

COLUMBIA UNIVERSITY
IN THE CITY OF NEW YORK

PRESIDENT'S ROOM

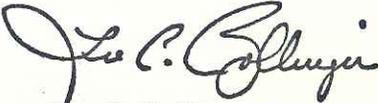
October 17, 2018

Dear members of the Columbia community:

The questions this report asks and answers about obstacles to professional advancement facing women and other under-represented faculty groups are central to our life and mission at Columbia. In the two years since this initiative was commenced, the issues that the Policy and Planning Committee (PPC) set out to explore with a rigor befitting our institution have only taken on larger significance here and throughout society. I am deeply grateful to the Arts and Sciences faculty for engaging in this careful self-examination, for identifying where we are falling short, and for pointing out where we must direct our efforts as a University. That group includes Maya Tolstoy, Interim Executive Vice President and Dean of the Faculty of Arts and Sciences, and the other members of the Policy and Planning Committee, as well as dozens of Arts and Sciences faculty who served on the three Equity Committees and the still much larger group of faculty who sat for interviews and responded to surveys.

The world class scholarship that defines Columbia depends upon diversity and upon the existence of a just and equitable environment in which a diverse faculty can thrive. Examining whether we are succeeding in achieving this is a never-ending responsibility of the institution, one that bears on every member of our community. This report says many important things, none of them more important than declaring Columbia's commitment to persist in the pursuit of these goals.

Sincerely,



Lee C. Bollinger

COLUMBIA UNIVERSITY
IN THE CITY OF NEW YORK

Executive Vice President and Dean of the Faculty of Arts and Sciences

Dear Colleagues in Arts and Sciences,

Equity is a cornerstone of integrity in the academic process allowing the best scholarship to thrive. Unfortunately, the evidence of differences in workload and salary, compounded by prevalent harassment and discrimination, is well documented across academia, as are the debilitating effects of cronyism on morale. At Columbia, we took these issues to heart and conducted a comprehensive equity study within the three divisions of Arts and Sciences faculty. Our results show that the compounding of these issues can in some cases leave women and faculty of color feeling alienated from their institution, with an unlevel playing field on which to advance their careers in the fiercely competitive world of a leading research university.

It is urgent to recognize the cumulative burden of additional service, subtle or overt discrimination, exclusion from the circles of power, or harassment. As academics we will continue to study the issues and collect data to track progress. However, action is crucial to confront the inequities. We have been able to address some of these issues even before the report was finalized, but others will require concerted and dedicated efforts over the months and years to come. Transparency, process, accountability, leadership, vigilance and especially, the help and support of all our colleagues is essential to build an environment that welcomes and supports all faculty. This will ensure that the best scholarship and teaching can thrive and that we model an equitable and respectful community for our students.

I am enormously grateful to the many faculty who contributed their time and intellectual leadership to this effort. It is work vital to the future of the Arts and Sciences at Columbia and an important contribution to the discussion writ large in higher education.

Sincerely,



Maya Tolstoy
Interim Executive Vice President and Dean of the Faculty of Arts and Sciences
Professor of Earth and Environmental Sciences

COLUMBIA UNIVERSITY

IN THE CITY OF NEW YORK

FACULTY OF ARTS AND SCIENCES

POLICY AND PLANNING COMMITTEE

EQUITY REPORTS

Natural Sciences

Humanities

Social Sciences

OCTOBER 2018

PPC MEMBERSHIP, 2017/18

Maya Tolstoy, *Professor, Earth and Environmental Sciences, PPC Chair*

Maria Uriarte, *Professor, Ecology, Evolution and Environmental Biology, PPC Vice-Chair*

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Ellie Hisama, *Professor, Music (Fall 2017)*

Eleanor Johnson, *Associate Professor, English and Comparative Literature*

Brendan O’Flaherty, *Professor, Economics (Fall 2017)*

Pablo Piccato, *Professor, History (Spring 2018)*

Seth Schwartz, *Professor, Department Chair, History*

Gareth Williams, *Professor, Classics (Spring 2018)*

Andreas Wimmer, *Professor, Sociology*

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Ellie Hisama, *Professor, Music, PPC*
Laura Kaufman, *Professor, Chemistry*
Darcy Kelley, *Professor, Biological Sciences*
Janet Metcalfe, *Professor, Psychology*
Pablo Piccato, *Professor, History, PPC*
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Maria Uriarte, *Professor, Ecology, Evolution and Environmental Biology, PPC Vice-Chair*
Tian Zheng, *Professor, Statistics*
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Ex Officio: Rose Razaghian, *Associate VP, Planning, Analysis and Curricular Coordination*

Humanities Equity Committee (HEC)

Ellie Hisama, *Professor, Music, HEC Chair, PPC*
Stefan Andriopoulos, *Professor, Germanic Languages*
Courtney Bender, *Professor, Religion*
Jo Ann Cavallo, *Professor, Italian*
Kellie Jones, *Associate Professor, Art History and Archaeology*
Eleanor Johnson, *Associate Professor, English and Comparative Literature, PPC*
Lydia Liu, *Professor, East Asian Languages and Cultures*
Robert Gooding-Williams, *Professor, Philosophy*
Patricia Grieve, *Professor, Latin American and Iberian Cultures*
Emmanuelle Saada, *Professor, French and Romance Philology*
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Social Sciences Equity Committee (SSEC)

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Rosalind Morris, *Professor, Anthropology*
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Executive Summary

An Equity Study of the Tenure-Line Faculty in Arts and Sciences at Columbia University

Academia is a vital global forum for the pursuit of knowledge and education through thoughtful research and reflection. To effectively serve this role, academia must reflect the population it serves, foster diversity of thought and backgrounds, and treat its members equitably.

Research and experience indicate that diversity is essential to excellence, and that diverse groups make better decisions and come to more robust conclusions. It is essential therefore for academia to foster and encourage diversity to stay relevant and at the leading edge of new ideas and knowledge, and to be attractive to all students.

In the fall of 2016, the Policy and Planning Committee (PPC) of the Arts and Sciences faculty at Columbia University, prompted by the relatively slow pace of improvement in the diversity of the faculty and persistent questions about the equitable treatment of faculty across groups, undertook an equity study of the tenure-line faculty within the three divisions of Arts and Sciences. The goal was to determine whether underrepresented faculty, women, and minorities (URM) are being treated equally on a number of dimensions, such as salary, workload, and leadership, as well as whether the climate they experience is the same as their colleagues and conducive to their success.

Under the umbrella of the PPC, three divisional subcommittees were formed to study faculty experience, as well as distribution of resources and workload within natural sciences, social sciences, and humanities departments. Online surveys, in-person interviews, and collection of data at the department and university level informed the committees, with IRB approval and training for committee members. The findings suggest that while most faculty are happy with their careers at Columbia, and there is parity in many areas, there are some concerning disparities between women and URM faculty when compared to their white male colleagues, particularly around climate, workload, and resources. These are outlined below, along with the associated recommendations, and are provided in detail in each of the divisional reports.

We do not think that the issues identified are unique to Columbia, but we do believe Columbia can become a leader in addressing equity issues, building on existing leadership through substantial financial commitments to diversity. The degree to which PPC and its subcommittees have been given access to sensitive data is in itself a model of the transparency we hope to promote, and forms the basis of these

recommendations. This work would not have been possible without the full support and cooperation of Arts and Sciences leadership. We are indebted to Executive Vice President (EVP) and Dean of the Faculty David Madigan for his leadership in providing exceptional access to needed data as well as substantial support for data collection and analysis. We are grateful that the faculty and administration have embraced these findings and that some of the recommendations below are already underway. Continued resources and attention will be required.

Findings and Recommendations

1 Leadership

All the subcommittees noted the lack of diversity in senior leadership within the Arts and Sciences chain of command, and in particular the lack of women in senior positions. While it varied by division, overall women were also underrepresented as department chairs relative to their representation on the tenured faculty. This was not the case for URM faculty, except at the higher levels of administration.

It was emphasized that equity and diversity issues need to become embedded and interwoven within the existing governance structure of Arts and Sciences and the Arts and Sciences EVP's Office.

Concern was expressed in the surveys and by some interviewees about a lack of transparency, unwritten rules, and a perception of cronyism and favoritism around how decisions are made. Within the surveys, these concerns seemed to be disproportionately experienced by women faculty.

Recommendations:

- Diversify Arts and Sciences leadership.
- Establish a standing committee, accountable to the EVP and with a relationship to PPC, to guide and monitor the specific implementation of recommendations.
- Increase transparency and rule-based decision making.
- Enforce and strengthen existing rules on professional conduct, including harassment, discrimination, bullying, and retaliation.

2 Faculty diversity

A 2014 pipeline report noted that diversity is still quite poor for many Arts and Sciences departments, most of which have particularly small numbers of URM faculty for most departments. The current system of target of opportunity diversity hires being substitutional after three years rather than incremental (allowing department growth) is perceived to be having a discouraging effect on the potential of that program. However, it was also noted that hiring faculty that contribute to diversity has to become part of the mainstream hiring system, and not be seen as something departments do only for target of opportunity hires. Additionally, the report indicated that some departments may need to address climate issues before they are successful in recruitment and retention of faculty who contribute to diversity.

The social sciences subcommittee found concerning indications that URM faculty may be less successful in obtaining tenure within that division, but the numbers were very small, and so this merits further investigation.

Recommendations:

- Provide incentives for departments to improve diversity, particularly at the tenure level, such as growth of faculty.
- Ensure that department climates are conducive to the success of all faculty.
- Study and address possible barriers to tenure for URM faculty.

3 Education on Climate, Inclusion, Diversity, and Equity

There were considerable differences in the experiences of women versus men, particularly at the department level. In surveys, women described department climate as far less supportive and inclusive than men did, and reported having experienced or witnessed discrimination far more often. In interviews, many women spoke of the “old boys club” environment, inappropriate comments made by their male colleagues, and other unprofessional behavior.

It is crucial to raise awareness, particularly among chairs, of the climate issues that prevail in some departments and to provide training on how to improve them. It is equally important to provide all faculty with the tools and skills needed to support a diverse environment and contribute to a positive department climate. It was recognized that in-person training is likely to be most effective, as well as

training that engages and empowers faculty to be part of the solution to issues within their own departments.

Recommendations:

- Require appropriate training for all leadership positions, including department chairs, search committee chairs, and department administrators (DAAFs or equivalent).
- Provide in-person training, with a focus on bystander training, on a voluntary basis.
- Ensure all new employees receive CIDE training and are aware of university policies.
- Empower faculty with training on how to handle difficult situations in which they feel they are targets.

4 Policy, Process, and Transparency

Many of the concerns that arose appeared to be a result of unclear policies and decision-making processes. For instance, identified inequities in the distribution of named chairs may result from a lack of transparency and process in how those decisions are made. Inequities in distribution of workload and leadership positions within a department were identified with women disproportionately serving in low-power, time-consuming roles, such as director of undergraduate studies (DUS), while men were disproportionately serving as department chairs. Many were unclear on how these decisions are made, as well as distribution of department/center/institute resources and lacked access to department or center/institute by-laws.

Recommendations:

- Ensure all departments, centers, and institutes have updated by-laws accessible online, and that department and Arts and Sciences policies are clearly communicated to all faculty and department administrators.
- Develop and review by-laws with clear guidelines for officer selection, such as chair or director, and how teaching and administrative service are distributed among faculty.
- Establish and enforce conflict of interest policies for distribution of resources and hiring.
- Evaluate policies for the distribution and appointment of named chairs.

5 Salary

Analysis of normalized anonymized salary data revealed some possible salary inequities, particularly within mid-career cohorts in the natural sciences and social sciences. The subcommittees realized that it is important that salary equity is considered in terms of peers at similar career stages rather than department average. However, the committee did not consider differences in productivity or other criteria that might contribute to salary differences. Considerable concern was expressed that Columbia has too strong an emphasis on outside offers to adjust salaries and other resources. The outside offer culture was considered by many interviewees to be counterproductive and destructive to morale. In the natural sciences, data suggested that while women and men were equally likely to obtain outside offers, women were twice as likely to accept them and leave. This is consistent with survey results that showed women were more likely to consider leaving to allow more time for research and find a more supportive environment, whereas men were more likely to consider leaving to increase their salary.

Recommendations:

- Correct any obvious salary inequities immediately.
- Create an avenue for merit- and equity-based raises without outside offers.
- Consider how service and advising are incorporated into annual salary raises.
- Have departments clearly communicate the criteria for annual raises.
- Establish a thorough and regular review of salary equity.
- Develop a long-term strategic plan to address salary compression.

6 Harassment, Discrimination, and Bullying

The online surveys documented concerning findings around discrimination and harassment, and interviews revealed many instances of bullying and other unprofessional behavior particularly within the department setting. Women were much more likely to experience these types of behavior though some men did, as well. The majority of women reported experiencing at least one instance of discrimination by their colleagues at Columbia, and almost one-third reported experiencing at least one instance of harassment by their colleagues across Arts and Sciences, with the numbers highest in the natural sciences. However, we should note that we do not know how respondents interpreted the term “harassment” (though a link to university policies was provided) and we do not know how long ago these incidents took place. Nevertheless, it is clear that

women are, on average, having to contend with additional obstacles in their professional environments compared to their male colleagues.

It is also apparent that there is considerable concern and a lack of faith in the current reporting options, and fear of retaliation was expressed. Within the PPC there was broad support for the development of some sort of system that would allow complaints to be time-stamped but not filed until the complainant was ready (e.g., they got tenure), and a system that collated complaints against individuals to allow some protection for complainants through safety in numbers. However, due process must of course always be followed, and this was always emphasized throughout the discussions.

Recommendations:

- Clearly define what constitutes harassment, discrimination, and bullying.
- Adopt a policy defining harassment, discrimination, and bullying as professional/research/scientific misconduct within Columbia.
- Implement an information escrow system to preserve and collate reports of misconduct.
- Work with the relevant offices to encourage review and reform of the existing reporting system to establish trust and confidence in the process.

7 Workload

Significant differences were identified in workload around committee work in particular. Women and URM faculty participated in slightly more committee service at the department level, but almost twice as much at the university level. It was noted that at the university level this was likely due to a laudable desire to have diverse committees, but care must be taken not to overburden these faculty, ensuring that their efforts are focused on the committees that shape the future of the university. The additional department-level burden for women and URM faculty in departments where they are underrepresented was also noted in terms of “invisible labor,” such as the informal advising of students, where they are seen as role models.

Recommendations:

- Establish equity in assigning teaching and service, including as directors of undergraduate or graduate studies; avoid assignment of DUS/DGS to untenured faculty where possible.

- Establish a system to reward service and recognize invisible labor, including formal and informal advising of students and low-level administrative tasks.

8. Work/Life

Parenting and caregiving responsibilities were reported as an issue of particular concern by humanities faculty, as detailed in the Humanities Equity Committee (HEC) report. While faculty in other divisions reported concerns about schooling and childcare, there were not significant differences in the concerns reported between male and female faculty. The PPC has formed a subcommittee to study childcare and schooling issues across Arts and Sciences.

Recommendations:

- Clarify policies regarding teaching relief for birth mothers in the semester they are due.
- Provide more substantial needs-based resources for early childcare or family care.
- Provide transparency on admissions to The School at Columbia and consider how to distribute that subsidy more broadly and evenly.
- Consider developing an on-site daycare.

9 Continued Vigilance

It was evident that the work conducted here is just the start of what needs to be sustained effort to study and address the issues identified. Much of the data collection could have been more efficient and robust if more systematic records had been kept.

Recommendations:

- Continue and deepen analysis of the situation of URM faculty across divisions.
- Conduct regular climate, workload, and satisfaction surveys.
- Conduct regular salary equity studies.
- Maintain data collection and organization for regularized reporting on equity across issue areas.
- Replace annual faculty information form with an online system to generate department-level data on distribution of teaching, research, and service.
- Conduct faculty exit interviews.

Acknowledgements

The work described here represents the efforts of many faculty and staff. The study was initiated within the PPC in response to the Columbia University Senate's Commission of the Status of Women 2014 Pipeline study. Professor Maya Tolstoy led the PPC's equity subcommittee that formed the divisional subcommittees, as well as leading the natural sciences subcommittee within that. Professors Ellie Hisama and Pablo Piccato led the humanities and social sciences subcommittees respectively. Dr. Rose Razaghian and her office under the direction of Executive Vice President David Madigan led the study of university-level data and framing these data within the context of the study goals. The three divisional subcommittees, listed in the individual reports, consisted of 26 faculty across departments in Arts and Sciences, and contributed enormous amounts of time, thought, and effort into the collection of department data, discussion and evaluation of all the data collected, and input for the development of recommendations described in this executive summary. The PPC, the Arts and Sciences Executive Committee, and divisional deans provided a governance overview and feedback on all documents, particularly the recommendations. These recommendations were based on input from all the divisional subcommittees, and a variety of internal and external experts and key personnel that PPC met with over the course of the 2017-18 academic year in response to the findings.

PPC Membership 2017-2018

Maya Tolstoy, *Professor, Earth and Environmental Sciences, PPC Chair*

Maria Uriarte, *Professor, Ecology, Evolution and Environmental Biology, PPC Vice-Chair*

Richard Davis, *Professor, Department Chair, Statistics*

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Seth Schwartz, *Professor, Department Chair, History*

Gareth Williams, *Professor, Classics (Spring 2018)*

Andreas Wimmer, *Professor, Sociology*

FACULTY OF ARTS AND SCIENCES

**POLICY AND PLANNING COMMITTEE
NATURAL SCIENCES EQUITY REPORT**

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SECTION 1: Executive Summary

Columbia University's Faculty of Arts and Sciences (FAS) lies at the heart of Columbia's educational mission and is a core contributor to its research and scholarly excellence. Faculty members are the engine of the unit and are leaders in their respective fields. However, the diversity of our faculty does not match the diversity of our students, nor of the available talent pool for faculty positions. Diversity of perspectives and contributors is essential if we are to achieve excellence in research and scholarship. Creating and maintaining a diverse workforce is partially accomplished through hiring, but equally important is a work environment based on respect, inclusion, and equal treatment. Equity, inclusion, and diversity are inextricably linked.

In response to concerns about the pace of improvement in faculty diversity (2014 Pipeline Report) the Policy Planning Committee¹ (PPC) undertook a broad survey of faculty in Arts and Sciences (A&S), focusing on the experiences of women and underrepresented minorities (URM) as compared to those of their white male colleagues. For practical purposes, this work was separated with respect to the three Arts and Sciences divisions: humanities, natural sciences, and social sciences. This report presents the findings of the Natural Sciences Equity Committee (NSEC), a subcommittee of the PPC.

While many women and URM faculty had positive things to say about their experiences as faculty members in the natural sciences, significant issues around the workplace climate emerged from surveys and interviews. These included: particularly high rates of harassment experienced by female faculty members, a high rate of reported discrimination, and widespread concern about cronyism at the departmental level. In addition, data gathered by the committee showed disparities in workload, composition of search committees, and subtle inequities in salary. The number of URM faculty in natural sciences is so small that we were unable to separate out those results, but in general they tended to mirror the experiences of female faculty. We suspect these findings are not unique to Columbia, as other studies have shown similar patterns within the sciences broadly. Nevertheless, this report should serve as a wake-up call to address widespread dissatisfaction of women and minority colleagues and the harassment to which many reported themselves subjected. We encourage all faculty members to contribute to solutions by taking responsibility for departmental practices, for equitable distribution of workload and compensation, and wherever possible, intervening to prevent future instances of the problematic behavior described in this report. We also call on the university leadership, from department chairs to the president, to recognize these issues and take urgent action to address them. Tackling equity issues and department climate will provide a strong foundation on which to begin to address the glaring diversity issues in natural sciences around women and URM, and improve the climate for all faculty.

Finally, the committee acknowledges that the depth and breadth of this report was only possible because of the exceptional support and transparency of Executive Vice President of Arts and Sciences David Madigan, providing a role model for strong leadership on diversity going forward.

¹ The [Policy and Planning Committee](#) (PPC) is the only body elected to represent the Faculty of Arts and Sciences to the Arts and Sciences and university leadership.

Major Natural Sciences Climate, Workload, and Salary Issues Identified:

- The extremely low numbers of URM in natural sciences prevented substantive quantification of experiences of non-white faculty, but minimal data suggested that URM of both genders face many of the same issues as women, and likely additional ones, as well.
- Fifty-five percent of women and 18 percent of men survey respondents reported experiencing harassment by their colleagues at Columbia.
- Sixty-five percent of women survey respondents reported experiencing discrimination by their colleagues at Columbia.
- There is widespread dissatisfaction with discrimination and harassment reporting options at Columbia.
- Female faculty were less likely than men to feel that their colleagues value their research, their departments valued their service, and their chairs created a collegial environment.
- Female faculty were more likely to believe that there were unwritten rules, to feel excluded from their department's informal network, and to feel that they had to work harder to be taken seriously.
- Female faculty were less likely to agree that criteria for tenure are clearly communicated and less likely to receive satisfactory mentoring.
- Forty-three percent of interviewees (both male and female URM) spontaneously raised concerns about cronyism in their department.
- Among interviewees, there was widespread acknowledgement of and dislike for the "outside offer" culture, which requires an outside job offer to obtain any improvement in salary, housing, or other resources.
- Female faculty were equally likely as male faculty to obtain outside offers, but were then twice as likely to leave.
- Women were much more likely to consider leaving to find a more supportive environment and reduce stress than men, but less likely to consider leaving because of child/spouse issues.
- Female faculty reported being overall less satisfied with their jobs than male faculty and experiencing higher stress with respect to a suite of issues including scholarly productivity, committee responsibilities, and department climate issues.
- Female faculty served on slightly more department committees and twice as many university-level committees as male faculty, and were more likely to serve on time-consuming but low-power committees within their department.
- Female faculty had particularly high service loads around undergraduates, and represented 54 percent of the directors of undergraduate studies (DUS) despite representing only 22 percent of the faculty.
- Female faculty were underrepresented relative to their department demographics in 50 percent of searches and represented only 12 percent of search committee chairs.
- Female faculty were similarly likely as men to be members of the National Academy of Sciences, despite being on average eight years less senior academically, but they were less likely to hold named chair positions.

- Female faculty in the 25 years or less post-PhD cohort were on average paid less than their male counterparts.

SECTION 2: Report History

In March of 1999, Massachusetts Institute of Technology (MIT) issued a ground-breaking report entitled, “A Study on the Status of Women Faculty in the Sciences.” This study documented gender discrimination at MIT that was described as “subtle but pervasive,” and found discrepancies by gender across the board in issues such as space, salary, and representation in leadership and powerful committees. MIT President Charles Vest embraced the findings, stating, “Our remarkably diverse student body must be matched by an equally diverse faculty.” MIT took immediate steps to address the inequities. Between 1999 and 2011, the number of female faculty at MIT nearly doubled. Follow-up studies also showed significantly improved satisfaction among female faculty, though the need for constant vigilance was noted.

In 2001, the Commission on the Status of Women (CSW)—a Columbia University Senate subcommittee—conducted a pipeline study looking at the progress of women in Arts and Sciences at Columbia by examining change in percentages of women undergraduate students, graduate students, tenure-track faculty, and tenured faculty over a 10-year period. Progress in increasing the representation of women in the faculty had been slow, and the Office of the Vice Provost for Diversity was established.

See Figure 1 and Figure 2 for historical change in demographics in the natural sciences.

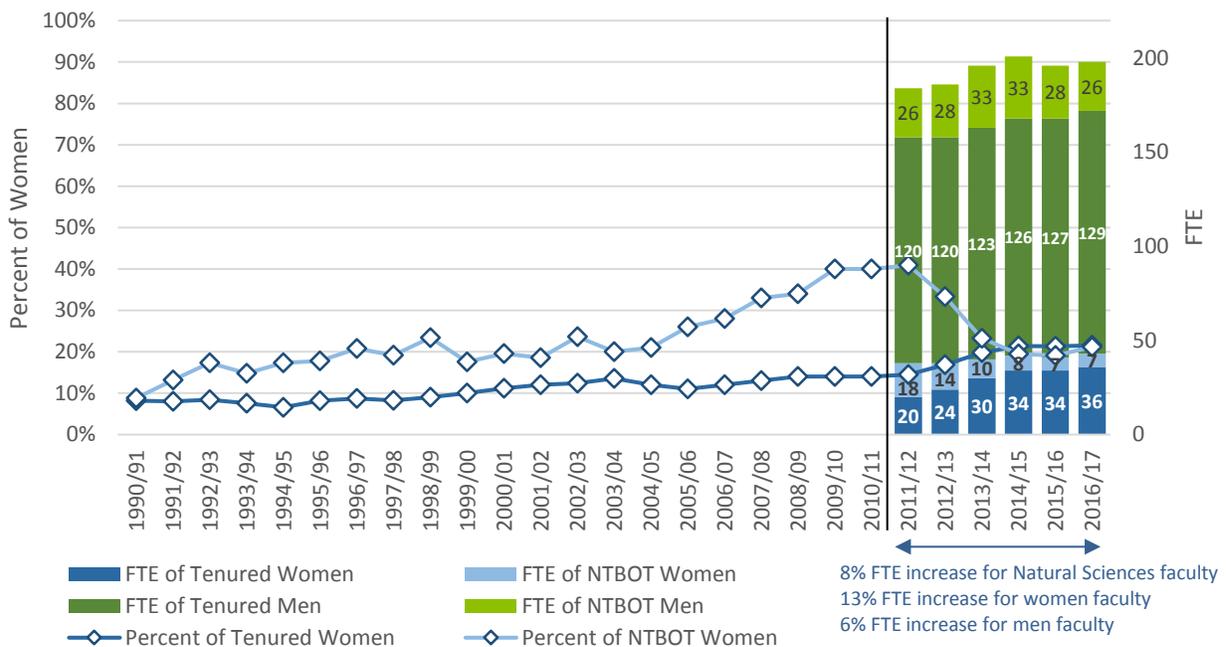


Figure 1. Women Faculty in the Natural Sciences, 1990/91-2016/17

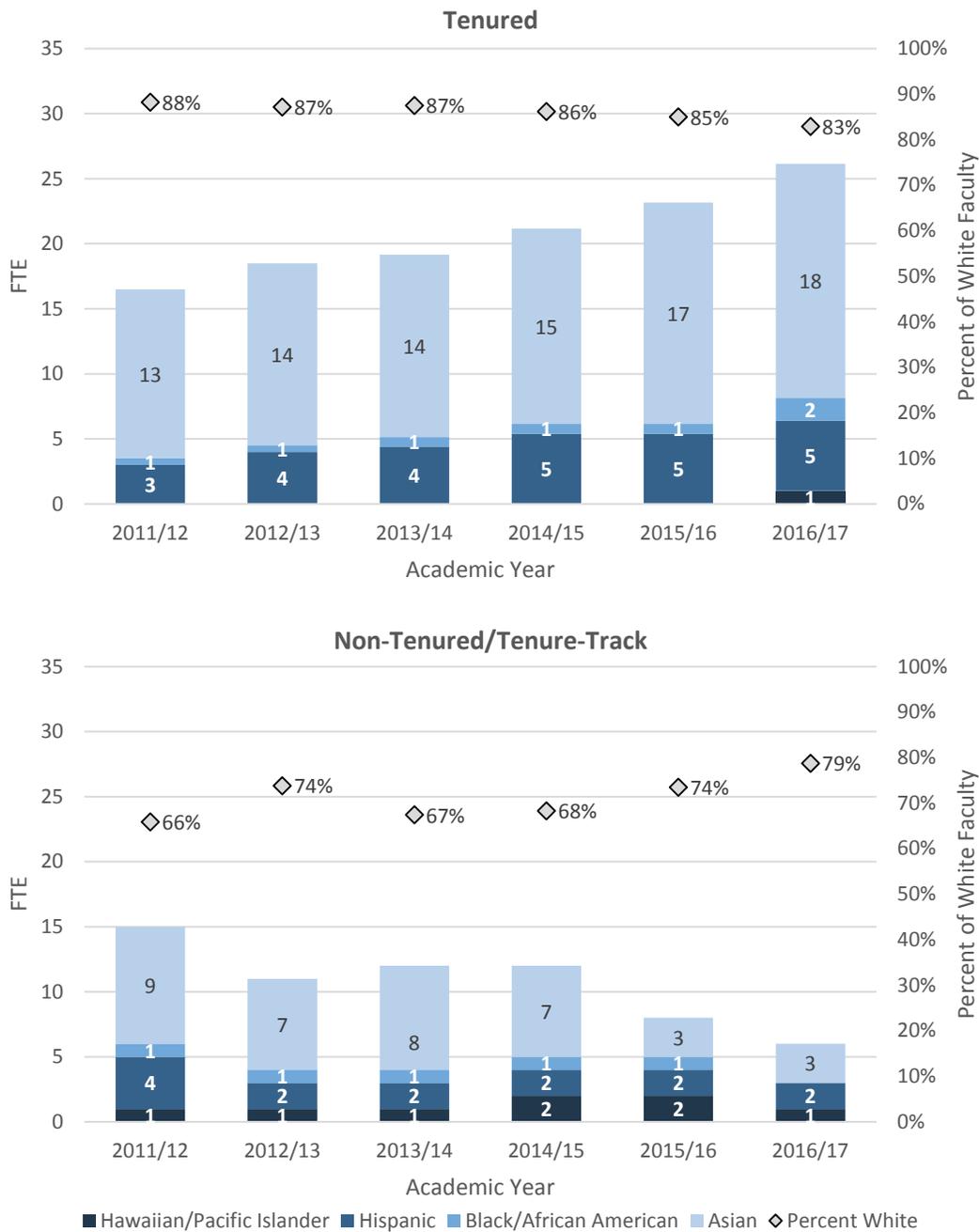


Figure 2. Under-Represented Faculty in the Natural Sciences by Ethnicity, 2011/12-2016/17²

In 2014, a follow-up Commission on the Status of Women Pipeline study found that the establishment of the diversity office led to an initial upturn in the representation of women in the natural sciences faculty. However, after funding for the office initially dropped and the focus broadened, progress slowed. Representation of female tenure-track faculty members in the

² Race and ethnicity are self-reported and can be changed and updated by faculty at their discretion. As a result, there may be small fluctuations in these counts over a historical time period.

natural sciences plateaued, then declined between 2011 and 2014, and subsequently stagnated, despite a significantly higher percent of women in the student pipeline. As a result, women currently make up ~21 percent of the untenured natural sciences faculty, down from ~40 percent between 2009-2011. Only about 22 percent of tenured faculty members are women. The report also noted that the more common route to tenure for women at Columbia is through promotion rather than external senior searches. The very small proportion of untenured women on our faculty does not augur well for future success in this arena. Columbia would have done well to pay attention to the MIT's recommendation for constantly monitoring progress and addressing issues as they arise.

It is worth noting that the 2014 Commission on the Status of Women Pipeline report had been underway since 2011, but was stalled due to problems accessing complete data until the appointment of Executive Vice President of Arts & Sciences David Madigan in 2013. At this point the committee was given unprecedented access to all the data it needed and was able to quickly complete its work. Without transparency in data such issues can languish in the dark for years with little progress. Only with leadership willing to tackle such issues directly and openly can progress be made.

The 2014 Commission on the Status of Women Pipeline report recommended that Arts and Sciences carry out an MIT-style equity survey to assess the climate for female faculty members in the natural sciences, humanities, and social sciences. A Quality of Life Survey conducted by the University Senate in 2015-16 also contained data suggesting among other things, a difference in job satisfaction level between male and female faculty in Arts and Sciences, as well as differences in perceived stress level and workload. In 2016, the PPC, the principal governance body of the Arts and Sciences faculty, established a diversity sub-committee. Women are by no means the only underrepresented group within the faculty. Over this same period, students and faculty members have raised this issue in many ways, including the hunger strikes that led to enhancement of diversity recruitment through the Center for the Study of Ethnicity and Race (CSER). In the Spring of 2017, the PPC established the Natural Sciences Equity Committee (NSEC) and, in collaboration with the Executive Vice President (EVP), carefully considered its makeup. A representative (not a current or recent chair) was selected from each department to reflect department-specific factors, along with members of the PPC's diversity sub-committee (Appendix A). The EVP's office has fully supported the PPC and the NSEC by providing access and significant help in gathering, collating and presenting these data.

SECTION 3: Committee Charge

The PPC charged the NSEC with undertaking a comprehensive evaluation of the experiences of women and URM tenure-line faculty members within the natural sciences at Columbia. Preliminary data gathered by the PPC, prior to the formation of the NSEC, suggested inequities in faculty experiences. Based on studies elsewhere—notably MIT in 1999, 2002, and 2011—the PPC concluded that the direct experiences of faculty members would be most informative for the university. To this end, the PPC recruited members of the natural sciences faculty to

oversee the gathering of the information within each department, with the help of the department directors of academic administration and finance (DAAF). The department representatives, along with the PPC's diversity sub-committee met as a committee to survey all faculty in the natural sciences, as well as interview women and URM faculty members, and discuss and summarize the findings.

During the period in which surveys were administered and interviews conducted, women made up 21 percent of natural sciences tenure-line faculty members. Eighty-two percent of the natural sciences faculty were white, 11 percent were Asian, one percent were black/African American, four percent were Hispanic/Latino, one percent were Native Hawaiian/Other Pacific Islander, and two percent were undisclosed. The number of URM faculty members within the natural sciences division was, however, very small and this factor both created difficulties in confidentiality and precluded robust statistical analyses for this group. Surveys and interviews, however, suggest that experiences of URM faculty and female faculty are often similar.

For the remainder of this report we will refer to 'white male faculty' as 'majority faculty', and women and URM faculty as 'minority faculty.' Where we are referring specifically to female faculty only, we will use the terms 'women faculty' or 'female faculty' and will use the terms 'men faculty' or 'male faculty' where we are referring to all male faculty (including URM).

SECTION 4: Data Collection

Shaped in part by the standard-setting 1999 MIT study of gender equity in the sciences. The NSEC gathered data from faculty members in the natural sciences. Confidentiality and data security standards were approved by Columbia's Institutional Review Board (IRB) and all committee members and administrators completed "human subjects" training.

To ground its conclusions and recommendations, the NSEC used complementary data and observational metrics in tandem with direct feedback from faculty. Despite the low proportion of women and other underrepresented groups in the natural sciences, the multi-pronged approach to data gathering provided a reasonably comprehensive overview of the strengths and challenges that faculty face at Columbia.

The committee examined **faculty composition** by gender and race/ethnicity including the distribution of faculty members who had received outside offers but decided to remain at Columbia, as well as those who chose to leave for other positions in academia. We explored the composition of **department leadership** through the lens of department chairs and department committees, including search committees. **University leadership**, focusing on participation in university, Provost, Arts and Sciences, and School committees, was analyzed as well.

Faculty **teaching**, number of classes, and directors of undergraduate studies (DUS) and graduate studies (DGS) were tallied. The committee examined **salaries**, including salary changes as a result of retention offers; **recognitions of achievement**, such as named chairs;

as well as external and internal awards. The distribution of **space**, both office space and, when applicable, laboratory space, was evaluated where feasible, but only a few departments were successful in obtaining these data.

While committee members discussed metrics for evaluating faculty research output, they concluded that differences among fields and subfields, the high variance in journal selectivity, and endogeneity (i.e. members of a group have different rankings because they are part of the group) precluded informed assessments across departments. However, our analysis of awards provides some evidence that there is no difference in the level of accomplishment of faculty by gender. It is worth noting that ~17 percent of the tenured female faculty are fellows of the National Academy of Sciences (NAS) and many others have prestigious awards. In fact, despite the average age of female faculty being eight years less than male faculty, they are equally likely to be in the NAS compared to their male colleagues (~16 percent). This supports an interpretation that disparities noted in this document are not likely to be related to level of professional accomplishment by female faculty.

In addition to observational data, we gathered feedback on all natural sciences faculty experiences at Columbia through a confidential survey, an anonymous survey, and individual interviews with minority faculty. The **confidential survey** included questions about satisfaction with Columbia and careers, workload, work environment, opportunities for collaboration, sources of stress, department fit and climate, requirements for tenure, and mentoring. The **anonymous survey** asked about reasons for staying at or leaving Columbia, outside offers, department climate, and incidence of harassment and discrimination. The results of both surveys were presented at the aggregate level only. In addition, the identities and departments of the respondents who participated in the anonymous survey are, by definition, inaccessible.

