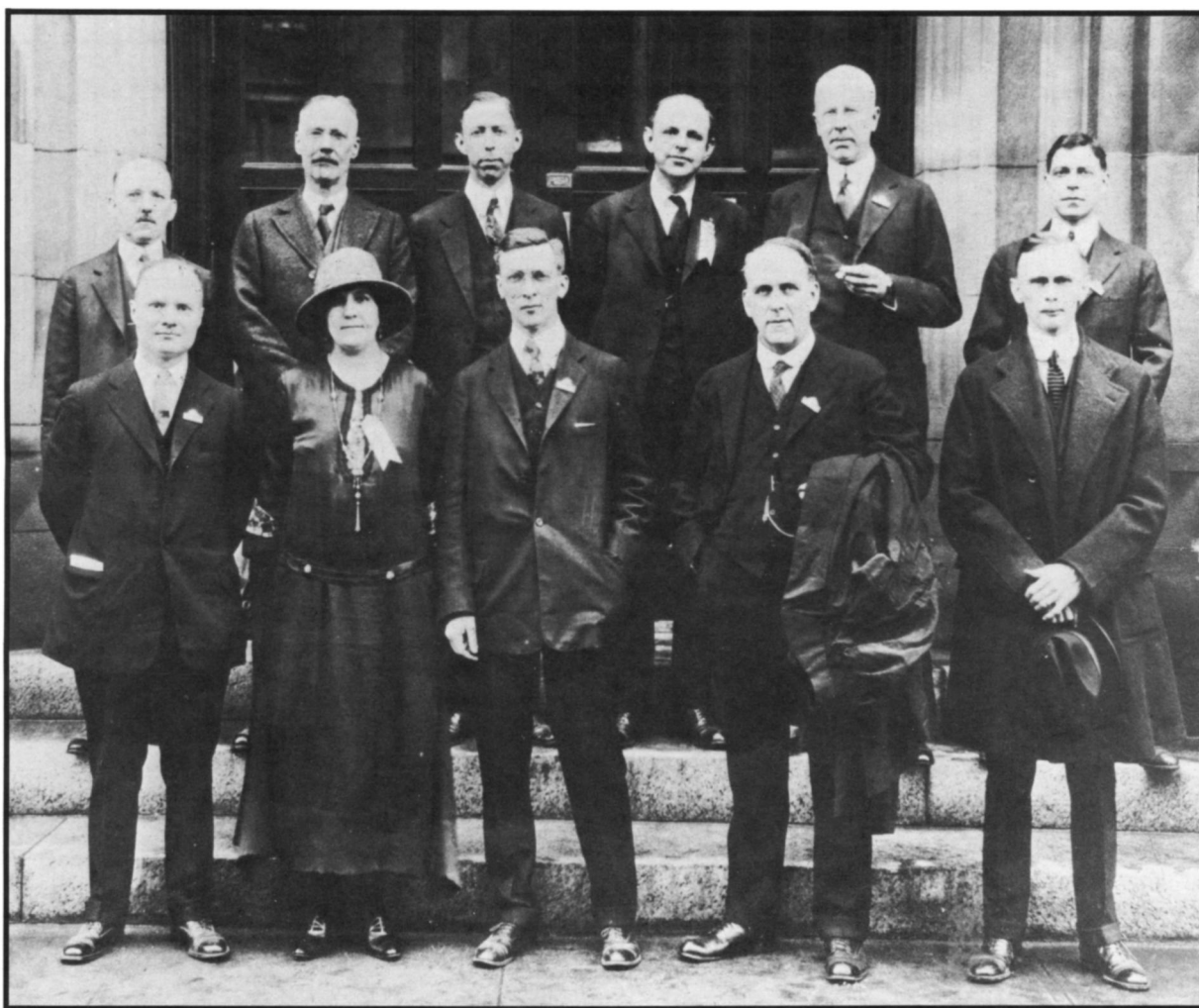


THE STATUS OF WOMEN

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Founded at the Association's Fourth Annual Meeting, Committee W on the Status of Women in the Academic Profession pioneered in addressing problems facing women in academe. Quiescent for several decades, the Committee returned to full activity in 1970 and has been an assertive voice for women ever since.

