

Campus Assessment Committee on Gender and Faculty Satisfaction

Spring 2019 Report

Committee Members:

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Background: COACHE 2016 and the Executive Summary of Findings

In 2016 (and previously about every four years since 2005) IUB faculty of all ranks were invited to participate in the COACHE (Collaborative on Academic Careers in Higher Education) survey conducted by Harvard University. Forty-one percent of eligible faculty responded (n=883), among which 46% were women (n=410). This survey is the single-largest source of information on faculty satisfaction at IUB. The findings allow us to assess our areas of strength and weakness, both internally and in comparison to five universities that were identified as peer institutions (Purdue University, University of Minnesota, University of North Carolina at Chapel Hill, University of Tennessee, and University of Virginia).

In 2017, the COACHE Review Committee released a report summarizing the major findings of the 2016 COACHE survey. This earlier report noted that faculty expressed relatively high levels of satisfaction with IUB's support for families, including options for medical and parental leaves, flexible workloads and options for health and retirement benefits. However, the report did note "small but consistent differences between men and women in their views of most dimensions of faculty life at IUB." Although these differences were not always statistically significant, they were noteworthy in that they consistently trended in the same direction, indicating lower satisfaction for women than for men. In particular, the report stated that women were less satisfied than men with the time they spent on research, their perception of balance between teaching, research and service and their evaluation of home departments. The report noted the importance of programs that support work-life balance and suggested that there is more work to be done.

Campus Assessment Committee on Gender and Faculty Satisfaction: The Charge

In the fall of 2018, the Campus Assessment Committee on Gender and Faculty Satisfaction was created to undertake a careful examination of apparent differences by gender on the indicators of faculty satisfaction identified through the COACHE 2016 survey. To do so effectively, the committee requested and examined additional data sources, including data on faculty salaries, resignations and retentions, dual career hiring statistics, campus resources across dimensions affecting working conditions and support networks, and data on time in rank, tenure and promotion across schools by gender. The 2016 COACHE survey does not provide information about faculty experiences with harassment or discrimination, and the committee noted that it would be helpful to have information regarding these issues to complement available data in the future. The committee framed their work within the context of multi-institution peer-reviewed investigations of the role of gender in academia conducted at other institutions across the country, and then sought to identify key areas of focus where IUB could improve. The committee ultimately identified five areas: clarity of expectations and policies concerning tenure and promotion, the quality and provision of mentoring, professional equity, the appreciation and recognition for faculty accomplishments, and support for balance between professional and personal life. These areas will be described in greater detail in this report. At the conclusion of this report, the committee offers a set of recommendations that will enable the campus to continue to monitor differences in faculty satisfaction by gender and to respond effectively to reduce differences, both in satisfaction and in work conditions, in the future.

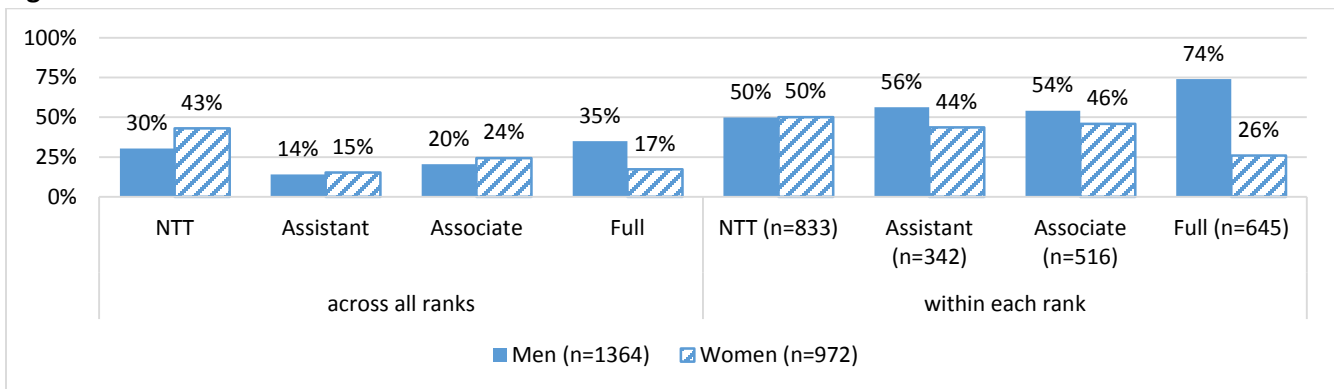
Guiding Principles

The committee conducted this work with two guiding principles in mind. The first is that the intersection of gender and faculty satisfaction is an area where IUB can and should lead. We do not believe that the goal is to equal our peer comparators, but rather that we can employ initiatives to lead our peers forward and to model gender equity for our peer comparators. Secondly, we do not believe that supporting women faculty means taking something away from men. On the contrary, our committee understands that improving the quality of life for any segment of our faculty will lead to a better, more productive work environment for all. Thus, our recommendations involve all faculty and we believe that undertaking these initiatives will provide a widely distributed benefit to all.

IUB Faculty Overview and COACHE Respondent Demographics

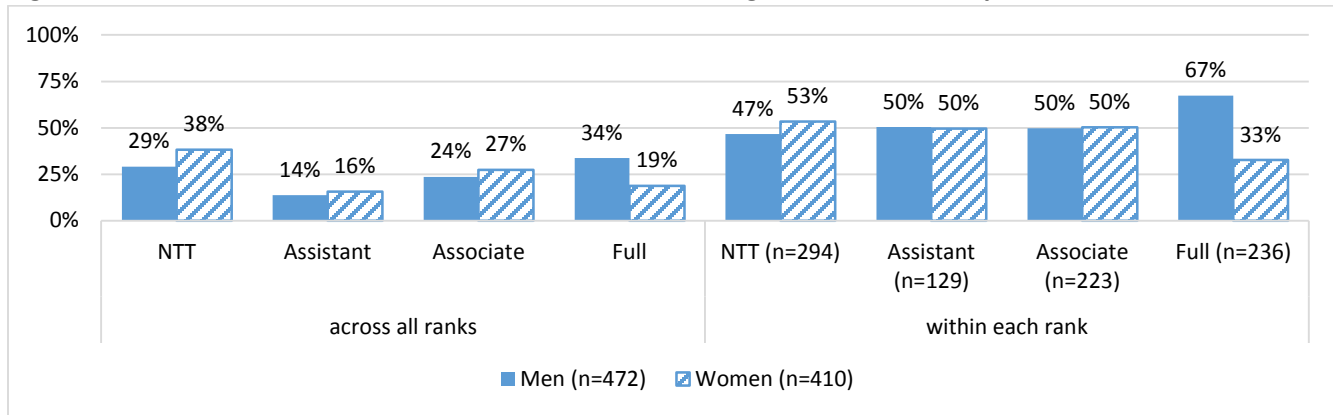
In order to contextualize the findings of our deliberations, we precede our discussion of key issues of concern with a summary of the distribution of women and men at all faculty ranks on the IUB campus in the year that the COACHE survey was last conducted (see Figure 1). The figure shows that the faculty gender distribution approaches equality with 58% male and 42% female faculty. However, the gender gap widens with rank. In particular, nearly half of all women faculty are in non-tenure track positions whereas one third of male faculty are in the full professor rank. Likewise, the greatest disparity between genders occurs at the full professor rank, where 74% of faculty are male. We invite the reader who wishes to see additional detail to review the census data reported through the following link: <https://uirr.iu.edu/facts-figures/faculty-staff/census/index.html>. We also include Figure 2, which shows the gender distribution across and within ranks among the survey respondents. One notes that despite slight differences, the distribution of respondents is consistent with the demographics for the faculty as a whole.

