date of completion: annually when appointments for the following year are completed.

12. That the Provost's Office assume responsibility for completing the census of non-Academic Council faculty and research appointments by sex.

Approximate date of completion: December

13. That a review mechanism for the appropriateness of appointment level for women in non-Academic Council teaching posts be designed and implemented. That without sacrificing the flexibility inherent in these posts, problems of the apparent unevenness in their use be explored and clarification made for those holding them (particularly instructors and lecturers) regarding expectations for reappointment, review procedures, participation in departmental decisions, and so on.

Approximate date of completion: ongoing

A mechanism such as that used at the Medical School to assess the appropriateness of ranks of women holding non-Academic Council posts is needed. It would seem wise to monitor similar contribution to efficiency or more decisive action.

On the other hand it may be appropriate for the Provost to have a single consultative group that includes individuals with expertise and concern in the area of academic affirmative action. Both the Committees on the Education and Employment of Women, and the Committee on Minority Affairs are concerned with academic affirmative action; both also have extremely broad charges that include as well as staff employment, student enrollment and counseling, financial aids and so on. An ad hoc joint subcommittee of members from both committees composed of perhaps two members of each appears to be a logical mechanism for providing the Provost with such a resource without having to create yet another formal committee within the University structure.

THAT THE PROVOST COMMEND THE FOLLOWING TO EACH DEAN:

16. That each Dean, working with support from the Provost's Office, develop a reasonable range of expectation for representation of women among Academic Council members in his school, and, if necessary, representation of women in non-Academic Council faculty posts. That in fields wherein role models are clearly of great importance, this factor should be considered in the process of establishing goals.

Approximate date of completion: December

This is the process described under recommendation No. 3 above. To achieve realistic but meaningful levels of expectation some estimate of projected new openings and the best estimates of the availability of candidates will be necessary. A broad University guideline of seeking to reach levels proportionate to the number of women graduating from our own schools should serve as a base but not a limiting guideline if other data suggests higher numbers of candidates being graduated at schools of comparable quality.

17. That each school which has relatively limited prospects in terms of candidates for Academic Council posts develop a program appropriate to that school to involve women in other fields.
7. That the Provost's Office conduct a yearly review of salary equity by sex.

Approximate date of completion: current review: November—December; annual review: January—February

The yearly salary review of salary equity by sex (and minority status) should occur between the date in which the coming year's salaries are proposed and the time at which they are confirmed. The fairest method for determining salary equity is probably the "match" method. Males and females of comparable stature in the department should be identified and their salaries be made comparable. In addition, as a safeguard, the mean salary for men and women within the same departments at the same ranks should be calculated each year, and minimum and maximum salaries by sex.

8. That appointment forms for academic appointments include the requirement of documentation of the search for minority and female candidates.

Approximate date of completion: October—November

There is considerable variation among schools and departments in the actual mechanics of the search for faculty candidates. Careful and complete documentation of the methods used to seek minority men and women and non-minority women should be a standard requirement in the appointment form itself and approval for any appointment should not be granted in its absence.

It seems unlikely that any single mechanism for the serious search for women candidates will provide a magic solution. On the other hand, documentation of the search should include specific comments on the use or non-use of advertising in professional journals, contacting women's and minority caucuses within the profession, and consultation with individuals with particular expertise in this area.

9. That the Provost request the Deans to prepare a statement of practices regarding reappointment and promotion for each school so that appropriate review mechanisms can be designed to provide safeguards against unduly arbitrary decisions affecting reappointment. These mechanisms may vary by school, because of the differing policies regarding reappointment, but the University must have a way of recording the expectation in the initial appointment, and, if a tenure review occurs, documentation of the lack of positive evidence arguing for tenure.

Approximate date of completion: November

It is necessary for the University to develop some mechanism or mechanisms to safeguard the interests of faculty who receive appointments that involve no expectation of reappointment or who are present at the University and are considered during a search procedure for a higher rank and do not succeed in that competition. As a first step towards developing such a procedure a statement of current practices regarding reappointment and promotion for each school is necessary in order to develop an approach sufficiently flexible to meet the needs of each school.