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YALE UNIVERSITY ARCHIVES, MANUSCRIPTS & ARCHIVES, YALE UNIVERSITY LIBRARY

Yale Chemistry Department Faculty, 1923. A 1921 Committee W report noted that the presence of women in academe did not "bring the evils that had been feared."

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The table below, from a study by Committee W in 1921, shows the distribution of faculty members in coeducational institutions for 1920-21.

	Full Professors		Associate Professors		Assistant Professors		Instructors	
	Men	Women	Men	Women	Men	Women	Men	Women
Academic	2,147	95	623	71	903	106	1,319	544
Education	190	9	42	17	49	15	38	43
Engineering	431	0	162	3	275	4	478	14
Medicine	826	4	267	3	352	14	876	17
Law	224	0	13	0	16	0	22	1
Commerce	54	1	17	0	43	3	109	26
Agriculture	348	0	139	0	267	2	218	12
Journalism	18	0	4	0	11	3	10	4
Music	130	19	14	5	18	13	120	14
Bible or Theology	81	0	4	2	5	3	13	1
Home Economics	1	53	1	34	0	95	0	243
Physical Education	46	9	15	10	27	34	77	100
Military Science	64	0	6	0	56	0	34	0
Total	4,560	190	1,307	145	2,022	292	3,314	1,019

Committee W was founded in 1918 during the Annual Meeting at the University of Chicago:

On the basis of a resolution from the Vassar College Branch it was voted that a new standing committee be instituted to be known as Committee W, on the Status of Women in College and University Faculties. It is to be the duty of this committee to investigate and report upon the practice of our colleges and universities, and the principles which should govern them in the appointment of women to the higher academic positions, upon the opportunities for advancement now offered and that should be offered to women of ability and scholarship in the various fields of college and university teaching; and upon all other problems involved in the determination of the present or the desirable status of women in college and university faculties.

AAUP Bulletin, January 1918, p. 8.



"Just why the Committee was first established is difficult to determine from Association or Committee records," writes Alice Rossi in a 1970 report. "One report of the Committee [however]... gives us a few hints." She continues:

For one, World War I created a scarcity of personnel in American colleges and universities. As academe found it difficult to compete with the more remunerative work available to men outside academe, a great number of women moved in to replace men. Women faculty apparently did a good job, for the 1921 Committee report notes that the presence of women did not "bring the evils that had been feared."

Secondly, colleges and universities were expanding in fields that already had large numbers of women: music, education, home economics, public health. Together with an increase in the popularity of summer sessions, this had the effect of drawing greater numbers of women to faculty ranks. Thirdly, the push for the suffrage amendment involved many academic women in its final years of political effort, and this success no doubt gave some of them courage to examine their own faculty status. Indeed, in 1921 Committee W notes that the success of the women's suffrage movement seemed to have "put the 'fear of God' into the hearts of not a few ever-watchful university executives."

Alice Rossi, "Report of Committee W, 1970-1971," AAUP Bulletin, Summer 1971, p. 215.



One of the committee's first projects was a study in 1921 of the current status of women in the profession, which surveyed 145 institutions that were then represented in the membership of the AAUP.

A study of 29 catalogs and 27 questionnaire returns from 29 colleges and universities for men only, including nearly all of the more noted Eastern universities, shows that until quite recently no woman held any grade of professorship in these institutions. At present only two women are found among the nearly two thousand professors in these colleges and universities. One woman was given a professorship of the third rank in the Harvard Medical School about two years ago and another a professorship of the second rank in the Yale School of Education this fall....

While no professorship of the first class in a college for men only has been filled by a woman, 131 such professorships, or 45 percent of the total, in colleges for women only, have been filled by men. Of the 613 professorships of all ranks in these women's colleges, men hold 198, or 32 percent, while in colleges for men only, women hold

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only two professorships of any rank out of nearly two thousand, or about one-tenth of one percent. . . .