Figure 1. Gender Distribution Across and Within Ranks in Fall 2015 Census*



* NTT: Non-tenure-track faculty, including Research Scientists, Research Associates, Lecturers, Clinical Faculty, and Professors of Practice. Assistant, Associate and Full: Tenure-eligible professors and librarians.

Figure 2. Gender Distribution Across and Within Ranks among COACHE 2016 Respondents*



* Faculty members hired after January 1, 2015 were not invited to participate in the 2016 survey due to the short tenure at IUB.

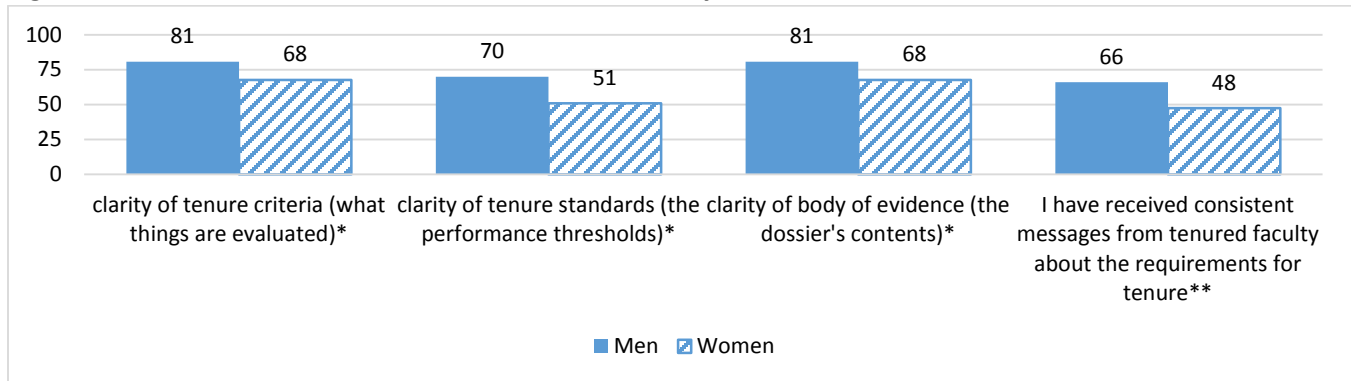
Five Focus Areas Identified by the Committee

1. Clarity of policies and expectations concerning tenure and promotion

The 2016 COACHE data indicate differences in how male and female faculty experience the processes of seeking tenure and promotion. Responses to questions received by assistant professors show double digit disparities (13%, 19% and 13% respectively) between men and women at the assistant level regarding their assessment of the clarity of tenure criteria, standards and the body of evidence considered in a tenure decision. Female assistant professors are also less likely to agree that they “have received consistent messages from tenured faculty about the requirements of tenure” (see Figure 3). Responses to similar questions for faculty at the associate and full ranks about the clarity of the promotion criteria and process show that, in general, associate professors are less satisfied with the clarity for promotion, regardless of gender. The responses of associate professors as a group has been addressed in the previous report on the overall COACHE findings. Additionally, full professors indicate higher satisfaction with the clarity of the criteria and differences by gender have lessened to the extent that women faculty indicate equally or even higher rates of satisfaction than men at the full rank (Figure 4). The only exception to this appears on the measure of reasonableness of the promotion criteria, where women do still trend toward lower rates of satisfaction at the associate rank (Figure 5).

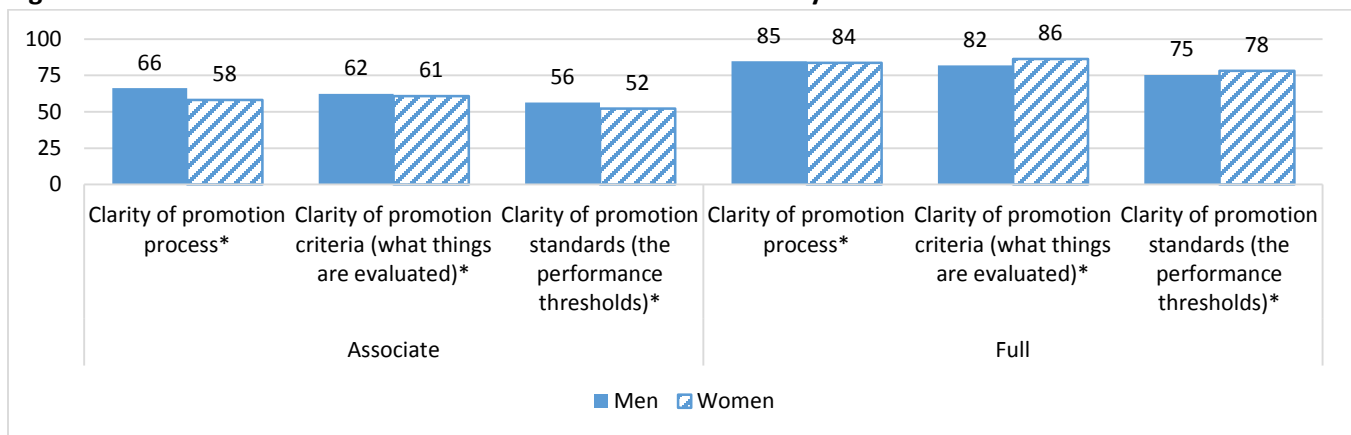
In sum, gender differences in satisfaction with tenure and promotion lessened across ranks. This is likely a result of having undergone the tenure/promotion process, as well as greater familiarity with good mentors and reliable sources of information over time (see also section 2 regarding mentoring). It is important to note that despite the attested disparities in satisfaction on several of these measures, it is not the case that women faculty do not succeed. In fact, women are being tenured and promoted at the same rate as men. This suggests that women ultimately succeed in meeting the same standards as men, but the experience of the process is a source of difference.

Figure 3. Assistant Professors' Satisfaction with the Clarity of the Tenure Process^a



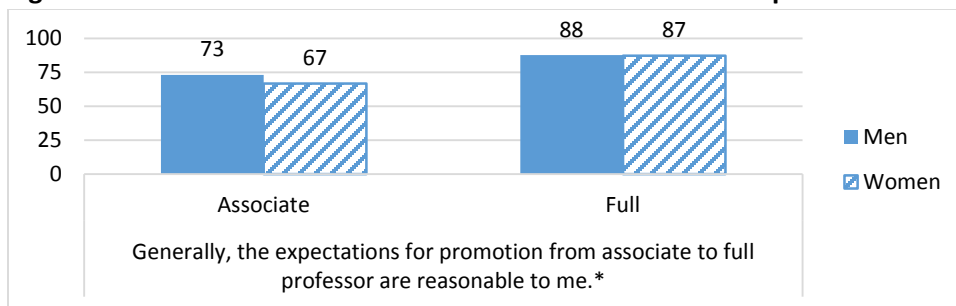
^a Questions received by Assistant Professors only; * % of clear and very clear; ** % of agree and strongly agree

Figure 4. Associate and Full Professors' Satisfaction with the Clarity of the Promotion Process^a



^a Questions received by Associate and Full Professors only; * % of clear and very clear

Figure 5. Associate and Full Professors' Satisfaction with the Expectations for Promotion^a



^a Question received by Associate and Full Professors only; * % of agree and strongly agree

The committee identified several areas for improvement related to this issue. For example, various departments do not offer detailed descriptions of what constitutes categories of Excellent, Very Good and Satisfactory within the areas of research/creative activity, teaching and service. Moreover, we note discrepancies between campus-wide policies related to promotion and tenure and those at the school and department level. One example may be a lack of understanding of balanced tenure and promotion cases which may prevent faculty from using this option. Finally, we note that annual reviews for assistant, associate and non-tenure track faculty, a primary mechanism for feedback on progress towards promotion, are also inconsistent across the campus.