10. That the Provost's Office report yearly in academic affirmative action to the Academic Senate, and if deemed appropriate, to the University Trustees.

Approximate date of completion: annually when appointments for the following year are completed.

11. That the Provost's Office report yearly progress in academic affirmative action to the Academic Senate, and if deemed appropriate, to the University Trustees.

Approximate date of completion: annually when appointments for the following year are completed.

12. That the Provost's Office assume responsibility for completing the census of non-Academic Council faculty and research appointments by sex.

Approximate date of completion: December

13. That a review mechanism for the appropriateness of appointment level for women in non-Academic Council teaching posts be designed and implemented. That without sacrificing the flexibility inherent in these posts, problems of the apparent unevenness in their use be explored and clarification made for those holding temporary teaching appointments (particularly lecturers and instructors) regarding reappointment. review procedures, participation in departmental decisions, and so on.

Approximate date of completion: ongoing

A mechanism such as that used at the Medical School to assess the appropriateness of ranks of women holding non-Academic Council posts is needed. It would seem wise to conduct a similar review approximately every four or five years.

Clarification of appropriate uses for these titles should be made both to provide guidelines for department chairmen, and clarity of expectation for those holding appointments at these ranks.

Finally, it is suggested that the privileges of faculty at this level and their degree of participation in departmental and University decision-making be reviewed in the context the high proportion of women holding such appointments.

14. That the Provost's Office assume primary responsibility for affirmative action for research personnel, working closely with the personnel department. That any changes in policy regarding research personnel that appear to have particular importance to women holding these posts be given first priority among the various tasks involved in clarification of policies relating to research personnel in general.

Approximate date of completion: ongoing

This is an admittedly insignificant mechanism realistically expect to women in the near appointments, lecture so on, all provide a competent professional life of a school. (This full recognition that would reproduce the the academic disciplines at irregular ranks.)

15. That the Provost discuss and explore with the Chairman of the Minority Affairs Committee and the Committee on the Education and Employment of Women the development of a joint subcommittee composed of two members of each of those committees and appropriate ex officio members, whose purpose would be to provide continuing consultation in the development of policy regarding faculty affirmative action.

Approximate date of completion: March

The creation of yet another committee or subcommittee within the University is rarely a format of this report should be designed so that progress can be readily identified in Academic Council ranks, other teaching appointments, and graduate admissions. It would seem wise to include in this report data on research personnel by sex and minority status as well.

16. That the Provost discuss and explore with the University Deans, faculty, and administrators the development of a joint subcommittee composed of two members of each of those committees and appropriate ex officio members, whose purpose would be to provide continuing consultation in the development of policy regarding faculty affirmative action.

Approximate date of completion: March

This is the proposed recommendation No. 3 but meaningful level of new development of the issue is necessary. A broad University should include in this report data on research personnel.

17. That the Provost discuss and explore with the University Deans, faculty, and administrators the development of a joint subcommittee composed of two members of each of those committees and appropriate ex officio members, whose purpose would be to provide continuing consultation in the development of policy regarding faculty affirmative action.

Approximate date of completion: March

This is the proposed recommendation No. 3 but meaningful level of new development of the issue is necessary. A broad University should include in this report data on research personnel.

18. That the Provost discuss and explore with the University Deans, faculty, and administrators the development of a joint subcommittee composed of two members of each of those committees and appropriate ex officio members, whose purpose would be to provide continuing consultation in the development of policy regarding faculty affirmative action.

Approximate date of completion: March

This is the proposed recommendation No. 3 but meaningful level of new development of the issue is necessary. A broad University should include in this report data on research personnel.

19. That each Dean, working in consultation with the Provost's Office, develop meaningful level of new development of the issue is necessary. A broad University should include in this report data on research personnel.
11. That the Provost report yearly progress in academic affirmative action to the Academic Senate, and if deemed appropriate, to the University Trustees.  
Approximate date of completion: annually when appointments for the following year are completed.