A very able new dean in one of our most justly noted Eastern universities writes: "When we discover a woman who can handle some subject in our course of study better than a man could handle it, we shall not hesitate to urge the appointment of the woman and we shall, in all probability, be successful in getting it confirmed. . . . President— has admitted that we must in time have women on our faculty." . . .

The reports received indicate that there has been quite an awakening to the possibilities of women in university faculties during the last year or two. Twelve universities and colleges, among them four of the largest in the country, report having appointed their first women faculty members during this period. Others indicate that they plan on doing so soon.

The following quotations [from the survey] are significant and typical:



Alice S. Rossi

"Your questionnaire is for those institutions which have faced problems as between men and women. We are coming to them."

"In the last few years the number of women has increased very materially,

and our past is no indication of what our future practice will be."

"Until recently we have been unable to secure women with the Ph.D. degree."

"I would at the moment give preference to the women out of deference to the tendency of the times, the attitude of the new voters in the State and the fact that men now predominate."

. . . This new attitude toward women is, however, far from universal. Many still would intone a loud *amen* to the following resolution passed several years ago by the faculty of one of our most noted Eastern coeducational universities:

"Resolved that if it is contemplated by the Board of Trustees to appoint women to seats in the special faculties, with titles, involving under the present statute, membership in the University Faculty, the University Faculty would welcome an opportunity to express its opinion on such action."

The women were appointed, and

Committee W is responsible for statements sharpening AAUP positions pertinent to women in academic life. Some excerpts follow:

Faculty Appointment and Family Relationship (1971)

In recent years, and particularly in relation to efforts to define and safeguard the rights of women in academic life, members of the profession have evidenced increasing concern over policies and practices which prohibit in blanket fashion the appointment, retention, or the holding of tenure of more than one member of the same family on the faculty of an institution of higher education or of a school or department within an institution (so-called "anti-nepotism regulations"). Such policies and practices subject faculty members to an automatic decision on a basis wholly unrelated to academic qualifications and limit them unfairly in their opportunity to practice their profession. In addition, they are contrary to the best interests of the institution, which is deprived of qualified faculty members on the basis of an inappropriate criterion, and of the community, which is denied a sufficient utilization of its resources.

AAUP Policy Documents and Reports, 1984 ed., p. 101.



Leaves of Absence for Child-bearing, Child-rearing, and Family Emergencies (1974)

An institution's policies on faculty appointments should be sufficiently flexible to permit faculty members to combine family and career responsibilities in the manner best suited to them as professionals and parents. This flexibility requires the availability of such alternatives as longer-term leaves of absence, temporary reductions in workload with no loss of professional status, and retention of full-time affiliation throughout the child-bearing and child-rearing years.

AAUP Policy Documents and Reports, 1984 ed., pp. 170-71.

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this faculty expressed its opinion as follows:

"The University Faculty, while not favoring in general the appointment of women to professorships, interposes no objection to their appointment in the department of Home Economics."

"Preliminary Report of Committee W, on Status of Women in College and University Faculties," AAUP Bulletin, May 1921, pp. 21-32.



The committee quietly disappeared after existing for only one decade. It was not to resume its work until 1970, when it was reactivated with Alice Rossi as its first chair. In her first report, Professor Rossi wrote:

It was a bracing experience [at the Annual Meeting] to meet women and men from local chapters and confer-

ences and to sense in them the same bitter edge of frustration and impatience I brought to the Committee last fall. While I think the Committee has made progress this year, it has been an uphill battle not always successful in resisting the pressure to be mild and bland in the AAUP style. I do not think my Committee has fought hard enough in saying loudly and clearly that the time is now past when we can do business as usual in the old familiar ways where the problems facing academic women are concerned."

Five hundred dollars and an air conditioner are what I finally got," related a woman who has been trying for years to get her salary raised the several thousand dollars by which it falls short of those of her male col-

leagues with the same experience and qualifications.

Mary Gray, "Report of Committee W, 1973-1974," AAUP Bulletin, June 1974, p. 160.