2. Mentoring

A second area identified by our committee is that of mentoring. COACHE data indicate that significant percentages of both male and female faculty disagree that the University provides adequate support for faculty to be good mentors. This view was noticeably higher for female faculty, with 62% of Lecturers, 86% of Assistant Professors, 70% of Associate Professors, and 68% of Full Professors finding the support inadequate (Figure 6). As to the perceived effectiveness of mentoring they received, women were more satisfied with the mentoring they found outside their department or off-campus than the mentoring they found within their department. For example, female faculty on average were 5% less satisfied than their male colleagues with mentoring from within the department, but were 9% more satisfied than their male colleagues with mentoring received from colleagues outside their department at IUB, and were 12% more satisfied with mentoring received from IUB-external colleagues. As shown in Figure 7, this pattern is most pronounced among the assistant and associate professors.

Figure 6. Satisfaction with Institutional Support on Mentoring

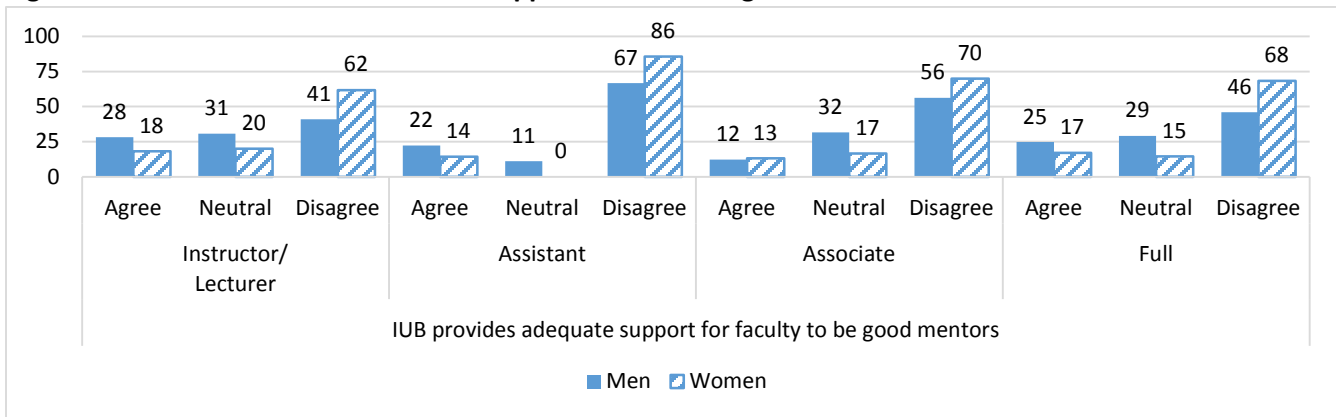
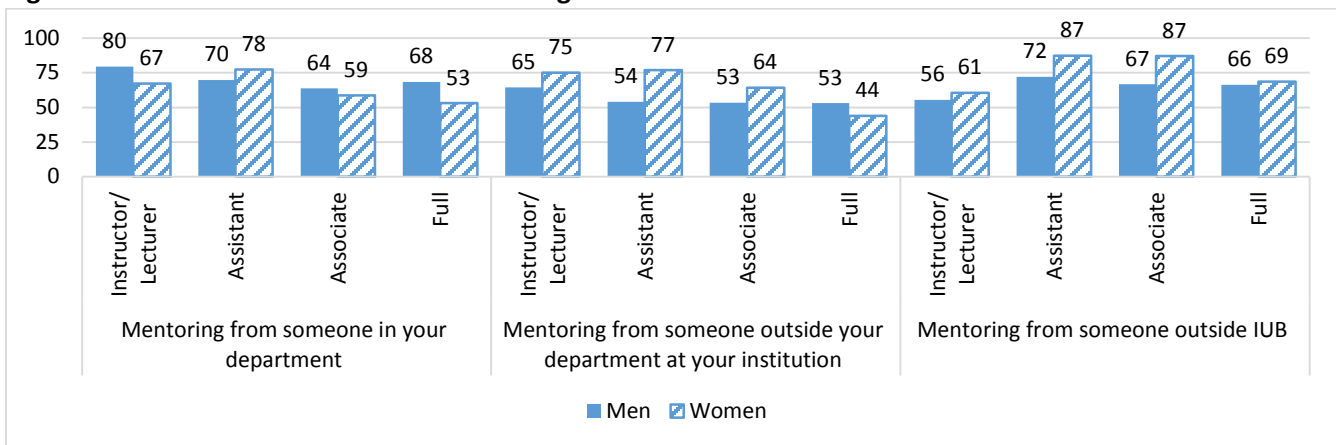


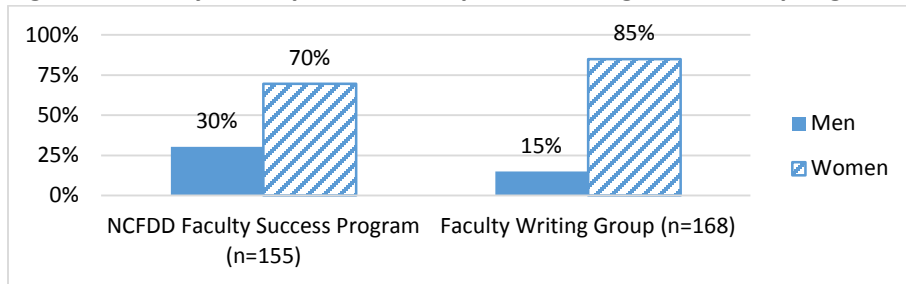
Figure 7. Perceived Effectiveness of Mentoring from Different Sources*



* % of somewhat effective and very effective

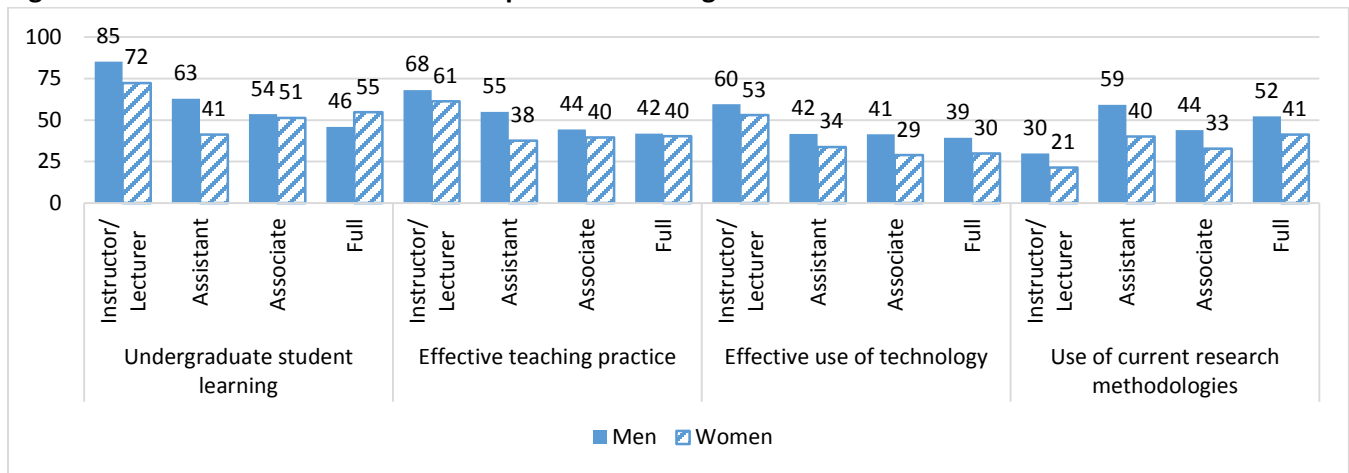
In recent years, campus-wide programs have been developed and supported in order to strengthen mentoring for faculty, including programs through the National Center for Faculty Development & Diversity (NCFDD), the Faculty Writing Groups, and the programs of the Center of Excellence for Women in Technology (CEWiT). It is possible that the higher rates of satisfaction with mentoring outside the department on the part of women faculty is a reflection of the relatively higher participation rates of female faculty in these programs (Figure 8).