12. That the Provost's Office assume responsibility for completing the census of non-Academic Council faculty and research appointments by sex.  
Approximate date of completion: December

13. That a review mechanism for the appropriateness of appointment level for women in non-Academic Council teaching posts be designed and implemented. That without sacrificing the flexibility inherent in these posts, problems of the apparent unevenness in their use be explored and clarification made for those holding them (particularly instructors and lecturers) regarding expectations for reappointment, review procedures, participation in departmental decisions, and so on.  
Approximate date of completion: ongoing

A mechanism such as that used at the Medical School to assess the appropriateness of ranks of women holding non-Academic Council posts is needed. It would seem wise to conduct a similar review approximately every four or five years.

Clarification of appropriate uses for these titles should be made both to provide guidelines for department chairmen, and clarity of expectation for those holding appointments at these ranks.

Finally, it is suggested that the privileges of faculty at this level and their degree of participation in departmental and University decision-making be reviewed in the context the high proportion of women holding such appointments.

14. That the Provost's Office assume primary responsibility for affirmative action for research personnel, working closely with the personnel department. That any changes in policy regarding research personnel that appear to have particular importance to women holding these posts be given first priority among the various tasks involved in clarification of policies relating to research personnel in general.  
Approximate date of completion: ongoing

15. That the Provost discuss and explore with the Chairmen of the Minority Affairs Committee and the Committee on the Education and Employment of Women the development of a joint subcommittee composed of two members of each of those committees and appropriate ex officio members, whose purpose would be to provide continuing consultation in the development of policy regarding faculty affirmative action.  
Approximate date of completion: March

The creation of yet another committee or subcommittee within the University is rarely a

16. That each Dean, working with support from the Provost's Office, develop a reasonable range of expectation for representation of women among Academic Council members in his school, and, if necessary, representation of women in non-Academic Council faculty posts. That in fields wherein role models are clearly of great importance, this factor should be considered in the process of establishing goals.  
Approximate date of completion: December

This is the process described under recommendation No. 3 above. To achieve realistic but meaningful levels of expectation some estimate of projected new openings and the best estimates of the availability of candidates will be necessary. A broad University guideline of seeking to reach levels proportionate to the number of women graduating from our own schools should serve as a base but not a limiting guideline if other data suggests higher numbers of candidates being graduated at schools of comparable quality.

17. That each school which has relatively limited prospects in terms of candidates for Academic Council posts develop a program appropriate to that school to involve women in other teaching roles.  
Approximate date of completion: February

This is an admittedly interim measure but not an insignificant mechanism for schools who cannot realistically expect to appoint large numbers of women in the near future. Visiting and acting appointments, lecture series, special seminars and so on, provide a mechanism for involving competent professional women in the academic life of a school. (This should be done only with full recognition that as a long-term solution it would reproduce the undesirable patterns in other academic disciplines of a group of female faculty at irregular ranks.)

18. That each Dean take responsibility for gaining diversity in the search procedure itself as much as possible. That this effort include an attempt to place women and minorities on standing or ad hoc search committees for faculty posts. That this effort include as well a renewed effort to expand the recruiting net for faculty appointments by use of such resources as the maintenance of departmental rosters of minority and female Ph.D.s in the appropriate discipline, the expansion of schools contacted in the search for new faculty, communication with existing women's caucuses within professional fields, and the advertising of professional posts in pertinent journals.  
Approximate date of completion: Ongoing

No one way of expanding the recruiting net will work for every school or department; but with the support of an affirmative action resource center in the Provost's Office it should be possible to develop meaningful ways of locating potential female candidates who would not come to our attention in the traditional search procedure.

19. That each Dean, if this has not already been done, complete a census of graduate admissions in terms of sex and minority status (applicants, acceptances, and
students enrolled). That if the principal contribution to affirmative action for women in his school is the training of a larger pool of female Ph.D.s, each Dean formulate a specific plan for increased graduate admission of women.

