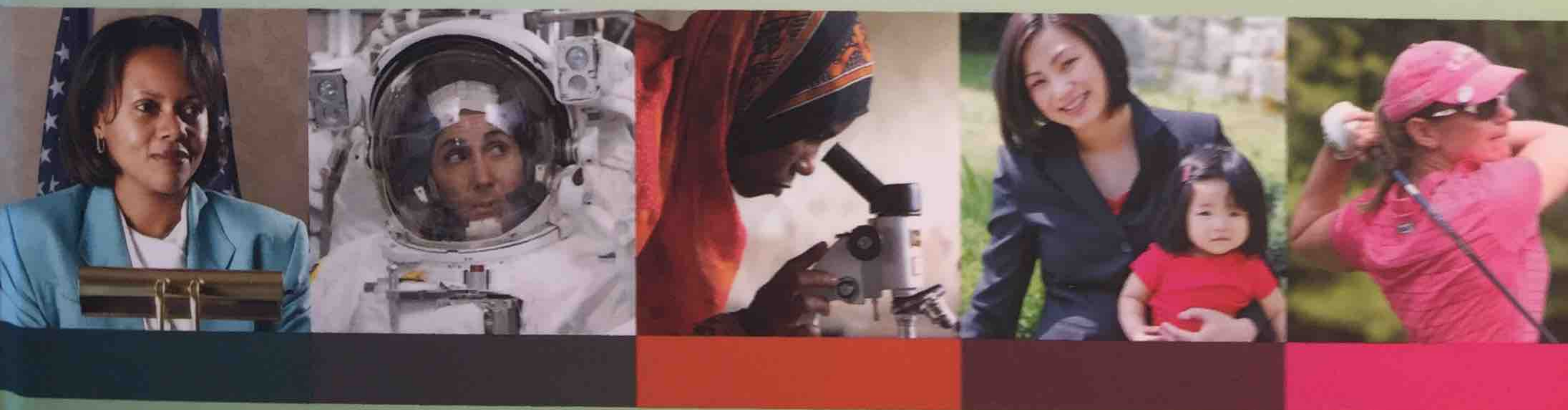


ENCYCLOPEDIA OF WOMEN IN TODAY'S 1 WORLD

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College and University Faculty

Women have continued to increase their presence as members of the faculty at institutions of higher education over the past few decades. Based on the National Science Foundation's *Survey of Earned Doctorates*, the 2001–02 academic year marked the first time that more women received doctoral degrees than men. In addition, the *U.S. Digest of Education Studies* reported that 63 percent of graduate students in 2007 were women. Despite such progress, female faculty members continue to be clustered in lower ranks, work at less prestigious universities, and earn less than their male colleagues. A variety of explanations have been offered through numerous studies in recent years in an attempt to gain a better understanding of the disparities.

Institution Type

Although the number of female faculty members has increased over the years, there is evidence that women are more likely to be employed at less prestigious universities and are less likely to work in tenure-track positions, regardless of institution type. The major-

ity of faculty positions at elite universities continue to be filled by male faculty members. In the 2001–02 academic year, male faculty members represented 60 percent of the assistant professor positions at the top research universities. Similarly, a report issued by the American Association of University Professors revealed that in the 2003–04 academic year, male faculty members at doctoral institutions outnumbered women by two to one. In comparison, full-time faculty positions at community colleges were more likely to be held by women. During the 2005–06 academic year, 26 percent of women occupied tenured positions at doctoral institutions, 35 percent were tenured at master's institutions, 36 percent were tenured at baccalaureate institutions, and 47 percent held tenure at associate institutions.

One plausible explanation for the difference in numbers of female faculty members across institution types is that disparities are the result of one's field of study—that men are more likely to earn degrees in science and engineering and top research universities are more likely to hire within those fields. However, this is not always the case, as demonstrated by recent data indicating that although 45 percent of doctoral degrees in biology were awarded to women, only 30 percent of assistant professors among the 50 top research institutions were women.

Rank

Women are more likely to hold the ranks of instructor, lecturer, and assistant professor and are less likely to move up through the ranks than male faculty members. Sixty percent of male faculty members held tenured positions in 1998 compared with 42 percent of female faculty members. The *Annual Report on the Economic Status of the Profession* reveals that in 2004, 26 percent of full professors were women compared with 74 percent of male full professors. According to the 2009 *Almanac of the Chronicle of Higher Education*, sex comparisons for the rank of full professor remained unchanged in 2007. In comparison, women represented 40 percent of associate professors, 47 percent of assistant professors, 54 percent of instructor positions, and 53 percent of lecturer positions.

The pipeline argument, that women are in the pipeline and will eventually advance at a rate equivalent to their male counterparts, has been used to explain discrepancies and rank and tenure. Neverthe-

less, despite the fact that women represent half of the doctoral population, women have not been promoted up the academic ranks at the same rate as men, and attrition is higher for women at the assistant professor level. There is also evidence that in recent years, tenure has declined, particularly for women. A report by Robin Wilson in *The Chronicle of Higher Education* revealed that tenure offers to women at Harvard have decreased since 2001. In addition, recent studies have also revealed that it takes longer for women to reach the status of full professor, particularly at doctoral institutions.