Figure 8. Faculty Participation in Campus-wide Programs as of Spring 2016¹



In addition to measures of formal mentoring on the COACHE survey, other items related to informal conversations may also give us a richer perspective about mentoring-related behaviors. Items measuring satisfaction with frequency of conversations with colleagues about understanding student learning, effective teaching practices, effective uses of technology, and current research methodologies showed that women, on average, engaged in these conversations less often than men (Figure 9).

Figure 9. Informal Conversations with Department Colleagues*

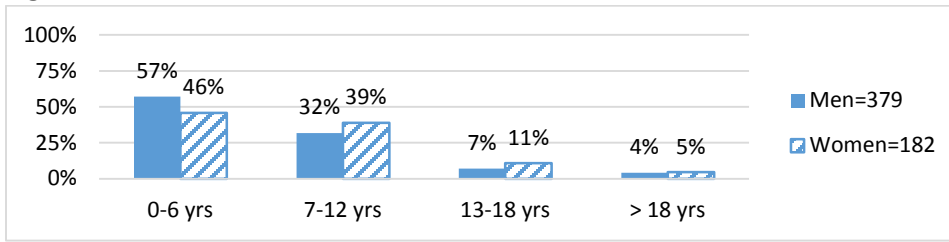


* % of regularly and frequently engaged with faculty in department in conversations about each topic

Another potential indicator of the need for more robust mentoring are data comparing male and female faculty's time spent in the Associate rank between tenure and promotion. A review of all successful promotion to Full cases from 1997 to 2017 shows that 57% of the male Associate Professors were promoted to Full within six years after tenure, while only 46% of the female professors did it within the same time frame (Figure 10). On average, the tenure-to-Full time is 7.6 years for female Associate Professors and 6.7 years for men.

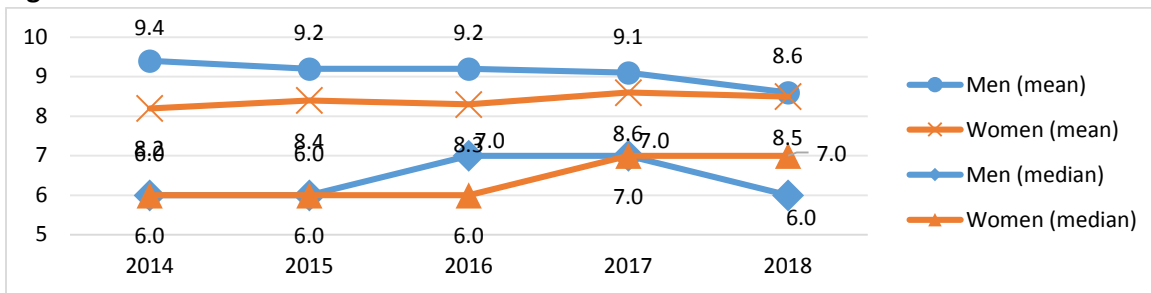
¹ Faculty members who participated multiple times were only counted once in this summary.

Figure 10. Tenure-to-Full Time 1997-2017²



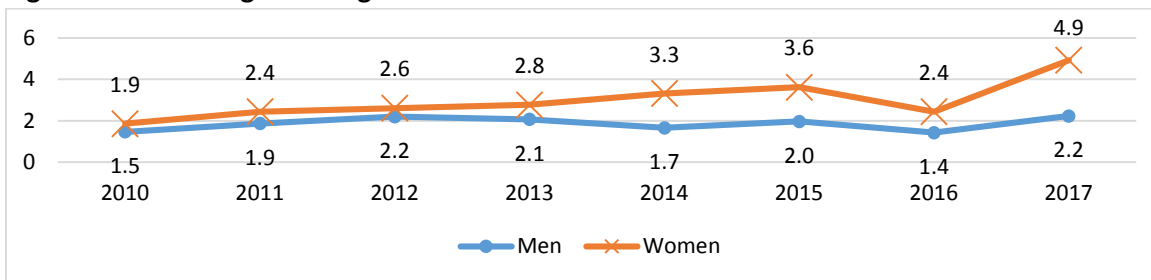
One other way to examine these trends is to look at the time in rank for all associate professors and librarians. Figure 11 provides a summary of this information for the years from 2014 to 2018. The average time in rank for male associate professors appears to be longer than women. One reason is that the percentage of men faculty who spent 13 years or more in the associate rank was higher than that of women faculty. However, this percentage decreased from 24% to 20% over the past five years for men faculty. For women faculty, it increased from 19% to 21%. The median of time in rank for women also increased from 6 to 7 years. The trends in Figure 11 may be the results of a range of factors in addition to mentoring and we note the need for additional study to gain a deeper understand of this issue.

Figure 11. Time in Associate Rank of Tenured Associate Professors and Librarians 2014-2018³



Finally, resignation rates between 2010 and 2017 show that higher percentage of women resigned each year (see Figure 12). Although there are likely many considerations at play in interpreting this disparity, one possible solution is to improve the mentoring and support that women faculty receive in order to make departure from IUB less likely.

Figure 12. Percentage of Resignation 2010-2017⁴



² Data source: Reports for all promotions to full between July 1, 1997 and July 1, 2017.

³ Data source: Fall census 2014-2018. Bloomington-based academic units only. Faculty in School of Optometry, School Of Medicine, and School of Social Work were not included. Also exclude faculty with full-time appointment in the following responsibility centers: Office of Vice Provost for Research, Executive VP of University Academic Affairs, Executive Management/Academic, and Office of Academic Support & Diversity.

⁴ Source: IUB Tenure/Tenure-Track Faculty and Librarians Resignations Data. Acting professors are included.

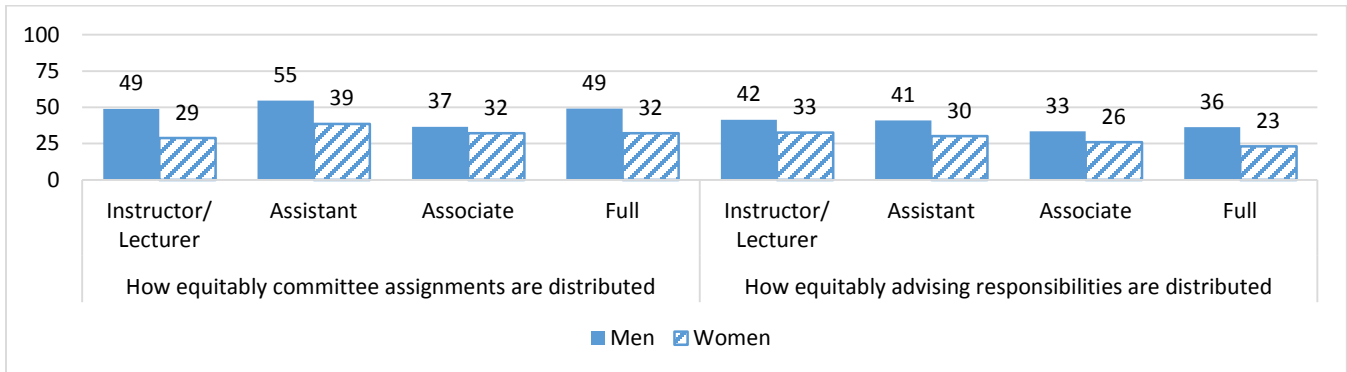
3. Professional equity

COACHE survey data show women faculty were less satisfied with the equitability of service responsibilities, which may further be related to their lower satisfaction with time spent on research and perceived inequity in teaching load. We also discuss pay equity and gender composition of leadership positions in this section.