Approximate date of completion: census: October; recruiting programs: January

There is no requirement in the University at present that compels us to adopt any particular stance towards the number of men or women in graduate schools. A serious commitment to providing more roles for women in academia, however, requires that we include this topic in the overall assessment of meeting our affirmative action goals. The historical discouragement of women aspiring to professional goals as well as cultural stereotypes regarding women lawyers, physicians, physicists and so on have created a situation wherein simply accepting those women who pursue professional objectives in spite of these barriers does not represent functional equality of opportunity. The announcement of clear intent to increase the number of women, recruiting trips to women's colleges, the encouragement of alumni and others concerned with the health of a school to identify potential candidates and the publication of materials sensitive to the concerns of young women considering graduate study are obvious mechanisms that can be used to increase the number of women applying for graduate study in fields that have notably lacked women in the past. In addition, as has been noted in other studies and is currently under review in other contexts, the availability of flexible scheduling and the repeal of arbitrary age requirements for graduate study will also help maximize functional, as opposed to theoretical, opportunity for women in graduate study.

20. That each Dean in schools where this has not already occurred, initiate, provide administrative support for, and/or provide mechanisms for the review of departmental practices regarding counseling of women students, placement policies, and the

Statistical Tables

### Faculty Members by Rank and Sex

<table>
<thead>
<tr>
<th>Rank</th>
<th>Stanford 1970/71</th>
<th>Comparable Institutions (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Professor</td>
<td>523</td>
<td>9</td>
</tr>
<tr>
<td>Assoc. Prof.</td>
<td>202</td>
<td>15</td>
</tr>
<tr>
<td>Asst. Prof.</td>
<td>263</td>
<td>23</td>
</tr>
<tr>
<td>Total</td>
<td>988</td>
<td>47</td>
</tr>
</tbody>
</table>

(1) University of California at Berkeley, '69/70
Harvard University, 12/70, Faculty of Arts and Sciences
University of Chicago, Spring '69
University of Michigan, 2/71

(2) "Fact Sheet on the Earnings Gap," Women's Bureau, Wage and Labor Standards Division p. 3.

### Percent Women of Total Faculty in U.S. Colleges and Universities, 1955

<table>
<thead>
<tr>
<th>Type of Institution</th>
<th>Stanford 1954-55</th>
<th>Range of Comparable Institutions (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All institutions</td>
<td>23.0%</td>
<td>15.8% - 32.0%</td>
</tr>
<tr>
<td>Teachers colleges</td>
<td>42.7%</td>
<td>21.8% - 52.3%</td>
</tr>
<tr>
<td>Liberal arts colleges</td>
<td>34.7%</td>
<td>18.5% - 50.7%</td>
</tr>
<tr>
<td>Junior colleges</td>
<td>32.0%</td>
<td>17.4% - 42.3%</td>
</tr>
<tr>
<td>Theological schools</td>
<td>18.5%</td>
<td>5.3% - 35.2%</td>
</tr>
<tr>
<td>Universities</td>
<td>17.4%</td>
<td>5.3% - 33.3%</td>
</tr>
<tr>
<td>Professional schools other than technological schools</td>
<td>15.8%</td>
<td>2.7% - 34.4%</td>
</tr>
<tr>
<td>Technological schools</td>
<td>4.7%</td>
<td>0.5% - 13.7%</td>
</tr>
</tbody>
</table>

### 673 Degree-Granting Institutions

<table>
<thead>
<tr>
<th>Type of Institution</th>
<th>Stanford 1954-55</th>
<th>Range of Comparable Institutions (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All institutions</td>
<td>21.8%</td>
<td>15.8% - 32.0%</td>
</tr>
<tr>
<td>Teachers colleges</td>
<td>36.8%</td>
<td>21.8% - 52.3%</td>
</tr>
<tr>
<td>Small private colleges**</td>
<td>33.5%</td>
<td>18.5% - 50.7%</td>
</tr>
<tr>
<td>State colleges</td>
<td>29.5%</td>
<td>17.4% - 42.3%</td>
</tr>
<tr>
<td>Medium-size private colleges†</td>
<td>25.6%</td>
<td>21.8% - 52.3%</td>
</tr>
<tr>
<td>Large private colleges**</td>
<td>20.4%</td>
<td>15.8% - 32.0%</td>
</tr>
<tr>
<td>State universities and land grant colleges</td>
<td>13.7%</td>
<td>5.3% - 34.4%</td>
</tr>
<tr>
<td>Private universities</td>
<td>13.7%</td>
<td>2.7% - 21.8%</td>
</tr>
</tbody>
</table>