Finally, all female faculty members and all URM male faculty members were invited to participate in **individual interviews** with at least two, but often three, committee members who were not in the faculty member's department. In preparation for the interviews, committee members met with representatives of the Office of Equal Opportunity and Affirmative Action (EOAA) and University Life to become familiar with maintaining confidentiality and university requirements for reportable incidents such as sexual assault. Interviewees previewed the NSEC questions, which covered research, teaching, service, experience in the profession, and vision for the future, as well as the consent form outlining the benefits and risks for participation and standards of confidentiality, ahead of the meetings.

Core findings are summarized below. Questions for the interviewees can be found in Appendix B. Many interviewees came with their own list of topics and many quickly veered off the standard list. Statements made by interviewees relevant to the topics being discussed are indicated here using italics. In all, 24 women and four male URM faculty members were interviewed. Many concerns of the male URM interviewees mirrored those of the women, but because of the small number of URM faculty in the natural sciences we do not separate out those results.

Limitations

While every attempt was made to make this study as rigorous as possible, limitations in considering these data apply. First, the interview and online survey data are “self-reported” and participation rates varied from 56 percent (for women interviewing) to 32 percent (for men participating in the anonymous survey). In this situation there is a concern that those volunteering to answer questions might be disproportionately those who were dissatisfied. However, if this bias exists, it would presumably be similar for men and women survey respondents. Also, we did not interview white male faculty, and so for the anecdotal data gleaned from the interviews such as cronyism, inclusion, and optimism, we rely on the responses to the online survey that address these topics through, for instance, department climate or discrimination.

Another concern with “self-reporting” is that just because an individual “perceives” something as happening, it does not mean that it actually happened in the way they perceived it, and the survey does not collect data on how “serious” versus “minor” reported issues were. We focus primarily on situations where clear and striking differences or signals were observed. Even if some of the events were more “perceived” than real, the fact that they are perceived is still impacting the experience of that individual and influencing how they feel about their work environment at Columbia. However, the limitations for events being “perceived” works both ways, and some faculty may be experiencing something that they do not perceive to rise to the level of a formal issue (e.g. discrimination or harassment), when in fact it does meet the Columbia or legal definition of such behavior.

Committee work data was collected through self-reported annual “Faculty Information Forms” that faculty generate, but being assigned to a committee is unlikely to be misperceived. Department-level committee work was also collected by department representatives through looking at department assignments, and supported the findings of the centrally collected data. Much of the data, such as teaching, named chairs, search committees, and department chairs were collected directly from Arts and Sciences records. These are not limited by self-reporting, and can be considered robust.

SECTION 5 Core Findings

The interviews resulted in a number of consistent themes that recurred across departments. None of the core issues raised below were limited to one or even two departments, and many were raised by individuals representing the majority of the departments (five or more). Overall, about one-third of interviewees were happy with their departments, about one-third saw issues but felt they were basically okay, and about one-third had major issues in their departments and were notably unhappy and/or disengaged.

Many of the data studied or questions asked show equity or perceived equity within the reasonable limitations of the data. In particular, it was notable that there were no differences in the numbers of internal and external awards by gender, including as previously noted, NAS

membership. There were no striking differences in the amount of teaching, and over the last decade, with the exception of two years, women were proportionally as likely to be department chairs, though four of nine departments had never had a woman chair. See Figure 3.

In the online surveys, there were numerous areas where women and men appeared to be equally content (or discontent). There were, however, also areas where they were notably not, and a few areas that caused particular concern. The goal of this report is not to paint a picture of doom and gloom about the situation, but it is to highlight areas that need to be addressed to ensure an environment that welcomes and encourages diversity and diverse thinking. Therefore, we focus in this section on the core findings where action may be required to improve equity and environment. Many of the actions are likely to improve the work environment for all demographics, and some of the concerns highlighted, particularly in the interviews, are almost definitely not limited to minority faculty, but negatively impact many majority faculty, as well.

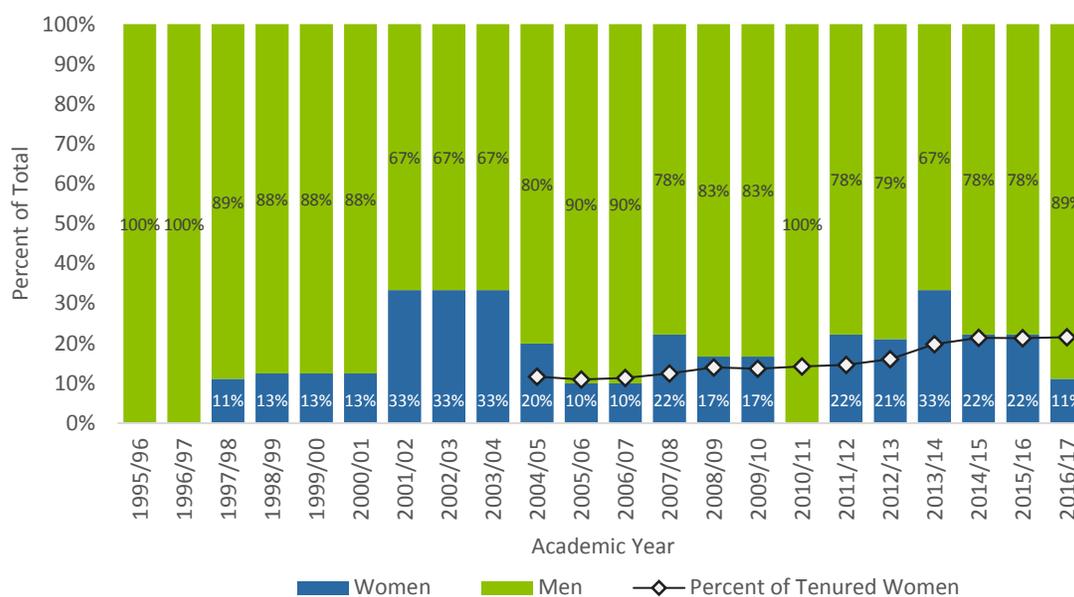


Figure 3. Department Chairs in the Natural Sciences by Gender, 1995/96-2016/17

Overall, the surveys and interviews conducted by the NSEC demonstrate that the natural sciences diversity goals are being adversely affected by the climate experienced by faculty, at both department and university levels. Examples of climate issues include bias (both implicit and explicit), discrimination, and harassment. Climate is also a contributor to the widespread perception that efforts (teaching, committee service) and accomplishments (discoveries, funding, awards) are frequently undervalued for minority faculty in the natural sciences. In addition, some core inequities in workload, compensation, and representation on search committees and other powerful positions are identified. In this section, we identify the core concerns of faculty that relate to **climate**, **workload**, and **salaries**, and additionally discuss how these findings impact the goals of **diverse hiring and retention**, as well as the **cumulative**

impact of these issues. The goal is to understand what challenges the issues identified create for providing the kind of supportive environment—for all Columbia faculty members—that is required to accomplish our mission of excellence in research and teaching. Recommendations for how these challenges might be effectively addressed will be summarized when the final Arts and Sciences-wide report is released, so that all divisional reports can be considered. This will allow the PPC to consider which recommendations are division specific, and which should be Arts and Sciences-wide.

Climate

*Implicit Bias:*³

Inequality in the distribution of resources and responsibilities and lack of diversity have effects that can have a clear negative impact on interactions within academic communities. While the majority of interviewees believe that most of their colleagues are well intentioned when it comes to diversity issues (“*The men try when they think about it. They try.*”), many were nonetheless troubled by implicit bias⁴ as interview excerpts demonstrate below:

“We are fighting against a strong null hypothesis that we are unworthy until we prove ourselves.”

“Without doing anything you are already in a very stressful situation and colleagues don’t understand.”

“Any one [incident of implicit bias] wouldn’t be a big thing, but cumulatively you see a pattern.”

“From the graduate students their lack of respect is so obvious it’s hurtful. Faculty are better at covering it up. Students never invite me to give a seminar like they do for my male colleagues.”

“Across the department there is not a lot of awareness [of implicit bias] in writing or reading reference letters.”

Decision-making at all levels—from hiring and promotion to student selection—was widely thought to reflect this source of bias. (“*Unconscious bias is blatant, but not recognized as such.*”) However, it was noted that even one person (including a majority group member) on the relevant committee who is cognizant of these issues can make a significant difference in recognizing and mitigating this source of bias.

“There was a symposium organized by the [relevant CU center] and they didn’t have a single woman speaker – and that field is dominated by women. [On telling the symposium organizer,]

³ **Bias** - prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair.

⁴ **Implicit Bias** - refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. A more detailed explanation of implicit bias can be found here: https://obamawhitehouse.archives.gov/sites/default/files/microsites/ostp/bias_9-14-15_final.pdf
<https://link.springer.com/article/10.1186%2Fs41235-017-0065-4>

he said – “How blind of me? I have daughters.” He was receptive and changed it and had a woman keynote speaker.”

“My main complaint is a lack of mechanism to train the majority of my colleagues.”

A number of interviewees noted the lack of diversity in who was invited to give seminars in their departments, while others felt their careers had not been affected by bias.

“I can’t say that at any time I’ve felt discriminated against for being female. Yet, in my field, studies have shown that when symposia are organized by women, there are more women speakers.”

“I am often the only one who thinks of women [to invite]. This happens with minorities too. The diversity people are the only ones who invite diversity guests. This is really obvious in the department.”

“People often want to invite their buddies. But women, Asians and Hispanics aren’t their buddies. And non-buddies are not as much fun to take out to dinner as their buddies.”

“I do see a bias in the seminar list. There has been no oversight to balance the speaker list.”

Others noted subtle differences in how they were treated—both in their field at large and by colleagues at Columbia.

“I get weird comments on referee reports and grant proposals – for example, referees say they ‘can’t tell if I’m a leader’ simply because I’ve sometimes worked with more senior colleagues, even when my leadership is clear. Or they say, ‘She seems very confident about what she’s talking about.’”

“Colleagues predominantly address their questions to my male collaborators.”

“When women write papers with senior authors, they dismiss her papers by saying, ‘It’s not her idea.’ At one point, my (male) PhD student wrote a paper and my department attributed it all to him. (It is) constantly a difficult situation to make choices – white males don’t have this problem – we have to choose between being generous (including other authors) and having to do what we need to do for ourselves to be recognized. We choose not to be a jerk – but we are conscious that in order to move forward we need to learn to be a jerk. White male privilege – they can get away with not being a jerk – women cannot.”

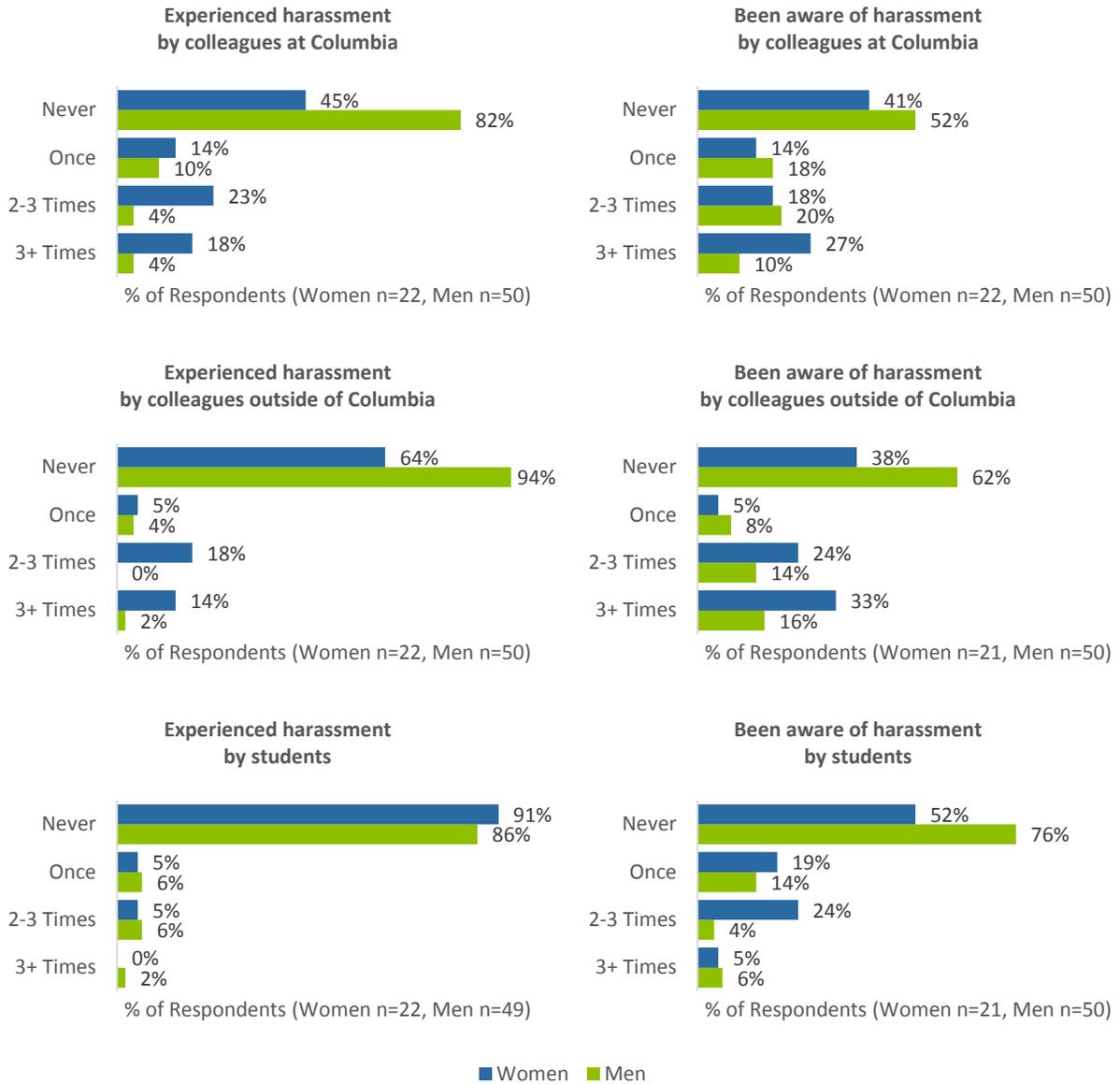


Figure 4. Questions on Harassment from the Natural Sciences Anonymous Survey, Spring 2017

Harassment

While few interviewees raised harassment⁵ as an issue, the anonymous survey showed that 55 percent of women respondents had experienced harassment by colleagues at Columbia and 41 percent of women respondents had experienced more than one instance of harassment. Comparable figures for male faculty members are 18 percent and eight percent, which is also unacceptably high, but factors of three to five lower than for female faculty. For harassment by colleagues outside of Columbia, the numbers were slightly lower (37 percent [women] vs six percent [men] for one or more instance, and 32 percent [women] vs two percent [men] for more than one). Women were slightly less likely than men to report harassment by students. See Figure 4. The higher reported harassment rate by colleagues inside Columbia compared with colleagues outside Columbia could be due to faculty spending more time at Columbia than in other professional settings. However, the fact that more than half of female faculty report harassment by their colleagues suggests that in the current Columbia natural sciences environment, professional standards are not sufficiently upheld.

Discrimination

Women were also much more likely than men to report having experienced discrimination by colleagues at Columbia (65 percent [women] vs 10 percent [men]) by colleagues outside of Columbia (60 percent vs six percent) and by students (20 percent versus six percent). While the numbers are very small (two of five total respondents), 40 percent of URM men reported experiencing discrimination by colleagues at Columbia. While some men recognized that both discrimination and harassment were experienced by *others* both inside and outside the university, they were less likely than women to be aware of discrimination and harassment as widespread. With regard to all cases (inside or outside the university), fewer than half (38 percent to 48 percent) of male faculty members reported to know about discrimination or harassment of other faculty members as opposed to 59 percent to 74 percent of female faculty members who reported to know of such cases. See Figure 5. Lack of awareness makes it more difficult for majority faculty members to help reduce discrimination and appreciate the differences in opportunity and environment for minority faculty. Despite the apparent difference in awareness of these specific challenges, women and men have similarly low perceptions that “opportunities for women (and underrepresented minorities) are equivalent to those for men” as discussed in *department climate* below.

⁵ **Discriminatory Harassment** (Columbia Policy)

Harassment is defined as subjecting an individual to unwelcome conduct, whether verbal or physical, that creates an intimidating, hostile, or abusive working, learning or campus living environment; that alters the conditions of employment or education; or unreasonably interferes with an individual’s work or academic performance on the basis of the individual’s membership in a protected class. Harassment may include but is not limited to: verbal abuse; epithets or slurs; negative stereotyping; threatening, intimidating or hostile acts; denigrating jokes; insulting or obscene comments or gestures; and display or circulation (including in hard copy, by email or text, or through social media) in the working, learning and living environment of written or graphic material that denigrates or shows hostility or aversion toward an individual or group. Sexual harassment and gender-based harassment, which are described further in the link below, are forms of discriminatory harassment.

http://eoaa.columbia.edu/files/eoaa/content/EOAAPolicyFebruary2017.final_.pdf

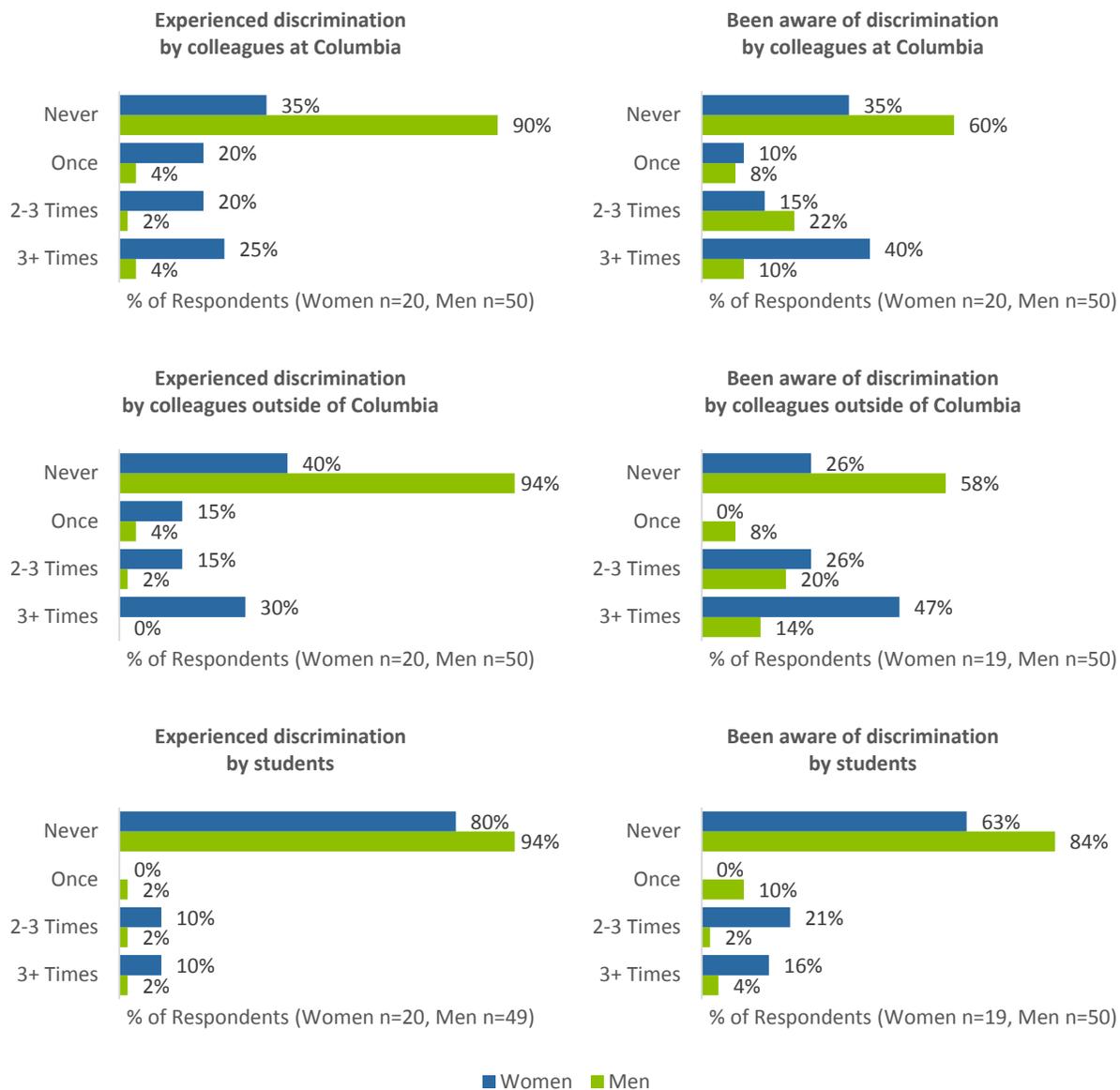


Figure 5. Questions on Discrimination from the Natural Sciences Anonymous Survey, Spring 2017

Of note, only one woman and three men (one white, two URM) reported filing an official complaint reporting harassment or discrimination to the EOAA, and of those, only one, the white man, was satisfied with the outcome. The EOAA office was widely viewed as ineffective, and “only concerned about someone suing the university,” and the Ombuds Office as “toothless” (by design). The “defensive posture” taken by the EOAA office was viewed as “missing an opportunity to educate people” who might benefit from understanding why their behavior is offensive. “There is no real independent body within the university that adjudicates a complaint—no outside council.” It appears that faculty largely chose to “tough it out” and hoped it would go away. A “profound fear of retaliation” is a realistic concern, and women/URM faculty are stuck in a simply untenable position either way. One interviewee noted, “It’s not obvious that the EOAA office works to protect the complainant,” while another noted that despite diversity

efforts, *“There has been no real structural change that has allowed me to voice my concerns without retaliation.”* In severe cases the only attractive option may be to look for employment elsewhere.

Department Climate

While the climate for minority faculty varies by department and by individual, overall the departmental climate is perceived to be more hospitable for majority faculty. While some women and URM men spoke warmly of their department climate (*“My colleagues are great and they’re very supportive,” “My experience so far has been awesome – the department is supportive, mentorship from female colleagues,” “My department is quite collegial,” “I feel fortunate with my department,” “Pretty happy with the department,” “I’ve had tremendous support from my department”*), others noted numerous instances of lack of inclusiveness (*“Smoke-filled room before faculty meetings – the atmosphere is oppressive,” “It feels like a boys’ club”*) or an unwelcoming environment (*“hostile environment to work in”*) that does not encourage differing opinions (*“There is retaliation if one expresses opinions against core groups”*). The online survey showed some striking disparities in how women perceive their department compared with men.

The responses of female faculty indicated that they felt less valued by their departments than male faculty did. Female faculty members are less likely than men to agree or somewhat agree that their colleagues value their research (56 percent of women vs 84 percent of men) and that the department values their service (65 percent of women vs 82 percent of men). While not true for all, women are also more likely to believe that there are “unwritten rules” (65 percent of women vs 41 percent of men), that they are excluded from the department’s informal network (43 percent of women vs 24 percent of men), and that they have had to work harder to be taken seriously (48 percent of women vs. 12 percent of men). See Figure 6.

“Our field is proactive in this regard, but women’s ideas are undervalued. Sometimes you feel you are not heard.”

“A man in the department just asked two other men to work with him on a project which I am an expert in, but the two guys have no expertise in.”

These perceptions may relate to departmental climate or culture. Women were significantly less likely to report that the chair of their department had created a collegial and supportive environment than were men (52 percent vs 72 percent), and were less likely to respond that they could comfortably raise a personal/family issue when scheduling meetings (65 percent of women vs 78 percent of men). The perception that “the climate and opportunities for female faculty in my department are as good as those for male faculty” was similar for the sexes: 30 percent of women and 35 percent of men fully ‘agreed’ that opportunities for women are as good as those for men—a number which is remarkably low for both groups. Similarly, only 26 percent of women and 35 percent of men ‘agree’ that opportunities are as good for minorities as for non-minorities. See Figure 7. It is a notable mismatch that despite recognizing that

opportunities may not be as good, 60 percent of men reported not being aware of any discrimination by colleagues.

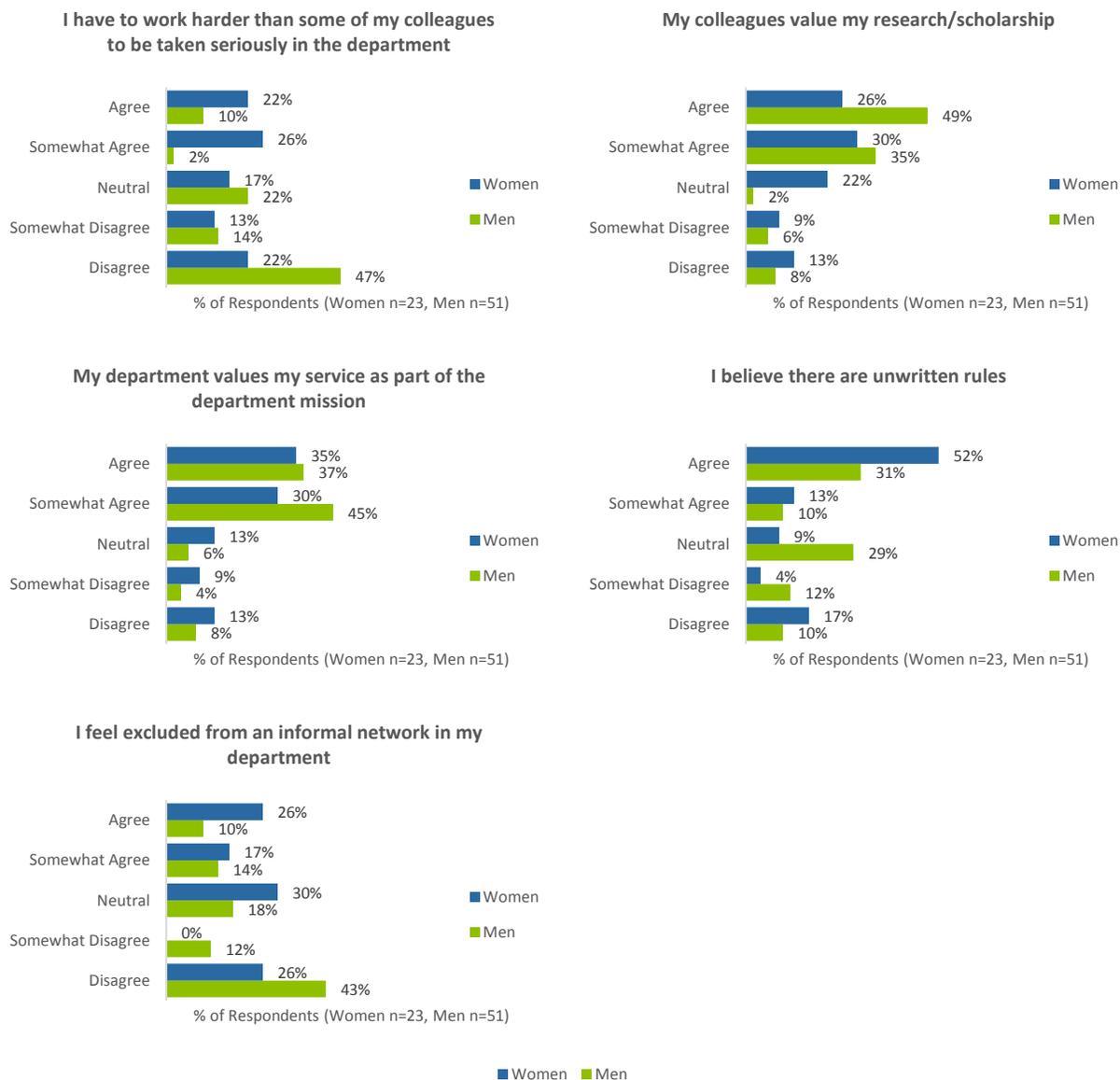


Figure 6. Questions on Work Environment from the Natural Sciences Confidential Survey, Spring 2017

Comments from interviewees include that they felt “left out of the informal network” and that “there is to an extent a boys’ club that I choose not to be a part of.” The long-term impact was described as “very unhealthy for the departments and for the university.” One interviewee noted of two male faculty in her department “one wouldn’t say hello in hallways, another pretended I didn’t exist.” Pretending minority faculty don’t exist can have a subtle but detrimental effect on their moral and on other’s perceptions of the individual, “the signal you are sending to everyone else is that this person doesn’t matter.” Another noted the isolation that she feels in situations

where she is the only woman - “*being the only (woman) is stressful without you realizing that it is stressful.*”

Not being “*in the club*” has all sorts of subtle consequences. “*A white male would have a network of white people, and the chair would be afraid of messing up that network—so if you don’t have a network behind you, they can abuse you as much as they want. If you have a ‘Godfather’—people don’t mess with you.*” It was noted that “*You only need one bad person, and then a lack of awareness can generate a bad situation.*”

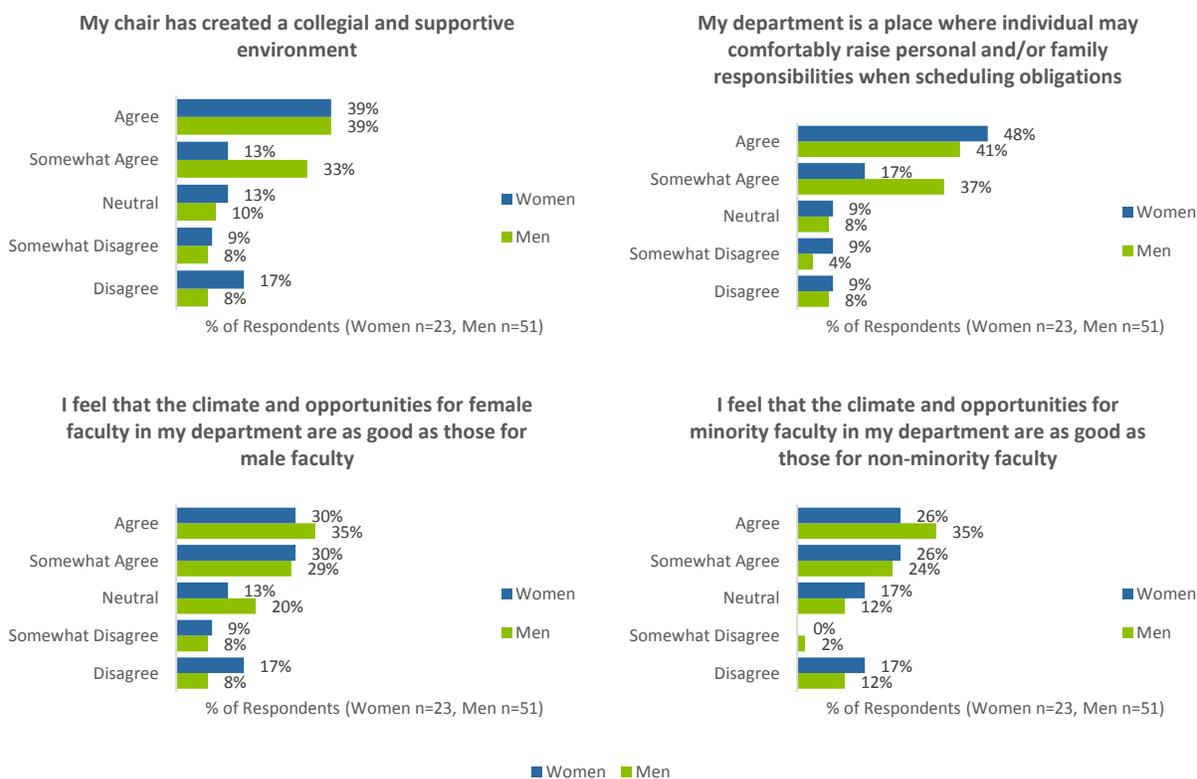


Figure 7. Questions on Work Climate from the Natural Sciences Confidential Survey, Spring 2017

One interviewee described that she was “*deeply shocked by behavior that I’ve seen. These things would never have happened in my previous department.*” Faculty meetings that include “*yelling and pounding on the table*” were reported, leaving some extremely upset afterwards.

When another interviewee participated in an Arts and Sciences training, they noted that the “*message was dreadful*” on handling difficult colleagues. They were told that the behavior “*just has to be tolerated.*”

Women were less likely than men to agree that “the criteria for tenure are clearly communicated” (14 percent vs 42 percent), a difference that might relate to their ratings of satisfactory mentoring in the natural sciences at Columbia (26 percent of women vs 46 percent of men).

“Columbia has spent a lot of money on diversity hires; so much is being spent on attracting and hiring people and very little is being done to support them once they are here. There needs to be better mentoring and there needs to be a way to address issues that diverse hires face once they are here.”

A number of interviewees (43 percent) spontaneously described a departmental culture of **cronyism** that pervades hiring and access to resources such as housing, assignment to influential committees, and nomination for awards.

“Everything is about cronyism, it happens behind closed doors. We need to have ways of rewarding people for what they actually contribute to the department, not what they perceive to be the case for the department.”

“There is a lot of cronyism – people favoring those who are like them. So not necessarily sexism.”

While cronyism is not necessarily directly discriminatory against minority faculty, it tends to favor the majority group and thus can be de facto discriminatory.

With respect to the provision of resources, many interviewees commented highly unfavorably on the “outside offer culture,” the pervasive requirement that to obtain anything (better housing, access to The School, laboratory renovations, additional salary, and support for research) requires a strong offer from another university.

“They can’t just show people favor and love when they threaten to leave. That’s not the basis of a strong relationship.”

“Why should we be at the mercy of what other people think?”

“There is a network of people who exchange offers; if you are not in the network it’s harder.”

Some interviewees commented that the cynicism required to entertain outside offers for the sake of improving a current situation can have a corrosive effect. The bad feelings associated with the need for an outside offer sometimes linger even after a retention deal. In addition, new recruits often come in with much higher salaries and resources out of reach to existing faculty.

“They are fascinated by new shiny things rather than supporting their core”

While the numbers were small, the committee examined the results of retention offers over the last four years, and discovered that while women were equally likely to obtain outside offers, they were about twice as likely to leave once they had them as the men were. Therefore, the model of pushing people to get outside offers to improve their situation appears detrimental to diversity efforts.

University Climate

Many interviewees noted the scarcity of women and minorities in the natural sciences chain of command. The leadership (dean of natural sciences, dean of Arts and Sciences/executive vice president for Arts and Sciences, executive vice president for research, provost, and president) is

comprised entirely of white men at this time and as such does not reflect a commitment to diversity on the part of the university. The previous appointment of the first woman dean in natural sciences (now replaced by a man) was commendable, but is not the kind of senior appointment that would bring Columbia into line with its peer institutions. This situation does not go unnoticed by women and URM faculty members, and does not send a message of commitment to diversity.

“Our leadership should be more diverse. It is pathetic that our leadership is all men. It makes a huge difference. For two years we had a very diverse leadership.”

“At the department level, we’ve been kind of equitable, but at the university or college level, I have noticed that (it’s all white men). Like when you see pictures of Trump and you see it’s all white men (surrounding him).”

“There is a lack of comfort with strong women, among members of the top administration.”

We not only lose talented women and minority faculty members to outside offers but we also lose talented administrators that could diversify our senior leadership. Many interviewees found this lack of diversity in leadership disheartening and indicative of the “lip-service” paid to diversity. It was noted that there is *“a lot of talk about increasing diversity, but I’m not sure there is the will do it.”*

Workload

On average, women serve on slightly more departmental committees than men, though this varies from department to department. See Figure 8. Numbers of URM are generally too small to say anything robust about this issue but appear similar to data for women. More striking than the number of department committees is the type of committee. While some departments were relatively equitable, others stood out for assigning women disproportionately to committees that involved substantial effort, (e.g. curriculum committees, undergraduate awards) particularly with undergraduate students. Men were disproportionately on “power” committees” (e.g. search, endowment, and chair selection committees etc.) and/or on committees that require very little effort.