Equity in service

Overall, compared with men faculty, women faculty were significantly less satisfied with service responsibilities. Women’s ratings, on average, were lower on “how equitably” committees are assigned (47% of men satisfied or very satisfied, whereas only 33% of women were), and “how equitably advising responsibilities” are distributed (37% men satisfied or very satisfied versus 27% women) (see Figure 13).

Figure 13. Satisfaction with Equity in Service Responsibilities*

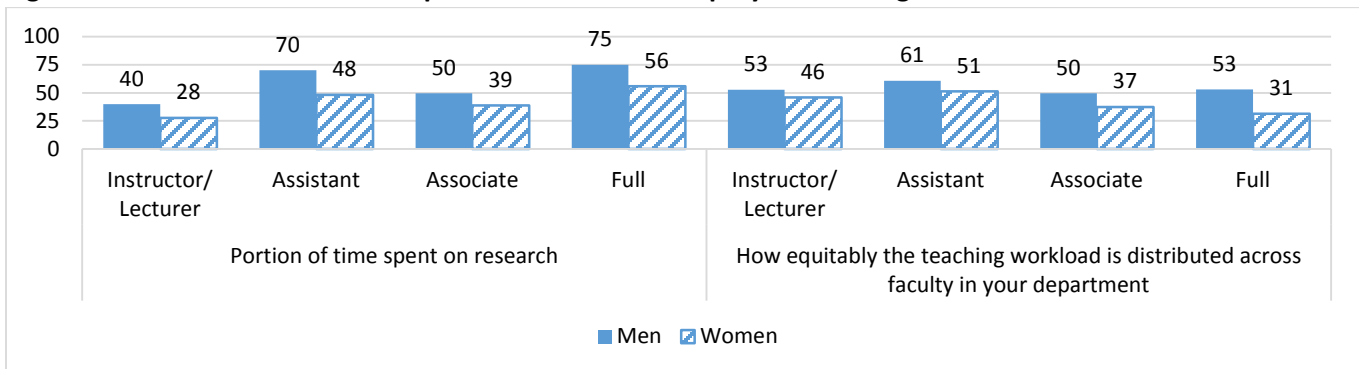


* % of satisfied and very satisfied

Gender disparities in the instructor/lecturer rank show women faculty were considerably less satisfied than men (Figure 13). Additional gender discrepancies were also evident in service satisfaction within this rank. For example, there were differences in the “discretion you have to choose the committees” (54% of men satisfied or very satisfied versus 34% of women), the “attractiveness of the committees on which they serve” (67% of men versus 50% of women), and the number of committees (71% men versus 59% of women).

Possibly related to the perceived inequity in service, women also rated the “portion of your time” spent on research less favorably (65% men versus 46% women) and were less satisfied with the equability of teaching load distribution in their department (see Figure 14). This too may contribute to the length of time spent at the associate rank discussed in Section Two.

Figure 14. Satisfaction with Time Spent in Research and Equity of Teaching Load*



* % of satisfied and very satisfied

Pay equity

Analysis of campus data indicates that, among faculty who are not in administrative positions⁵, salaries are generally equitable between men and women within schools. The exceptions seem to be related to circumstances particular to those areas, such as a small number of departments with higher relative salaries that also have a higher number of male faculty. However, because male faculty on campus are disproportionately in fields that pay more, the average salary for males on this campus is higher than that for females. For example, in spring 2016, the average 10-month compensation for tenure-track faculty without active administrative responsibilities was \$101,734 for women and \$122,576 for men.⁶ Even if this differential is justified with reference to a national market, it can still affect satisfaction. Furthermore, faculty in higher administrative positions are excluded from our dataset and these positions are most often filled by men with higher salaries (see next section).

High-Level Leadership positions

Women are underrepresented in high-profile leadership positions. Based on IU's organization chart from the 2015-2016 academic year when the COACHE survey was administered, only 2 of 14 Vice Presidents, 1 of 7 Vice Provosts, and 2 of 12 Deans are women.⁷ In total, only 5 of 33 higher administrative roles (15%) are held by women (Figure 15).⁸

Figure 15. Higher-level Administrators by Gender (2015-2016)

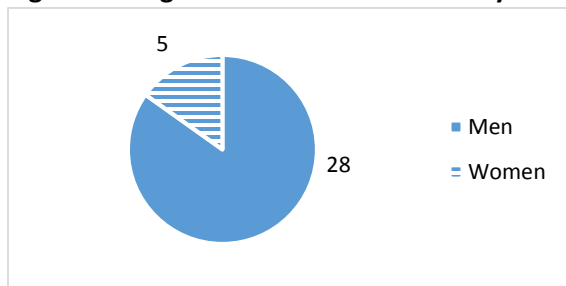


Figure 16 shows the distribution of other administrators by gender. In the spring 2016 census, 539 Bloomington faculty members held administrative positions. Among these, 61% were men and 39% were women. The distribution by gender across these positions shows that women do fill a greater percentage of some administrative positions, such as directors of graduate or undergraduate studies, as compared to higher level positions. Unequal representation does occur, however, at administrative positions such as chair or associate chair. The shift in gender distribution from director positions to chair and dean positions may indicate that we can do more to improve the pipeline from early administrative experience to higher positions in leadership.

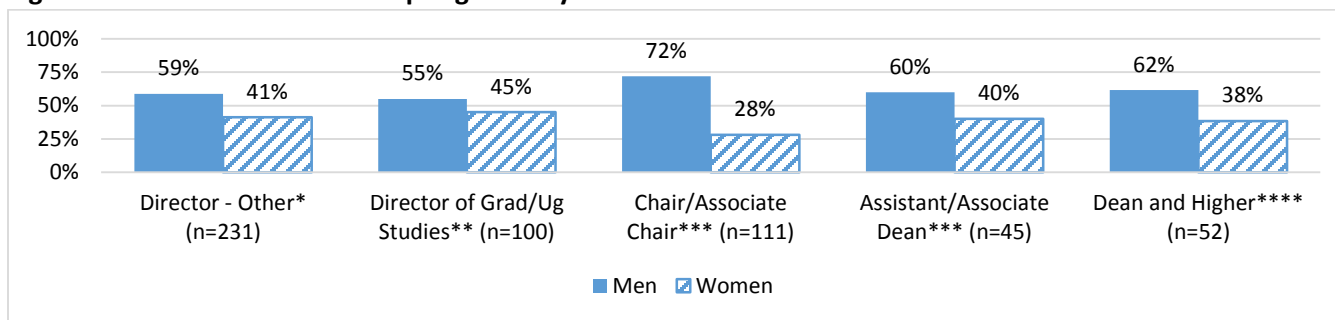
⁵ Specifically, faculty who currently hold administrative responsibilities typically associated with a salary increase and those holding full-time appointments in non-academic responsibility centers were excluded in this analysis.

⁶ The 10-month annual compensation was \$101,285 for all tenure-track female faculty and \$124,540 for all tenure-track male faculty in spring 2016.

⁷ Only Vice Presidents, Vice Provosts, and Deans and Executive Deans at the Bloomington campus were counted. Vice Chancellors, Deans of Social Work, Nursing, and Medical Sciences were not counted. Unit Directors were not counted.