† Latest date for which data available. Source: National Education Association, Teacher Salaries and Demand in Demand

Please note that the above text is a transcription of the visible content in the image and may not be completely accurate due to the nature of the handwriting and formatting.
vide mechanisms for the
e, new in other contexts, the
heduling and the repeal of
yng for graduate study in
cerns
nal objectives in spite of
and so on have created
ecruing programs: Jemmy
an for increased graduate
if the principal contribution
women in his school is the
of female Ph.D.s, each Dean
an for increased graduate
proximate date of completion:
census: October;
recruiting programs: January
ment in the University at
us to adopt any particular
umber of men or women in
serious commitment to
for women in academia,
we include this topic in the
meeting our affirmative
tional discouragement of
essional goals as well
of materials

1

Statistical Tables

Faculty Members by Rank and Sex

<table>
<thead>
<tr>
<th>Stanford 1970/71</th>
<th>Summary of four comparable institutions (1)</th>
<th>Colleges &amp; universities nationwide 1965-66 (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td><strong>Professor</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<td>9</td>
</tr>
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<td><strong>Assoc. Prof.</strong></td>
<td>202</td>
<td>15</td>
</tr>
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<td>263</td>
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</tr>
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(2) "Fact Sheet on the Earning Gap," Women's Bureau, Wage and Labor Standards Division, U.S. Department of Labor (Washington, D.C.),
p. 3.

2

Percent Women of Total Faculty
in U.S. Colleges and Universities, 1955

<table>
<thead>
<tr>
<th>All U.S. Colleges and Universities</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Percent Women of Total Faculty November 1955)*</td>
</tr>
</tbody>
</table>

Type of institution:

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
<th>% Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>All institutions</td>
<td>23.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers colleges</td>
<td>42.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liberal arts colleges</td>
<td>34.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Junior colleges</td>
<td>32.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theological schools</td>
<td>18.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Universities</td>
<td>17.4</td>
<td></td>
<td></td>
</tr>
<tr>
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<td>15.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technological schools</td>
<td>4.7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

673 Degree-Granting Institutions

| (Percent Women of Total Faculty 1954-55†) |

Type of institution:

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
<th>% Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>All institutions</td>
<td>21.8%</td>
<td></td>
<td></td>
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<tr>
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<td></td>
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</tr>
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<td>33.5</td>
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<td></td>
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<td></td>
</tr>
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<td></td>
</tr>
<tr>
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<td>20.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State universities and land grant colleges</td>
<td>13.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Private universities</td>
<td>13.7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


3

Stanford University Academic Council Members (1970-71) (1) and Ph.D. Recipients by School and Sex (2)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Earth</td>
<td>20</td>
<td>6</td>
<td>4</td>
<td>30</td>
<td>30%</td>
<td>30</td>
<td>30%</td>
</tr>
<tr>
<td>Sciences</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Engineering</td>
<td>95</td>
<td>35</td>
<td>18</td>
<td>148</td>
<td>10%</td>
<td>148</td>
<td>10%</td>
</tr>
<tr>
<td>Business</td>
<td>25</td>
<td>13</td>
<td>18</td>
<td>56</td>
<td>16%</td>
<td>56</td>
<td>16%</td>
</tr>
<tr>
<td>Law</td>
<td>25</td>
<td>5</td>
<td>3</td>
<td>33</td>
<td>10%</td>
<td>33</td>
<td>10%</td>
</tr>
<tr>
<td>Education</td>
<td>21</td>
<td>5</td>
<td>11</td>
<td>37</td>
<td>14%</td>
<td>37</td>
<td>14%</td>
</tr>
<tr>
<td>Medicine</td>
<td>82</td>
<td>64</td>
<td>102</td>
<td>248</td>
<td>61%</td>
<td>248</td>
<td>61%</td>
</tr>
<tr>
<td>H &amp; S (Hum. M)</td>
<td>143</td>
<td>48</td>
<td>65</td>
<td>258</td>
<td>26%</td>
<td>258</td>
<td>26%</td>
</tr>
<tr>
<td>&amp; Soc. Sci.)</td>
<td>5</td>
<td>5</td>
<td>9</td>
<td>19</td>
<td>7%</td>
<td>19</td>
<td>7%</td>
</tr>
<tr>
<td>H &amp; S (Phys. Sci.)</td>
<td>180</td>
<td>80</td>
<td>16</td>
<td>127</td>
<td>21%</td>
<td>127</td>
<td>21%</td>
</tr>
</tbody>
</table>
| Source: (1) APO 8/24/71 (totals as of 10/1/70.)
(2) University registers, 1969-70, Registrar's Office.
†I.D.s in Law School: average of 69/70, 70/71.
‡I.D.s in Law School: average of 69/70, 70/71.
§Women in all female depts. of Nursing and Phys. Therapy.
**M.D.s in Medical School.