The distribution of workload around undergraduates is particularly clear when considering the position of DUS. DUS, a position designed to “coordinate the academic advising and administration necessary to support the academic experience of Columbia College undergraduates,” is viewed as particularly time consuming, and in many departments comes with no or little additional compensation. While almost half of the departments assigned this position to a lecturer rather than tenure-line faculty, women were significantly overrepresented in this position whether considering all DUSs (67 percent women) or just tenure-line DUSs (54 percent women) despite only being 21 percent of ladder-rank faculty in natural sciences. See Figure 9. This heavier, largely unrecognized, workload on women takes its toll.

“I come from a position of having felt that my career at Columbia, and my career in general, has not been affected by bias. But I am concerned about the next generation – I’ve had many graduate students come to me and say – ‘thank you very much, but I just see how stressed out you are and this is not what I want to do.’ I don’t think my husband gets students telling him that.”

“I feel I’m reaching my physical limit in terms of how hard I can work.”

“I am overworked and over-stressed.”

“We are scientists and as such we need open space for the ideas to percolate. I have no room to breathe.”

In addition, when men were assigned to the heavier workload/more undergraduate-intensive committees, they were often the less research-active men, nearing retirement. This difference in committee assignments suggests that for some departments, a research-active woman faculty member’s time is valued at the same level as a research inactive man. For example, one very busy interviewee resigned as DUS, and was asked to suggest a replacement. Her suggested replacement, a man of equivalent seniority who had less teaching, was described as “too busy” creating the impression that she had nothing more important going on. The difference in types of committees did not go unnoticed by interviewees.

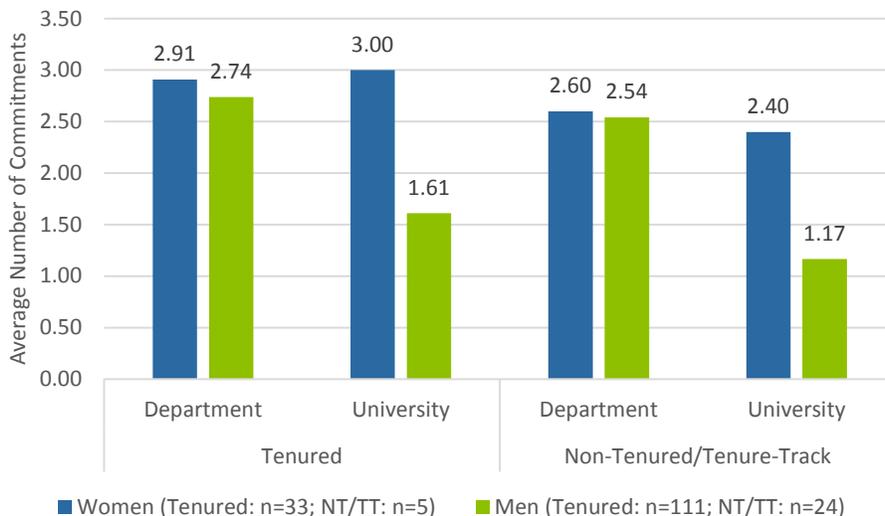


Figure 8. Faculty Service Commitments in the Natural Sciences by Tenure Status and Gender, 2015/16

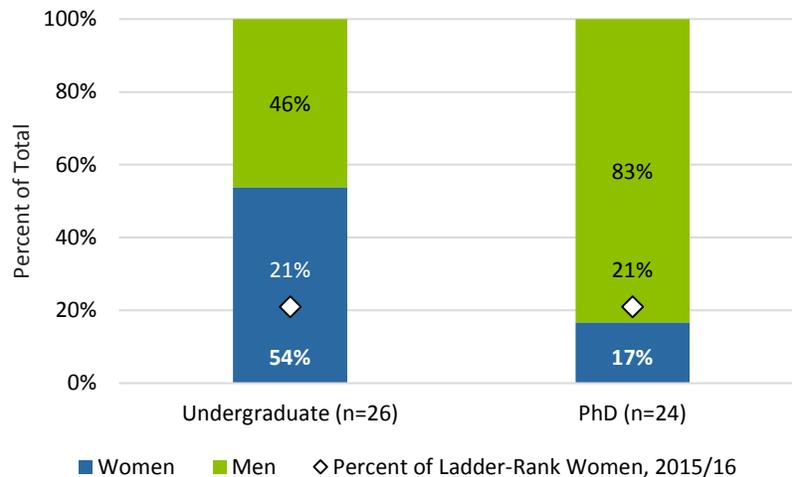


Figure 9. Directors of Undergraduate and Graduate Studies in the Natural Sciences by Gender, 2014/15-2015/16

“I feel as a woman that I am put on committees that involve undergraduates, lots of work, reviewing undergraduate files for awards, teaching, mentoring. I value opportunities to shape students, but they are not power committees like hiring and promotion.”

“I think women tend to be exploited – I’m sure the average woman faculty is asked to serve on more committees than men.”

Many interviewees raised the issue of feeling like they did more committee work, but also noted that they were “not good at saying ‘no’” and “I have to learn how to say ‘no’.” One subject noticed that when they “email and ask for volunteers for service, invariably only women and URM respond. Majority colleagues are happy to participate but don’t respond.” Even interviewees who felt their careers were unhindered by their minority status noted that “service is the major burden,” although the tension that “sometimes it’s a burden, and sometimes an opportunity” was also noted.

A striking disparity between men and women is membership on university-level committees: women on average serve on twice as many committees as men, including particularly time-consuming ones such as the Academic Review Committee (ARC) departmental reviews and tenure-review committees such as Tenure Review Advisory Committee (TRAC). See Figure 8. While this disparity reflects a commendable effort to ensure diverse representation, it may also reflect a greater willingness to serve, or the fact that “acceptable behavior” has much narrower bands for women, and they may thus feel they will be judged more harshly for saying “no.” As the diversity of natural sciences faculty is low, however, the desire for inclusiveness places additional burdens on women and other members of underrepresented groups, and it is important that the university and departments recognize and value these additional burdens.

Equally striking is the underrepresentation of women on search committees and as search committee chairs. For example, over the past four years, women chaired only 12 percent of

role as a supporter for other minorities in department”), which can be time consuming and demoralizing if the department does not take diversity seriously. But there was near unanimous agreement that minority faculty have a critically important job (“*Hugely important*”) as role models (“*Awesomely so!*”). This sort of additional invisible labor is rarely recognized and never compensated.

Salary

Salary equity was an issue that came up in interviews, and the lack of transparency about salaries is a major concern. Often when women/URM found out by accident that they were significantly underpaid relative to their male counterparts, it created bad feelings (“*It made me extremely angry*”), but they were told they could only rectify this with an outside offer. This is problematic if equity raises are tied to outside offers, as opposed to what would otherwise be “above average” raises.

Despite limitations in the data, the committee found that female faculty tend to have lower salaries than male counterparts in the cohort who are 25 years or less post-PhD. While previous Provostial salary equity studies have suggested that there are no inequities, averages may hide a problem, because very senior faculty who are no longer research-active can skew the data and these are more likely to be men (due simply to the lack of faculty diversity at the time the men were hired). It is important that minority faculty are compared directly with majority faculty that are of a similar seniority and scientific stature. The salary equity committee that examined these issues no longer exists.

The EVP shared raw salary data with the chair of the NSEC, and the committee looked at various plots of normalized, anonymized, and aggregated salary data. However, because the number of women and URM faculty members in most departments is so small, it was very hard to determine salary equity, particularly if a close comparator did not exist within the department. Contributors to salary differentials include: the stage at which the faculty member was hired, retention offers while a faculty member at Columbia, major awards and accomplishments, annual merit increases, and chairing the department. Since men are more commonly hired at the senior level (see 2014 Pipeline Report), more likely to use outside offers to leverage a higher salary, and historically more likely to have chaired the department, some of these factors make it more likely that they are paid more.

It is notable that despite being equally likely to be in the NAS, women were less likely than men to hold named chairs. Women held 17 percent of the named chairs (eight total) in natural sciences while making up 22 percent of the tenured faculty. Men held 83 percent (41 total). See Figure 11. This may be explained by an eight-year gap in average academic age (22 years post-PhD versus 30 years post-PhD), but six of the eight women were in the NAS, whereas only 21 of the 41 male named chairs were in the NAS. Named chairs sometimes come with increased salaries or with additional resources for research.

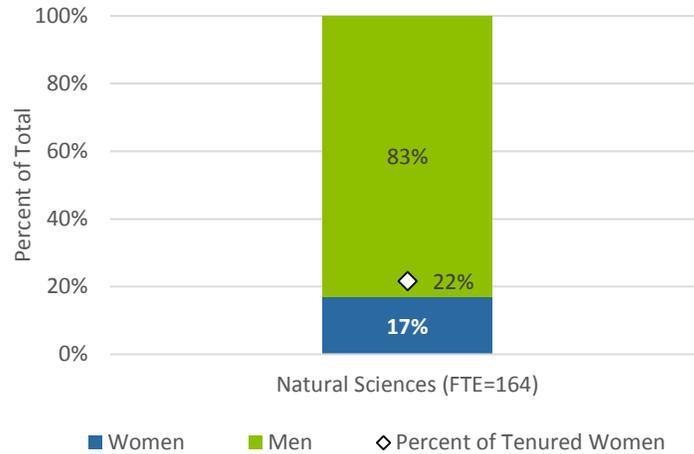


Figure 11. Named Professorships in the Natural Sciences by Gender, 2016/17

To better deal with the issue of small numbers within departments, the committee normalized salaries to department mean and analyzed deviations from the department mean by years post-PhD. When data from the different departments were aggregated in this way, the trends were more apparent. Low-salary outliers of all genders and ethnicities were apparent for reasons that required more analysis than was appropriate for this study. At the most senior level (> 25 years post-PhD) there was wide scatter in the data, few women, and no obvious trend. However, in the group of tenured women that were 25 years or less post-PhD, none of the high salary outliers (> 1 standard deviation) were women, whereas a disproportionate number of women were low salary outliers (> 1 standard deviation). This imbalance led to tenured women having a post-PhD trend that was ~0.5 standard deviations below the tenured men's.

While salary data is confidential, many learn what others are paid or otherwise suspect they are underpaid.

“Looking at Chronicle of Higher Education makes me mad. At the same level of seniority men make 10 to 15 percent more than women, but their teaching and research obligations and outputs are the same. In addition, women tend to do more service and committee work, but they are not as good at asking for more compensation. Salaries should not be based on what you have asked for.”

The committee is particularly grateful to the EVP for being so transparent with salary data. Without the opportunity to go back and forth and consider different ways of analyzing the data, the problem might have been intractable and the subtle differences hard to quantify because of the small numbers of female faculty.

Hiring and Retaining to Increase Diversity

One issue raised repeatedly was that the provost's program for faculty diversity and inclusion is spread too thin, and does not have adequate resources to address the issues within Arts and Sciences. More detrimental yet was the provostial communication that diversity hires would be treated as replacement hires for future retirements which while based on budget realities, has had a chilling effect in departments willing to engage in the program. Departments might be unsure what their future teaching/research needs will be around a future retirement, and do not want to risk mortgaging positions unless there is a clear upcoming retirement in the field of the candidate.

"I question the university commitment to diversity when diversity hires are mortgaged against future hires."

Interviewees spoke wistfully of the early days of the diversity program, when Arts and Sciences had a tenured representative in a powerful position, who served as a strong advocate within Arts and Sciences, backed by a substantial financial commitment that was less clearly linked to replacements of future faculty retirements. It was widely felt that Arts and Sciences needs to return to a similar model with a tenured faculty member in a position of authority to help guide Arts and Sciences diversity efforts, with multiple interviewees noting the sentiment that we *"really need to have an Arts and Sciences diversity Tsar."*

Such a position could help ensure that best practices are followed. While the Office of Faculty Diversity and Inclusion has an excellent best practices guide, it is not clear how many departments follow this, or are even aware of it. Arts and Sciences has recently instituted search committee training, but interviewees nevertheless were uncertain that the training was substantial enough or whether this addressed core concerns regarding cronyism.

"It's not complicated – just say we think about conflicts of interest – and the appearance of conflicts."

"Many seem to be unaware of the issues that are likely to arise when aiming to improve diversity (e.g., impostor syndrome, isolation, etc.). There should be clear criteria for candidate evaluation. The same goes for tenure evaluations; the criteria are unclear."

"There is massive cronyism; they hire friends, and set up committees to do so."

"We say we want to diversify faculty and leave it in the hands of the same faculty that have always been doing the hiring. That's not going to work."

"I am deeply distressed by hiring procedures, when people don't pay attention to conflict of interests, and defend their friends."

One interviewee noted of her department that “*we are not good at recruiting underrepresented minority faculty.*” This was a common sentiment.

“At the faculty level, we’ve done well with women – but not underrepresented minorities – do you want to have superficial numbers for the sake of superficial numbers? We have that.”

“There is no depth of support for true diversity.”

“I’m not optimistic. Our [dept.] discussion about the [diversity-related issue] showed me that was true – it kept me up at night.”

“They say they are pro-diversity, but when push comes to shove, they don’t act that way.”

In addition, the quality of the search process for the diversity program is not clear, and lacks a consistent (or any) process across most departments. This absence of process can further feed cronyism, where departments use the program to target friends without any kind of search process. Regular searches also urgently need to address the underrepresentation of women both as search chairs and as regular committee members, as highlighted in the earlier workload section.

Once women are hired, they appear overall more satisfied than men with start-up/bridge funds provided by the university (17 percent differential) and lab space (12 percent), but once established, they were overall less satisfied with the resources the university provides for their research (20 percent differential).

Cumulative Impact on Underrepresented Groups and Other Issues

The cumulative impact of subconscious and direct bias and/or climate issues can contribute substantially to stress in women/URM faculty. Thirty-eight percent of interviewees reported having had some kind of major diversity/equity-related stressful issue at Columbia, and most of these felt discouraged and somewhat disengaged or isolated from their departments.

One interviewee reported that one of her colleagues is “*so stressed by the climate that they no longer go to faculty meetings*” and that she was “*traumatized by the atmosphere*” which was described as a “*war zone.*” Another noted the problem that you become “*so tired of everything that you disengage, which is very unhealthy*” and yet another noted that she had “*stepped back from the department.*” Furthermore, the toxic atmosphere does not provide a good example for students to follow. “*Most distressing of all is that this climate trickles down to students: inappropriate comments and behavior.*”

The toll that the environment and additional workload takes is reflected in women’s overall lower satisfaction rate with the job (69 percent of women vs 79 percent of men report being “very satisfied” or “somewhat satisfied” with their jobs). See Figure 12. The most recent MIT survey

reports 92 percent of faculty as very satisfied or somewhat satisfied, and the comparison suggests that there is work to do across the board in natural sciences.

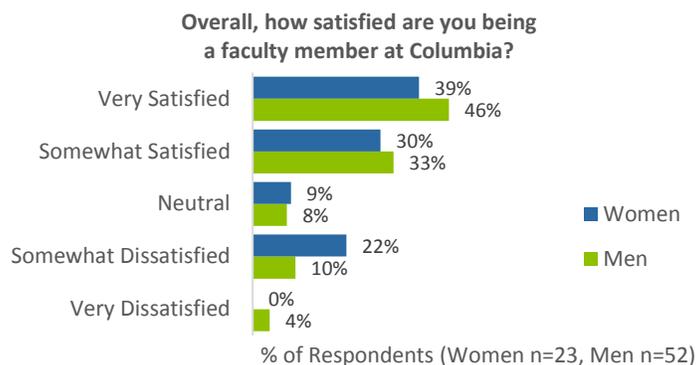


Figure 12. Question on Satisfaction from the Natural Sciences Confidential Survey, Spring 2017

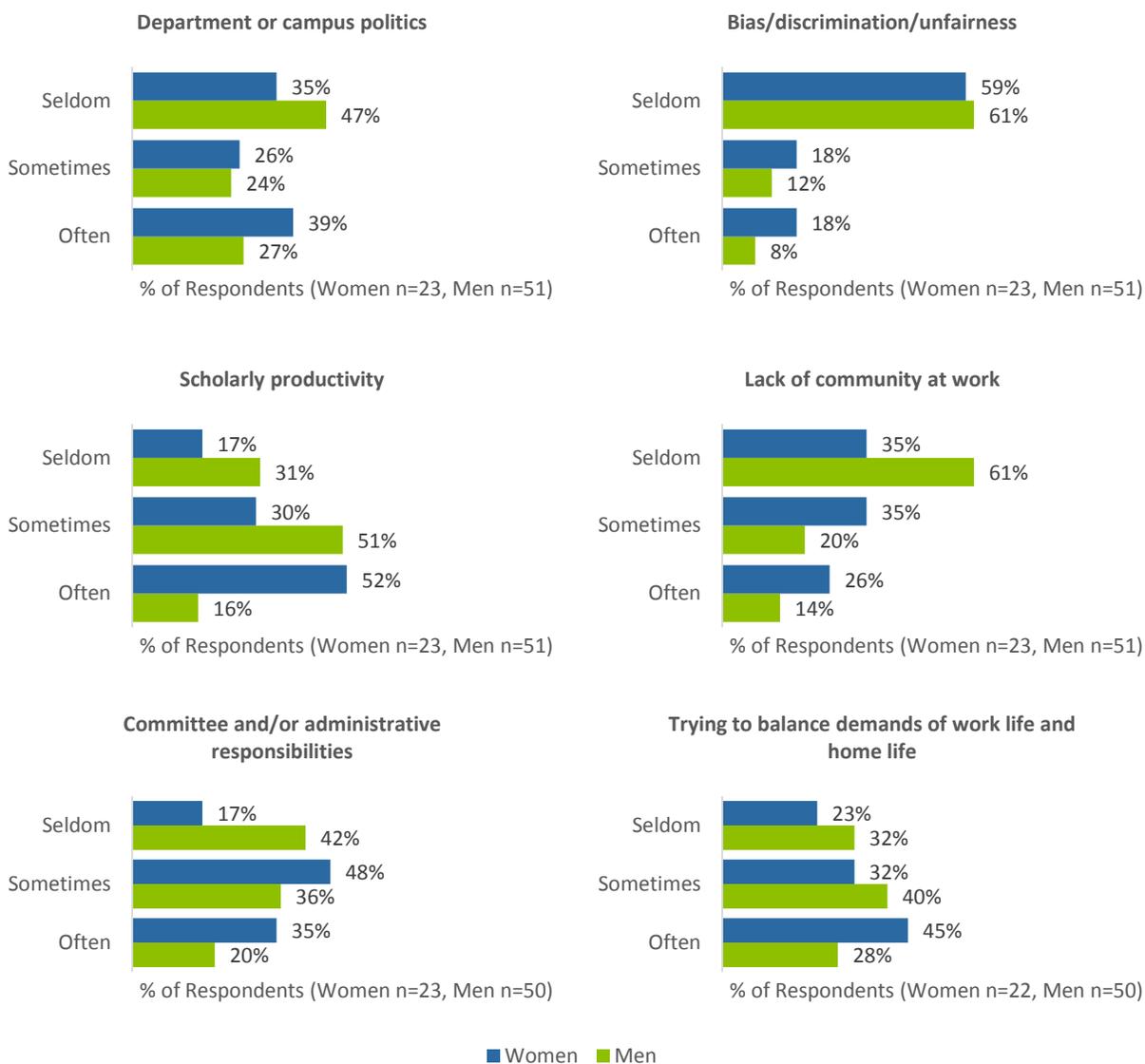


Figure 13. Question on Sources of Stress from the Natural Sciences Confidential Survey, Spring 2017

Women reported being significantly more stressed than men about: scholarly productivity, committee responsibilities, campus politics, bias/discrimination, lack of community at work, trying to balance work life and home life, teaching responsibilities, and undefined/uncertain job expectations. See Figure 13.

“When you talk about research, teaching and service – we get nothing for free – a lot of my colleagues get a lot for free. We have to get external validation of our work to get the respect of our colleagues – in my experience this is not true for the majority group.”

The considerations described above undoubtedly affect why women consider leaving Columbia. Men were more likely to consider leaving for a salary raise, whereas women were much more likely to consider leaving to: find a more supportive environment, reduce stress, and enhance career in other ways. Women were also more likely to consider leaving to increase time to do research. Since women are more likely than men to leave when they receive an outside offer, the survey responses and retention data support the general perception that men more commonly “play the game” to get a higher salary, and suggest that women may be leaving more often because of climate and workload.

One female faculty member noted that it is “*common in my department for men to routinely apply for other faculty positions and then negotiate resources and stay*” but also noted that “*I feel it is inappropriate to play the game. Men have no compunction about that. They get big retention packages over and over again.*”

Another mentioned that “*I’m not unhappy, I love what I do, but there might be inequities. I don’t think it’s a woman issue – rather an outside offer issue. That’s the only model at Columbia. I don’t play that game or want to.*”

A reluctance to “play the game” might feed into the relative likelihood of women leaving when they receive outside offers. “*By the time we get to the point of getting an outside offer, we are out the door.*”

Women were more likely to “Not at all” consider: child-related (60 percent vs 53 percent), family-related (60 percent vs 53 percent), and spouse/partner related (60 percent vs 43 percent) reasons to leave, which does not support the often cited reason that women will leave ‘for family reasons.’ See Figure 14.

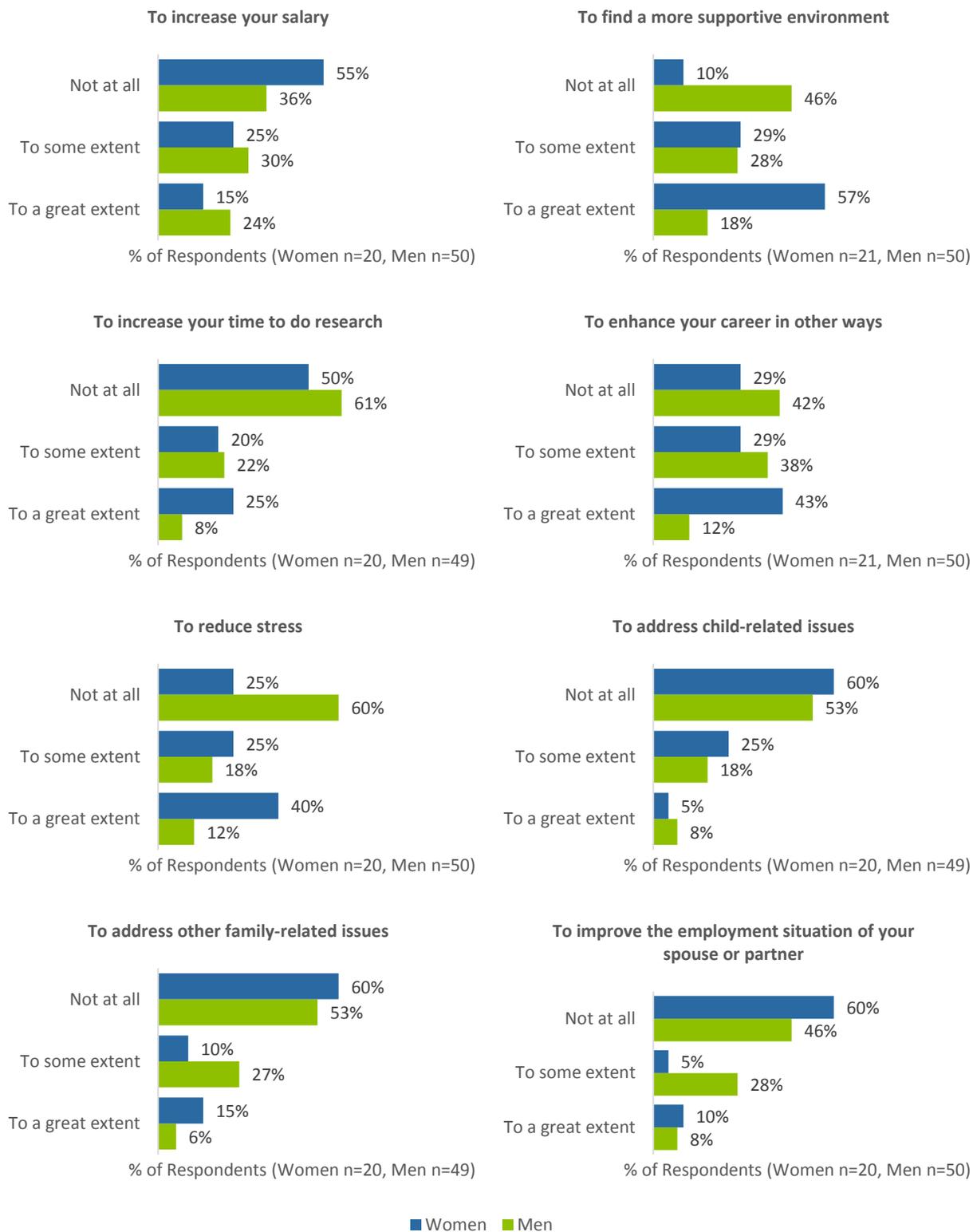


Figure 14. Questions on Reasons to Leave Columbia University from the Natural Sciences Anonymous Survey, Spring 2017

The survey also revealed that women were less likely to be able to take advantage of The School at Columbia, with only two female faculty members' children attending, vs 14 children of male faculty members. We requested more comprehensive data on this from the Provost's office but were turned down, so while these numbers are small, they are all we have. However, the survey also showed that the female faculty members were less likely to have children than male faculty members; women may feel less able to have children and maintain their careers at Columbia.

Strikingly, many of the women who reported that they were very happy in their departments with no major issues, were still not optimistic about the future of diversity at Columbia. In fact only about 20 percent of the interviewees reported being optimistic that things were improving around diversity.

"As a student I would have said [discrimination issues] were generational. Now as faculty, I definitely see patterns."

"I don't see the university as having a real commitment to changing this – we still reward/reinforce bad behavior."

"Now I'm much less optimistic – I see deeper and more systemic problems than I thought there were before."

"Definitely less optimistic over time."

"What do you hope is going to come of this [report]? I'm deeply cynical of this. You're going to tell us there's a lot of underrepresentation but we already know this."

"I'm less optimistic. I didn't think about it before."

"There is the illusion that everything is equal, but the journals are all controlled by men. Women at the top are overwhelmed with administrative work. It's getting worse with time."

However, one interviewee who reported that things were improving in her field stated that *"Advice I've taken to heart is that you just have to be 'relentlessly positive'. Focusing excessively on the barriers can feel overwhelming."*

The lack of "courage" of the leadership in tackling many of the issues raised in this document was also noted by some interviewees. Again, cronyism was perceived as an issue. If a faculty member who is the basis for a complaint is a friend of the chair, or the dean, concerns have no place to go beyond a formal complaint with the EEOA, which was not viewed as useful, or obtaining legal counsel, which is prohibitively expensive. Change and leadership on these issues needs to come from the top and is not going to trickle up from below. Faculty are fearful of retaliation for complaining and departments have a great deal of autonomy within Arts and Sciences, perhaps contributing to how widespread the issues appear.

“Every department does ‘whatever the hell they want’ and the administration doesn’t do anything about it.”

Interviewees were looking for leadership to take meaningful action on equity and diversity.

“We need a deeper actionable message from the top – because if they are superficial then it’s a problem.”

“Changes have to happen top down. They are not going to happen from small units bubbling up across the university.”

“Unless there is a top down change – nothing will happen. From the president down, there has to be a heartfelt acknowledgement about the issue – it shouldn’t be about numbers or resources, but acknowledging that we have a culture problem.”

“There are no mechanisms in place to ensure that we diversify the faculty – no real consequences for not doing so – as long as you don’t have any mechanism in place, it’s not going to change – this is Psychology 101.”

“They lay out a strategy and no one really does anything about it.”

“We need a simple, clear, bold action.”

SECTION 6: Conclusions

“Diversity is not a need; it’s an opportunity.”

The problems discussed in this report represent the most visible evidence of issues that permeate the natural sciences. Faculty conditions also impact students through daily interactions, academic work, and by modeling their professional goals. Many of the professional challenges faced by minority faculty are also challenges for the majority faculty, albeit less frequently. Improvements in civility, transparency, and fairness will benefit all faculty.

If we want to understand why there are so few women and URM in the sciences, or why Columbia’s growth in minority faculty is so slow, we are in some ways asking the wrong people. The faculty members who were surveyed and interviewed by the NSEC are the ones who have “made it” and “stuck it out,” or perhaps been lucky enough to be well mentored and supported, or possibly less often targets of harassment or discrimination. Despite the issues raised in this report, these faculty members have made it through the potential gauntlet and are still largely thriving scientifically.

There is now abundant data that diversity is essential to scientific excellence, with experiments showing that diverse teams have cognitive diversity that allows them to outperform homogeneous teams. Diversity in all its forms including gender, race, ethnicity, sexual orientation, physical ability, religion, and age, all contribute to a richer and deeper experience for students and to group dynamics that are better at creatively solving problems, scientific or otherwise.

Columbia must ensure all faculty have the support and recognition they merit, and work swiftly and proactively to address the issues raised in this report. Ultimately, equity and civility must be ensured to allow diversity to thrive. Without it, Columbia is unlikely to retain its leadership in the natural sciences.

The absence of diversity both in the faculty and in the leadership sends a powerful message about the values and preferences of the university. It is time for this message to change in the natural sciences at Columbia University.

APPENDICES

Appendix A: Committee Membership

The committee included a faculty representative from each department of the division, members of the PPC's diversity subcommittee, and two ad-hoc members from within Arts and Sciences administration (the EVP for Arts and Sciences and the Associate Vice President for Planning, Analysis and Curricular Coordination).

Maya Tolstoy, *Professor, Earth and Environmental Sciences, NSEC Chair, PPC Chair*

Frederik Deneff, *Professor, Physics*

Ellie Hisama, *Professor, Music, PPC*

Laura Kaufman, *Professor, Chemistry*

Darcy Kelley, *Professor, Biological Sciences*

Janet Metcalfe, *Professor, Psychology*

Pablo Piccato, *Professor, History, PPC*

David Schiminovich, *Professor, Astronomy, PPC*

Michael Thaddeus, *Professor, Mathematics*

Maria Uriarte, *Professor, Ecology, Evolution and Environmental Biology, PPC Vice-Chair*

Tian Zheng, *Professor, Statistics*

Ex Officio: David Madigan, *EVP for Arts and Sciences, Dean of the Faculty of Arts and Sciences*

Ex Officio: Rose Razaghian, *Associate VP, Planning, Analysis and Curricular Coordination*

Appendix B: Interview Questions

The following guide for the discussion was provided to interviewees ahead of the interview:

Interview Question Guidelines:

Interviews should focus most on whatever the interviewee is most interested in discussing with the committee within the context of our charge. However, here are some general topics that we are interested in, and hope to cover.

- 1) As a Columbia University faculty member, what are your experiences with regard to research, teaching and service, and have these changed over time?
 - Have you been treated differently at Columbia, because you are an underrepresented group faculty member? If so, in what ways?
 - Do you think your experience is typical?
 - Do you think underrepresented group faculty member serve as positive role models for students and postdoctoral scholars at Columbia? Please explain.
 - Please comment on the leadership role of underrepresented group faculty member in your department.
- 2) What have been your experiences in your field, as a member of an underrepresented group?
 - Have you been treated differently than predominant group members? If so, in what ways?
 - Do you think your experience is typical?
- 3) What is your vision of the future regarding members of underrepresented groups in science?
 - Are you optimistic that things are improving?
 - Are you more or less optimistic than you used to be?
- 4) Do you have any suggestions for the committee regarding recommendations that we might make to help ensure equity?
- 5) What have been your experiences with regard to career and how it impacts your personal/family life?
 - Have issues of career influenced your family decisions?
 - Have family issues influenced your career? If so, in what ways

Level-specific questions:

Untenured only

With regard to your gender/race/ethnicity, what were your perceptions about Columbia during the interview process and have they changed (or not) since you arrived? Please explain.

Mid-level tenured only

Has your view of being an underrepresented group faculty member at Columbia changed relative to your views when you were a junior faculty member? Please explain.

How do your experiences here at Columbia compare to experiences nationally/internationally?

Senior only

Has your treatment as an under-represented group faculty member at Columbia changed over the years? Please explain.

Has treatment of underrepresented group faculty members at Columbia changed over the years? Please explain.

Appendix C: Notes for Figures in Report

Figure 1. Women Faculty in the Natural Sciences, 1990/91-2016/17

NTBOT are non-tenured-but-on-track.

Vertical line indicates change in data source and measure:

Data for 1990-2010 provided by Commission on the Status of Women.

Data for 2011-2016 provided by Arts and Sciences/OPIR.

Percent women based on person count for 1990-2010 and based on FTE for 2011-2016.

Figure 3. Department Chairs in the Natural Sciences by Gender

In the nine natural science departments, two departments had one woman who served as chair.

In four departments, no woman served as chair. In the remaining three departments, two or more women and two or more men served as chair.

Figure 8. Faculty Service Commitments in the Natural Sciences by Tenure Status and Gender, 2015/16

Faculty who started or departed during the year are excluded (n=4);

Excludes Deans (n=3);

Excludes term professors (n=4);

Includes faculty who listed service in addition to listing being on sabbatical (n=3);

Includes faculty with FTE > 0 in a natural sciences department;

There are no faculty within the natural sciences who have multiple appointments with FTE > 0

Figure 9. Directors of Undergraduate and Graduate Studies in the Natural Sciences by Gender, 2014/15-2015/16

Includes only DUS/DGS with ladder-rank appointments whose appointment division is natural sciences. Includes all programs, except Core Curriculum programs.

Figure 10. Search Committees for Ladder-Rank Searches in Natural Science Departments

Includes all searches begun in academic years 2011/12 through 2015/16. 'In Dept' indicates search committee member appointed in the same department as the department listed as home department of the search. External indicates search committee member with full-time appointment outside the department listed as home department of the search. Includes all search committee members, including some that are not ladder-rank faculty, with very few exceptions these are external.

FACULTY OF ARTS AND SCIENCES

POLICY AND PLANNING COMMITTEE
HUMANITIES EQUITY REPORT

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SECTION 1: Executive Summary

This report presents the findings of the Humanities Equity Committee (HEC), a subcommittee of the Policy Planning Committee (PPC), in conjunction with the Natural Sciences Committee (NSEC) and the Social Sciences Equity Committee (SSEC). Our observations and conclusions are based on two surveys, one confidential and one anonymous, made available to all humanities faculty; interviews with individual women and faculty of color; and data provided to us by Arts and Sciences (A&S). Section 4, Data Collection, gives further information about the surveys, interviews, and other data used in the study.

Most respondents in the humanities are generally satisfied with being on the faculty at Columbia University, but the survey results suggest that there are considerable differences between the experience for women and the experience for men as indicated by a number of metrics. We also note some differences in levels of satisfaction between faculty of color and white faculty in specific areas of experience flagged in the surveys. In this report we will explore possible reasons for these differences, drawing on comments made in the surveys and interviews.

Among the areas that are in greatest need of discussion are the following: the dissatisfaction with being a faculty member at Columbia University as voiced by a significant percentage of faculty members, department climate, experience of harassment and discrimination, work/life issues including childcare and caregiving, and other areas faculty cited as reasons they would leave the university. Other areas that emerged as significant to address are salaries and salary compression, service, university leadership, centers and institutes, and named chairs. An alarmingly high percentage of female faculty noted in our surveys and interviews that they had experienced harassment and discrimination by colleagues at Columbia. Interviewees shared their perceptions about disparities in workload and concerns about bullying, aggressive behavior, and “an old boys’ club.”

Where relevant, we address issues flagged by underrepresented minority (URM) faculty and Asian faculty. Although we note that the percentages of responses by URM and Asian faculty to the survey might vary dramatically with the addition of a handful of respondents given the relatively small numbers, it is important to reflect upon their responses given that this study aims to illuminate the situation of all faculty with regard to equity issues.