⁸ In the 2018-2019 academic year, the percentage of women in leadership positions increased to 22% (3 of 15 Vice Presidents, 2 of 9 Vice Provosts, and 3 of 13 Deans).

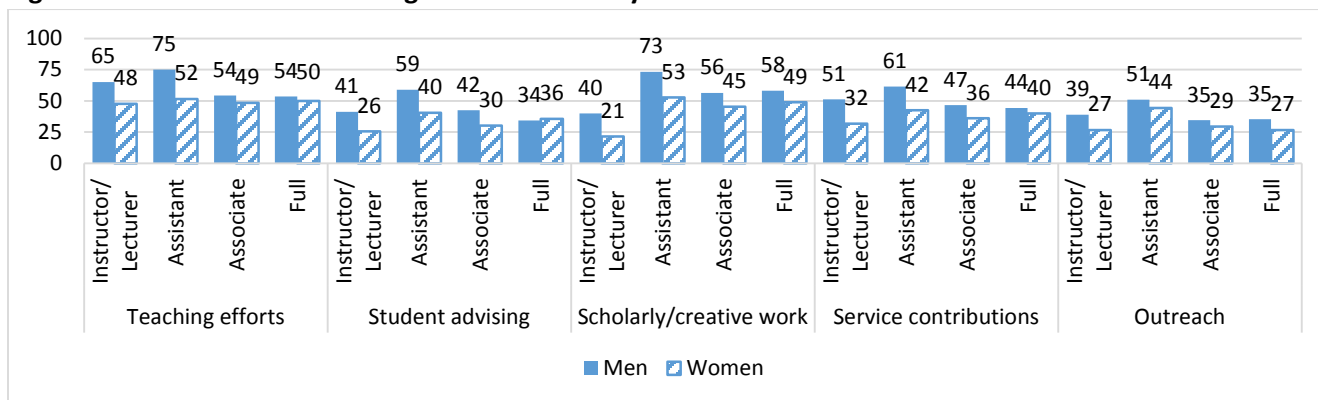
Figure 16. All Administrators in Spring 2016 by Gender⁹



4. Appreciation and recognition

Almost all of the items in the COACHE survey pertaining to appreciation and recognition showed lower satisfaction among women than men. Across the five questions related to satisfaction for recognition of efforts in teaching, advising, scholarship, service, and outreach, women across all ranks were less likely to respond satisfied or very satisfied than men (see Figure 17). The data show that differences related to satisfaction with recognition between women and men faculty in satisfaction are 9% less satisfied for teaching, 8% for student advising, 13% for scholarship, 11% for service, and 6% for outreach. Non-tenure track women were 15% less likely and assistant professor women were 17% less likely to respond as satisfied. Not only was the gender difference notable within IUB, satisfaction of women at IUB was lower than that of women at our peer institutions (see Appendix). Thus, lack of recognition is felt across all academic activities, rather than just particular ones, and it reflects a more serious problem at IUB than at our peer institutions.

Figure 17. Satisfaction with Recognition for Work by Gender and Rank*



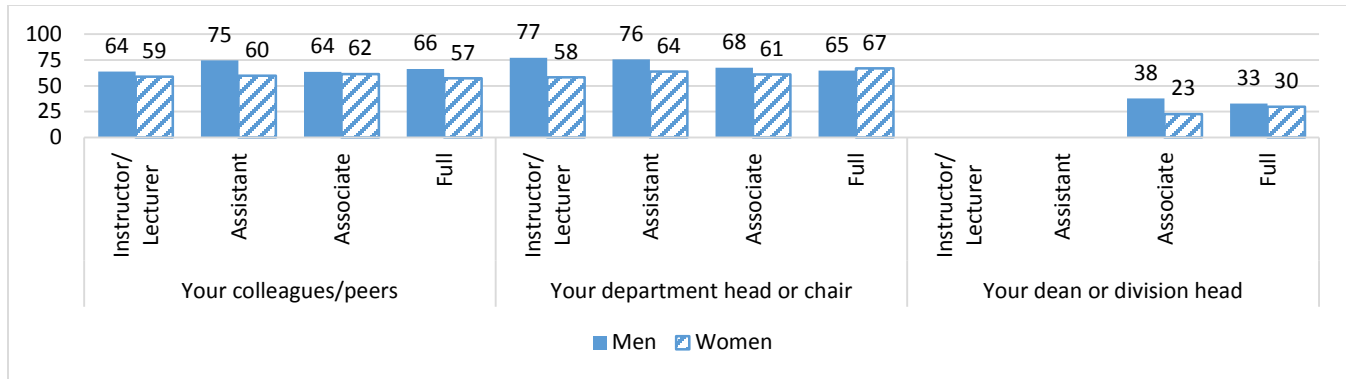
* % of satisfied and very satisfied

Three other relevant questions were related to satisfaction with recognition by specific people or groups for all academic activities, ranging from one’s colleagues, to the dean or division head, to the department chair or head. For recognition from colleagues, assistant professor women were 15% less satisfied. For recognition from one’s chair, non-tenure track women were 19% less satisfied and assistant professor women were 12% less satisfied. For recognition from dean or division head, a question received only by associate and full professors,

⁹ Data source: Spring 2016 census, academic appointments only (AC1). * This category includes a variety of director-level positions, e.g., program director, center director, etc. Include acting/assistant/associate directors. ** The institutional data for the director positions is not perfect. A few DGS/DUGS might be in the “Director – Other” category. *** Include acting Chairs and Deans. Note that many Assistant Deans at IUB are not faculty members. **** Include Head Librarians, (acting) Deans, Assistant/Associate Vice Provosts and Vice Presidents, the Provost and the President.

women were 15% and 3% less satisfied, respectively. Thus, we see differences in satisfaction with recognition from both colleagues and administrators (see Figure 18), but the disparity seems particularly problematic for junior and non-tenure track women.

Figure 18. Satisfaction with Recognition from Colleagues and Leaders by Gender and Rank*



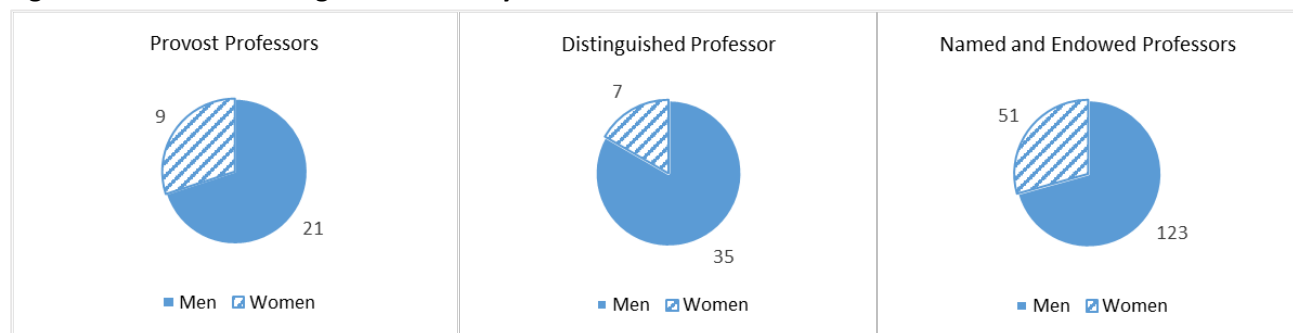
* % of satisfied and very satisfied. The question on recognition from “dean or division head” was only received by associate and full professors.

The gap in satisfaction regarding recognition was most pronounced at the assistant professor and non-tenure track ranks, and in most cases for associate professors as well. It is worth speculating that the lack of recognition felt by women at these ranks has contributed to the high attrition rates among women academics at IUB. For instance, the number of resignations by women in N&M (STEM) units in the College of Arts and Sciences in the last five years was 240% that of men.