4

Distribution of Professoral Level Faculty by Sex and by Rank

<table>
<thead>
<tr>
<th>Stanford</th>
<th>Summary of four comparable institutions</th>
<th>Colleges &amp; universities nationwide 1965-66</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total at all</td>
<td>Stanford</td>
<td>Male</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
20. That each Dean in schools where this has not already occurred, initiate, provide administrative support for, and/or provide mechanisms for the review of departmental practices regarding counseling of women students, placement policies, and the departmental climate of expectation for women.

Approximate date of completion: Ongoing

It is presumably not the University's job to attempt to shape attitudes in professions on behalf of general moral causes. On the other hand, it is the responsibility of the University to make sure that in our internal behavior and in the treatment, job placement and counseling of our own students we be as responsive to the interests of women as to those of men. That there will be discussion and review of the "climates" in various departments and schools over the years seems undeniable in any case; the basic recommendation here is that each school assume responsibility for initiating responsible review of these questions and not place the burden of proof on the students themselves.

21. In recognition of the importance of role models in the immediate environment, and in addition to any activities as part of a staff affirmative action program, each Dean review his current junior and senior administrative staff, and if possible, distribute administrative responsibility and status in such a way that women are visibly involved in the senior administration of the school.

Approximate date of completion: December

There is, of course, a need for affirmative action for staff women across the whole University, and one important aspect of that plan will be efforts to place women in more management and administrative positions. The need to move swiftly in this area is especially strong in the administrative staff of academic schools and departments however because of the additional impact this has on the experience of female students.
of the additional experience of female status in such a way

our affirmative encouragement of goals as well as women lawyers, we have created a strong those women and have been able to achieve this progress in the lives of young women through the affirmative action policies of our own student affirmative action program, which we have implemented at the University of Michigan. The success of this policy has been evident in the increase in the number of women in graduate study in this area.

Moreover, the graduate study in women's roles and her contexts, the other studies and her contexts, the role of role models in women's lives. The presence of role models in women's lives is not a new phenomenon. In the past, women have had to move swiftly in the academic schools and in the area of the additional experience of female

2

Percent Women of Total Faculty
in U.S. Colleges and Universities, 1955

[Percent Women of Total Faculty November 1955*]

<table>
<thead>
<tr>
<th>Type of Institution:</th>
<th>Percent Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>All institutions</td>
<td>23.0%</td>
</tr>
<tr>
<td>Teachers colleges</td>
<td>42.7%</td>
</tr>
<tr>
<td>Liberal arts colleges</td>
<td>34.7%</td>
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<tr>
<td>Theological schools</td>
<td>18.5%</td>
</tr>
<tr>
<td>Universities</td>
<td>17.4%</td>
</tr>
<tr>
<td>Professional schools other than technological</td>
<td>15.8%</td>
</tr>
<tr>
<td>Technological schools</td>
<td>4.7%</td>
</tr>
</tbody>
</table>