The data presented in this report support the perception that female faculty and faculty of color encounter numerous issues at the university that hinder their career advancement and dampen career satisfaction. Many of the key findings affect all faculty, and addressing these problems will improve the quality of life for faculty across Arts and Sciences. We hope that administrators and faculty members will participate in collective efforts to attend vigorously to equity and diversity issues, which will lead to better faculty working conditions and workplace satisfaction.

The committee wishes to thank David Madigan, executive vice president for Arts and Sciences, for his steadfast support of this project, including giving the committee access to relevant Arts and Sciences data; and Rose Razaghian, associate vice president for planning, analysis, and curricular coordination and Timur Gulyamov for their extraordinary work.

Major Humanities Climate, Workload, and Salary Issues identified:

- Twenty-seven percent of women and 13 percent of men survey respondents reported experiencing harassment by their colleagues at Columbia. Sixty-three percent of female survey respondents reported experiencing discrimination by their colleagues at Columbia.
- Thirty-two percent of female survey respondents reported experiencing harassment by their students at Columbia. Thirty-seven percent of female survey respondents reported experiencing discrimination by their students at Columbia.
- None of the female faculty or faculty of color survey respondents who stated that they had experienced harassment or discrimination filed an official complaint. Only one white male faculty member reported doing so, and stated that he was dissatisfied with the resolution.
- Forty percent of female interviewees noted climate issues including “paternalism,” “an old boys’ club,” and “aggressive” behavior by colleagues at Columbia.
- Many respondents and interviewees criticized Columbia’s “culture of the outside offer,” in which securing an external job offer is understood to be the only way to negotiate substantial increases in salary, improved apartment housing, or many other resources. They noted the extreme difficulty in the humanities of being able to secure an outside offer given the lack of available positions in many specialized subfields and expressed frustration about an external offer from a peer institution being the only current route by which salaries may be increased.
- Some of the main factors cited by both female and male faculty as reasons to leave Columbia are salary, child-related issues, improving employment situation of a spouse or partner, and to lower the cost of living. Significantly, women cited “reducing stress” as a major reason to leave in far greater numbers than men (71 percent and 47 percent).
- Inequities in humanities leadership are evident at the Departmental level as too few women and faculty of color have served as chairs.
- Inequity of workload is a significant problem for female faculty who are overrepresented in committees at the department and university level. Interviews and qualitative survey data for URM and female faculty indicate that they perform substantial amounts of mentoring for URM and female students.

SECTION 2: Report History

See Section 2 of the Natural Sciences Equity Committee's report.

SECTION 3: Committee Charge

See Section 2 of the Natural Sciences Equity Committee's report for background on the charge to our committee.

Our task has been to discern if and for what reasons satisfaction may reflect differences in the ways men, women, and URM faculty perceive their professional experiences at Columbia, their treatment and recognition by the institution and colleagues, and the ways in which Columbia supports them as scholars, pedagogues, and contributors to the university's institutional life.

SECTION 4: Data Collection

The HEC included representatives from almost all humanities departments. See Appendix A for full membership. HEC gathered data from and about faculty members in the humanities. Confidentiality and data security standards were approved by Columbia's Institutional Review Board (IRB), and all committee members and administrators completed human subjects training.

To ground its conclusions and recommendations, HEC used complementary data and observational metrics in combination with direct feedback from faculty. The multi-pronged approach to data gathering provided a reasonably comprehensive overview of the strengths and challenges of female faculty and faculty of color at Columbia.

The committee examined **faculty composition** by gender and race/ethnicity. We analyzed the composition of **department leadership** by examining which faculty have served as department chairs and on department committees, including search committees.

The committee examined **salaries** and **recognitions of achievement**, such as **named chairs** and **awards** as recorded on the Faculty Information Form and reported by departments. We also considered **centers and institutes** directed by humanities faculty and the breakdown of directors of centers and institutes by gender and program offering and by ethnicity/race and program offering.

In addition to observational data, we gathered feedback on humanities faculty experiences at Columbia through a confidential survey, an anonymous survey, and individual interviews with women and URM faculty. The **confidential survey** included questions about satisfaction with Columbia and careers, workload, work environment, opportunities for collaboration, sources of stress, department fit and climate, requirements for tenure, and mentoring. The **anonymous survey** asked about reasons for staying at or leaving Columbia, outside offers, department climate, and harassment and discrimination. The results of both surveys were presented to the committee at the aggregate level only. In addition, the identities and departments of the respondents for the anonymous survey are, by definition, inaccessible.

Finally, all female faculty members and all URM male faculty members in the humanities (113 faculty members in all) were invited to participate in **individual interviews** lasting up to one hour with two committee members who were not in the interviewee's department. Representatives of the Office of Equal Opportunity and Affirmative Action (EOAA) and

University Life met with the HEC to discuss the need to maintain confidentiality and university requirements for reportable incidents. Before the interview, interviewees were given the interview questions, which cover research, teaching, service, experience in the profession, vision for the future, and balancing career and family life, as well as the consent form outlining the benefits and risks of participation and standards of confidentiality.

The core findings below cite faculty responses from both the surveys and the interviews. We will refer to those who responded to the surveys as “respondents” and those who interviewed with HEC as “interviewees.”

Quotes from the **interviews** will be given in italics and in quotation marks.

Comments made in the **surveys** will be paraphrased rather than quoted verbatim (phrases from the surveys are occasionally used verbatim).

The qualitative results are drawn across the demographics of gender and race/ethnicity of the respondents, and across gender, race/ethnicity, tenure status, and rank in the interviews. Although our committee was not able to interview white male faculty given the limitations of time, some comments in this report are drawn from responses by white men to the surveys.

Humanities is the Arts and Sciences division closest to parity with regard to gender. During the period in which surveys were administered and interviews conducted, women constituted 43 percent and men 57 percent of the humanities Full-Time Equivalent (FTE) faculty.¹ Of tenured faculty members in the humanities in 2016/17, 40 percent are women and 60 percent are men. Of untenured faculty members, 49 percent are women and 51 percent are men. Despite the relatively large representation of women on the faculty in the humanities at both the tenured and untenured levels, there remain significant areas in which women and men have strikingly different perceptions of the experience of being a faculty member at Columbia, and it is crucial to confront the issues that both women and men note in the surveys and interviews.

With regard to self-identifications of ethnicity and race, Asian-origin faculty constitute 13 percent of the humanities FTE faculty, Black/African-American faculty six percent, Hispanic three percent, White 74 percent, Not Recorded four percent, American Indian or Alaska Native zero percent, and Native Hawaiian/Other Pacific Islander zero percent.² Asian-origin faculty, Black/African-American faculty, and Hispanic faculty constitute 22 percent of the humanities faculty. Even though the number of Asian and URM faculty members within the humanities division is small, our report reflects information that we believe is significant in thinking about equity in the humanities. In this report, “URM faculty” refers to Black/African-American and Hispanic faculty, and “faculty of color” refers to URM faculty and Asian-origin faculty.

¹ Data Source: Academic Affairs, Arts & Sciences.

² The category of Asian origin faculty includes 1 FTE who selected Asian origin and Hawaiian/Pacific Islander, and 1 FTE who selected Asian origin and White origin. The category of Hispanic faculty includes 2 FTE who selected Hispanic and White origin. No faculty self-identified as Native in the humanities.

Faculty of Asian origin constitute the largest non-white group in the humanities at Columbia and are often not considered “underrepresented” in a department relative to the population in the United States (5.4 percent according to the 2015 U.S. Census Bureau) or relative to a discipline’s membership rolls.³ Some of the survey results reflect notably different responses of Asian faculty from other faculty of color, and some differences emerged in the responses between Asian female and Asian male faculty. In other cases, the responses of Asian faculty join those of URM faculty members, identified as Black/African-American and Hispanic, sometimes along the axis of gender and other times apart from it. We would like to emphasize that the numbers of URM and Asian faculty in the humanities are small, but that in thinking about issues of diversity, equity, and inclusion, it is critical to include the opinions of all faculty members according to diverse self-identifications. Our categories of analysis aim to acknowledge the experiences of faculty at the university as established by the survey responses and/or interviews. The three divisional equity committees – humanities, social sciences, and natural sciences – anticipate extending our studies to include URM and Asian faculty across the three divisions in order to have a more robust data set.

The overall response rate for the confidential survey was 57 percent, and the response rate for the anonymous survey was 58 percent. See Figure D.1 in Appendix D. The number of Asian and URM faculty in the humanities is small (26/211 and 20/211, respectively, or 12 percent and nine percent) but it should be noted that the response rate among all groups (white, Asian, and URM) to both surveys was around 50 percent or higher, with URM faculty responding to the anonymous survey at the notably high rate of 85 percent with 91 percent of URM men and 78 percent of URM female faculty responding.

By gender, the response rate for the confidential survey for male faculty was 53 percent and for female faculty 63 percent.⁴ The response rate for the anonymous survey for male faculty was 48 percent and for female faculty 64 percent.

By ethnicity/race, the response rate for the confidential survey for white faculty was 60 percent, for Asian faculty was 46 percent, for URM faculty was 55 percent, and for those who declined to state ethnicity was 50 percent. The response rate for the anonymous survey for white faculty was 54 percent, for Asian faculty was 38 percent, for URM faculty was 85 percent, and for those who declined to state ethnicity was 88 percent.

To preserve confidentiality, we do not disclose the percent responses to specific questions in the survey by the intersection of gender and ethnicity/race.

Questions for the interviewees are provided in Appendix B. Statements made by interviewees relevant to the topics being discussed are indicated here using italics. Of the 113 who received invitations, 20 faculty members were interviewed: Four male faculty of color and 16 women of

³https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_15_1YR_DP05&prodType=table=American

⁴ Two respondents self-identified as genderqueer or gender non-conforming in the Anonymous Survey, and 2 respondents declined to state gender in the Anonymous Survey.

whom 12 are white and four are of color. Sixteen of the interviewees are tenured and four are untenured. The rank of interviewees included assistant, associate, and full professors.

Limitations

While every attempt was made to make this study as rigorous as possible, limitations in considering these data apply. First, the interview and online survey data are “self-reported” and participation rates varied from an 18 percent response rate for women and faculty of color who were interviewed to a 91 percent response rate for URM male faculty who participated in the anonymous survey. When response numbers are low, there may be a concern that those volunteering to answer questions might be disproportionately dissatisfied. However, if this bias exists, it would presumably be similar for male and female survey respondents. Also, because of time and staff constraints, we did not interview white male faculty, however their views do appear in this report both in the quantitative online survey data and in citations of some of their responses to the online surveys.

Another concern with self-reporting is that the survey does not collect data on the nature of the behavior that the respondent categorizes as harassment or discrimination, which could fall under a range of behaviors. A subsequent study is needed to gather more information about these behaviors.

The data about committees, department chairs, salaries, centers and institutes, and other areas were collected directly from Arts and Sciences. These are not limited by self-reporting, and can be considered robust.

SECTION 5: Core Findings

In the surveys, respondents appeared to be equally satisfied (or dissatisfied) in a number of areas as measured by the surveys such as access to graduate students and office space. Sixty-eight percent of women reported being very or somewhat satisfied as a faculty member at Columbia University vs. 83 percent of men who reported being very or somewhat satisfied as a Columbia faculty member. (For the remainder of this discussion, when data are pooled, it is as follows: “very satisfied” and “somewhat satisfied” are rendered as “satisfied,” and “very dissatisfied” and “somewhat dissatisfied” are rendered as “dissatisfied.”) Remarking on what keeps them at Columbia, respondents identified the intellectual environment, the quality of students, the Core curriculum, the city, their colleagues, library resources, and various benefits including subsidized housing, research funding, etc., among other reasons. It should be noted that some factors given as beneficial – resources including housing and research funding – were also cited as reasons to leave in the anonymous survey.

In addition to noting these high rates of satisfaction, we would like to recognize that significantly more women than men reported being dissatisfied as a Columbia faculty member: 31 percent of female respondents were somewhat or very dissatisfied vs. 10 percent of male respondents.

The interviews highlighted several areas of great satisfaction about being a faculty member at Columbia while they also revealed many topics of concern that recurred across departments.

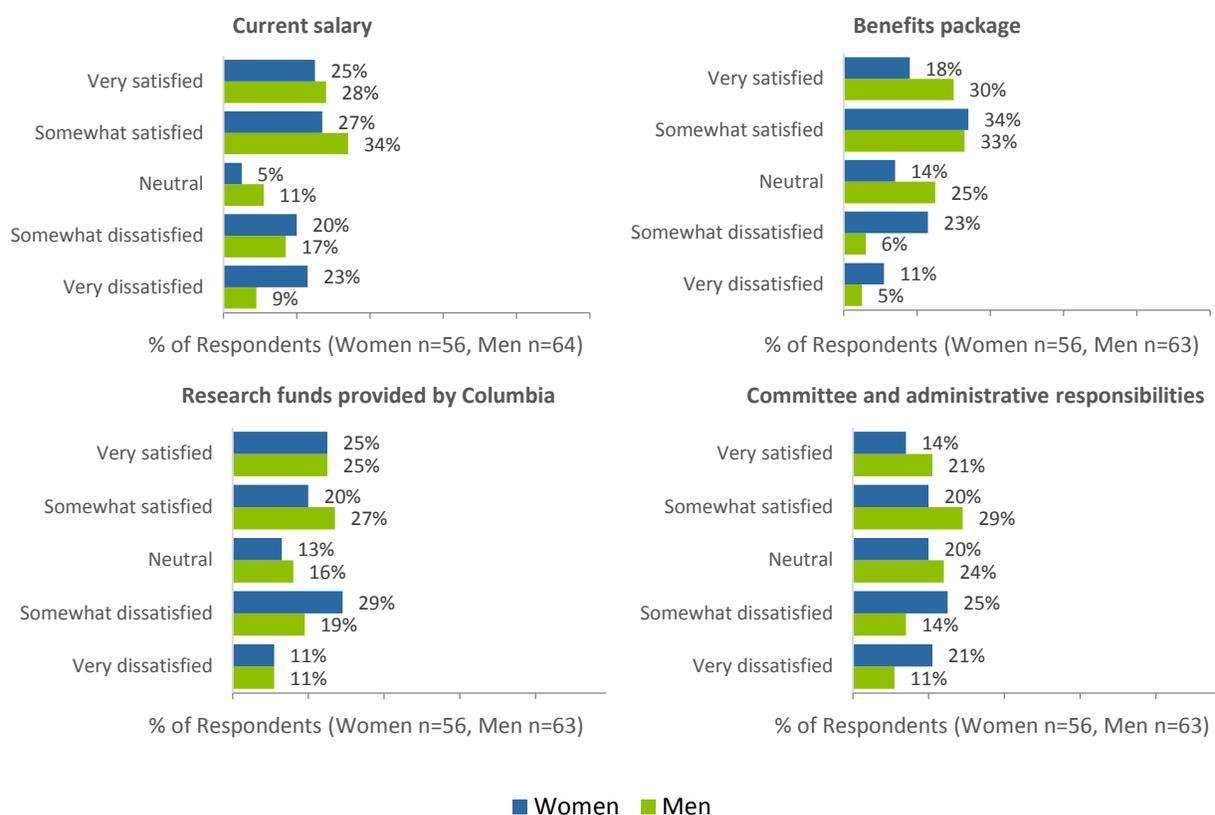


Figure 1. Question on Satisfaction from the Humanities Confidential Survey, Fall 2017.

These include salary, benefits package, research funds provided by Columbia, and committee and administrative responsibilities. It should be noted that although a large percentage of faculty, both women and men, are satisfied with their current rank (62 percent of women are “very satisfied” and 16 percent are “somewhat satisfied,” while 67 percent of men are “very satisfied” and 23 percent of men are “somewhat satisfied”), the rank of the respondents is unknown, and further study is needed to determine whether assistant or associate professors are dissatisfied with their current rank. A large percentage of faculty, both women and men, are satisfied with their current salary (52 percent and 62 percent, respectively), while a substantial percentage of faculty are dissatisfied with their current salary (43 percent and 26 percent, respectively), with a greater percentage of women who are dissatisfied. Similarly, a large percentage of all faculty are satisfied with their benefits package, research funds provided by Columbia, and committee and administrative responsibilities, but a notable percentage of faculty are dissatisfied in these areas. While it is important to acknowledge the levels of satisfaction with regard to the areas addressed, we note those areas in which significant levels of dissatisfaction are recorded, and generally focus on those areas in which there is notable disparity between groups (a 10 percent or greater difference). See Figure 1.

This report does not aim to paint a completely dire picture, but instead to highlight areas that need to be addressed to establish a welcoming environment, one that encourages equity, diversity, and diverse thinking. Therefore, we focus in this section on the core findings where action may be required to bring about equity. Many of the recommended actions are likely to improve the work environment for all demographics, and some of the concerns highlighted, particularly in the interviews, are not limited to female faculty and faculty of color, but negatively impact many faculty members across gender and ethnicity/race.

The surveys and interviews demonstrate that diversity goals for the university as enacted in the humanities are being adversely affected by the climate experienced by faculty, at both departmental and university levels, both for new hires and continuing employees. Examples of climate issues include bias (both implicit and explicit), discrimination, harassment, and bullying. Climate is also a contributor to the widespread perception that efforts (such as teaching and committee service) are frequently undervalued when undertaken by female faculty and faculty of color in the humanities, and that their accomplishments are not fully recognized. In addition, we discuss inequities in workload, representation on committees, directorship of centers and institutes with regard to programs, and other areas.

We hope that this study will help to bring about a more comprehensive understanding of faculty perceptions and experiences at Columbia, and that it will lead to necessary changes that will help faculty to do their best work as scholars and instructors. Recommendations for how these challenges might be effectively addressed are given in an Arts and Sciences-wide list prepared by the three divisions.

Climate

*Bias*⁵

Many respondents commented on implicit bias⁶ evident in interactions with both students and colleagues, and the negative and serious effects of comments and behaviors that exhibit implicit bias. One respondent mentioned a structuring of “vertical hierarchies” at the university, and the difficulty of demonstrating that discrimination is indeed at work in students’ expectations about how faculty members should speak and act, and what a female faculty member should research; these expectations are reflected in student evaluations and responses to critical comments on assignments and classroom teaching. This respondent commented further that in evaluating intellectual contributions and teaching, these prejudices “tend to magnify weakness or idiosyncrasies” for faculty of color and female faculty in contrast to white male faculty. With regard to interactions with colleagues, another respondent noted the small but significant ways

⁵ **Bias** is defined as prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair.

⁶ **Implicit Bias** refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. A more detailed explanation of implicit bias can be found here:

https://obamawhitehouse.archives.gov/sites/default/files/microsites/ostp/bias_9-14-15_final.pdf
<https://link.springer.com/article/10.1186%2Fs41235-017-0065-4>

in which the respondent's question or comment is rendered valid only when repeated by an older, male colleague. The respondent remarked upon an increased anxiety and stress from such interactions that distracts from the work required for promotion.

Another respondent observed subtle and not so subtle treatment by students and colleagues that does not constitute reportable harassment and discrimination but which create a negative climate for female faculty – for example, undergraduate students who speak to classmates during a woman faculty's lecture or male colleagues who neglect administrative tasks, requiring their female colleagues to “clean up” after them. Interviewees also spoke frankly about the paternalistic climate and the “old boys' club” at the department level, both of which create severe difficulties for some women in terms of salary, feelings of belonging, and administrative change:

“It was a boys' club ... A striking example of this, and it goes to a bigger issue at the university, was when ... I was offered another job elsewhere. I went to the administration with my outside offer and asked for a raise to match the offer. I was told that Columbia had a policy of salary equity. If they gave me a raise, they would have to give a raise to the ... male colleague ... who came in at the same time. So I was given a small raise and the [male colleague's salary was] pulled up as well. However, when [he] later got an outside offer, he was given a raise without any concern for equity.

“[Dept X is a] shockingly awful place to be a woman including [for] female grad students.”

“[It's] a bit of an old boys' club; [as a woman, you] don't feel you belong.”

“[A few decades ago] the men ... resented the coming of women into the department in larger numbers. The men in the department tried to overthrow first female chair, it was a very bitter experience in my first years, open misogyny. The changes came about by some of us being persistent but a lot was just retirements. No one intervened in this situation, they all retired. ... [R]etirements just took this legacy away. But this is not how institutional change should happen.”

One interviewee commented on the culture in which an incoming “star” takes priority over recognizing the value of existing faculty members' service.

“The administration is excited over hiring a star but does not appreciate the loyalty of the faculty who give extensive service. Columbia could be a happier place. It's just not necessary, the old-boyness, the insiders and outsiders. This is not the case for the current [Executive Vice President]. But there is a kind of culture that accepts this.”

Participants commented on bias and its powerful impact on faculty morale, willingness to work for the institution, and for some faculty, the decision to find another position. A number of senior faculty whom we interviewed noted how the situation has improved greatly, especially in recent years with regard to “forward thinking in equity problems” in Arts and Sciences.

Some of the interviewees who have taught at Columbia for many years observed the changes that have taken place:

“Things have changed a lot at Columbia [with] help [such as] parental leave, school help.”

“The department now aggressively tries to be gender-conscious and inclusive.”

Yet not all changes in attitudes have led to benefits for female faculty and faculty of color. One interviewee wryly noted that in her experience, the impulse to “protect” female faculty from responsibilities actually stemmed from paternalism and had a negative consequence:

“There is this very paternalistic feeling of ‘I don’t want to bother you because you must be so burdened, so I will shut you out of responsibilities and participation.’”

Another interviewee noted that male colleagues were “protected” during their pre-tenure years but *“no one protected me,”* adding that *“People perceive men as in need of protection that women [don’t receive].”* This interviewee had to take on heavy departmental-level administrative responsibilities before achieving tenure.

The remarks above about administrative responsibilities vividly illustrate the need for faculty to determine equitable workloads respective of rank. Achieving workload equity requires that heavy service responsibilities be distributed among senior faculty in order to shield junior faculty. Further, the impulse to “protect” women or faculty of color should not result in keeping them from responsibilities that they may want to assume.

Several participants noted that positive changes, such as having a female chair in a department with historic “open misogyny,” new hires, and getting support from colleagues, came about when groups came together and actively advocated for such changes or made concerted efforts to mentor junior faculty.

“When I was proposed as chair, my [colleagues], a delegation of men went to the VP and told him they would all leave if I became chair and no one in Low Library thought that there was anything wrong about their doing so.”

“Senior women in [interviewee’s department and at the university] have been great mentors [during the tenure process].”

“[The department] recruited senior women scholars [who have] changed absolutely the climate. [C]hanging the climate for faculty and lecturers has changed the way students are treated.”

Others noted differences in how they are treated – both in their field at large and by colleagues at Columbia – and some commented on a culture in which they are largely ignored or shut out. One respondent noted 10 years of “ostracization” within the department, of being kept from the

“good” committees, and being denied various rewards, but also that the culture has improved with new hires. As one interviewee reflected:

“[A] culture of “benign neglect” worked in [my] favor; the message was, treat the position as a seven-year postdoc, make oneself hireable outside CU; don’t put down roots here. Not sure this problem is one of gender but one of CU culture.”

“One colleague has never spoken to me. Only last year did he even make eye contact with me in the hallways.”

Harassment

While few participants raised harassment⁷ as an issue in the interviews, the anonymous survey showed that 27 percent of female respondents in the humanities had experienced harassment by colleagues at Columbia and 16 percent of female respondents had experienced more than one instance of harassment. Comments about harassment appeared much more frequently in the anonymous survey than in the interviews. Comparable figures for male faculty members are 13 percent and 10 percent, which are also unacceptably high, but lower than for female faculty. The anonymous survey gave a link to Columbia’s description of policies and procedures on discrimination and harassment at the EOAA page,⁸ but respondents’ perceptions of harassment and discrimination might include a range of behaviors and actions, and more information is needed to have a more complete portrait of experiences of harassment and discrimination.

One survey respondent wrote of not being able to trust senior colleagues to “have her back” in the case of a harassment issue; another wrote of attempts to scuttle the respondent’s tenure bid from outside the department because of a colleague whose romantic advances were rebuffed. Yet another respondent commented on the culture of sexual harassment by “senior males,” observing that more work is needed. A fourth noted that senior male faculty prefer to “sweep harassment under the rug” rather than have to do anything about it, and a fifth remarked that sexism is “real” with “microdiscriminations” from senior male colleagues that are damaging to morale.

⁷ **Discriminatory Harassment** (Columbia Policy)

Harassment is defined as subjecting an individual to unwelcome conduct, whether verbal or physical, that creates an intimidating, hostile, or abusive working, learning or campus living environment; that alters the conditions of employment or education; or unreasonably interferes with an individual’s work or academic performance on the basis of the individual’s membership in a protected class. Harassment may include but is not limited to: verbal abuse; epithets or slurs; negative stereotyping; threatening, intimidating or hostile acts; denigrating jokes; insulting or obscene comments or gestures; and display or circulation (including in hard copy, by email or text, or through social media) in the working, learning and living environment of written or graphic material that denigrates or shows hostility or aversion toward an individual or group. Sexual harassment and gender-based harassment, which are described further in the link below, are forms of discriminatory harassment.

http://eoaa.columbia.edu/files/eoaa/content/EOAAPolicyFebruary2017.final_.pdf

⁸ <http://www.essential-policies.columbia.edu/policies-and-procedures-discrimination-and-harassment>

Furthermore, 32 percent of female survey respondents reported experiencing harassment by their students at Columbia. Of the survey respondents, nine percent of women and four percent of men reported experiencing harassment by their students more than once.

For harassment by colleagues outside of Columbia, the numbers were slightly higher for women (30 percent) and lower for men (zero percent), with 16 percent of women experiencing more than one instance. See Figure 2. The fact that more than a quarter of female faculty stated that they have experienced harassment by their colleagues and nearly one-third have experienced harassment by students suggests that action must be taken. One respondent noted that reporting harassment to the Ombuds Office and to the Office of University Life does not lead to tangible results; harassers remain at Columbia and some of those who are harassed leave for a more welcoming environment.

Discrimination

Women were also much more likely to report having experienced **discrimination**⁹ by **colleagues at Columbia**: 63 percent (women) vs. seven percent (men), by **colleagues** outside of Columbia (53 percent vs. nine percent) and by **students** (37 percent vs. four percent). See Figure 3. Significant percentages of women in all three ethnic categories surveyed responded that they had experienced discrimination by their colleagues as compared to men in all three ethnic categories.

While some men recognized that both harassment and discrimination were experienced by *others* both inside and outside the university, they were less likely than women to be aware of harassment and discrimination as widespread. With regard to all cases (inside or outside the university), significant numbers of male and female faculty members reported knowing about harassment of other faculty members. Men reported being aware of harassment occurring at Columbia (44 percent) and outside of Columbia (48 percent) in contrast to 51 percent and 66 percent of female faculty members who reported being aware of such cases. Men reported being aware of discrimination occurring at Columbia (30 percent) and outside of Columbia (three percent) in contrast to 69 percent and 69 percent of female faculty members who reported being aware of such cases. The fact that significant percentages of male and female faculty are aware of instances of harassment and discrimination suggests that training should be undertaken for those faculty to intervene in such cases and to help create a culture that halts the widespread harassment and discrimination at Columbia as experienced by the faculty.

⁹ The question about discrimination contained a link to the EOAA's page on discrimination: <http://www.essential-policies.columbia.edu/policies-and-procedures-discrimination-and-harassment>. Discrimination is defined as treating members of a protected class less favorably because of their membership in that class or as having a neutral policy or practice that adversely impacts the members of one protected class more than others. http://eoaa.columbia.edu/files/eoaa/content/EOAAPolicyFebruary2017.final_.pdf

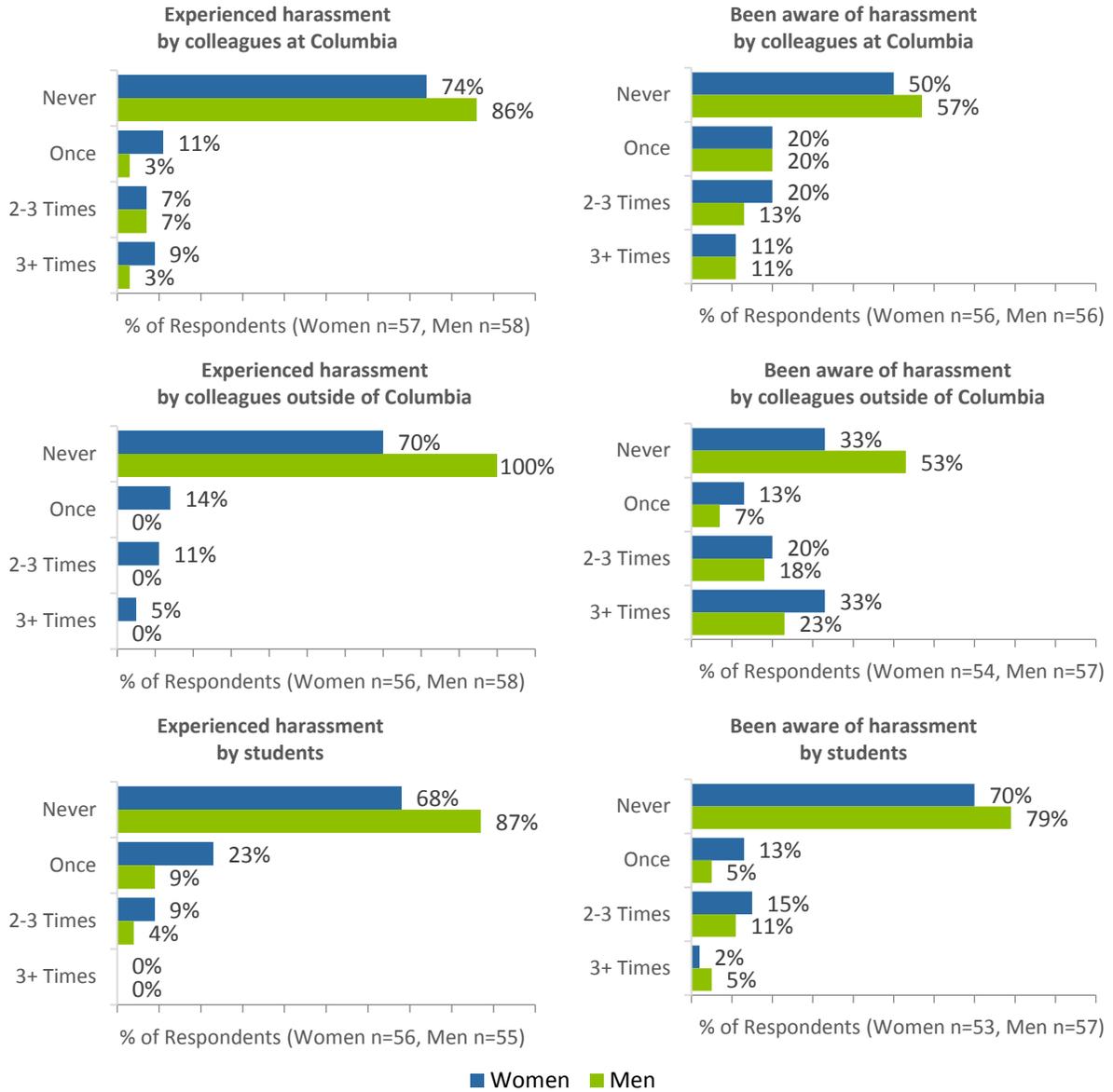


Figure 2. Questions on Harassment from the Humanities Anonymous Survey, Fall 2017.

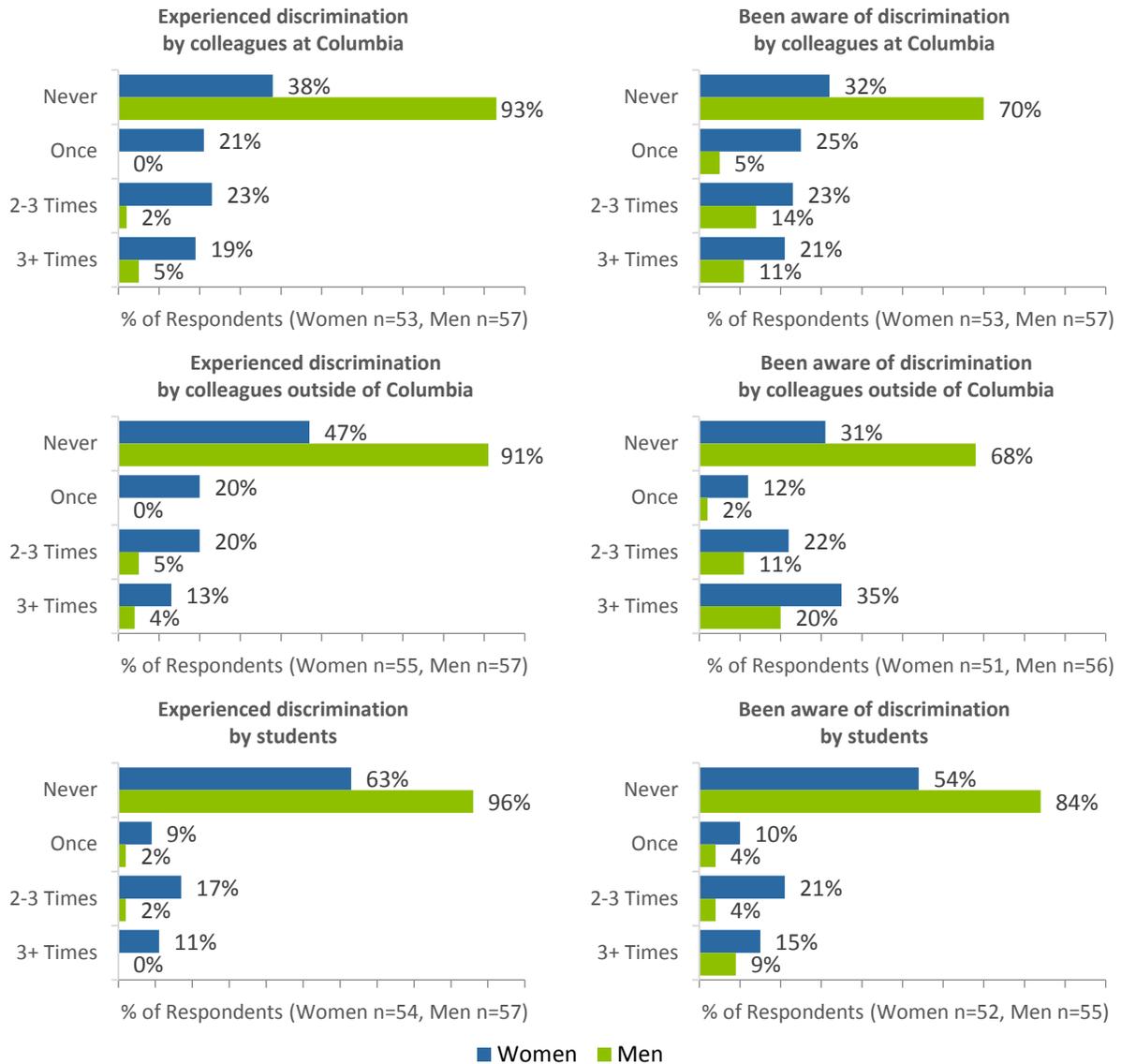


Figure 3. Questions on Discrimination from the Humanities Anonymous Survey, Fall 2017.

One respondent remarked that [his or her] early years at Columbia were “riddled with gender discrimination.” An interviewee noted:

“Outside of teaching and resources - there have been instances, relatively isolated but significant, where I have felt that as the first [person of race or ethnicity] in the department ... things have been brought to the fore that made me uncomfortable ... So that leads to other consequences – other opportunities for advancement or initiatives for minority faculty [which] were not passed on to me.”

Notably, no female faculty or faculty of color in the anonymous survey wrote that they had filed an official complaint reporting harassment or discrimination to the EOAA. The one person (a white man) who said he had filed a complaint stated that he was dissatisfied with the outcome.

One respondent declined to provide any specific information in the anonymous survey about the harassment experienced because of the possibility of self-identification. More data are needed in order to learn why so few faculty report harassment or discrimination and what types of harassment and discrimination are affecting faculty; action must be taken to address the many instances of harassment and discrimination that many faculty report they are experiencing or observing.