Provost and Distinguished Professorships

One high-profile form of recognition at IUB are the Provost and Distinguished professor awards. In 2018, 0 of 3 Provost and 0 of 6 Distinguished Professorships went to women. Assessing these awards over the last 10 years shows that only 9 of 30 Provost Professors (30%)¹⁰ and only 7 of 42 Distinguished Professors (17%)¹¹ were women (Figure 19). As of January 2019, 51 of 174 Named and Endowed Title Professors are women.¹² These awards not only show recognition to individuals, they send a message to the entire campus about the stance of the institution on gender equity. Our committee notes that these disparities may have a variety of causes, including nomination requirements and procedures at the unit, school and campus levels, and we address this in our recommendations below.

Figure 19. Count of Prestigious Awards by Gender



¹⁰ See: <https://vpfaa.indiana.edu/faculty-resources/awards-lectures/awards/provost-professor.html>

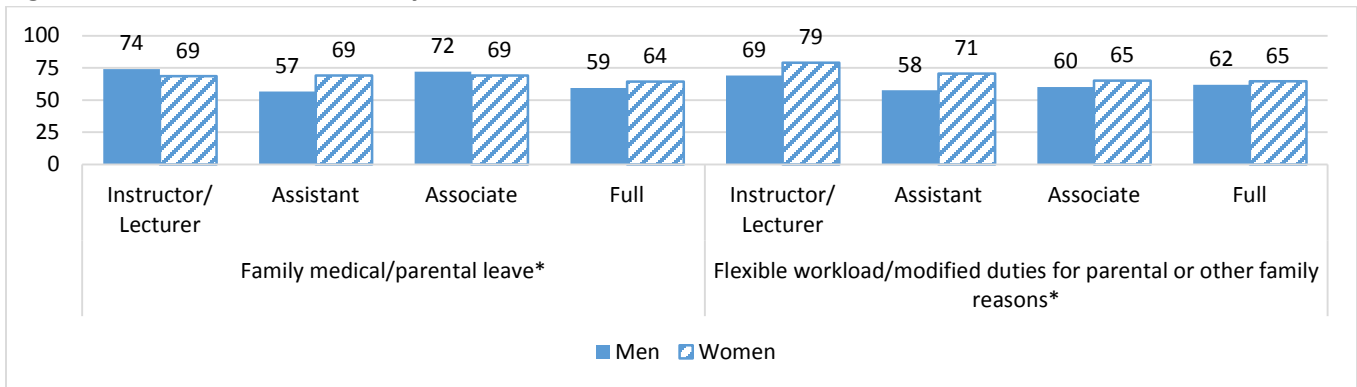
¹¹ See: <https://honorsandawards.iu.edu/research-creative/distinguished-prof/index.shtml>

¹² Active employees in Jan 2019 only.

5. Balance between professional life and personal life

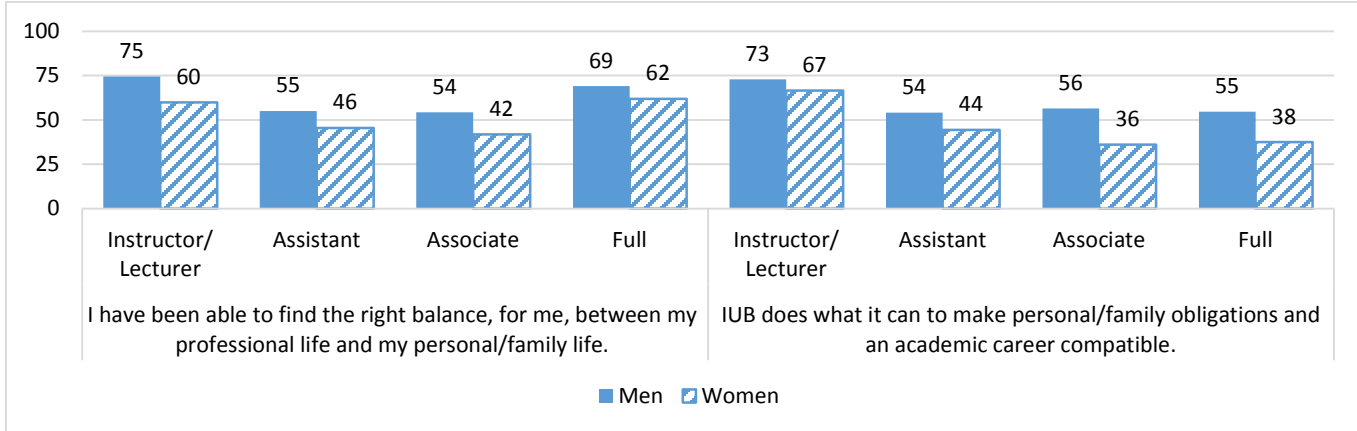
The COACHE data suggest that although both male and female IUB faculty express relatively high levels of satisfaction with some of IUB’s formal policies relating to family life (e.g., family and medical leave policies; and options for flexible workloads) (see Figure 20), women faculty are less likely than men to indicate that they have found the right balance between their professional and personal responsibilities and far less likely to agree that IUB does what it can to make personal / family responsibilities compatible with their academic career (see Figure 21). The gender gap on this latter question is particularly large at the associate and full levels (-20% and -17%, respectively).

Figure 20. Satisfaction with Family-related Policies*



* % of strongly satisfied and satisfied

Figure 21. Satisfaction with Work-life Balance*



* % of strongly agree and agree

This satisfaction gap likely reflects, in part at least, larger societal trends. There continues to be a large gender gap in allocation of domestic and family responsibilities. National surveys and studies find that, even between couples who both work full time, women tend to spend more time on housework and childcare than their partners, even though overall number of hours “worked” (including both paid and unpaid work) is relatively equal.¹³ Mothers are also more likely than fathers to say that they have reduced their work hours, taken

¹³ See, e.g., Bianchi, S. M., Robinson, J. P., & Milkie, M. A. (2006). *Changing rhythms of American family life*; Pew Research Center, Raising Kids and Running a Household: How Working Parents Share the Load (Nov. 4, 2015), available at <http://www.pewsocialtrends.org/2015/11/04/raising-kids-and-running-a-household-how-working-parents-share-the-load/>.

significant time off work, or turned down a promotion to care for a child or family member.¹⁴ Women also typically spend more time than men providing care for elderly or disabled family members.¹⁵ Two other aspects of family structure may be important to this analysis. Women are more likely than men to be single parents, or have primary responsibility for children after divorce.¹⁶ Additionally, professional men are much more likely than professional women to have spouses who are not working outside the home.¹⁷

IUB data suggest these larger patterns may help explain at least some of the gender imbalance in satisfaction in this area expressed on the COACHE survey (Table 1). Although the sample size is small, available data suggest a higher percentage of female faculty than male faculty are single with children. Additionally, at all tenured and tenure-track ranks, a much higher percentage of partnered male faculty than female faculty indicated that their spouses/partners were not employed and not seeking employment (differences ranged between -8 and -18%). In other words, male tenured or tenure track faculty are much more likely than female tenured or tenure-track faculty to have a spouse who can take on primary responsibility for household and childcare duties. The implication for IUB faculty is that single parents, and female faculty in general, may find it difficult to travel for work-related activities, and may also bear more of the burden of short-term care needs, such as those caused by local school districts' breaks that are not aligned with IUB's, or unexpected needs such as snow days. It also may be harder for faculty with caregiving responsibilities to participate in faculty events that occur outside regular business hours.