673 Degree-Granting Institutions
[Percent Women of Total Faculty 1954-55†]

<table>
<thead>
<tr>
<th>Type of Institution:</th>
<th>Percent Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>All institutions</td>
<td>21.8%</td>
</tr>
<tr>
<td>Teachers colleges</td>
<td>36.8%</td>
</tr>
<tr>
<td>Small private colleges**</td>
<td>33.5%</td>
</tr>
<tr>
<td>State colleges</td>
<td>29.5%</td>
</tr>
<tr>
<td>Medium-site private colleges†</td>
<td>25.6%</td>
</tr>
<tr>
<td>Large private colleges***</td>
<td>20.4%</td>
</tr>
<tr>
<td>State universities and land grant colleges</td>
<td>13.7%</td>
</tr>
<tr>
<td>Private universities</td>
<td>13.7%</td>
</tr>
</tbody>
</table>

** Under 500 enrollment.
*** 1,000 and over enrollment.

3

Stanford University Academic Council Members (1970-71) (1) and Ph.D. Recipients by School and Sex (3)

<table>
<thead>
<tr>
<th>School</th>
<th>Assoc.</th>
<th>Prof.</th>
<th>Prof.</th>
<th>Total</th>
<th>Female</th>
<th>% Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earth</td>
<td></td>
<td>20</td>
<td>6</td>
<td>30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sciences</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0%</td>
<td>1%</td>
</tr>
<tr>
<td>Engineering</td>
<td></td>
<td>95</td>
<td>35</td>
<td>130</td>
<td></td>
<td>1%</td>
</tr>
<tr>
<td>F</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Business</td>
<td></td>
<td>25</td>
<td>13</td>
<td>38</td>
<td>18</td>
<td>1%</td>
</tr>
<tr>
<td>F</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Law</td>
<td></td>
<td>25</td>
<td>5</td>
<td>30</td>
<td>110†</td>
<td>38%</td>
</tr>
<tr>
<td>F</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Education</td>
<td></td>
<td>21</td>
<td>5</td>
<td>26</td>
<td>23</td>
<td>14%</td>
</tr>
<tr>
<td>F</td>
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<td>2</td>
<td>1</td>
<td>3</td>
<td>12%</td>
<td>38%</td>
</tr>
<tr>
<td>Medicine</td>
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<td>62</td>
<td>64</td>
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<td>61††</td>
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</tr>
<tr>
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<td>5</td>
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<td>6%</td>
</tr>
<tr>
<td>Total at all</td>
<td>Assoc.</td>
<td>Prof.</td>
<td>Prof.</td>
<td>Total</td>
<td>Female</td>
<td>% Female</td>
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Ph.D. Recipients: 1970-71

<table>
<thead>
<tr>
<th>School</th>
<th>Assoc.</th>
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<th>Prof.</th>
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<tr>
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<td>38</td>
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<td>61††</td>
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<td>F</td>
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<td>2</td>
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<td>5</td>
<td>17%</td>
<td>6%</td>
</tr>
</tbody>
</table>

Source: (1) APO 8/24/71 (totals as of 10/1/70.)
(2) University registers, 1969-70, Registrar's Office.
† † M.D.s in Law School; average of 69/70, 70/71.
‡ ‡ ‡ women in all female dept. of Nursing and Phys. Therapy.
†† M.D.s in Medical School.

4

Distribution of Professorial Level Faculty by Sex and by Rank

<table>
<thead>
<tr>
<th>Total at all</th>
<th>Stanford 1970-71</th>
<th>Summary of four comparable institutions (1)</th>
<th>Colleges &amp; universities nationwide 1965-66 (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>498</td>
<td>4911</td>
<td>98,997</td>
</tr>
<tr>
<td>Male</td>
<td>988</td>
<td>4911</td>
<td>17,190</td>
</tr>
</tbody>
</table>

Professor

<table>
<thead>
<tr>
<th></th>
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Associate Professor

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Assistant Professor

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(1) University of California at Berkeley, 69/70
(2) Harvard University, 12/70, Faculty of Arts and Sciences
(3) University of Michigan, 69/70
(4) University of Chicago, Spring 69
(5) University of Michigan, 2/71

5

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