Department Climate

In the survey, many faculty members expressed satisfaction with their work at Columbia, mentioning “first-rate colleagues,” “collegiality,” an “inclusive and friendly” department, and “warm and helpful” colleagues. One white male respondent remarked that he had had “no negative experience at Columbia.” Reasons cited for being dissatisfied with being at Columbia included “rampant” favoritism by chairs, a “toxic” department culture, “massive hostility” from administration, “discrimination,” and being treated as if invisible. “Bullying” and “bullies” were mentioned frequently in the anonymous survey and in the interviews.

Female faculty members and men agree (or somewhat agree) that their colleagues value their research/scholarship in approximately the same numbers (63 percent of women vs. 67 percent of men). But the online surveys showed some striking disparities in how women perceive their departments compared with men. Women are more likely to believe that they are excluded from the department’s informal network (41 percent of women vs. 25 percent of men), that there are “unwritten rules” at work (88 percent of women vs. 63 percent of men), that they have had to work harder to be taken seriously (55 percent of women vs. 13 percent of men). This disparity may relate to departmental climate or culture. Agreement by women and men with the statement, “The perception that the climate and opportunities for female faculty in my department are as good as those for male faculty” was strikingly different: 41 percent of women and 65 percent of men agreed that opportunities for women are as good as those for men, while 56 percent of women and 23 percent of men disagreed that opportunities for female faculty are as good as those for men.¹⁰ See Figure 4.

¹⁰ Forty-three percent of women and 62 percent of men agree that opportunities are as good for minority faculty as for non-minority faculty, while 33 percent of women and 17 percent of men disagree that opportunities are as good for minority faculty as for non-minority faculty. Fifty-nine percent of women and 68 percent of men agree that opportunities are as good for LGBTQ+ faculty as for non- LGBTQ+ faculty, while 20 percent of women and 12 percent of men disagree that opportunities are as good for LGBTQ+ faculty as for non- LGBTQ+ faculty.

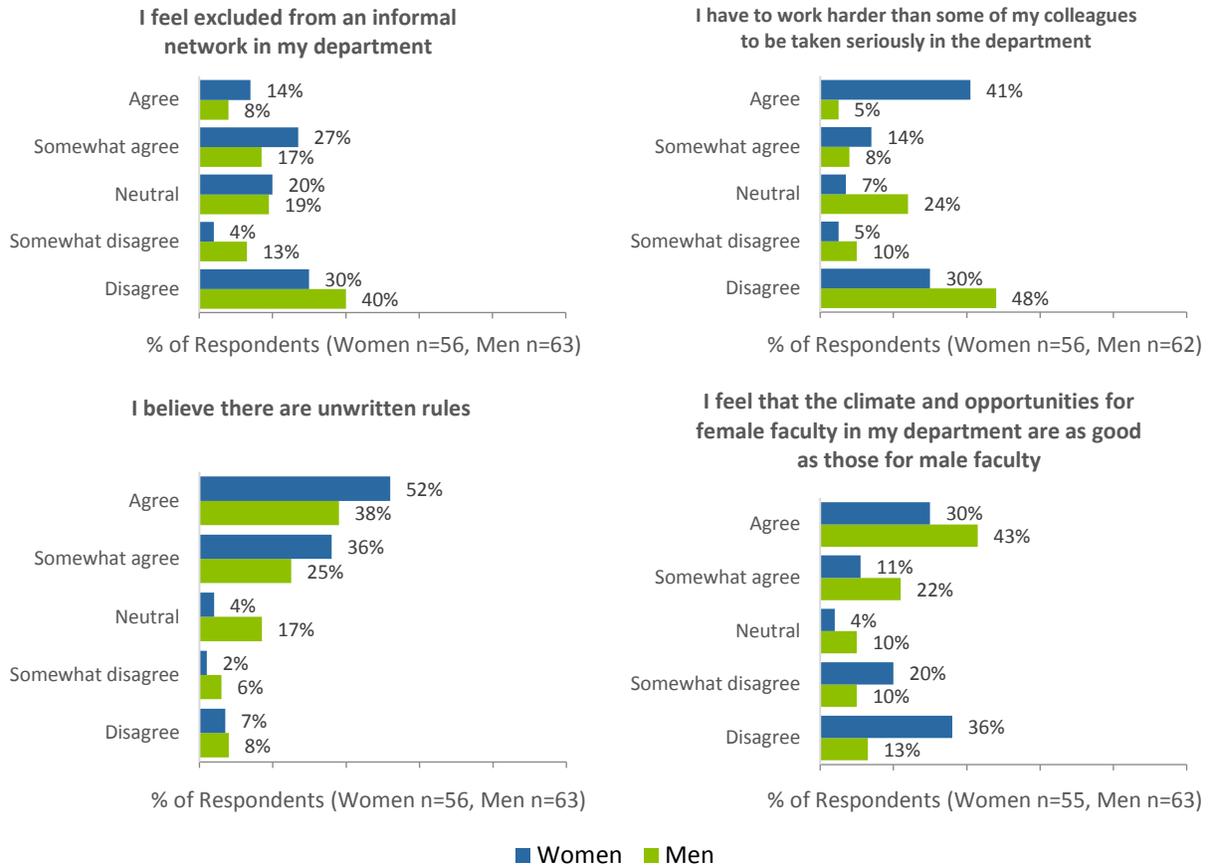


Figure 4. Questions on Climate from the Humanities Confidential Survey, Fall 2017.

One respondent noted feeling “undervalued”; another observed that “favoritism” by chairs is evident in salary increases; another commented on being surprised by the “exercise of power” in what senior male faculty would say to her, assuming that she couldn’t do anything about their troubling statements; and yet another remarked on having experienced harassment that is not sexual, but that constitutes bullying, insults, and hostility from administration.

“It doesn’t matter how much diversity you have if you don’t change the internal attitudes; departmental culture does not encourage a discussion about climate in faculty meetings or elsewhere, so there are enduring types of discrimination and this is often internalized (or enacted) by women faculty.”

Women and men generally agreed that “the criteria for tenure are clearly communicated” (64 percent vs. 63 percent), but 41 percent of women disagreed with the statement, “While at Columbia University, I have received satisfactory internal mentoring” in contrast to 27 percent of men who disagreed. Several respondents commented positively on their mentoring experiences. One noted excellent, exemplary mentoring.

An interviewee reflected on the demands for mentoring by URM students:

“I do think that the grad students who are [race or ethnicity], and undergrads who are [race or ethnicity] – and there are not that many – come to talk to me about the experience of working in the discipline. They single me out because we have a shared experience. Not sure if we are role models but I make it an active part of my experience with the students to talk with them, to be available for these kinds of discussions.”

A number of respondents remarked that they had never received formal mentoring; some thought that not having been mentored was fine and others expressed regrets about having never been mentored. Still others had negative experiences with mentoring programs in their departments. One respondent reported the feeling of having to impress the mentor, who would eventually be evaluating the respondent for tenure. Another commented on being distressed by the lack of mentoring, and recommended that it should continue after the junior faculty stage, with assistance given to female associate professors who are at risk for burnout and burdened with responsibilities that hinder their research. Yet another noted the problematic practice of mentoring given the gender disparity in faculty hiring [i.e., that senior male faculty often are assigned as mentors to junior female faculty], identifying Columbia’s lack of commitment to hiring senior women as the “real problem.”

Workload

Service

We received many comments about the workload of women compared to men, and the excessive service that URM and Asian faculty shoulder. Service responsibilities can vary widely in terms of the demands they place on a faculty member’s time, on the one hand, and the opportunities they offer to exercise power or accrue visibility and prestige, on the other. Women and faculty of color are often asked to perform high-workload, low-prestige duties, which prevents them from focusing on their research.

The issues of responsibility and credit for service performed arose repeatedly in interviews and survey comments. An interviewee observed that men in her department who have substantial duties do them in a “superficial way” and only with help from the female faculty who don’t get the credit. She pointed out that *“Women are expected to clean up after others which has major structural and salary implications. [They] don’t have time to do [their own] work, [and] don’t get recognition or compensation for all the admin work they do.”*

One respondent noted that the women do the work while the men get well paid. An interviewee observed that it’s *“notable who’s doing the work and who’s getting the credit.”* And another respondent noted having witnessed and been subjected to “administrative dumping” (work that should have been someone else’s responsibility passed on to her), and wondered whether the “dumping” is because she is a woman or a junior faculty member. Another respondent wrote of her frustration in feeling undercompensated alongside colleagues who do the same or less work, and feeling exploited in not receiving financial remuneration for the work she took on. Yet another respondent noted that women, and especially URM women, are asked to serve on too

many committees, and asked if white men are asked to perform comparable amounts of service.

Being overworked in a stressful environment was discussed by several interviewees.

[A chair] sent aggressive emails and a lot of people were mistreated. The emails were quite strong ... I was trying to negotiate between people, to generate situations in which some sort of [positive] movement would happen. It has been very difficult. I feel very exhausted in my department.

An interviewee who has children and who has carried a heavy administrative burden for years in her department commented, “[You] have to be a superwoman.” Interviewees and respondents also commented on women’s acceptance of requests for service as having a gendered component:

“I cannot do my intellectual work if I am required to do all this administrative work. This has not been the case for my male colleagues, who are less present. It’s been a very gendered thing within my subfield. But the males contend that it is not that way. It ends up coming to very difficult choices of letting things fall or coming to meetings and saying this isn’t working, or doing the work yourself. This ends up impacting family life no matter what. How do you learn to say no? It’s a very female thing.”

Mentorship work of minority students and students who are struggling was identified as typically falling to “more marginal faculty members.” One respondent commented that such mentoring is time consuming, necessary, and rewarding, and yet not recognized by the university.

In contrast to the findings in NSEC and SSEC, female faculty were underrepresented as directors of undergraduate studies (in 2016/17, they were 42 percent of the ladder-rank women but 31 percent of the DUS group), and were balanced in representation as director of graduate studies (41 percent of the DGS group). See Figure D.2. Appendix D.

University Committees

A disparity between men and women’s work is evident in their membership in the categories of department-level and university-level committees. The average service per person for tenured faculty is 3.7 (women) and 3.3 (men) at the departmental level; the average service per person for tenured faculty at the university level is 4.3 (women) and 2.5 (men). For non-tenured faculty, the average service per person was 3.4 (women) and 2.6 (men). The only category in which men’s average of service per person slightly exceeded that of women’s is in the non-tenured university level, with 1.3 (women) and 1.7 (men). See Figure 5 and Figures D.3, D.4, D.5, and D.6 in Appendix D.

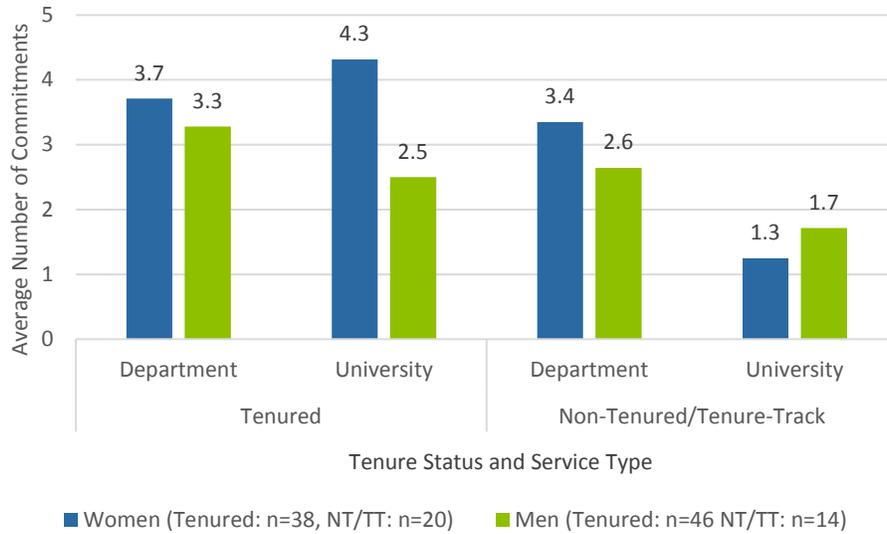


Figure 5. Average Service Commitments of Tenured and Non-Tenured/Tenure-Track Faculty in the Humanities, 2016/17.

Women on average serve on many more university level committees compared to men, including particularly time-consuming ones, such as the Academic Review Committee (ARC) and departmental reviews and tenure-review committees, such as Tenure Review Advisory Committee (TRAC).

Although attention to diverse committee membership is praiseworthy, the result is overwork of female faculty members and URM/Asian faculty members, some of whom may want to help the university in these high impact committees but take on this work at the expense of their own research and teaching.

Search Committees

Also notable is the fact that women are underrepresented as search committee chairs. For example, from 2011/12 to 2016/17, women chaired only 24 humanities searches out of a total of 69 searches, or 33 percent, despite being approximately 40 percent of the tenured faculty. Twelve searches, or 19 percent, did not have a woman representative from within the department, but included women from outside the department. Two searches, or three percent, had no women, internal or external, on the committee; three searches, or four percent, had no men, internal or external, on the committee. See Figure D.7. Appendix D.

Salary

Multiple concerns about salary were raised in the interviews and surveys including lack of transparency in salaries, possible inequities, and in particular, salary compression. Salary compression refers to the fact that faculty tenured from within Columbia, or who have been here for a number of years, without an outside offer, may have lower salaries than those at a similar

stage in their careers who are brought in from outside Columbia. Compression can result when senior hires come in at particularly high salaries, or when starting salaries in a given field may have gone up faster than raises, so that even incoming *untenured* faculty may get paid at a similar level to *tenured* faculty who have been at the university for a long time.

The committee was not able to document salary compression, but recognized the strong perception that it exists for women and men, and the issue was raised repeatedly in interviews and in the surveys. Our analysis indicates that salary compression is not concentrated among women and URM faculty, but that it affects men and white faculty, as well. Further, we observed that salary discrepancies did not occur at the lowest salary ranges.

One respondent wrote that a significant increase in salary would address half the university's problems, with the other half rooted in the culture and structure of the university. Yet another commented that Columbia should support faculty with very young children, offering additional child benefits. Several faculty members mentioned their starting salaries in the survey responses and a number advocated for transparency in salaries.

The committee did examine salary with respect to gender using normalized and anonymized salary data across tenured faculty in the humanities. The relatively small numbers of untenured tenure-track faculty, along with their relatively short time period at Columbia in the untenured ranks before receiving a tenure-related increase in salary, made it difficult to apply the same methods to the untenured cohort. Salary was examined by looking at standard deviations from department mean salary plotted versus years post-PhD. Issues were subtle, but there were indications that women may be overrepresented in the group below the standard deviation from mean, and men overrepresented in the group over department mean. However, care needs to be taken in interpreting these data and further study is required.

A troubling trend appeared in terms of salary increases associated with retention offers. While the numbers are very small, making it impossible to say anything definitive, it appears that women who were retained following outside offers, tended to get salary adjustments that move them up closer to the mean as opposed to above the mean. In contrast, men were much more likely to end up above the mean for their department following a retention offer. This pattern is consistent with our survey results, which suggest that women tended to seek retention offers that gave them more time, whereas men more commonly sought salary increases. We need additional data about this tendency, which is likely to have multiple causes, although it is also consistent with women having a greater service burden.

External Offers and Retention Efforts

The "culture of the external offer" works against equity in several ways, and it creates perverse incentives that discourage faculty from investing time and energy in their home departments and in the Columbia community, as opposed to building a research profile and professional networks to attract interest elsewhere. The underlying logic of retention offers tends to reward faculty who leave service tasks to others.

Respondents and interviewees alike commented negatively on the requirement that one needs to obtain an outside offer in order to gain substantial increases in salary or benefits. None of the interviewees mentioned being in favor of the “culture of the external offer,” even when they had benefited from it. One respondent noted that out of all the previous institutions for which the respondent worked, Columbia stands out as the one that incentivizes the external offer to improve a range of items including salary, housing, tenure chances, quality of life, status, and internal professional advancement. Faculty who report having sought a job offer are 42 percent of women and 22 percent of men, with women and men receiving offers at about the same frequency (13 percent and 11 percent), with resulting adjustments made to salary, course load, leave time, spousal/partner employment, and research funds. One respondent mentioned getting a place at The School at Columbia as part of a retention package.

“Outside offers are hard to come by and not necessarily what a faculty member, who has no intention of leaving Columbia, [wants to do].”

“[We should] not ... make outside offers the only condition for a raise in salary. That’s a boys’ locker room game. For women, it’s not in the culture to play the game. To make raises based on merit and other metrics but not outside offers. That would really change the culture of the institution, wouldn’t it?”

“I think Columbia is shocking in terms of the way it has allowed salary compression to happen in the middle [career] faculty. [The] outside offer model is basically encouraging us to be disloyal to the institution. Causes a strange lack of morale ... I’m in a lull because I just had a child [and] I’m not in the most competitive position ... seems like the people who need the extra salary most aren’t in a position to get it.”

One respondent mentioned having to go quite deeply into debt just to survive and that an external offer resulted in spousal assistance to finding work. This respondent found that spousal assistance had been previously “a joke” and insulting [to the respondent] and especially to female partners [of the respondent and colleagues]. Another remarked that gender of the faculty member partly drove retention offers and determined a person’s “value” to Columbia, whose culture “encourages unfairness.”

“[I] received a retention offer – in discussing with administration, said ‘I want what he gets.’ Which he? ‘Whatever it is that men get.’ They would not bargain until I had an offer in hand – I told them if I would have an offer in hand I would leave, as I would have already convinced myself mentally to go. In the process discovered that I was underpaid ... for decades ... but that did not make up for pension lost.”

A female respondent noted the discontent among top-performing Columbia senior women and minority faculty regarding salary compression, remarking on the history of discrimination against minority female faculty in particular and commenting on the “flawed reasoning” by chairs in establishing equity between junior and senior faculty but not between colleagues of comparable accomplishments and seniority. The numbers of faculty who commented on their specific

retention offers is small, but it should be noted that of those who received such offers, in response to the question “Are you happy with the retention offer you received?” 43 percent of women said yes, in contrast to 67 percent of men.

Because of time limitations, HEC did not interview faculty who received offers and who have left. Exit interviews may illuminate additional issues regarding external offers and the reasons that faculty leave the university.

Hiring and Retaining to Increase Diversity

Our committee gathered data and comments about hiring and retaining faculty to increase diversity, and received a range of responses to the discussions at the university about diversity. One interviewee mused:

“What does diversity mean? What does equity mean? The language and approach is legalistic (about taxonomy & categorization); [it] shouldn’t just be bureaucratic ... [“diversity”] seems to be a buzzword; not really concrete (as in “we need more named chairs who are women”); the university should be confident enough to project/claim a clear vision of what greater diversity means.”

One respondent noted prejudices against women and minority faculty during the hiring process are “jarring.” Another noted that diverse hires have not necessarily led to other forms of diversity: *“I wouldn’t say that diversity on paper has led to a diversity of thinking at a deep level.”* A respondent commented on having been “threatened” when the respondent tried to question discriminatory practices in a search.

Several interviewees were critical about diversity initiatives, noting that funds supporting diversity have been going to the professional schools, not to Arts and Sciences. They were also critical of the difficulty of departments to gain consensus to actually hire someone, the counterproductive hiring of someone who is not qualified, and the “old boys’ network” that is behind some diversity hiring decisions.

“Current diversity initiatives are much more oriented toward the professional schools, diversity money is flowing uptown and to the professional schools. But if you are not actually pushing and shaping diversity as a school with resources then you’re not going to get anywhere.”

“CU seems to be making a good faith effort to hire people in a diverse way. Sometimes it seems like an either/or in terms of maintaining department disciplinary balance and achieving diversity. It seems ham-handed. So far diversity hires have been so contentious that we haven’t had the opportunity to hire anyone. I think people get freaked out by the lack of clear method to use this chance to hire.”

“The target of opportunity: I personally feel that we should be using the target of opportunity hires to bring in a top underrepresented person, also in less represented fields. There is still a kind of old-boy thing, when someone hires a former student, etc. There should be a search if there is an opportunity.”

Bringing in people to diversify the faculty is one step, but doing so must be followed by active inclusion of such faculty once they arrive.

“Columbia needs more faculty from underrepresented backgrounds, and it needs to make them want to stay, and it needs to make sure they are not the only one in their entire department.”

And another commented on the need to give such faculty both resources and respect:

“You can hire all the diversity you want, but you have to give them the physical and material conditions to keep them here and give respect to your faculty, or you will lose them.”

Suggestions for increasing diversity at the university include having a separate Arts and Sciences diversity pool run by a faculty member; awarding exceptional faculty of color already in the department with endowed chairs, which would recognize their work; and providing mentorship in order to navigate “unwritten rules.” A respondent commented on the “invisible labor” of mentoring that often falls to URM and female faculty members and which is “hidden” within informal university structures, operating within “unwritten but performed” codes. This respondent noted that the lack of attention to such unwritten practices that undergird institutional racism and sexism will drive out faculty of color.

A number of faculty were concerned about Target of Opportunity [TOO] hirings as shutting out the possibility of future hires that might be needed in particular areas.

“There is a real reluctance to consider TOO candidates within the department. The rhetoric being that targets of opportunity will replace normal promotion and tenure lines, so we won’t be able to bring in someone else. The party line is that we don’t want to have extraordinary appointments that are targeted, to replace the normal mechanisms of hiring.”

One interviewee commented on endowed chairs:

“[As for] endowed chairs, I don’t know what it is now, but it used to be only 10 percent of the named chairs at Columbia were held by women.”

In 2016/17, the percent has improved considerably: Women hold 34 percent of the named professorships in the humanities but were 40 percent of the tenured faculty. In nine of the 12 departments, women were underrepresented in terms of named chairs. In three departments, no women held a named chair. See Figure 6.

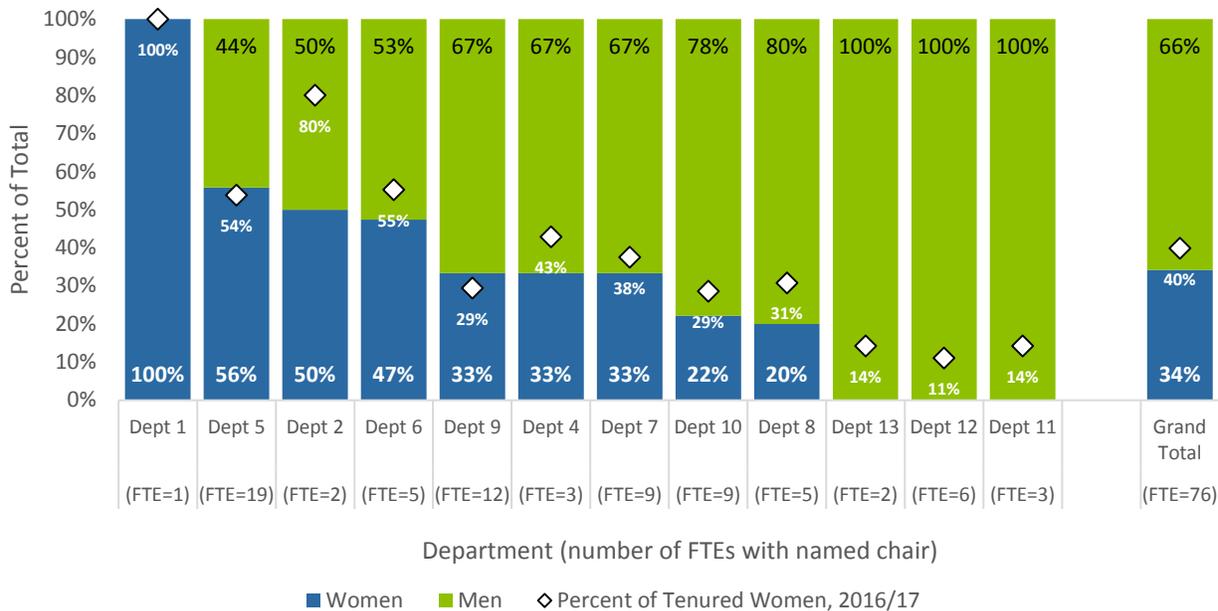


Figure 6. Named Professorships in the Humanities by Department and Gender, 2016/17.

A comparison of the number of awards earned by women in 2015/16 to 2016/17 (as reflected in information provided by Arts and Sciences) with the percent of ladder-rank women in each department shows that women earned 51 percent of the awards while comprising 42 percent of the faculty, and the percent of women winning awards in each department exceeds the percent of ladder-rank women in 11 of the 13 departments. These numbers suggest that female faculty have established distinguished reputations, winning awards in their fields, but are underrepresented in named chairs. See Figure 7.

Faculty of color hold named chairs and awards in approximately the same percent as represented in the faculty. See Figure D.8 and Figure D.9 in Appendix D.

Work/Life Issues: Childcare, Schooling, Spouses/Partners, and Caregiving

In the interviews, 70 percent of faculty reported that issues arising from childcare or schools affected their work. Interviewees cited issues of affording childcare and/or tuition at independent schools including The School at Columbia (TSC). Two interviewees mentioned specific cases of losing female colleagues who are parents because of work/life issues.

Of the faculty who are satisfied with their childcare arrangements, a smaller percentage of women (32 percent) than men (56 percent) are satisfied, with only nine percent of women who state that they are “very satisfied” in contrast to 28 percent of men. Fifty-nine percent of women and 34 percent of men surveyed are dissatisfied with their current childcare arrangements, with 41 percent of women surveyed stating that they are “somewhat dissatisfied” in contrast to 17 percent of the men. See Figure 8.

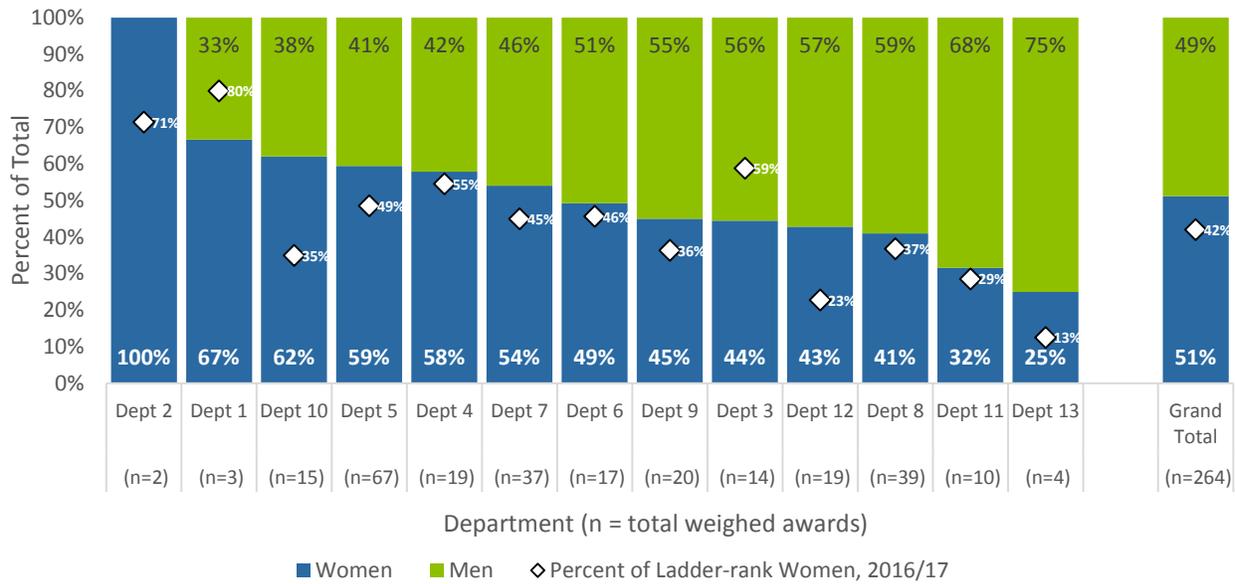


Figure 7. Faculty Awards in the Humanities by Department and Gender, 2015/16-2016/17.

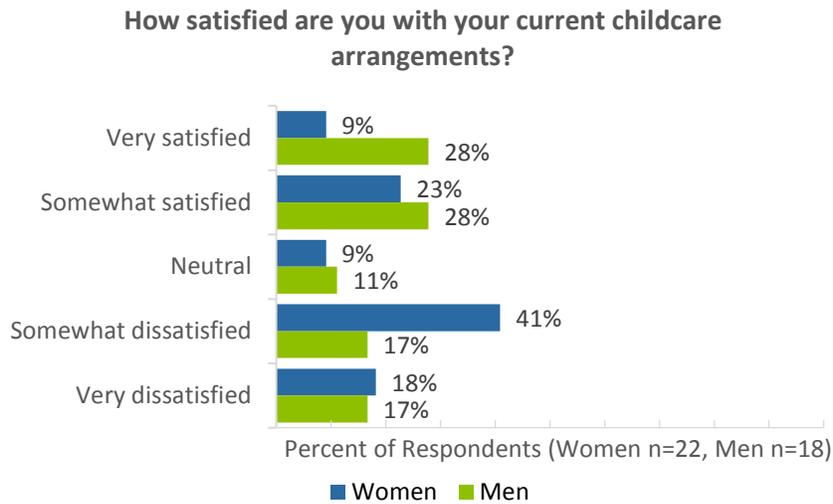


Figure 8. Question on Childcare and Schooling from the Humanities Confidential Survey, Fall 2017.

Comments from the surveys and interviews illustrate the nature of some of these dissatisfactions. One respondent noted that because she cannot afford enough childcare, she must care for her son in the afternoon, hours needed to get her work done. Another emphasized that the university should recognize that women are primary caretakers not only for children, but often also for elderly parents, and that she was currently taking care of both of her parents. Yet another respondent mentioned caring for and managing for two elderly parents who live at a considerable distance from New York, and that the lack of recognition and her work as a caregiver for them “under the radar” contribute to the stress of the situation.

One respondent commented that the university “does not seem ... interested” in supporting young mothers on the tenure track and asked about the lack of a childcare center on campus. This respondent also noted the necessity of taking out a loan because her Columbia salary was inadequate to pay for her expenses including childcare.

We were told about the challenges of being a single mother in relation to tenure, childcare, and rent. One respondent said that it is “impossible” to be a single mother of an infant or toddler at Columbia and to earn tenure without any material support to supplement the low salary of a junior faculty member in the humanities. An interviewee mentioned that a colleague with a child is leaving the university because of debt and an uncertain future.

Our survey indicated that there may be differences between women and men respondents about their satisfaction with schooling arrangements, but more data are needed to draw conclusions.

Other respondents and interviewees mentioned issues with spouses/partners. About equal numbers of women and men (42 percent and 38 percent) gave as a reason to leave Columbia “to improve the employment situation of your spouse or partner.” One interviewee mentioned that the “*spousal hire is crucial for women...*” but received unhelpful advice about changing her partner’s career aims. Several interviewees mentioned lengthy commutes for themselves or their partners. One noted that the overlap of tenure years and childbearing years puts a “*stress on women’s health and fertility*” and another commented on the “*two-body problem*,” wanting to build a family but that doing so was difficult while the interviewee’s spouse was not employed.

We learned from more than one interview that one way in which some humanities faculty have tried to address the lack of support is to take out a loan or to take the Tenured Faculty Research Program (TFRP) benefit as cash rather than as credits accrued towards a leave, a decision that does not give them time away from teaching and service to write.¹¹ An interviewee commented on the “*impossibility to do both [have a family and career]. [I] totally shortchanged [my] family to survive.*”

“[I] had a second child [and] went into debt because [I] had to hire a nanny in order to get work done for tenure; although because this is a dual Columbia household they have had free education at the Columbia School and with college tuition for both children.”

“On family issues: I think a lot of us struggle who have primary care responsibilities, paying for school. I always took my TFRP as cash to pay for tuition ... [Not having sufficient leave time] slowed down my work on my book ... It’s hard; I found myself not being able to spend as much time with my children as I would have liked. We never went on a family vacation.”

¹¹ “The Tenured Faculty Research Program (TFRP) offers tenured faculty annually the equivalent of one-ninth of their academic year salary. The TFRP allocation may be used either toward a paid leave with salary or for research assistance.” <http://fas.columbia.edu/faculty-resources/research-funding#tab4>

Both respondents and interviewees noted the inadequacy of Columbia's salaries and benefits to cover early childcare years (one respondent cited the figure of over \$20,000 a year for which she got no support).

“Younger women colleagues hear that we do not have enough support for childcare and tuition, and we don't. These are the two areas where their lives are unspeakably difficult. Parental leave policy is great but does not help women as much as it should. Not to take it away from men whom it also helps; that is good. But there should be birth and a leave semester. Recovery and leave. Improvement of those things would particularly benefit women. There have been some good improvements, for example: backup daycare and lactation rooms – those are great. But there is not enough subsidy for care. The daycares are not filled with Columbia people because it is too expensive.”

“We have [X] children. How could I not make real decisions about where to live, how to live? We have no savings, my entire salary goes to health insurance and daycare. So the decisions are actively being made every day about where we are going to live, how we are going to live.”

One interviewee noted the administration's lack of attention to work/life issues and unwillingness to listen to faculty concerns about these issues:

“So many of Columbia's problems just boil down to money and the university's unwillingness to distribute it equitably. Or even to hear what the needs are. I was at a meeting recently with JFAB [Junior Faculty Advisory Board], with members of the Arts and Sciences administration present, and JFAB, and the administrators gave their presentations, and then when the topic turned to work/life issues, the two administrators just left. They left before the family issues came up; it is clear that they didn't want to be there for that.”

“As a junior faculty member, [I] couldn't talk about family concerns ... because [it] gave a sense of women being less serious scholars ... But it is better now. [The] department was supportive but did not really understand the demands of [a] young family.”

Some interviewees and survey respondents mentioned the impact of The School at Columbia [TSC]. The survey showed that equal numbers of women and men survey respondents have children who attend TSC (nine women and nine men). We requested more comprehensive data about TSC from the provost's office but were not given access to that data; more information is needed in order to assess whether TSC is effectively serving faculty parents. Some survey comments noted the need to have improved public school options for faculty members. An interviewee noted being misinformed by the Department of Education about options for her child and the extreme difficulty she experienced in getting her child into a good public school (an independent school was not an option). She reported that TSC was not helpful when she contacted them, telling her that the admissions season was over.

One interviewee mentioned the positive benefits of having free tuition with two parents working at Columbia.¹² A respondent mentioned that the benefit leads to inequity among the faculty, with not everyone getting the benefit and some who are eligible not able to afford the tuition, even after receiving the 50 percent off benefit, and an interviewee noted that the disparity between the Primary Tuition Scholarship [PTS] which typically reimburses faculty for 10 percent of the tuition at an independent school, and the 50 percent tuition at TSC is “grossly unfair.”¹³ One interviewee noted that “the way the TSC has been managed needs looking at” and a respondent wrote, “Columbia should probably offer much bigger tuition cuts for its school.” Because of its cost and because it does not serve all faculty members, TSC is a source of frustration for a number of faculty surveyed and interviewed.

We would like to highlight that 38 percent of female faculty and 18 percent of male faculty who responded to the confidential survey noted that they care for or manage care for an aging and/or ill parent, spouse/partner, or other relative. See Figure 9. Caregiving often falls on the shoulders of women in the humanities, and should be considered in relation to issues of salary and cost of living.

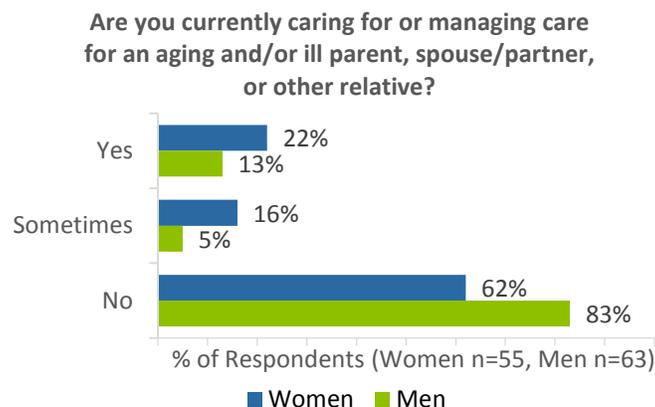


Figure 9. Question on Managing Care from the Humanities Confidential Survey, Fall 2017.