While preparing this report during a recent trip to Italy, I chose one word to summarize my reflections: "Basta." This all-purpose word meaning "enough," "stop," "that will do," captures my sense of déjà-vu having announced to you last year that I was delivering my last Committee W report. It also conveys my own sense of frustration because I am reporting again on unresolved issues that continue to affect the ability of women to function without sex discrimination in the academic world. Basta, Basta.

Mary Gray, "Report of Committee W, 1976-1977," AAUP Bulletin, August 1977, p. 141.

When Committee W first suggested, some fifteen years ago, that the annual report on the economic status of the profession list average salaries for men and women faculty separately, the idea met considerable resistance. We persisted; some of us optimistically thought that unmasking salary discrimination would be the prelude to eliminating it. The survey has survived, but so has the discrimination.

... Although we cannot look at every institution, I have chosen a few examples: Harvard; a large state university; a women's college; a liberal arts college—all of whom have been defendants in sex discrimination suits—and my own institution, American University.

I think that we would have to conclude that in general all women have fared better in getting positions than in being compensated equitably.

The playing field is not yet level for women—at least not economically.

Mary W. Gray, Chair of Committee W, "Academic Women and Salary Differentials," AAUP Bulletin, July-August 1988, pp. 33-34.

Percentage of women in each rank

	Harvard	American	Maryland	Smith	Swarthmore
1975					
Professor	2.0	13.4	7.7	22.4	10.4
Associate	8.7	23.1	11.5	38.7	10.4
Assistant	15.4	28.8	24.1	50.0	26.7
Instructor	na	50.0	47.9	na	66.7
1988					
Professor	7.7	16.0	9.9	27.5	14.9
Associate	24.0	22.5	22.3	45.8	29.4
Assistant	27.0	32.7	33.5	58.0	44.7
Instructor	20.8	42.9	58.2	88.9	50.0

Salary differentials between men and women, in percent

Percentage of women in each rank

	Harvard	American	Maryland	Smith	Swarthmore
1975					
Professor	8.6	6.7	7.6	-7.0	na
Associate	8.0	10.4	3.6	0.5	na
Assistant	0.6	1.3	6.0	3.8	2.6
Instructor	na	12.9	-1.7	-2.5	na
1988					
Professor	12.0	2.6	3.4	2.3	7.3
Associate	23.2	3.2	4.7	-1.3	1.1
Assistant	-2.3	8.0	7.5	-0.7	1.7
Instructor	na	10.2	19.9	na	na

GOVERNANCE



A.O. Lovejoy was correct when he predicted in 1919 that the issue of the faculty share in university governance would not quickly be resolved. Over the last seventy-five years, however, the Association has made progress in specifying its standards of governance and, more recently, in reconciling traditional governance with collective bargaining.



President Lovejoy on University Government, 1919

This subject is obviously one which we shall not dispose of in a year, nor perhaps in a decade; but it is at any rate one which the Association should now place definitely upon its program of questions to be generally and thoroughly discussed. The forms of government of American colleges and universities now exemplify almost every imaginable type, from pure autocracy to systems of genuinely constitutional and representative government. A fairly wide range of local diversities will doubtless always be desirable; but the range of admissible types is certainly not without limits. Manifestly, the pure autocracies and near-autocracies must go—and are, indeed, visibly going, though the process, no doubt, could advantageously be accelerated. That the body of scholars composing the faculty of any university or college should, either directly or through its chosen representatives, have a definitely recognized and an important part in the shaping of all the policies of the institution, except with respect to technical financial questions—this is a principle about which, I take it, there is virtually no disagreement among us. But upon the question how this principle can best be applied, there naturally remains a considerable divergence of opinion. Fortunately, experiments in various methods of applying it have now been made, some of them having gone on for a number of years. The election of members of faculties to boards of trustees; joint conference committees of faculties and trustees, meeting at regular intervals; elec-

A vigorous representation of the faculty role appeared as early as 1920 in the "Report on Place and Function of Faculties in University Government and Administration"

The faculty should be the legislative body for all matters concerning the educational policy of the university. In larger universities, consisting of more than one school or college, there should be either a general faculty or an elected body representing all the faculties, for the determination of the educational policy of the university as a whole; and there should also be minor faculties to care for the special educational interests of individual schools and colleges. . . .