Rank has also been used as an explanation for pay disparities between male and female professors; however, in some instances, disparities exist even when credentials, discipline, publications, and teaching experience are taken into consideration: Women faculty earn 81 percent of what their male colleagues are paid. According to the American Association of University Professors, there were gaps in pay between men and women at all ranks in 2007–08. The gap was 8.6 percent for lecturers, 2.9 percent for instructors, 6.8 percent for assistant professors, 6.8 percent for associates, and 12.1 percent for full professors, with women earning \$93,349 and men earning \$106,195 as full professors.

Parental Status

Female faculty members often discover that their biological clock and tenure clock tick simultaneously, as they transition from graduate school into teaching positions. There is evidence that parental status has an effect on one's academic career, and a different effect for women than for men. The *Survey of Doctorate Recipients* indicates that men with children younger than 6 years old were twice as likely to enter tenure-track positions as women with young children. Similarly, a study conducted by Mary Ann Mason and Marc Goulden found that male faculty members with a child born in the household within five years after receiving a doctoral degree were 38 percent more likely to receive tenure than female faculty members who gave birth within five years after receiving their doctoral degree. In comparison, women who did not have children and women who had children 5 or more years old after receiving their doctoral degrees were also more likely to earn tenure than women who started their families earlier.

Institutional Policies on Work-Life Balance

One study of junior faculty at various research universities found that nearly half of those tenure-track faculty were dissatisfied with the balance between personal and professional time. Similarly, the 2009 *Almanac of the Chronicle of Higher Education* demonstrates that faculty reported lack of personal time (74 percent) and managing household chores (73 percent) as major sources of stress during the past two years. Cognizant of the need to improve work-life balance, some colleges and universities have designed a variety of initiatives to assist faculty members. Such initiatives include parental leave beyond the Family Medical Leave Act (FMLA), tenure clock stop, modified duties, and childcare assistance.

Colleges and universities have traditionally negotiated leave beyond FMLA on a case-by-case basis for faculty members requesting extended leave. More recently, however, institutions of higher education have developed policies to extend unpaid leave. The Center for the Education of Women at the University of Michigan at Ann Arbor reported that 44 percent of colleges and universities within their sample provided unpaid leave beyond FMLA. Dependent leave policies apply to men as well as women, as long as one can demonstrate the role of primary caregiver.

In contrast, colleges and universities are less likely to provide extended paid leave for dependent care or personal illness beyond FMLA and any combination of sick leave or short-term disability policy that a faculty member may hold. A few notable exceptions include Duke University and the Massachusetts Institute of Technology, at which male or female faculty members who can demonstrate that they are the primary caregiver following the birth or adoption of a child are entitled to a semester of paid leave.

The American Association of University Professors includes the tenure clock stop within the statement of principles on family responsibilities and academic work, and in recent years, there has been an increase in the number of colleges and universities that offer a tenure clock stop. A tenure clock stop is typically defined as a pause in the tenure clock for a faculty member to address extenuating circumstances, particularly the birth or adoption of a child or a major medical illness that interferes with a faculty member's productivity. Universities with tenure clock stops often provide one to two years off the tenure clock.

Furthermore, true tenure clock stops do not require the faculty member to be on leave.

Princeton, in 1970, was one of the first universities to develop one-year tenure extensions for female faculty. The policy was expanded in 1991 to cover male faculty. Research universities are also twice as likely to offer tenure clock extensions as other types of institutions. The Center for the Education of Women at the University of Michigan at Ann Arbor found that 92 percent of research universities had a tenure clock stop compared with 50 percent of liberal arts colleges.

The American Association of University Professors also advocates active service-modified duties (ASMD) policies to promote work-life balance. ASMD policies provide reduced teaching loads for a specified time period with minimal to no pay cuts for faculty members who are primary caregivers for newborns or an adopted child younger than 5 years old. Only a small percentage of institutions have a formal policy on ASMD; however, many colleges and universities may negotiate with faculty members on an ad hoc basis. Among the notable exceptions of universities with formal ASMD policies, Duke University provides modified duties for up to three years. The University of California, Berkeley offers ASMD for three months before and one year after the birth or adoption. Northwestern, the University of Michigan, and Princeton also offer flexible options for ASMD.

Campus-based childcare centers provide a variety of childcare arrangements and services to students, faculty, and staff. Funding for services is typically provided through childcare fees paid directly by the parents. In 2001, there were 2,500 campus-based childcare centers. For example, the State University of New York system provides on-site childcare to students, faculty, and staff across the state.

Nevertheless, the demand for services is always greater than the amount of childcare slots available at centers on campus. As a result, many universities have also partnered with outside service providers. For example, Rutgers provides on-site childcare, and the university also contracts with outside providers in the region. Harvard provides care through affiliated centers that are independently owned and operated. Duke also partners with childcare service providers in the region.

See Also: American Association of University Women;
Attainment, Graduate Degree; Faculty, Adjunct and
Contingent; Working Mothers; Work/Life Balance.

Further Readings

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