Several respondents remarked on the issue of caregiving, including for family members other than children. One commented that Columbia should support diversity by helping caregivers have successful careers.

¹² This 100 percent tuition benefit for a dual Columbia household is no longer available: “You may receive as many scholarships as you have eligible children. However, a child with two parents eligible for the benefit can only receive one scholarship.”

¹³ “For eligible full-time regular salaried Officers, the Primary Tuition Scholarship (PTS) Benefit program pays between 10 percent and 35 percent of your child’s tuition in grades K-8 at a private school within the five boroughs of New York City, depending on eligible family income.” See: <http://hr.columbia.edu/find-out-about/benefits/officers-tuition-benefits/officers-primary-tuition-scholarship-pts-benefit>. For a household with eligible family income of \$60,000 and over per year, the percent of tuition covered is 10 percent.

Centers and Institutes

Centers and institutes play a powerful role in the humanities at Columbia. In a division with relatively modest external funds available for individual faculty research, centers and institutes provide welcome opportunities for faculty participation through programming of conferences, symposia, lectures, and other activities, as well as material support available through grants, fellowships, and residencies. These opportunities for faculty in the humanities can greatly enhance one's intellectual life in making possible cross-departmental discussions and collaborations.

There are approximately 57 centers and institutes in Arts and Sciences; of those, 26 have had a humanities faculty member serving at least one term as director between 2015/16 and 2017/18. Out of the 26 centers and institutes, three institutes have both an undergraduate and graduate program, two institutes have a graduate program, and five institutes have an undergraduate program.

Interviewees commented on the benefits of being part of an institute or center, which gives “*great camaraderie and support*” and “*a sense of community*.” As the central site for the humanities at Columbia, the Society of Fellows/Heyman Center for the Humanities [SoF/HCH] (which functions as one unit) has substantial public-facing programming, including talks, conferences, and symposia in which faculty and post-doctoral fellows associated with SoF/HCH frequently participate. A substantial number of faculty in the humanities (as well as faculty in Social Sciences) have served on the Society of Fellows’ Governing Board; incoming members are chosen by board members each year.

In addition to these generally positive experiences with centers and institutes, we also heard from several faculty who perceived a strongly gendered dimension in the leadership of some centers and institutes on campus. About one center for which an interviewee has worked administratively and which is well funded, the interviewee commented:

“I have come to see [the center] as highly gender stratified. The leadership of that center is entirely white men [for historical reasons having to do with its founding].”

One respondent stated that she is “*aghast*” at how many men are heads of institutes and centers in name while women are really doing the work, and suggested that women should hold more such powerful positions to help address issues of inequity. Another noted that men at Columbia “*seem to profit*” from holding prestigious positions, such as head of the Italian Academy, head of the new Institute for Ideas and Imagination, head of the new Holder Initiative for Civil and Political Rights, and head of the Heyman Center for the Humanities, with women often doing a substantial amount of work but without the prestige of a central title.

Our committee examined the number of centers and institutes directed by humanities faculty in 2015/16 to 2017/18, and found that 38 percent of them are directed by women. In 2016/17, the

percent of ladder-rank women in the humanities was 42 percent, and thus the ratio of directors to the female faculty in the humanities corresponds to the available population. See Figure 10.

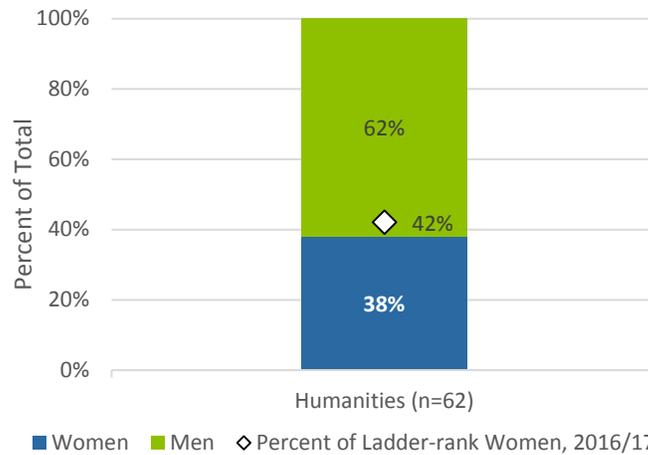


Figure 10. Institutes and Centers Directed by Humanities Faculty, 2015/16-2017/18. Breakdown by Gender.

We likewise noted that the ratio of institute and center directors who are from the humanities, as examined along the axis of ethnicity/race, reflects the percent of the URM and Asian populations in the faculty, or shows overrepresentation of Black/African-American faculty. The ratio of directors to all faculty as measured by race/ethnicity shows that there were fewer white faculty who were directors (64 percent) relative to their numbers in the humanities (78 percent) and there were more black/African-American faculty who were directors (19 percent) relative to their numbers in the humanities (seven percent). See Figure 11.

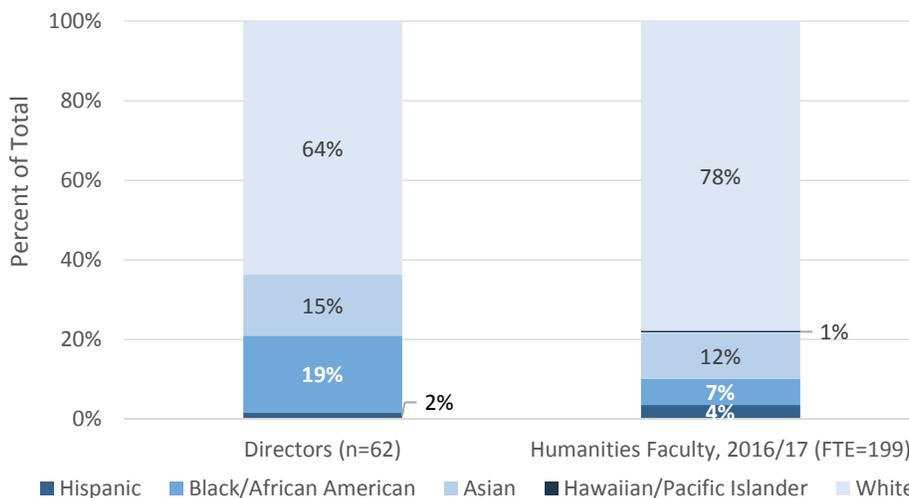


Figure 11. Institutes and Centers Directed by Humanities Faculty, 2015/16-2017/18. Breakdown by Ethnicity/race.

We found significant disparity between women’s and men’s involvement in centers and institutes as directors when we examined the relationship of gender to curricular program offerings. Of the centers and institutes directed by women, 54 percent of them administer a

program – undergraduate and graduate, graduate only, or undergraduate only – in contrast to the centers and institutes directed by men, for which 22 percent of them administer a program. Thus, 46 percent to 47 percent (with rounding) of centers and institutes directed by women have no program, in contrast to 78 percent of the centers and institutes directed by men. See Figure 12. Because programs require a substantial amount of work and the institutes with programs have a significantly larger number of women as directors, there may be a gendered aspect to administrative leadership of centers and institutes. A more in-depth study of the role of centers and institutes is needed, including discussion of selection of directors and other staff, whether there are terms for administrators and board members, and what research and programming funding is available and by what mechanism.

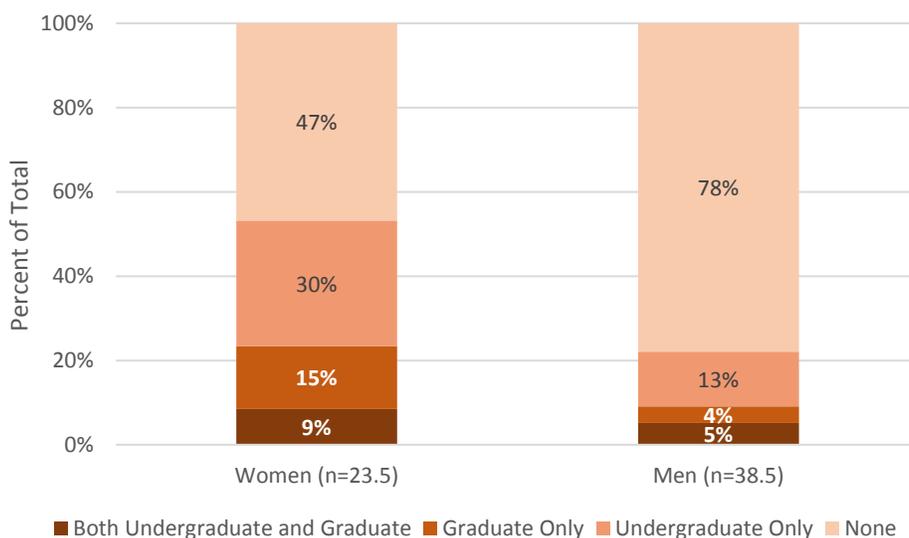


Figure 12. Institutes and Centers Directed by Humanities Faculty, 2015/16-2017/18. Breakdown by Gender and Program Offering.

Of the centers and institutes directed by white faculty, 21 percent of them administer a program – undergraduate and graduate, graduate only, or undergraduate only; in contrast to the centers and institutes directed by Asians, for which 79 percent administer a program; and in contrast to the centers and institutes directed by Black/African-American faculty, for which 33 percent administer a program.¹⁴ The overrepresentation in terms of ethnicity/race of directors of centers and institutes may be related to the specialized nature of some which focus on area studies or studies of ethnicity/race and which thus have a specialized pool of those with the requisite training and knowledge to serve as director. See Figure D.10 in Appendix D.

University Leadership

Many interviewees and respondents remarked on the absence of women in the top levels of administration. The leadership (dean of Arts and Sciences /executive vice president for Arts and

¹⁴ The n value for Hispanic faculty directing a center or institute was 1, yielding insufficient data.

Sciences, dean of the Graduate School of Arts and Sciences, dean of Columbia College, provost, and president) is entirely male and majority white as of May 2018, a fact commented upon in the interviews and surveys.

“We do not have enough women in leadership positions. We should look at gender of department chairs overall, and also other major committees. Women are doing the labor but not in the leadership positions in the faculty. Right now, we have a male dean of college, provost, president, [executive] vice president - those are the positions we deal with in arts and sciences, a phalanx of men. And that hasn’t changed.”

“We need empathetic women in high positions in the administration.”

One respondent identified the main problem at Columbia as being that white men still hold all the leadership positions. Another respondent wrote that Columbia should be a “vocal national leader,” actively working to dismantle the cultures that are complicit with sexual violence, discrimination, and harassment. Another reflected on Columbia’s progress over the past decades but that much still needs to be done, with a culture dominated by white men that leaves behind ethnic minority women. This respondent further noted the burden of ethnic minority women having to serve on more committees than their white male colleagues, with the result of having to carry the burden of heavy committee work but not being offered positions of leadership at the university.

The issue of service vs. administrative leadership is a critical issue for women, Asian female faculty, and URM faculty. One respondent observed that when men chair committees, they are “leaders” but when women chair committees, they “serve” – and as a result, men’s work is valued above women’s work, with financial consequences.

Cumulative Impact on Underrepresented Groups Including Stress and Other Issues

The cumulative impact of climate issues and institutional bias noted in our committee’s findings may be one reason that women experience considerable stress in certain areas, including securing funding for research, advising responsibilities, committee and/or administrative responsibilities, bias/discrimination/unfairness, and trying to balance the demands of work life and home life.

In the survey, women reported experiencing stress in much higher percentages than men in several areas. Some of the especially problematic areas are Advising Responsibilities (74 percent vs. 53 percent), Committee and/or Administrative Responsibilities (89 percent vs. 55 percent), Bias/Discrimination/Unfairness (59 percent vs. 16 percent), and Trying to Balance the Demands of Work life and Home Life (88 percent vs. 72 percent). See Figure 13.

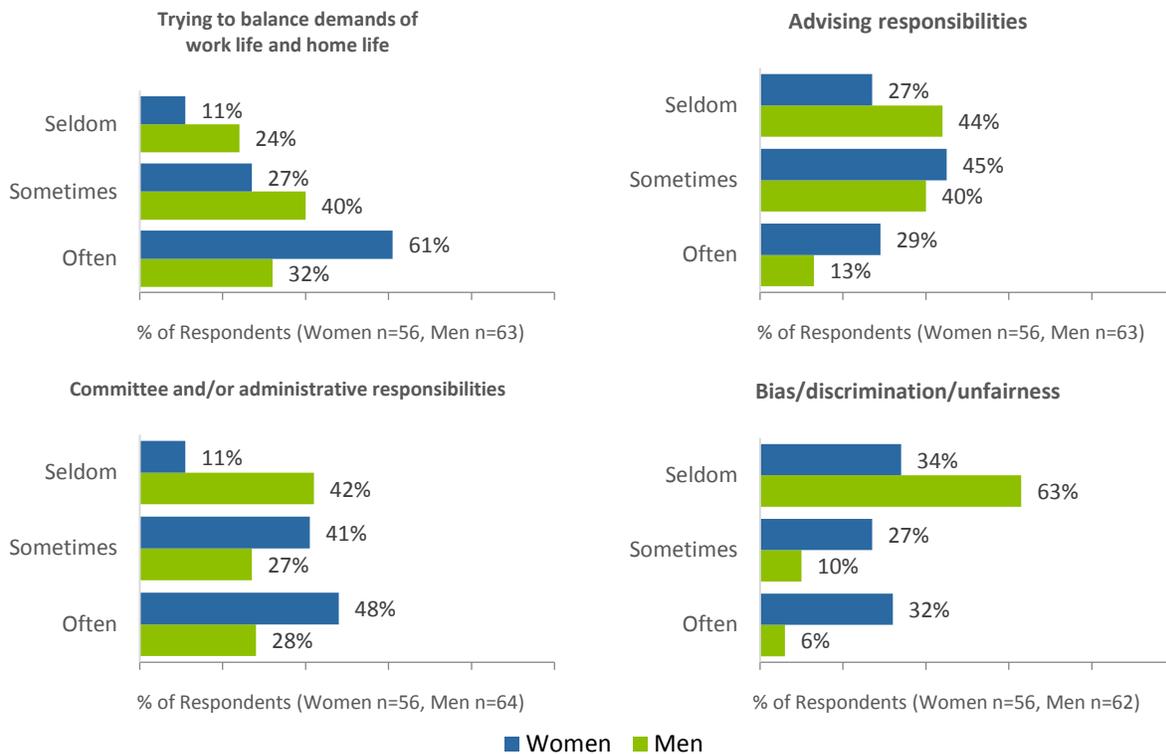


Figure 13. Questions on Sources of Stress from the Humanities Confidential Survey, Fall 2017.

It is important to note that in all four of these areas, a significantly higher percentage of women selected “often” (rather than “seldom” or “sometimes”) compared to men: Advising Responsibilities (29 percent vs. 13 percent), Committee and/or Administrative Responsibilities (48 percent vs. 28 percent), Bias/Discrimination/Unfairness (32 percent vs. six percent), and Trying to Balance the Demands of Work Life and Home Life (61 percent vs. 32 percent). Moreover, these are areas cited by respondents and interviewees in previous discussion.

One female interviewee commented, *“I’m actively looking to move to another department”* in the context of discussing sexism in the department. Another noted that she has *“heard troubling things from junior faculty. [They] would report on something offensive to women having been said [and] feeling powerless to say anything. Can you let a sexist comment stand?”*

As we have noted, although Asian and URM respondents are few, it is critical to acknowledge that a number of Asian female faculty, URM female, and URM male faculty respondents and interviewees identified sources of stress as heavy committee and/or administrative responsibilities; timing of departmental meetings and functions; and trying to balance the demands of work life and home life, including caregiving of family members.

Many interviewees were guardedly optimistic about the future of diversity at Columbia. Several pointed out that Columbia has made considerable strides over the past decades in establishing more diverse faculties, initiating mentoring programs, offering benefits such as coverage for

paid parental leave and infertility issues, moving towards a model of shared governance and greater transparency, and having family-friendly departments.

The day-to-day work required of faculty, including excess service, the invisible labor of mentoring, and sexist comments take their toll, as evident in the survey data gathered in response to the question, “To what extent, if at all, have you considered the following as reasons to leave Columbia University?”

Notably greater percentages of women than men selected the following as major reasons that they would consider leaving Columbia: “to reduce stress” (71 percent vs. 47 percent), “to address family-related issues” (51 percent vs. 37 percent), “to find a more supportive work environment” (66 percent vs. 44 percent), and “to increase your time to do research” (74 percent vs. 44 percent). See Figure 14.

A follow-up study is necessary to determine the reasons women did end up leaving Columbia and what factors contributed to those decisions, including whether they deemed a counteroffer to be insufficient. Other reasons identified by a significant percentage of both women and men were “to address child-related issues” (37 percent vs. 34 percent) and “to improve the employment situation of your spouse or partner” (42 percent vs. 38 percent).

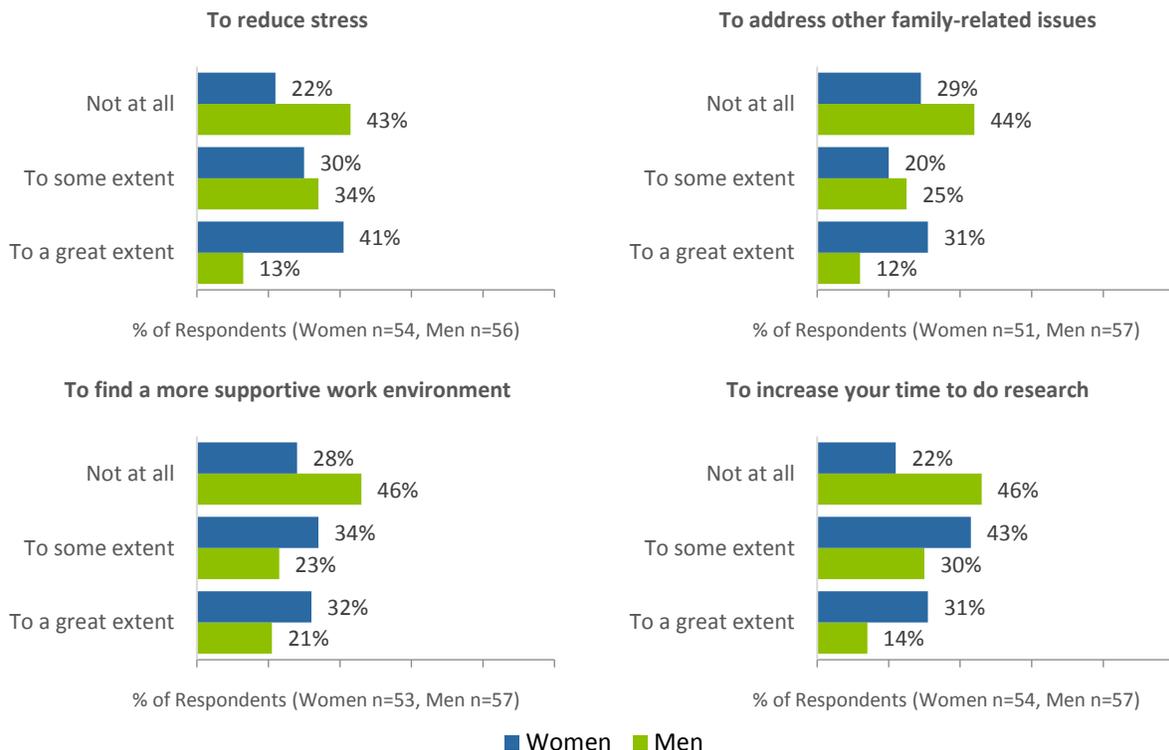


Figure 14. Questions on Reasons to Leave Columbia University from the Humanities Anonymous Survey, Fall 2017.

SECTION 6: Conclusions

Because of time limitations, we were not able to address all topics pertinent to a study of faculty equity. While we remain cautious about drawing generalizations about quantitative survey data from faculty of color given the relatively small numbers, we acknowledge the concerns expressed in both the surveys and interviews, and are considering pooling our data across the three divisions at a later date in order to have access to a more robust data set.

This document represents the work of many hands – members of the HEC, Arts and Sciences Planning and Analysis, our colleagues who responded to the surveys, and those who accepted our invitations to interview. We are grateful to our colleagues who shared their observations about equity, diversity, and inclusion.

We also wish to acknowledge the many people who have worked on equity issues at Columbia long before the current efforts of the PPC. In 1969, female staff members, faculty, graduate students, and Barnard College students formed a group called Columbia Women’s Liberation (CWL), which drew attention to the low numbers of women appointed to the graduate faculties, the small percentage of PhDs awarded to women, salary inequity between women and men, and many other issues.¹⁵ The CWL’s weekly meetings led to a report written by the Committee on Discrimination Against Women Faculty, which they presented to the acting president and sent to the *New York Times*.¹⁶

CWL’s hard work nearly 50 years ago helped to illuminate critical issues of equity at Columbia in hiring, promotion, tenure, and salary after which “Columbia suddenly became the leading center of sex-discrimination law in the country.”¹⁷ We hope that the current efforts of the divisional equity committees will renew Columbia’s commitment to positive change through the attention and action of faculty members and university leadership alike.

¹⁵ See “You’ve Come a Long Way, Baby,” Columbia Women’s Liberation Flyer, 1969, University Protest and Activism Collection, in *1968: The Global Revolutions* exhibition, curated by Thai Jones and Olivia Rutigliano, Rare Books and Manuscripts Library, Columbia University, January 23-June 4, 2018; and Rosalind Rosenberg, *Changing the Subject: How the Women of Columbia Shaped the Way We Think about Sex and Politics* (New York: Columbia University Press, 2004), 238-57.

¹⁶ Report from the Committee on Discrimination Against Women Faculty, Women at Columbia, 1870s-2000s, Historical Subject Files, Columbia University Archives, undated; and Linda Greenhouse, “Columbia Accused of Bias on Women,” *New York Times*, 11 January 1970: 55.

¹⁷ Rosenberg, *Changing the Subject*, 257.

APPENDICES

Appendix A: Committee Membership

The committee included a faculty representative from nearly each department of the division, members of the PPC diversity subcommittee, and two ad hoc members from within Arts and Sciences administration (the executive vice president for Arts and Sciences and the associate vice president for planning, analysis, and curricular coordination).

Ellie Hisama, *Professor, Music, HEC Chair, PPC*

Stefan Andriopoulos, *Professor, Germanic Languages*

Courtney Bender, *Professor, Religion*

Jo Ann Cavallo, *Professor, Italian*

Kellie Jones, *Associate Professor, Art History and Archaeology*

Eleanor Johnson, *Associate Professor, English and Comparative Literature, PPC*

Lydia Liu, *Professor, East Asian Languages and Cultures*

Robert Gooding-Williams, *Professor, Philosophy*

Patricia Grieve, *Professor, Latin American and Iberian Cultures*

Emmanuelle Saada, *Professor, French and Romance Philology*

Maya Tolstoy, *Professor, Earth and Environmental Sciences, PPC Chair*

Maria Uriarte, *Professor, Ecology, Evolution and Environmental Biology, PPC Vice-Chair*

Katharina Volk, *Professor, Classics*

Jennifer Wenzel, *Associate Professor, English and Comparative Literature; Middle Eastern, South Asian, and African Studies*

Ex Officio: David Madigan, *EVP for Arts and Sciences, Dean of the Faculty of Arts and Sciences*

Ex Officio: Rose Razaghian, *Associate VP, Planning, Analysis and Curricular Coordination*

Appendix B: Interview Questions

The following guide for the discussion was provided to interviewees ahead of the interview:

Interview Question Guidelines:

Interviews should focus most on whatever the interviewee is most interested in discussing with the committee within the context of our charge. However, here are some general topics that we are interested in, and hope to cover.

- 1) As a Columbia University faculty member, what are your experiences with regard to research, teaching and service, and have these changed over time?
 - Have you been treated differently at Columbia, because you are an underrepresented group faculty member? If so, in what ways?
 - Do you think your experience is typical?
 - Do you think underrepresented group faculty members serve as positive role models for students and postdoctoral scholars at Columbia? Please explain.
 - Please comment on the leadership role of underrepresented group faculty members in your department.
- 2) What have been your experiences in your field, as a member of an underrepresented group?
 - Have you been treated differently than predominant group members? If so, in what ways?
 - Do you think your experience is typical?
- 3) What is your vision of the future regarding members of underrepresented groups in science?
 - Are you optimistic that things are improving?
 - Are you more or less optimistic than you used to be?
- 4) Do you have any suggestions for the committee regarding recommendations that we might make to help ensure equity?
- 5) What have been your experiences with regard to career and how it impacts your personal/family life?
 - Have issues of career influenced your family decisions?
 - Have family issues influenced your career? If so, in what ways?

Level-specific questions:

Untenured only

With regard to your gender/race/ethnicity, what were your perceptions about Columbia during the interview process and have they changed (or not) since you arrived? Please explain.

Mid-level tenured only

Has your view of being an underrepresented group faculty member at Columbia changed relative to your views when you were a junior faculty member? Please explain.

How do your experiences here at Columbia compare to experiences nationally/internationally?

Senior only

Has your treatment as an underrepresented group faculty member at Columbia changed over the years? Please explain.

Has treatment of underrepresented group faculty members at Columbia changed over the years? Please explain.

Appendix C: Notes for Figures in Report

Figure 5. Average Service Commitments of Tenured and Non-Tenured/Tenure-Track Faculty in the Humanities, 2016/17.

Based on self-reported data from submitted Faculty Information Forms.

Excludes: Deans, faculty who did not submit FIF, faculty with FTE \leq 0.5, faculty on leave, term professors.

Figure 6. Named Professorships in the Humanities by Department and Gender, 2016/17.

Includes only tenured humanities faculty with FTE > 0.

Excludes one term professor and three Non-Ten/Ten-Track professors with a named chair (two men and two women)

One department did not have any tenured named chairs in 2016/17.

Figure 7. Faculty Awards in the Humanities by Department and Gender, 2015/16-2016/17.

The number of awards is weighed by FTE to account for faculty with joint appointments, rounded to a whole number.

Departments are numbered based on the percent of ladder-rank women, with number 1 having the highest percentage.

Includes all awards listed in the 2016-2017 Distinguished Faculty Awards booklets produced by Arts and Sciences, which are based on Faculty Information Forms, as well as feedback from departments.

Includes only ladder-rank humanities faculty, excludes term professors.

Figure 10. Institutes and Centers Directed by Humanities Faculty, 2015/16-2017/18.

Breakdown by Gender.

The n value for each category is the sum of terms as director with each term equal to 0.5.

Includes only ladder-rank faculty appointed in the humanities. Two female/white lecturers are excluded.

Figure 11. Institutes and Centers Directed by Humanities Faculty, 2015/16-2017/18.

Breakdown by Ethnicity/race.

The n value for each category is the sum of terms as director with each term equal to 0.5.

Includes only ladder-rank faculty appointed in the humanities.

For All Faculty, excludes six FTE with undisclosed ethnicity/race.

Figure 12. Institutes and Centers Directed by Humanities Faculty, 2015/16-2017/18.

Breakdown by Gender and Program Offering.

The n value for each category is the sum of terms as director with each term equal to 0.5.

Includes only ladder-rank faculty appointed in the humanities.

Appendix D: Supplemental Figures

Figure D.1. Humanities Equity Committee: Faculty Surveys Representativeness by Gender and Ethnicity/Race, Fall 2017.

Gender	Tenure Status			Confidential Survey		Anonymous Survey	
	Tenured	Non-Ten/ Ten-Track	Grand Total	Number of Respondents	Response Rate	Number of Submissions	Submission Rate
Men	90	32	122	65	53%	58	48%
Women	63	26	89	56	63%	57	64%
Genderqueer or gender non-conforming^						5	N/A
Decline to state^						2	N/A
Grand Total	153	58	211	121	57%	122	58%

^ For anonymous survey only

Gender	Tenure Status			Confidential Survey		Anonymous Survey	
	Tenured	Non-Ten/ Ten-Track	Grand Total	Number of Respondents	Response Rate	Number of Submissions	Submission Rate
White	120	37	157	94	60%	85	54%
Asian*	14	12	26	12	46%	10	38%
URM*	16	4	20	11	55%	17	85%

Notes:

Submission rate is the number of submitted surveys divided by the number of faculty. It may not indicate the true response rate since it is possible to submit the anonymous survey multiple times. Three professorial term faculty were grouped with non-tenure/tenure-track faculty.

Anonymous survey: Two respondents did not answer the gender question, four respondents did not answer the ethnicity question.

Anonymous survey: Two respondents selected "Not listed" in the ethnicity question, one of whom identified as Hispanic origin.

*Asian includes "White and Asian."

*URM for confidential includes: "Hispanic," "Hispanic and White," "Black," "Asian and Hawaiian/Pacific Islander."

*URM for anonymous includes: "American Indian/Alaska Native and Black/African American," "American Indian/Alaska Native and White," "American Indian/Alaska Native and White," "Asian and Native Hawaiian/Other Pacific Islander," "Black," and "Hispanic."

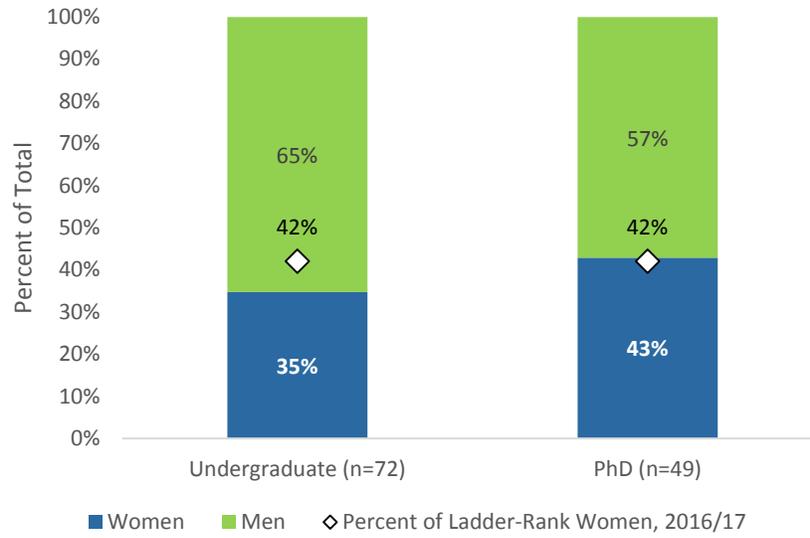


Figure D.2. Directors of Undergraduate and Graduate Studies in the Humanities by Gender, 2014/15-2016/17.

Notes:

- Includes only ladder-rank directors whose appointment division is humanities.
- Includes interdisciplinary programs for directors of undergraduate studies.
- Includes only PhD programs for directors of graduate studies.

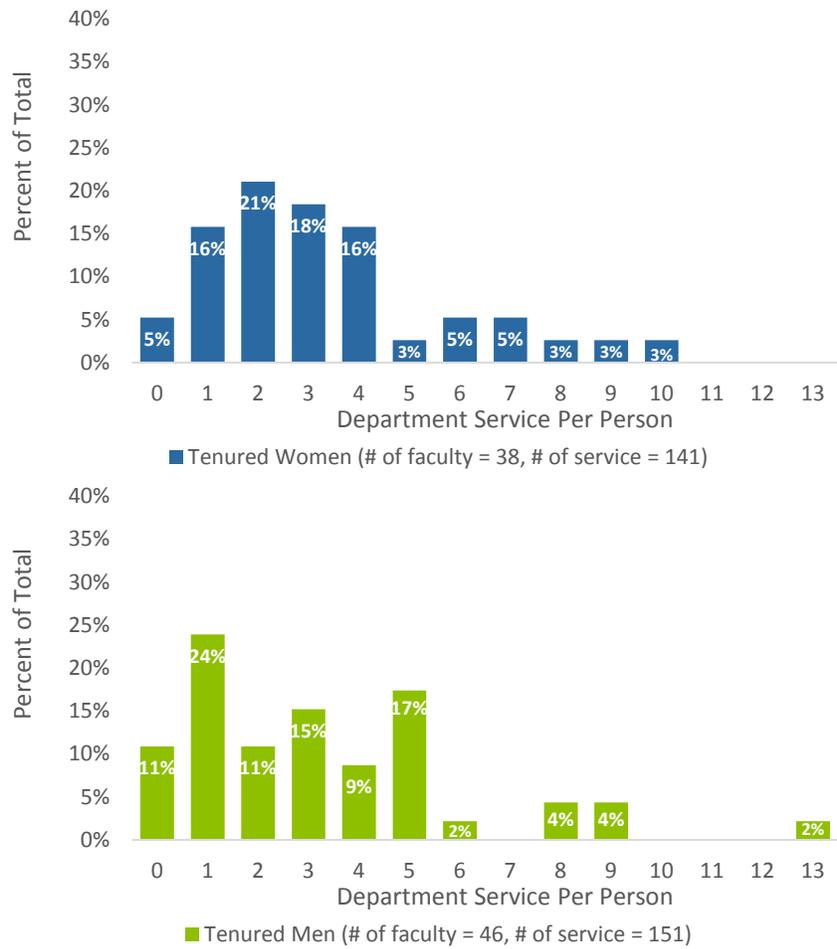


Figure D.3. Department Service Commitments of Tenured Faculty in the Humanities, 2016/17.

Notes:

Based on self-reported data from submitted Faculty Information Forms.
 Excludes: Deans, faculty who did not submit FIF, faculty with FTE ≤ 0.5, faculty on leave, term professors.
Tenured Women: not shown is one outlier with 16 department service listed.

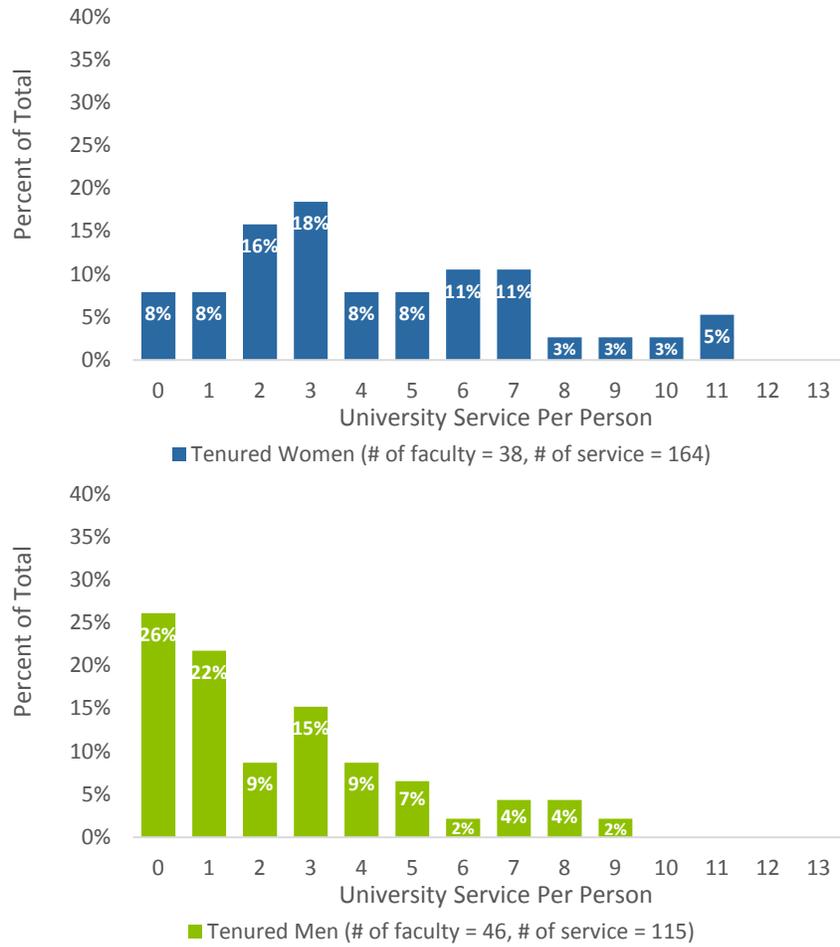


Figure D.4. University Service Commitments of Tenured Faculty in the Humanities, 2016/17.