Table 1. Marital Status, Household, and Spouse Employment Status*

	Assistant				Associate				Full			
	Men		Women		Men		Women		Men		Women	
	N	%	N	%	N	%	N	%	N	%	N	%
Marital Status												
Married/Civil Union	48	76%	40	67%	90	82%	65	60%	138	90%	55	72%
Total	63		60		110		108		154		76	
Household												
Single w/o children	14	22%	15	25%	11	10%	28	26%	12	8%	17	22%
Single w/ children	1	2%	5	8%	9	8%	15	14%	4	3%	4	5%
Married w/o children	13	21%	12	20%	24	22%	25	23%	71	46%	33	43%
Married w/ children	35	56%	28	47%	66	60%	40	37%	67	44%	22	29%
Total	63		60		110		108		154		76	
Spouse/partner employment status												
Not employed and not seeking employment	9	18%	1	2%	18	20%	9	12%	55	41%	13	23%
Not employed but seeking employment	5	10%	0	0%	5	6%	2	3%	2	2%	1	2%
Employed at this institution	16	33%	26	59%	40	45%	36	48%	46	35%	21	38%
Employed elsewhere	19	39%	17	39%	26	29%	28	37%	30	23%	21	38%
Total	49		44		89		75		133		56	

*COACHE 2016 results, tenure-eligible faculty only.

¹⁴ Kim Parker, Women More than Men Adjust their Careers for Family Life, *Pew Research Center* (Oct. 1, 2015), available at <http://www.pewresearch.org/fact-tank/2015/10/01/women-more-than-men-adjust-their-careers-for-family-life/>.

¹⁵ See, e.g., National Alliance for Caregiving, in collaboration with the AARP, *Caregiving in the U.S. 2009*, available at http://www.caregiving.org/data/Caregiving_in_the_US_2009_full_report.pdf.

¹⁶ U.S. Census Bureau, *America's Families and Living Arrangements: 2017*.

¹⁷ See, e.g., Robin Wilson, *Rethinking Business Management* (2008).

Finally, data from the National COACHE Retention and Exit Survey¹⁸ indicate that 48% of female faculty, as compared to just 21% of male faculty, leaving an institution identified interest in improving spousal employment as a primary factor in their decision to leave. Although the data from the IUB COACHE retention survey are not yet available, the current satisfaction survey does show that female IUB faculty are more likely to leave the institution than male faculty. To the extent spousal employment opportunities may be driving some of these departures, IUB should assess the adequacy and efficacy of the dual career hiring/retention program.

A Note on Peer Institution Comparators

As we stated at the onset, our committee encourages IUB to be a leader in pushing for increased equity and faculty satisfaction for all faculty at all ranks. In keeping with this, we close here with a note about our peer institution comparators. Our committee began its work by examining all of the items in the COACHE survey. Women faculty reported lower satisfaction on 45 of these items. Here, we highlight the 32 items that are mentioned directly in this report. For 31 of these questions, peer comparison results by gender¹⁹ were also available. Next, our committee categorized 31 items into groups and highlight three categories in this section (see Appendix for details).

The first category includes items on which IUB ranks in the middle or above its peer cohort for both men and women faculty satisfaction, albeit with IUB men usually registering higher levels of satisfaction than IUB women do. These include items measuring satisfaction with family leave policies, clarity of standards and criteria for promotion from associate to full professor, and flexibility of workload to accommodate family responsibilities. In fact, on this last issue, women at IUB were more satisfied than men at IUB. Thus, IUB shows strength in these areas, but still might be able to improve.

The second group of items are areas where women faculty at IUB reported lower satisfaction not only than men at IUB but also than women at other peer cohort schools. Notably, on these items, men at IUB were the same or more satisfied than their male peers at other schools, suggesting the gender gap in satisfaction at IUB is particularly worthy of attention. Questions in this category included the level of satisfaction with the clarity of criteria evaluated for tenure, the clarity of the promotion process, and the quality of mentoring within the department, among others, underscoring the importance of these issues as highlighted in our report.

Finally, the third category includes items on the COACHE survey on which both men and women at IUB report lower rates of satisfaction than faculty at peer institutions. These items are areas of concern both because of the gender disparity within IUB and the disparity between IUB and our peer cohort. Particularly notable in the context of the current report are comparatively lower rates of satisfaction with the amount of support for faculty to be good mentors, the portion of time spent on research, and recognition by the dean or division head.

At the outset of this report, we stated our hope that IUB will choose to lead on issues related to gender equity and faculty satisfaction. Nevertheless, we also recognize that our peer comparators may help to identify those issues that must be identified as the highest priority for innovation and improvement.

¹⁸ https://coache.gse.harvard.edu/files/gse-coache/files/exit_infographic_09.15.17?m=1505850005

¹⁹ Data from the five peer institutions were not available. The comparison results were released by COACHE in the form of ranking. For example, areas of strength = rank 1st or 2nd among peers; areas of concern = ranked 5th or 6th among peers.

Recommendations

In light of the committee's findings, we offer the following recommendations.

Immediate goals

- Create a "clearinghouse" for faculty issues that may be particularly relevant for women faculty to provide a single, visible point of contact and direct faculty members to the relevant resources already existing on campus.
- Increase compliance with campus policy that requires annual written reviews of each Assistant Professor, Associate Professor, and NTT faculty member including "matters relevant to eligibility for promotion."
- Review tenure and promotion criteria at the school and department level to ensure that categories are well-defined and consistent with VPFAA guidelines for the campus.
- Equally and transparently recognize women's research and service activities at the department level using already established avenues (e.g., websites, departmental newsletters, faculty meetings) and make this directive part of regular workshops and training for deans, chairs and directors (e.g., directors of graduate and undergraduate study).
- Educate faculty on available research and grant funds to meet child care needs associated with work-related travel. Explore policies that allow use of research funds for dependent-care related costs.
- Create a system of continuous record-keeping and reporting so that issues related to gender remain in focus. This should include efforts to identify ways to gather data, such as information about distribution of teaching loads, service responsibilities and advising (both formal and informal), that were not yet available in the preparation of this report.
- Establish a faculty committee for monitoring progress and evaluating success of these initiatives. This committee should also re-evaluate the goals in light of updates in COACHE and other data sources in order to ensure continued progress.

Medium-term goals

- The campus must study and implement effective mentoring practices and procedures both within and beyond departments. Current practices are inadequate.
- Implement strategies to ensure the gender balance of campus-wide awards and distinguished positions reflects the faculty community. Strategies should be implemented at both the campus level (removing barriers to nomination, addition of procedures to ensure nominations match the demographics) and the department level (insisting on unbiased nomination procedures, establishing award committees, establishing clear departmental policies for who is nominated).
- Engage department chairs in conversations about all types of tenure and promotion cases (excellence in research, teaching or service, and the balanced case), ensuring multiple paths to promotion that recognize the diverse contributions that faculty make to campus.
- Assess adequacy and efficacy of dual-career hiring and retention policies.

Long-term goals

- Increase the representation of women in higher administrative positions. It will likely be necessary to create a pipeline by promoting more women to leadership positions as a precursor to higher administration. To that end, the pathway or steps that lead to leadership roles in departments should be made clearer to all faculty and the campus should invest in training future female leaders.

- Expand support for both childcare and eldercare, including for short-term or unpredictable needs. This might include additional resources to support the additional costs of research and travel related to dependent care, an “emergency fund” for unexpected care needs, and/or a need-based teaching release grant designed for junior faculty with unusually significant care responsibilities.
- Chairs, associate chairs, and other department-level leaders (steering committees, merit committees, search committees, tenure committees, DGS) should receive regular, intentional training that specifically includes equity and inclusion training.