The faculty should be represented in some manner at regular or stated meetings of the board of trustees. This end may be accomplished in several ways: members may be elected by the faculty to membership on the board of trustees for limited terms of office and without vote (the Cornell plan); or the faculty committee on university policy may be elected by the faculty from its own members to be present and advise with the board as a whole, or with the regularly appointed committee of the board on university policy (the plan in vogue at Princeton, Stanford, Wisconsin, etc.).

On the other hand, some members of your committee are in favor of faculty representatives elected to membership on the boards of trustees. They urge that this experiment should be tried out and that time should be given for it to be worked out fully. They do not see why a man with first-hand acquaintance with the educational work of a university, with the institution's weaknesses and needs, and with the needs of his colleagues, should not be an admirable representative of the faculty on the governing board. It seems to your committee, as a whole, desirable that both of the above-mentioned plans of faculty representation, namely, by conference committee and by faculty membership on the board, should be thoroughly tried out. The conference committee plan seems to be best suited for state institutions, and faculty representation on the Governing Board for privately endowed institutions.

AAUP Bulletin, March 1920, p. 24.

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A summation of the Association's philosophy is the "Joint Statement on Government of Colleges and Universities," from which this excerpt is taken.

The Academic Institution: The Faculty

The faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research faculty status, and those aspects of student life which relate to the educational process. On these matters the power of review or final decision lodged in the governing board or delegated by it to the president should be exercised adversely only in exceptional circumstances, and for reasons communicated to the faculty. It is desirable that the faculty should, following such communication, have opportunity for further consideration and further transmittal of its views to the president or board. Budgets, manpower limitations, the time element, and the policies of other groups, bodies, and agencies having jurisdiction over the institution may set limits to realization of faculty advice.

The faculty sets the requirements for the degrees offered in course, determines when the requirements have been met, and authorizes the president and board to grant the degrees thus achieved.

Faculty status and related matters are primarily a faculty responsibility; this area includes appointments, reappointments, decisions not to reappoint, promotions, the granting of tenure, and dismissal. The primary responsibility of the faculty for such matters is based upon the fact that its judgment is central to general educational policy. Furthermore, scholars in a particular field or activity have the chief competence for judging the work of their colleagues; in such competence it is implicit that responsibility exists for both adverse and favorable judgments. Likewise there is the more general competence of experienced faculty personnel committees having a broader charge. Determinations in these matters should first be by faculty action through established procedures, reviewed by the chief academic officers with the concurrence of the board. The governing board and president should, on questions of faculty status, as in other matters where the faculty has primary responsibility, concur with the faculty judgment except in rare instances and for compelling reasons which should be stated in detail.

The faculty should actively participate in the determination of policies and procedures governing salary increases.

The chairman or head of a department, who serves as the chief representative of his department within an institution, should be selected either by departmental election or by appointment following consultation with members of the department and of related departments; appointments should normally be in conformity with department members' judgment. The chairman or department head should not have tenure in his office; his tenure as a faculty member is a matter of separate right. He should serve for a stated term but without prejudice to re-election or to reappointment by procedures which involve appropriate faculty consultation. Board, administration, and faculty should all bear in mind that the department chairman has a special obligation to build a department strong in scholarship and teaching capacity.

Agencies for faculty participation in the government of the college or university should be established at each level where faculty responsibility is present. An agency should exist for the presentation of the views of the whole faculty. The structure and procedures for faculty participation should be designed, approved, and established by joint action of the components of the institution. Faculty representatives should be selected by the faculty according to procedures determined by the faculty. . . .

AAUP Policy Documents and Reports, 1984 ed., pp. 109-10.

tive faculty "cabinets," acting in an advisory capacity to presidents; similar advisory committees attending all meetings of boards of trustees; the elec-

tion of certain administrative officers by faculties—these have all, I believe, been tried, in one institution or another. What we need, therefore, next to an il-

luminating presentation of the general principles involved in this question, is a careful study of the actual working of these diverse experiments.