Notes:

Based on self-reported data from submitted Faculty Information Forms.

Excludes: Deans, faculty who did not submit FIF, faculty with FTE ≤ 0.5, faculty on leave, term professors.

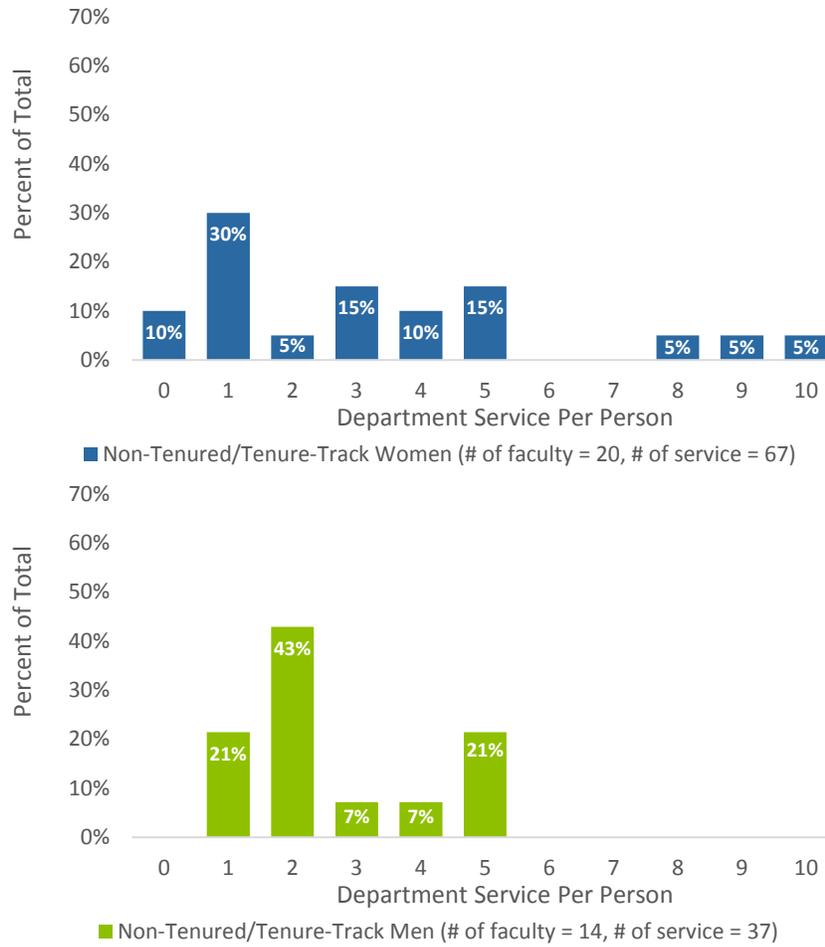


Figure D.5. Department Service Commitments of Non-Tenured/Tenure-Track Faculty in the Humanities, 2016/17.

Notes:

Based on self-reported data from submitted Faculty Information Forms.

Excludes: Deans, faculty who did not submit FIF, faculty with FTE ≤ 0.5, faculty on leave, term professors.

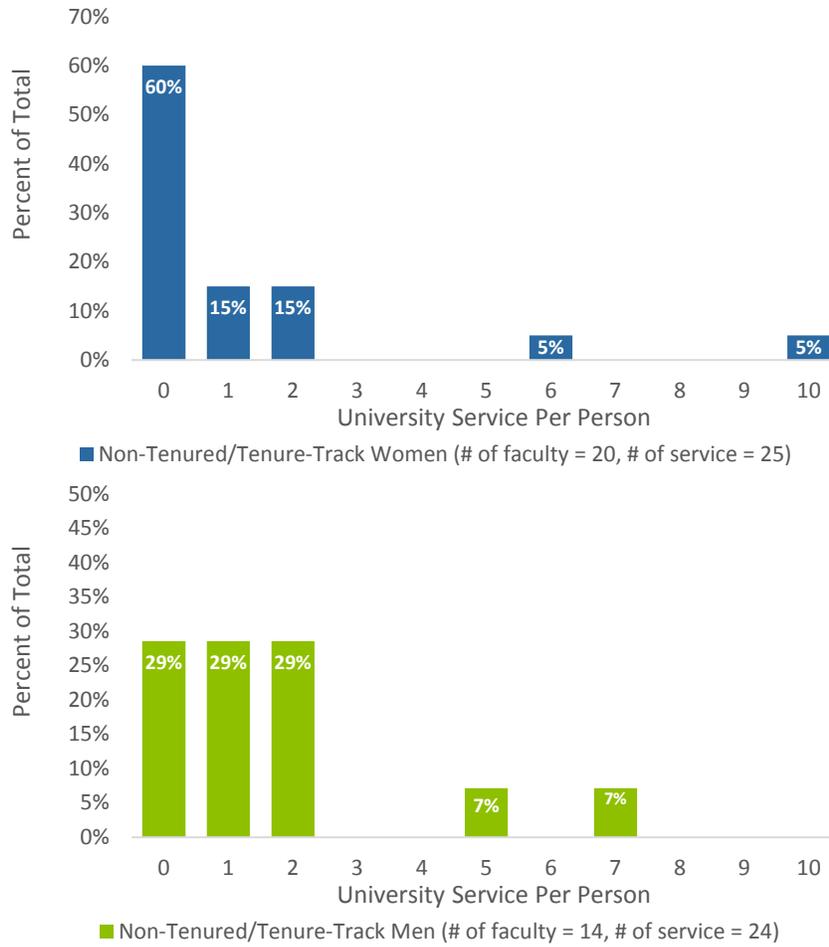


Figure D.6. University Service Commitments of Non-Tenured/Tenure-Track Faculty in the Humanities, 2016/17.

Notes:

Based on self-reported data from submitted Faculty Information Forms.

Excludes: Deans, faculty who did not submit FIF, faculty with FTE ≤ 0.5, faculty on leave, term professors.

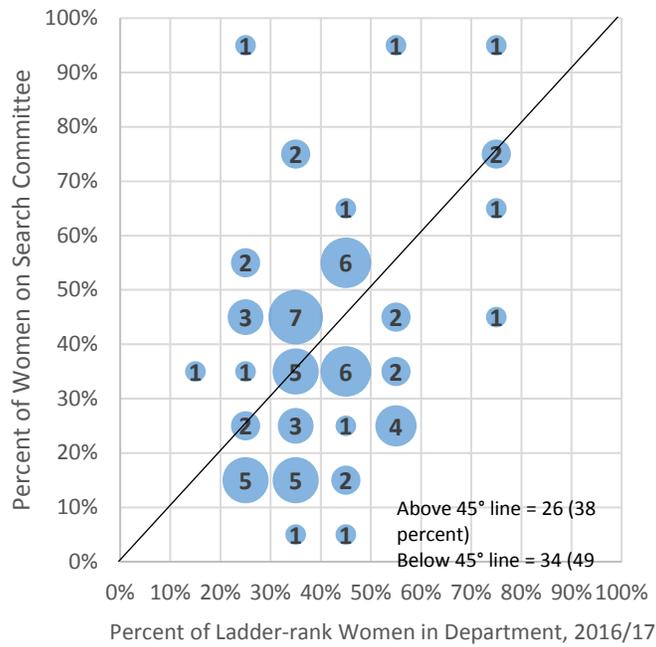
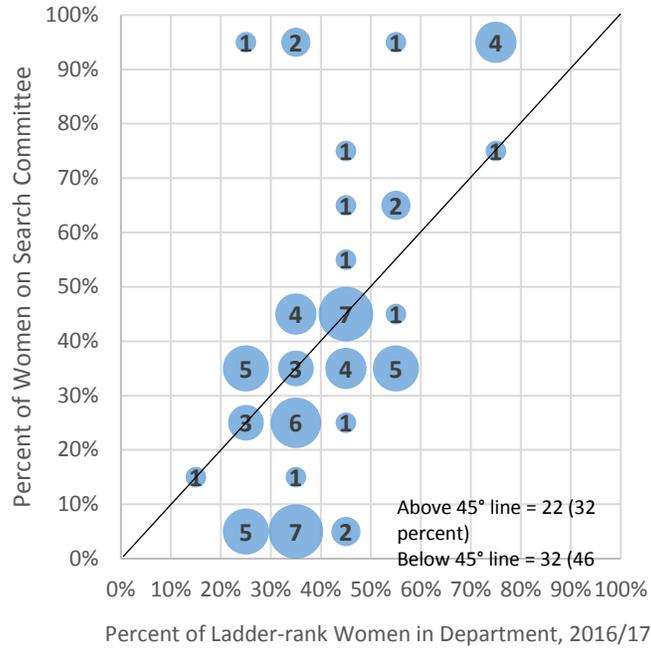


Figure D.7. Composition of Search Committees in the Humanities by Gender, 2011/12-2016/17.
Top: Only internal committee members.
Bottom: All committee members.

Figure D.7. Composition of Search Committees in the Humanities by Gender, 2011/12-2016/17.
Top: Only internal committee members.
Bottom: All committee members.

Notes:

Each bubble represents the number of searches where the percent of women committee members and percent of women in the corresponding department lied within a certain interval.

The intervals are right-closed. Zeroes are included in the zero to 10 interval.

Includes searches begun in academic years 2011/12 through 2016/17, including those that did not result in a hire.

One search for an international position was excluded.

There were 69 searches in that period with an average committee size of 5.3.

'Internal' indicates search committee members with an appointment in same department as the hiring department, including zero FTE appointments.

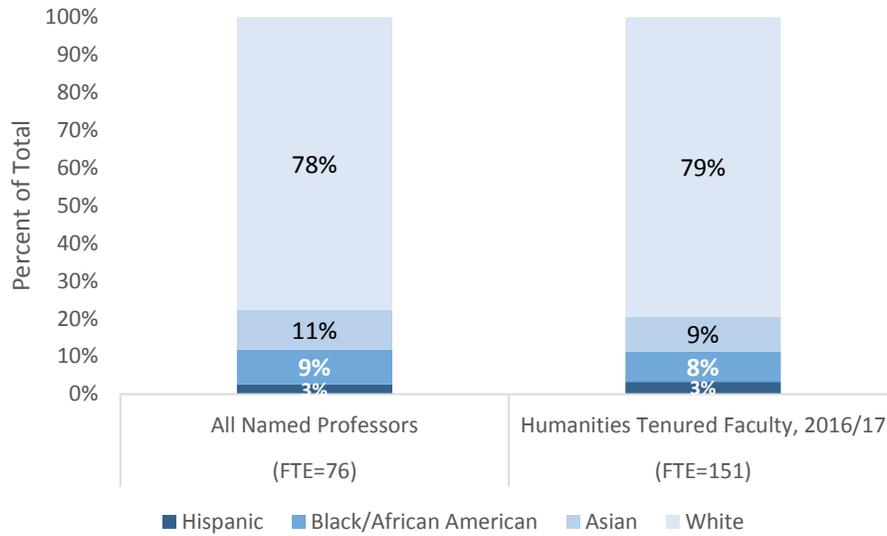


Figure D.8. Named Professorships in the Humanities by Ethnicity/Race, 2016/17.

Notes:

Includes only tenured humanities faculty with FTE > 0.

For *all tenured faculty*, excludes two FTE with undisclosed ethnicity/race.

For *all named professors*, excludes one term professor and three Non-Ten/Ten-Track professors with a named chair (two White, one Asian, one undisclosed).

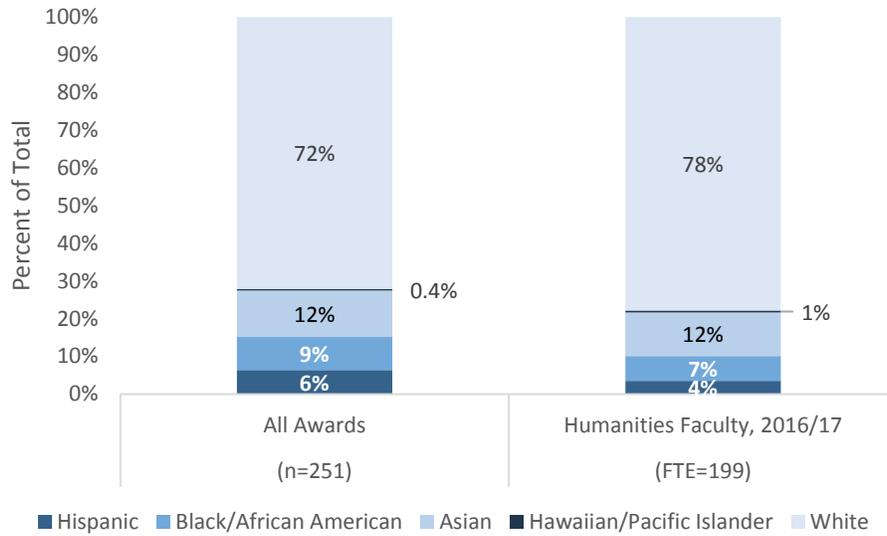


Figure D.9. Faculty Awards in the Humanities by Ethnicity/Race, 2015/16-2016/17.

Notes:

n = total awards, weighed by FTE to account for faculty with joint appointments.

Includes all awards listed in the 2016-2017 Distinguished Faculty Awards booklets produced by A&S, which are based on Faculty Information Forms as well as feedback from departments.

Includes only ladder-rank humanities faculty, excludes term professors.
Excludes six faculty (six FTE, 13 awards) with undisclosed race/ethnicity.

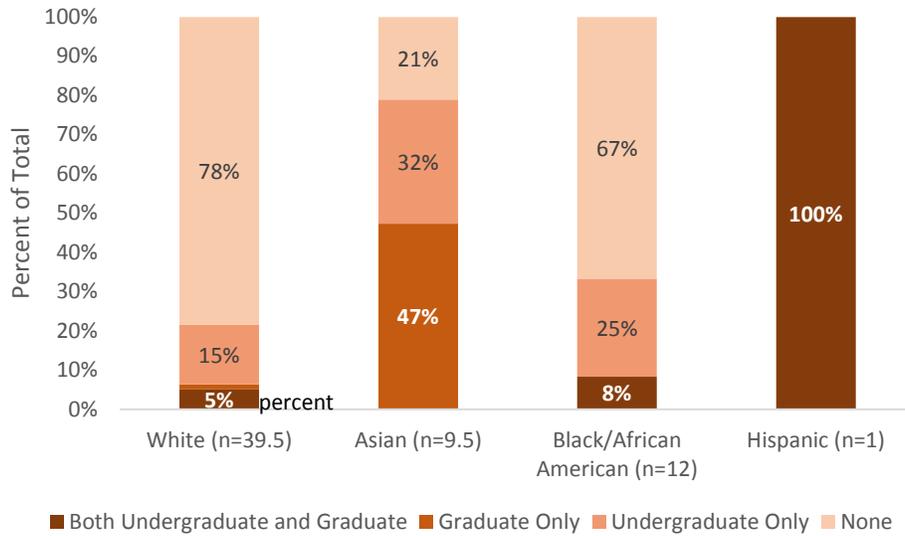


Figure D.10. Institutes and Centers Directed by Humanities Faculty, 2015/16-2017/18. Breakdown by ethnicity/race and program offering.

Notes:

The n value for each category is the sum of terms as director with each term equal to 0.5.

Includes only ladder-rank faculty appointed in the humanities. Two female/white lecturers are excluded.

There are 26 institutes and centers with a humanities faculty member serving at least one term as director. (There are approximately 57 institutes and centers in A&S.)

Out of 26, three institutes have both undergraduate and graduate programs, two institutes have a graduate program, and five institutes have an undergraduate program.

For *All Faculty*, excludes six FTE with undisclosed ethnicity/race.

FACULTY OF ARTS AND SCIENCES

**POLICY AND PLANNING COMMITTEE
SOCIAL SCIENCES EQUITY REPORT**

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SECTION 1: Executive Summary

Most tenure and tenure-track faculty members of the departments of social sciences at Columbia University have a generally positive view of the institution, colleagues, and students. Almost all agreed that work conditions and climate for women and minority faculty are improving, especially in the last five years of David Madigan's tenure as EVP. The evidence from surveys and interviews suggests, however, that the experience at Columbia continues to be different for men and women in some specific areas. Other data indicate, furthermore, that this difference might be related to a distribution of resources and work that is less conducive to career satisfaction for women and underrepresented minorities (URMs) than for their white male colleagues. We aim to understand in which areas this may be the case.

This report examines faculty perceptions – gathered in surveys and interviews – and compares them with other data supplied by Arts and Sciences (A&S) and compiled by the Social Sciences Equity Committee (SSEC). The confidential survey had a high response rate of 50 percent, and the anonymous survey, in which respondents were asked more sensitive questions about things like harassment and outside offers, had an even higher response rate among women and URM faculty of more than 70 percent. We were only able to conduct 20 interviews with women and URM faculty, a non-representative sample most likely to be biased through self-selection (it is unclear whether more satisfied or more dissatisfied faculty volunteered to be interviewed).

We focused this report on the areas in which we found substantial disparities between female and URM faculty members compared to white males. We should state at the outset, however, that many questions were answered similarly by men and women (less than 10 percent difference) with regard to satisfaction with salary and advising responsibilities, mentoring of junior faculty, overall workload, stress regarding productivity, teaching, committee work, work/life balance, recognition for research and teaching, having a voice in departmental decision making, and getting resources from the department chair. We also found that female faculty in the social sciences departments are at least equally represented in positions of power and influence, such as search committee chairs and departmental chairs, as well as Arts and Sciences committees.

We did find, however, substantial discrepancies between men and women or URM faculty concerning departmental culture and informal power structures, research funds and time for doing research, teaching and committee responsibilities, procedures and accountability related to distribution of resources, and the experience of harassment. Many respondents articulated a desire for changes and some suggested possible remedies for current practices at the university.

Report Takeaways:

Overall Satisfaction

-There is an overall sense of satisfaction among social sciences faculty about being a member of Columbia University – 78 percent of women and 89 percent of men are “very” or “somewhat satisfied.”

- Women were less satisfied than men about research funds, salary, research space, support for research, committee responsibilities, and departmental climate.

- Women are much less satisfied with the time they have for scholarly work than are men.

Committee Workload

- Women and URM faculty are less satisfied with committee responsibilities than men are (while showing similar levels of satisfaction with overall workload), and with the recognition they receive. Data shows that women are overrepresented in departmental and university committees, although not by a large margin, and women serve in more time-consuming but often influential committees. Women, however, are also more likely to serve as Directors of Undergraduate Studies (DUSs) and in other time-consuming but less prestigious committee positions.

- Interviews suggest that many women and URM faculty do additional “invisible” work as mentors and role models, which is perceived as a burden especially for untenured faculty.

Harassment and Discrimination

- Twenty-three percent of women (and four percent of men) described having experienced harassment at least once, and 46 percent of women (and eight percent of men) described having experienced discrimination at least once.

- Nineteen percent of women (and one percent of men) have filed formal complaints of harassment or discrimination. Only 25 percent of the women who filed were satisfied with the outcome and 12 percent reported that they believe they suffered retaliation as a result of their report.

- A further 60 percent of women and 43 percent of men acknowledge being aware of harassment directed to their colleagues; 56 percent of women and 24 percent of men acknowledge being aware of discrimination directed to their colleagues.

- Interviews show great dissatisfaction about the mechanisms to prevent or redress harassment. Procedural justice, transparency and accountability are areas of broad concern.

Tenure Process

- Data show that female faculty get tenure at a similar rate as male faculty.

- The rate of tenure for URM faculty, especially Black and Hispanic faculty, is lower than that of their white colleagues – 62 percent did not receive tenure (they were either denied or not put up for tenure), compared to 50 percent of White and 47 percent of Asian candidates who did not receive tenure.

- Female survey respondents voiced more complaints than men about transparency of criteria and communication with candidates regarding tenure process.

Climate and Influence on Decision Making

- Departments are the main site for perceptions of discrimination and lack of transparency. While 86 percent of men in the anonymous survey agreed or somewhat agreed that their departments foster a respectful environment, only 58 percent of women did.

- In their departments, women more often felt a lack of recognition, excluded from informal networks, and that the environment was not supportive.
- On the other hand, women feel to the same degree that their voice matters in departmental decision making.
- In terms of representation in search committees, as chairs, or in university-wide committees, women are at least represented proportionally, as were URM faculty (though we also note that URM faculty are slightly underrepresented as search committee chairs, and that no minority has served as chair over the past two decades).

Salaries

- Arts and Sciences salary data indicates that there is no general pattern of disadvantage for women (we did not receive any data on the salaries of URM faculty). However, for the cohort of faculty who obtained their PhDs between 1988 and 1997, women's salaries are lower than men's.
- Multiple explanations for the salary differences in this cohort come to mind (from discrimination to differences in productivity due to unequal distribution of child rearing responsibilities). We could not test any of these possible reasons with the data available to the committee. We did not, for example, have any indicators of productivity or scholarly recognition at the individual level nor any information on child care responsibilities.
- The perception among subjects of interviews was that women are underpaid.

Outside Offers

- Many interviewees voiced their dislike of the culture of outside offers.
- Women tend to get more outside offers than men.
- Men tend to obtain better salary and research funding through retention offers, and their retention offers often put them above the departmental mean, while this is not the case for women.
- When negotiating retention offers, women tend to seek conditions that would allow them to have more control over their time and to reduce stress.

SECTION 2: Report History

This report continues and extends the work initiated by the Natural Sciences Equity Committee (NSEC) in the fall of 2017. The antecedents are the same as included in that report.

SECTION 3: Committee Charge

Our task has been to discern if and for what reasons satisfaction may reflect differences in the ways men, women, and URM faculty perceive their environments and professional experiences at Columbia, their treatment and recognition by the institution and their colleagues, and the ways in which Columbia supports them as scholars, pedagogues, and contributors to the university's institutional life.

SECTION 4: Data Quality and Limitations

The following report is based on "objective" data provided by Arts and Sciences, the service information reported by faculty in their individual Faculty Information Forms (FIFs), the results

from a confidential survey, the results from an anonymous survey, and 20 personal interviews conducted with a sample of women and minorities who volunteered to talk to the committee. All women and URM faculty were invited to participate in such interviews, but not all accepted. The population was limited to tenured and tenure-track faculty and, within those categories, no one was denied an opportunity to be interviewed.

The response rate of the confidential survey, which included questions about the degree of satisfaction with a variety of aspects of working at Columbia, was comparatively high – 49 percent of the faculty filled out the survey. Importantly, women and men responded at a similar rate, while URM faculty (African Americans, Hispanics, and American Indians) responded less frequently (about one-third of minorities filled out the survey). See Figure C.1 in Appendix C for survey response rates.

The anonymous survey, which asked about more sensitive topics, such as outside offers and sexual harassment, was completed by 70 percent of women and 77 percent of minorities, while 48 percent of white men responded. These are very high response rates and give us confidence in interpreting the results. If there is a non-response bias, it is likely to operate similarly for men and women, thus increasing the confidence in our assessment of differences between the two groups. Response rates across departments were similar, with one exception.

It was somewhat difficult to find women and URM faculty with whom to conduct personal interviews. In the end, 16 female and five URM professors were willing to talk to the committee about their experiences. Interviewers were selected from different departments than the interviewees and extensive guarantees of confidentiality were provided. This group represents one-third of the combined 63 female and URM faculty in the social sciences at Columbia. Obviously, a (self-) selection bias could exist, though it is unclear whether the most dissatisfied or the most satisfied of all female and minority faculty were more likely to accept our invitation to be interviewed. We thus consider the information gathered through the interviews as supplementary to the two surveys and will use it to illustrate trends that can already be seen from the analysis of the other data sources. In several cases, interviews provided clarity and a deeper understanding of people's reasons for feeling dissatisfied (or, in several cases, satisfied). In other cases, interviews introduced new and unexpected questions for the committee to consider.

We do not analyze these data using statistical techniques or, in the case of the interviews, more systematic textual analysis. We use quotation marks for passages from the interviews only when our notes report directly on the interviewee's words, and from the qualitative part of the surveys. In general, we confine ourselves to describing broad patterns of differences between men and women, as well as white and URM faculty responses, interpreting a 10 percent or larger difference in the responses to a particular item as meaningful. We are more careful in relying on such differences in cases where the number of responses to a question was very small, and we refrain from drawing conclusions in general.

We refer to subjects interviewed by the committee as "interviewees" and to those who added comments to the confidential and anonymous surveys as "respondents."

In addition to the above, the committee compiled and analyzed information provided by Arts and Sciences and the departments. This included information on tenure outcomes, committee work, named professorships and awards, appointments of chairs, directors of undergraduate and graduate studies (DGSs), committee work at departmental and university levels, service at institutes and centers, salaries, and retention offers.

With respect to all data described above, and in conformity with the terms of research established with the approval of the university's IRB, this report avoids identifying departments and individuals. In the case of research funds and salaries, information was provided by Arts and Sciences and departmental administrators in aggregate formats that prevented any possible identification of individuals. For this reason, and in order to avoid distorted results, the committee was not able to correlate salaries with other variables. Wherever and to the extent possible, we have aggregated groups of individuals to ensure anonymity and mask the identification of individuals on the basis of demographic data

SECTION 5 Core Findings

Perceptions: Satisfaction and Discontent

Assessing overall satisfaction among Columbia faculty members is a difficult task, and there are reasons to be both optimistic and concerned about what our surveys and interviews revealed about faculty members' perceptions and experiences at the institution. Many survey respondents praised Columbia for its "intellectual vibrancy" and the excellence of its undergraduate and graduate students. Many also expressed delight at being in New York City, and many expressed a sense of strong collegial community. Others remarked on what they perceived to be a lack of equity in salary, lack of support for URM students and faculty, and a sense that significant decision making is done in an ad hoc, informal, and non-transparent manner, on the basis of networks, cronyism, and/or personal favoritism. The latter issues – of procedural irregularity or inconsistency – were thought by many to be especially detrimental to the working conditions and remuneration afforded to women and URM faculty members. Some expressed a contrary view, and worried that white male scholars are themselves being discriminated against, or that lowered standards are being used to judge their minority counterparts. At least one white male respondent claimed that there is no evidentiary basis of implicit bias. Nonetheless, the majority of our respondents indicated some concern over what they perceive to be either systemic or implicit bias at Columbia.

In response to our question asking survey respondents to categorize the level of satisfaction they feel about "being a faculty member at Columbia University," 31 percent of women and 60 percent of men answered "very satisfied." At the same time, 47 percent of women and 29 percent of men answered "somewhat satisfied" to the same question. If we can be consoled by the fact that only six percent of women and two percent of men indicated that they are very dissatisfied, we nonetheless recognize that the difference between men and women (78 percent vs. 89 percent overall satisfaction) suggests that, at least in relation to expectation and aspiration, the institutional experience at Columbia is different for men and women, in aggregate, and that it may be, at present, less conducive to women's career satisfaction than to men's.

There is a general pattern among the responses to questions about satisfaction, such that women are more likely to answer "somewhat satisfied" than "very satisfied" to questions, whereas men are more likely to do the inverse. That is, while both men and women are generally fairly satisfied, the men are more likely to report being very satisfied. With respect to resources for research and scholarship, women are less positive (19 percent very satisfied and 56 percent somewhat satisfied vs. 47 percent and 42 percent, respectively, among men). Considering such resources to include research funds, support in securing grants, time for

scholarly work, lab or research space, and equipment, we get a more nuanced sense of where and how differences are most likely to manifest themselves. Women are by and large satisfied with their ranks (59 percent very and 25 percent somewhat), but far less satisfied with their salaries (22 percent very and 41 percent somewhat). By comparison, 84 percent of men are very satisfied (and eight percent somewhat) with their ranks, and 34 percent very and 35 percent somewhat satisfied with their salaries. (See also the section below dedicated to salaries, rank, and research funds.)

There may be several reasons for differences in satisfaction with rank, the most obvious being that more men may hold full professorial rank and/or be promoted to that rank more quickly. Certainly, more men than women hold named chairs. In two departments, men are extremely overrepresented among named chairs. Men seem to be overrepresented in named chairs if we use faculty awards as a proxy for reputation in their field. See Figure 1 and Figure 2. (Relative rates of tenure and questions of promotion, as well as time between ranks, are dealt with in subsequent sections of this report.)

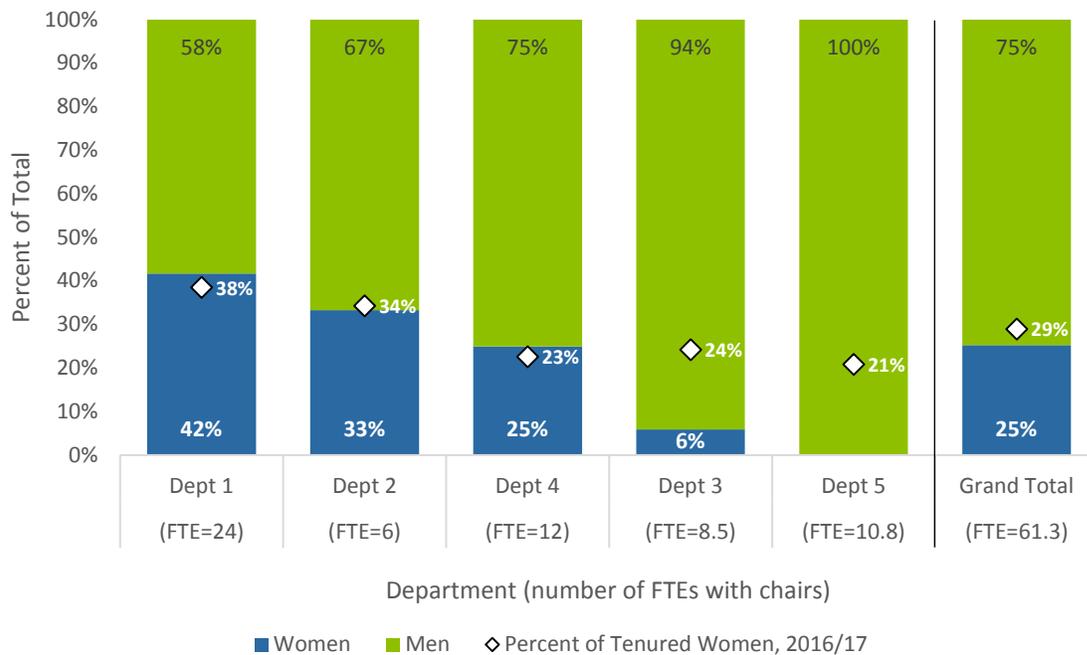


Figure 1. Named Professorships in the Social Sciences by Department and Gender, 2016/17.

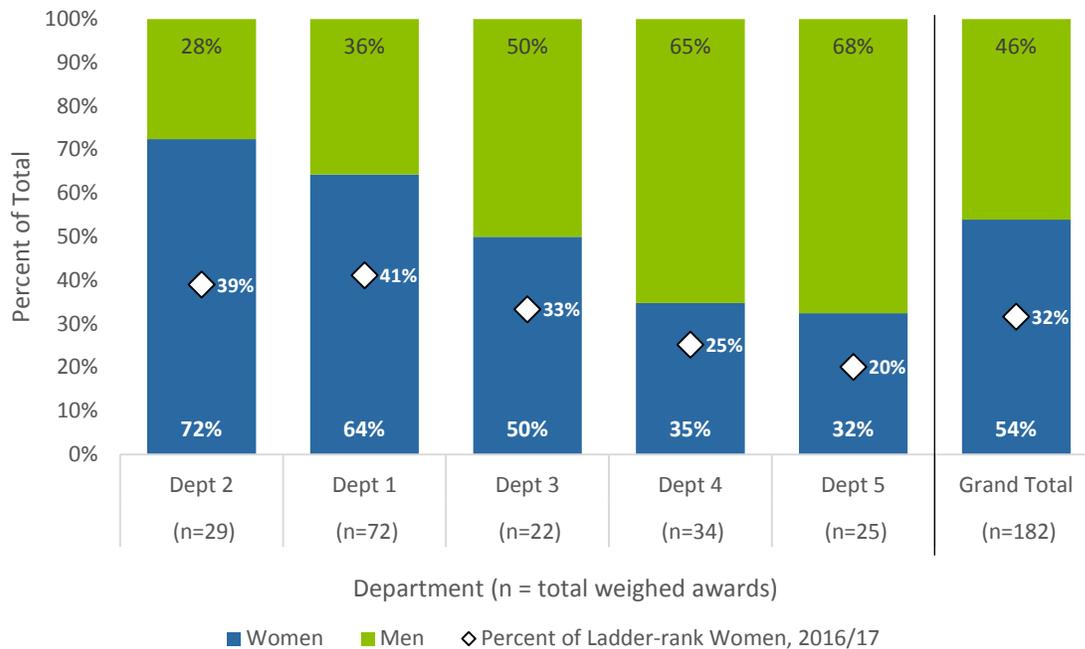


Figure 2. Faculty Awards in the Social Sciences by Department and Gender, 2015/16-2016/17.

The relatively elevated satisfaction of women with their rank is not matched with respect to resources. Women expressed fairly low satisfaction when asked about Columbia’s support with: research funds, including start-up funding (53 percent very or somewhat satisfied); support for securing grants (35 percent); lab or research space (six percent); research equipment (16 percent). Men responded to these same questions with much higher rates of satisfaction: research funds (65 percent); support for securing grants (55 percent); lab space (19 percent); equipment (45 percent). Both male and female respondents are markedly dissatisfied with lab or research space and equipment. These expressions and sentiments need to be correlated with actual resource allocation, and with a specific assessment of possible bias in distribution of funds, space, and equipment, but the survey gives cause for concern about possible inequitable differences in material support for scholarly activity.

The difference in perceptions is intensified when we consider that only 32 percent of women are very or somewhat satisfied with the time they have for scholarly work, compared to 61 percent of men. In general, these percentages correlate with the widely-expressed sentiment among female interviewees that they feel overburdened by time-intensive advising responsibilities, and laborious department- and university-level committee service. Our interviewees frequently described such burdens and expressed the sense that they are strongly linked to gendered work cultures in departments and at the university at large. (For further discussion of this issue, see sections below.)

A sharper picture emerges when we combine the results described above with the reasons that individuals identify for considering leaving Columbia for employment in either academic or non-academic settings. Whereas, among respondents to the surveys in general, men and women expressed very different senses of satisfaction with their salaries, a relatively high and comparable percentage of men and women who entertained leaving the institution did so to increase their salaries (60 percent of women and 59 percent of men). However, more women than men consider leaving Columbia to find a “more supportive work environment” (48 percent of women, compared to 39 percent of men). As we would expect, given the relatively small

number of women who expressed satisfaction with the time they have for scholarly work, aspirations for increased time for research as a reason for leaving Columbia are far more pronounced among women than men (60 percent vs. 39 percent). So is the desire for career enhancement: 58 percent of women vs. 46 percent of men described this as a reason to go elsewhere. And whereas 41 percent of women indicate that they would leave in order to reduce stress, only 28 percent of men described this as a motivator in considering departure. Women are far less likely to indicate retirement as an issue than are men (nine percent vs. 25 percent respectively) but are more concerned with lowering their cost of living (48 percent vs. 37 percent). Men and women are equally likely to consider the employment situation of their spouses or partners as a factor when considering leaving Columbia (33 percent), and child-related or other caregiving demands seem to weigh similarly on women and men (18 percent and 23 percent for women, and 17 percent and 28 percent for men).

There are many possible explanations for the differences that our surveys revealed. The relative importance of retirement considerations among men, for example, may be a function of the higher proportion of men versus women who are at late stages of their careers. In general, the areas of greatest disparity appear to be those related to the sense of support, in both general and qualitative terms (“work environment” and “career enhancement,” as well as stress levels) and vis-à-vis the specific aspiration for more research support and time available to conduct it.

According to our surveys, the questions about work environment and their differential evaluation by men and women are not tied to what are often assumed to be typically gendered matters of work/life balance linked to family. Men and women are comparably concerned with such matters. (See section below on work/life balance.) The survey results do not indicate that all discontent about work environment is personal or individual in nature. Some interviewees identified the lack of support for non-dominant scholarly fields, be they defined by area or method within disciplines, as a source of profound professional and personal frustration. For URM faculty, this discontent was also often related to their experience of additional advising and cross-disciplinary responsibilities.

To better understand the perceptions of intellectual milieu, it is necessary to consider more specific dimensions of people’s work and scholarly life at Columbia, including not only the underwriting of research but also teaching and advising burdens, committee service, the distribution of resources, the sense of access to or exclusion from decision-making processes, and the general sense of recognition by peers. Nonetheless, these are difficult to define and often hard to measure.

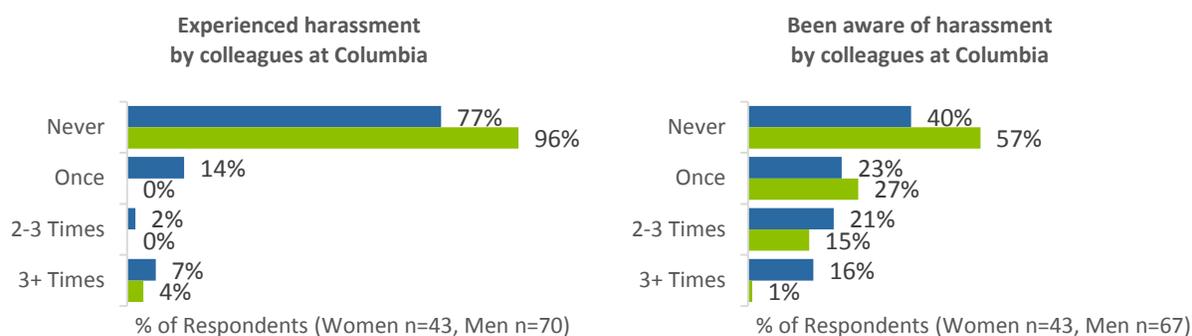
Our surveys show women were less likely than men to respond that their departments and department chairs fostered a respectful environment. (See sections below on department cultures). These questions followed others on the matter of sexual harassment and discrimination, and may either reflect or feed into the dissatisfaction with intellectual milieu noted above. It certainly indicates a perceptual discontinuity among men and women, one with potentially significant consequences for all areas of academic life on campus. While surveys and interviews did not include a definition of discrimination or harassment, nearly all subjects answered the relevant questions.¹

¹ The anonymous survey referred respondents to Columbia’s office of Equal Opportunity and Affirmative Action procedures and guidelines. Following University policies that are the basis for those guidelines, this report defines discrimination as “treating members of a protected class less favorably because of their membership in that class or as having a neutral policy or practice that adversely impacts the members of one protected class more than others.” We define harassment “subjecting an individual to unwelcome

Perceptions of Discrimination and Harassment

Twenty-three percent of women (and four percent of men) describe having experienced harassment by colleagues at Columbia at least once. Twenty eight percent of women describe having experienced harassment by colleagues outside of Columbia (compared to four percent of men). Among women, 21 percent report harassment by students, compared to 10 percent of men. Women surveyed were also much more likely to report being aware of harassment of others: 60 percent (compared to 43 percent of men) report awareness of harassment of others by Columbia colleagues, by colleagues outside of Columbia (79 percent, compared to 44 percent of men), and by students (43 percent compared to 23 percent of men), oftentimes on multiple occasions. See Figure 3. Note that the social sciences survey took place during the fall of 2017, a moment of intense discussion of harassment and discrimination in society at large and in academia, so survey results are possibly not comparable across divisions on these questions. The NSEC undertook its survey prior to the acceleration of the mass-mediatized #metoo movement, for example.

Within the social sciences, however, a few interviews vividly illustrated the perceptions that are also reflected in the surveys. For one interviewee, “There are older males in [the department] who are harassing and touching women constantly and over decades.” This subject noted that the problem is much worse for students than for faculty. As others did, she believed that the solution is in the hands of the institution; in her department, it “is not a problem because faculty can remove themselves from that person. Everybody knows who it is. The university should do something about it, putting their ears on the ground ... for faculty that is easy to navigate, but for PhD students it is more difficult. So, it is good that Title IX got serious.”²



² Conduct, whether verbal or physical, that creates an intimidating, hostile, or abusive working, learning or campus living environment; that alters the conditions of employment or education; or unreasonably interferes with an individual's work or academic performance on the basis of the individual's membership in a protected class.” Columbia University Employee Policy and Procedures on Discrimination, Harassment, Sexual Assault, Domestic Violence, Dating Violence, and Stalking, February 2017, http://eoaa.columbia.edu/files/eoaa/content/EOAAPolicyFebruary2017.final_.pdf.

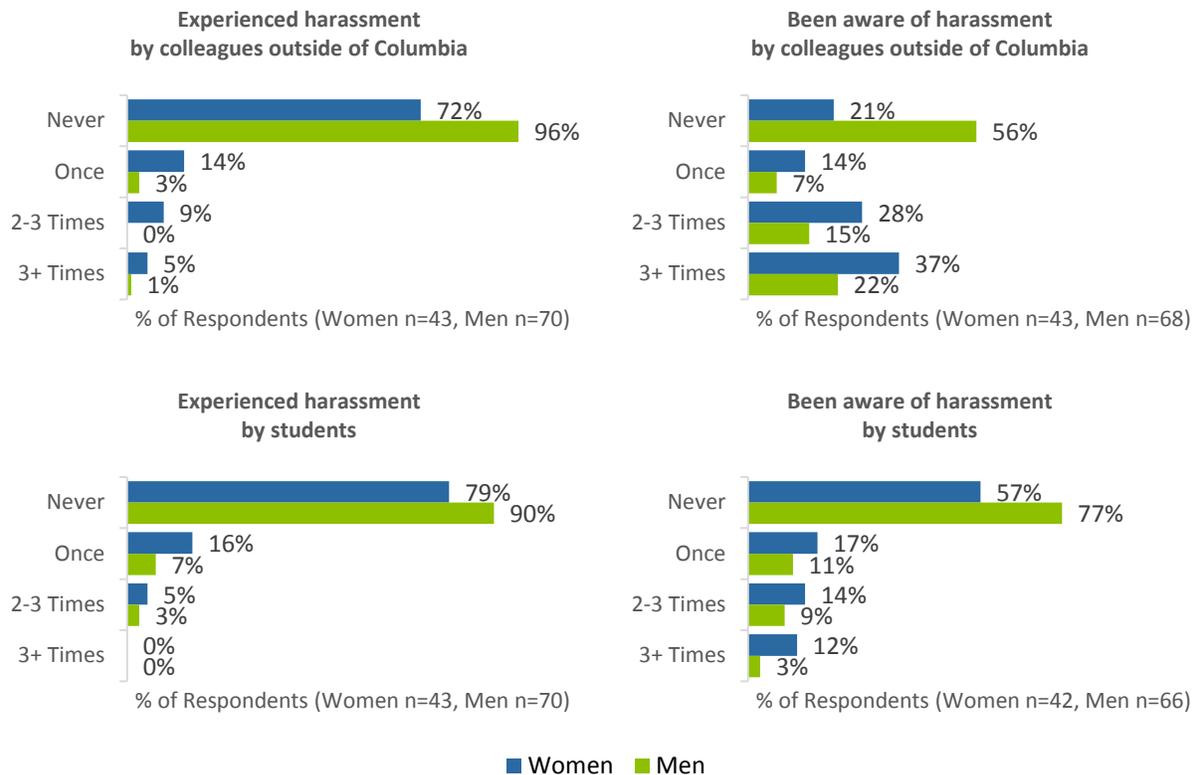


Figure 3. Questions on Harassment from the Social Sciences Anonymous Survey, Fall 2017.

A survey question on experiences of unwanted romantic advances showed strong differences by gender. Seventeen percent of female respondents reported having received unwanted romantic advances from colleagues at Columbia (often two or more times) versus three percent of men. Women were also more likely (31 percent compared to eight percent for men) to have experienced unwanted romantic advances in professional settings outside of Columbia. The perceived consequences of these unwanted advances are also more serious. None of the male respondents reported experiencing retaliation related to how they responded to such advances, while five percent of women reported retaliation at Columbia and seven percent reported retaliation outside of Columbia.

In addition to harassment, discrimination was also experienced in starkly different terms. In response to questions about experience or awareness of discrimination: 46 percent of women reported experiencing discrimination by colleagues at Columbia (compared to eight percent of men), 54 percent of women (compared to 11 percent of men) reported the same by colleagues outside of Columbia, and 51 percent (compared to four percent of men) by students. Awareness rates of such discrimination were also consistently higher among women (56 percent from colleagues, 64 percent outside Columbia, and 57 percent from students, compared to 24 percent, 34 percent, and 16 percent of men). See Figure 4. Some women stated their views on discrimination at Columbia in blunt terms: “At Columbia you will not be treated as well as you deserve if you are a URM or female,” and noted “[I] would not recommend a female or URM to come to Columbia for college.”

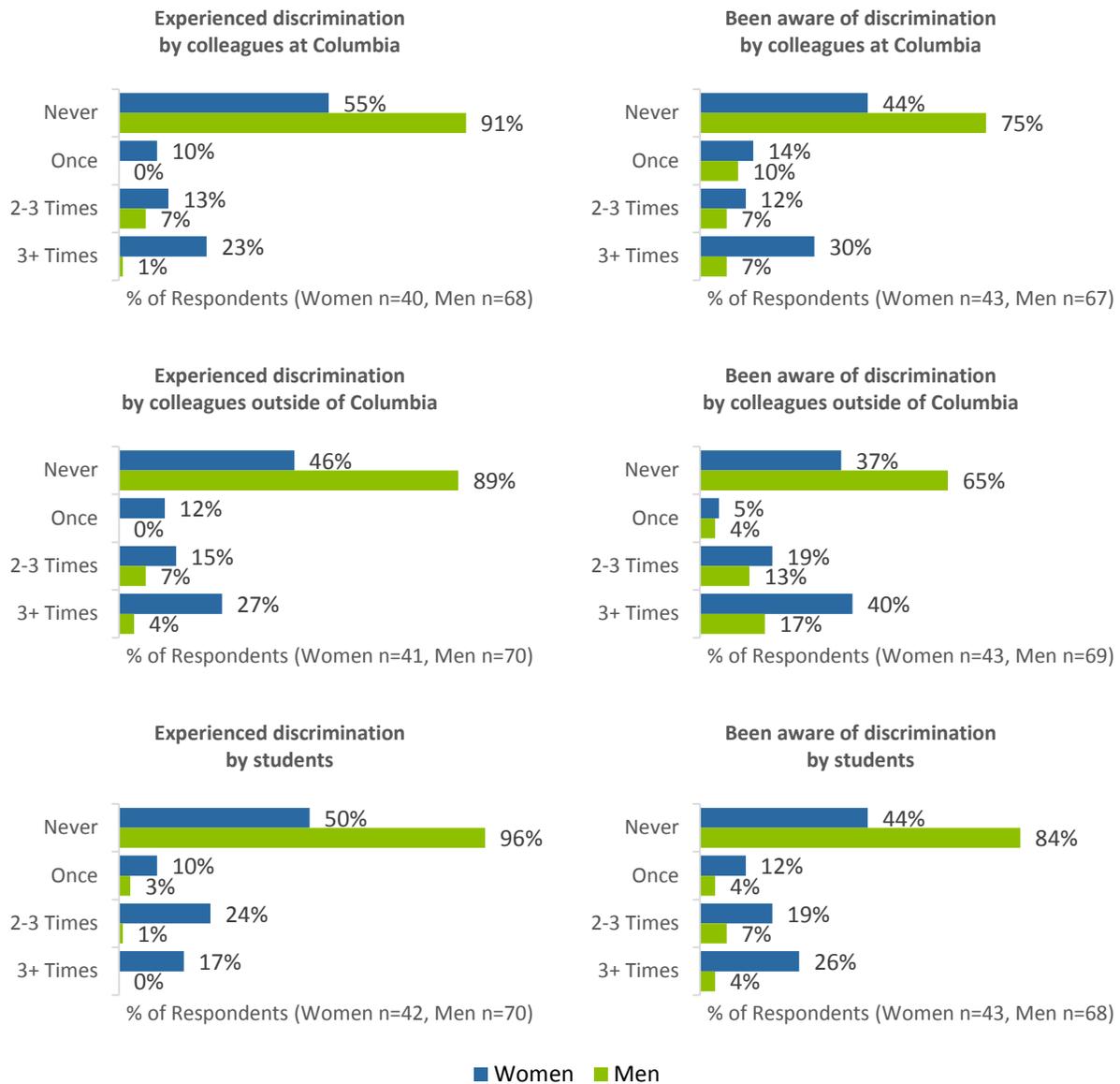


Figure 4. Questions on Discrimination from the Social Sciences Anonymous Survey, Fall 2017.

The degree to which harassment and discrimination have been experienced should be a source of worry for Columbia. However, there is some ambiguity in what the survey results on formal complaints represent. On the one hand, responses to the survey suggest that only a portion of the 23 percent of women who experienced harassment and 46 percent who experienced discrimination reported it – only 19 percent of women reported filing complaints for harassment or discrimination. As indicated in the section on procedure and accountability below, this might indicate a lack of confidence or trust in the mechanisms of redress. Alternatively, reports might have been prompted by a sense of obligation because of the mandate to report (under Title IX, and university policy, both of which have been widely and repeatedly disseminated, even if criticized), which in turn may or may not be associated with confidence in the mechanisms of redress.

The widespread awareness of discrimination and harassment, and the apparently low rate of reporting may also be linked to a knowledge or belief on the part of those who profess

awareness that complaints have already been filed, or a distrust of the procedures, and/or a sense that such events and practices are “normal” even when undesired, and unlikely to be changed. (The widespread perception of policies related to these issues is discussed in greater detail in the section of this report on procedure and accountability.)

Nonetheless, there was pointed discussion of sexual harassment and discrimination in the interviews and frequent expressions of dislike, distrust, and outright anger about existing systems to address and redress the matter. One female interviewee expressed astonishment that harassers were not immediately fired and that cases of harassment were not made public, instead having faculty complete a “stupid course on sexual harassment.” We also heard of many issues that were not covered by the survey. For example, the survey confined its questions about harassment and discrimination to matters of an overt and actionable, largely sexualized sort. Some survey respondents questioned the meaning of categories such as discrimination, and some expressed a desire for more specific and differentiated categories of discrimination, and were critical of the idea of “unwanted romantic advances.” (Note also that a number of white male respondents of the survey reported not understanding how harassment or discrimination was being defined, or remarked that the questions were too broad.)

Interviewees’ frequent reference to diffuse and “subtle” forms of discrimination echoes and extends some of the comments in the qualitative portion of our surveys, where some female faculty members reported their sense of the “competitiveness” and “dismissive” tones with which female colleagues are addressed in meetings and seminar contexts (what one respondent described as the “lack of seriousness” accorded the thoughts of female scholars by senior male scholars). Survey respondents and interviewees noted the relatively high rates at which women are subject to interruption and/or the frequency with which their words and contributions are appropriated without being acknowledged. Seminars in which male students dominate female students and lecture female faculty were mentioned on several occasions, and such behavior was explained as a function of poor modeling in departments, and the lack of understanding about how to intervene and alter such classroom practices. More than one person mentioned the tendency for graduate students to have male supervisors and female readers on their committees, while asking the women to do more editorial work, and sometimes replacing the women after this function had been performed.

In the qualitative survey responses, some white women also noted inequalities in the allocation of research funds; in service work, including the “care and feeding of students”; in the need for minority faculty to make “extra water-tight [tenure] cases, so as to overcome presumptive bias”; and some noted that the top administrative positions at the university are occupied “only by white men.” As one female respondent put it, harassment and discrimination are present “at all levels.” URM faculty and Asian women reported a “pervasive culture” in which women and minorities “are not taken as seriously as white men,” and compensation shows disparities between “male and female professors.” URM faculty and Asian men noted “socially exclusive networks,” and issues of subfield specialties being less respected, as well as jokes “that were racist.”

At the same time, some people noted what one respondent referred to as the “hierarchies of prestige” and argued that these are not necessarily gendered or racially determined, and/or that their gendering and racialization are not causally linked to policies at Columbia. Thus, dominant subfields within disciplines may have fewer women because of the cultural factors that direct young men and women towards different kinds of activity, presume women’s relative affinity for qualitative research, or discourage women and URM faculty from entering quantitative fields. In some cases, we heard people describe the attribution of relative value to one or another

subfield as a source of real conflict for women, some of whom felt that they were accused of “selling out” by entering into fields with methods that had historically been associated with male dominance.

Even interviewees who had neither experienced nor seen overt problems noted the effects of these subtler forms of discrimination: “I’ve never witnessed open discrimination – seeing someone clearly less qualified who was favored because he was a majority male. I’ve never experienced sexual harassment or seen it. Maybe I’ve lived a sheltered life.” However, the same interviewee continued, she still felt the “trivial stuff” that “is still undermining – having someone explain to you a field you’re an expert in [mansplaining], interruptions, having other people say what you just said in a meeting ... When I got a [prestigious grant], a colleague said, ‘I guess they are giving these fellowships to everybody now.’ It’s demeaning.”

In addition to perceived disparities in compensation, many women spoke about the informality of male networks and the sense of exclusion from them. This was linked to a culture perceived as personalistic and ad hoc, in which old boys’ networks and cronyism are thought to be prevalent. (See section on departmental cultures.) Some called for a “more inclusive” environment.

Committee and Service Work

The overwhelming perception among women and URM faculty, both tenured and not tenured, is that they do a disproportionate amount of committee work and affective labor relative to their white male peers, and that much of their most time-consuming work is invisible. The problem of under-accounted and under-compensated labor was said to be exacerbated for people who have formal cross-appointments or who are actively involved in interdisciplinary institutes, centers and programs, and especially those that have a social justice or identity-based intellectual mandate (which often coincides with a pedagogical or curricular function).

With respect to committee work, it does appear that tenured women are proportionally more likely to serve on university committees than are men. Based on data compiled from FIFs for the 2016/17 year, 89 percent of tenured women do some extra-departmental (university-level) service in the form of committee membership, compared to 78 percent of tenured men. A modestly higher percentage of women serve on two or more such committees (61 percent compared to 56 percent among men), but a relatively high proportion were on five or more committees in 2016/17 (24 percent vs. 15 percent of men). And even more tellingly, more than 89 percent of tenured women serve on two or more departmental committees, as opposed to 69 percent of men. Twenty-two percent serve on five or more departmental committees compared to a mere eight percent of men who do so. Moreover, in the year examined, no women were exempt from committee service, whereas seven percent of men did none. These numbers indicate two issues of concern: first, the concentration of labor and, possibly, influence among a small cohort of individuals who are serving on numerous committees; and second, the relatively high burden assigned to women in this manner. See Figure C.2 and Figure C.3 in Appendix C.

The SSEC also attempted to estimate the actual workload, as well as the influence associated with the service otherwise analyzed as a pure count of committees served on. We found a similar pattern: a relatively high percentage of women are responsible for a relatively high proportion of the committee service workload. The analyses of service influence and workload presented in the graphs below are based on self-reported data from FIFs coded by the members of the committee according to the workload and influence of each committee. We

ranked all the committee service that faculty report in their FIFs from 1 to 3 in terms of how influential these committees are, counting chairs as 3, DGSs and search committee chairs as 2, regular search committee membership as 1, and so on. We also estimated the workload associated with these committees. (Note that a large number of faculty did not fill out a FIF, most likely those whose committee work is rather limited. This response bias therefore does not affect the following analysis). See Figure C.4 and Figure C.5 in Appendix C.

Some of this disparity is both expected and unavoidable as the institution endeavors to make its administrative and programmatic governance more diverse. With fewer women than men in the social sciences faculty, there is no way to enhance diversity on decision-making and other kinds of committees without asking women to do more work on a per-person basis. This problem is even more pronounced among URM faculty. An increase in the number of tenured women and URM faculty as a proportion of the total faculty may change this, and should be a goal. In the meantime, a better mechanism for tracking and rewarding such service is desirable.

Both men and women who were tenured outside of Columbia, as opposed to those who received tenure from within, appear to participate as much as their internally tenured counterparts in departmental- and university-level service – a data point that is somewhat contrary to the popular impression that people who come from the outside at a senior level are not equal contributors to the labor of the institution.

A significant percentage of our junior faculty are actively engaged in committee work at both departmental and university levels, and their participation enhances the range of perspectives on such bodies, and helps to ensure that they reflect and respond to the interests of non-tenured or tenure-track faculty. This creates problems, however, for a system that demands high rates of scholarly productivity and intensive teaching as a condition of tenure. (See section on tenure below.)

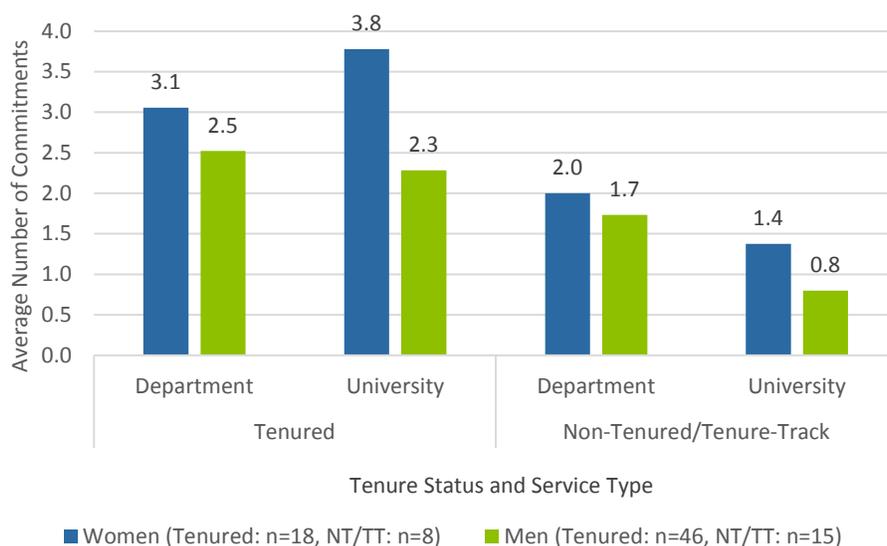


Figure 5. Average Service Commitments of Tenured and Non-Tenured/Tenure-Track Faculty in the Social Sciences, 2016/17.

Among non-tenured women, 87 percent are involved in departmental committee work, serving their departments in curricular planning, advising, graduate admissions, and other matters, as are 93 percent of men. See Figure C.6 in Appendix C. Once again, a difference arises when we

consider the numbers of such committees on which men and women participate. If rates from 2016/17 can be extrapolated, 13 percent of women and seven percent of men do not serve or are forgiven service on their departments' committees, but 63 percent of non-tenured women serve on two or more committees, compared with only 47 percent of men doing so. The situation is far more inequitable when it comes to university service: 62 percent of women served on university-level committees in 2016/17 and fully 39 percent of them on two or more committees, 26 percent on three or more. By comparison, only 27 percent of men served on such committees and of these, all 27 percent were on two, but only 14 percent on more than two. See Figure C.7 in Appendix C.

In summary, women, both tenured and non-tenured/tenure-track faculty, have on average more service obligations than their male counterparts. For example, tenured women had an average of 3.1 department service obligations and 3.8 university service obligations, in contrast to 2.5 and 2.3 service obligations, respectively, for tenured men. See Figure 5.

Insofar as committee service is labor-intensive and time-consuming, and insofar as it inevitably competes for time with scholarly and pedagogical duties, the relative burden on non-tenured and tenure-track women constitutes a particular concern with regard to their ability to reach tenure, and may be a factor that either mitigates against the eligibility of women for tenure or, given the comparable rates of tenure in actuality, implies a compression and multiplication of requirements for women as a condition of preparing for tenure. Certainly, the interviews we conducted indicate that such service is felt to be a burden on our junior female colleagues.

Many people do not fill out their FIFs on an annual basis, and, moreover, there is no standardized protocol or set of metrics by which these are filled out and assessed. In order to assess the accuracy of the FIFs as a register of committee service, we undertook a systematic survey of one department and compared it to the data generated as part of the division-wide review of FIFs. We found that, in aggregate, people underestimated their committee work (as a count of committees served on) by about one-third, at both the departmental and the university level. If it is true that women are more likely to fill out their FIFs ((which may be the case if there is a "good girl syndrome" effect, and the case that those who do more service are more likely to fill out the FIF (as we found in at least this one department)), then our findings here likely underestimate the discrepancy in a service burden between men and women. If there is no overall gender difference in filling out FIFs, then this analysis should not be affected systematically. Nonetheless, the pattern of a relatively small number of people performing a substantial percentage of both departmental and university service recurred in this more granular study of a single department.

At the level of influence – an admittedly difficult variable to quantify – we found that, while women may be exercising relative influence in departmental contexts, this is not the case at the university level, where the committee's coding of influence (see Figure C.4 in Appendix C) corrects the finding based on the number of faculty committees on which women serve. Moreover, men are overrepresented in directorial roles in the institutes and centers, *except* where those institutes and centers have curricular programs, in which case women are overrepresented in directorial roles. Even within departments, questions of equity arise. Thus, women are overrepresented as DUSs, whereas men are significantly overrepresented in the role of DGS. See Figure 6.

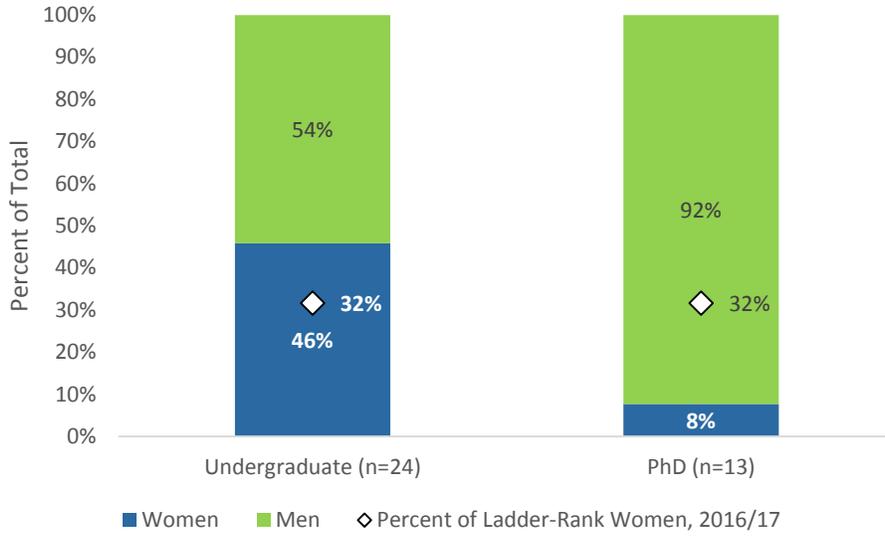


Figure 6. Directors of Undergraduate and Graduate Studies in the Social Sciences by Gender, 2014/15-2016/17.

The situation is even more disturbing when questions of race and ethnicity are examined. All DGSs during the sample year were white. The only directorial roles occupied by URM faculty members were for undergraduate studies, and the proportion of URM faculty filling these roles was less than half of the proportion of such faculty members in the general population. Figure 7.

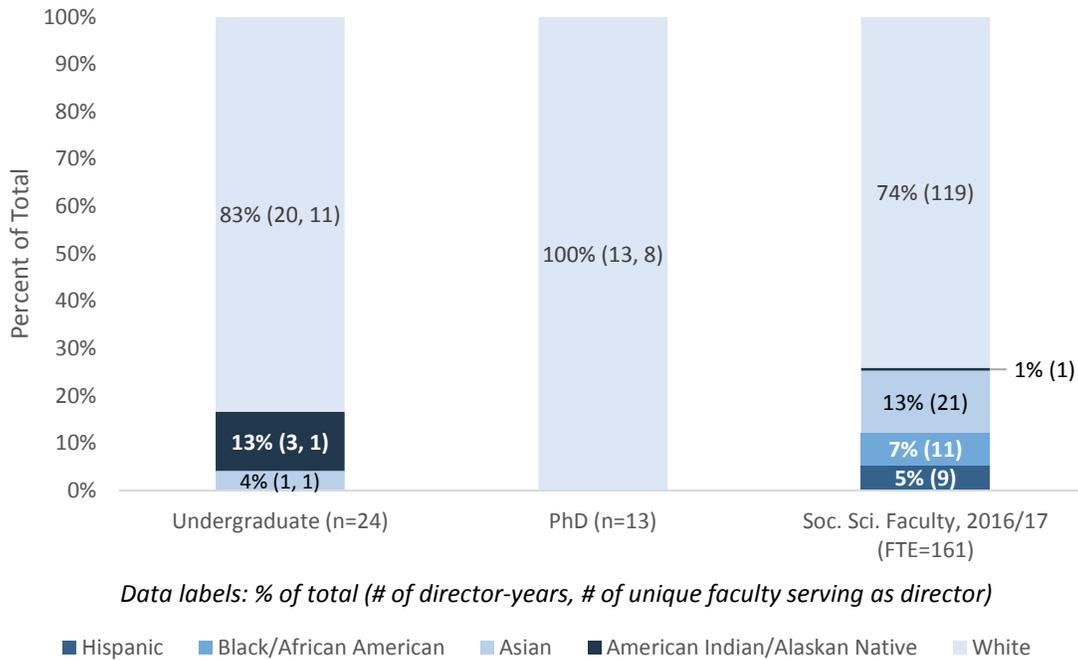


Figure 7. Directors of Undergraduate and Graduate Studies in the Social Sciences by Ethnicity/Race, 2014/15-2016/17.

As noted below in the section about departmental-level service, women and URM faculty participated in search committees at a level commensurate with their proportion of the faculty population.

Invisible Labor: The Burden for Women and URM Faculty

Finally, there is the matter of invisible labor, that kind of work that goes without any official recognition and which, in fact, may consume a considerable portion of people's actual time and energy at Columbia. Such labor may be an important index of the broader task that is often felt to fall upon women and URM faculty, namely to solve the problem of inequity of which they may be victim.

A recurrent theme in the surveys and interviews is the sense that women and URM faculty spend a relatively high proportion of their time performing invisible labor. As individuals who become de facto role models for young scholars and students, they are sought out for time-intensive advising and, often, perform the role of counselor, especially if the women and URM students whom they advise are themselves experiencing issues of discrimination or if the difficulties that lead them to seek advising relate to the broader social milieu in which Columbia operates – a milieu in which discrimination against minorities, and especially Black students, immigrants, and people of socio-economic disadvantage is prevalent and, at this moment in time, especially visible in the media.

Time and again, interviewees raised this issue, some linking the relative burden of such invisible labor to the lack of support services given to women and URM faculty except at the time of admission or when the performance of equity has a value-adding function for the university. As one interviewee put it, "The big problem is that a more diverse student body has been admitted (both at the undergraduate and PhD level) but the needs of those students have not been addressed." Others suggested that part of the problem lies with women themselves, for willingly taking on, or stepping in, to solve problems because they feel responsible and cannot bear to abandon students or issues if no male colleague appears willing to help. This was referred to as the "good girl syndrome" – "we take on the work that men are refusing to do."

The circumstances requiring such intervention were sometimes described to us in stark and disturbing reports of Black students being followed by campus security, a widely cited lack of satisfactory services for victims of sexual assault, and harshly criticized ("unconscionable") university response to known cases of sexual harassment of students. Such cases have fostered a sentiment, among some faculty, that, as one interviewee said, "The university has no idea how to make it an institution where a diverse population can thrive."

Some of this perceived failure extends to the level of faculty mentorship, despite the recent establishment of uniform guidelines on mentoring for Arts and Sciences. One senior female faculty member noted that mentoring is mainly performed by women in her department, but in other departments mentoring seems deficient. A junior scholar lamented "there are no role models," and "a mentor would be nice." In still another department, it was noted that "mentoring is informal" and that, "Between senior and junior faculty, and between senior faculty and students, there could be more mentoring. Along the gender lines this might be more important."

Many faculty who perform the work of mentorship nonetheless find it satisfying even when they desire recognition for the work it entails. Thus, one URM faculty member commented, "I have a

number of students who are minorities [...] I have worked with them very closely, and I think I've helped them intellectually but I've also helped them to believe that they can do it. I see my role as encouraging them. [...] Other faculty do the same. We do have [many] faculty in underrepresented groups and they feel very conscious that this is a job." Nonetheless, the same individual indicated that some non-URM faculty resented the efforts to diversify the department, asking "how many do you want, give me a number?" Another interviewee described the changes she had experienced over the years and urged, "The only solution is to increase the number of members of underrepresented groups."

Still another individual, describing the demand for having URM faculty respond to URM student discontent, urged, "Promoting diversity is everyone's problem. It is necessary to make that case." One of the reasons for emerging discontent, it was stated, is linked to the public nature of our discourse on issues of equity. "It's getting worse because it's getting better," remarked one interviewee, while adding, "I'm not pessimistic. It is a really hard problem. Formal intervention, as long as the cost is as evenly distributed as can be, would be great."

Tenure Process

The tenure process emerged as one of the main sources of dissatisfaction among faculty, both men and women, junior and tenured. Objective data on the outcomes show that there are subtle differences by gender, and more worrisome differences in outcomes for URM faculty.

Responses to the confidential survey showed that women are more stressed about the tenure and review promotion process (79 percent vs. 35 percent among men). Women are also less likely to agree that the criteria for tenure are clearly communicated (six percent vs. 34 percent among men). Women are more likely to feel that teaching contributions are undervalued (41 percent vs. 29 percent among men), and that more value should be placed on advising and mentoring (47 percent vs. 26 percent) and service (50 percent vs. 13 percent), but these perceptions were shared across categories. Survey comments described the tenure process as lacking clarity, unfair to junior faculty, detrimental to Columbia's recruitment process, cumbersome and at times arbitrary, and a source of stress for candidates and others in their departments. One respondent stressed the "enormous psychological burden" imposed on junior faculty. Others noted the unfairness of teaching releases and the increased demands on women who have children. The confusing signals that junior faculty receive from tenured faculty in their departments explained for some respondents the feeling that the process is arbitrary, and that the criteria for tenure seem vague and shifting. This was particularly difficult for junior faculty hired to work in interdisciplinary programs.

Interviewees also confirmed the burden that tenure cases entail for committee members who prepare cases for their departments. One interviewee noted that women in her department had a harder time getting tenure. Another noted her decision to wait until after getting tenure to have children. Yet another interviewee expressed dissatisfaction with the quantitative criteria used to grant tenure. The tenure process, according to one subject, depends on external opinions, described as "a register of social approval, not substantive approval," that tends to benefit scholars in more visible fields.

One female faculty member noted that she was "exhausted" after getting tenure at Columbia, yet her workload only grew. She said that faculty who get tenure from inside (as opposed to those hired with tenure) "are the workers of the system, coming through this structure of

overwork.” (As noted above, this is not necessarily the case in terms of committee service.) One interviewee expressed satisfaction with the experience of obtaining tenure at Columbia, even though she thought it was “a miracle” because she had been told by a senior colleague that in order to get tenure, “I should make myself famous.” Another subject cited the lack of support from her chair during pregnancy. Gender inequalities in the structure of power within departments were linked by one interviewee to criteria: “In my department the guardians of quality in tenure cases are white, middle-aged men.”

The perception of lack of diversity at the university was linked by some interviewees with the tenure process. Tenured faculty of color are fewer, according to one subject, and their service expectations only increase after tenure. For another interviewee, the way in which tenure criteria are used at Columbia decreases the prospects of increasing diversity.

Data gathered by the committee from departments and Arts and Sciences partially supports these views. An analysis of the outcomes of faculty hired at the junior level showed that men and women receive tenure at the same rate, about half of those for which information was available (N=80). The path to this outcome, however, differs – men are denied tenure slightly more often, while women are more frequently not put up for tenure, or discouraged from coming up for tenure. See Figure 8. These observations reflect a diversity of situations that would require further information to draw any strong conclusion about gender differences in terms of tenure. Systematic tracking of the tenure process, including exit interviews, and more data points (such as years from PhD at the time of hiring) are essential for an informed review of the process.

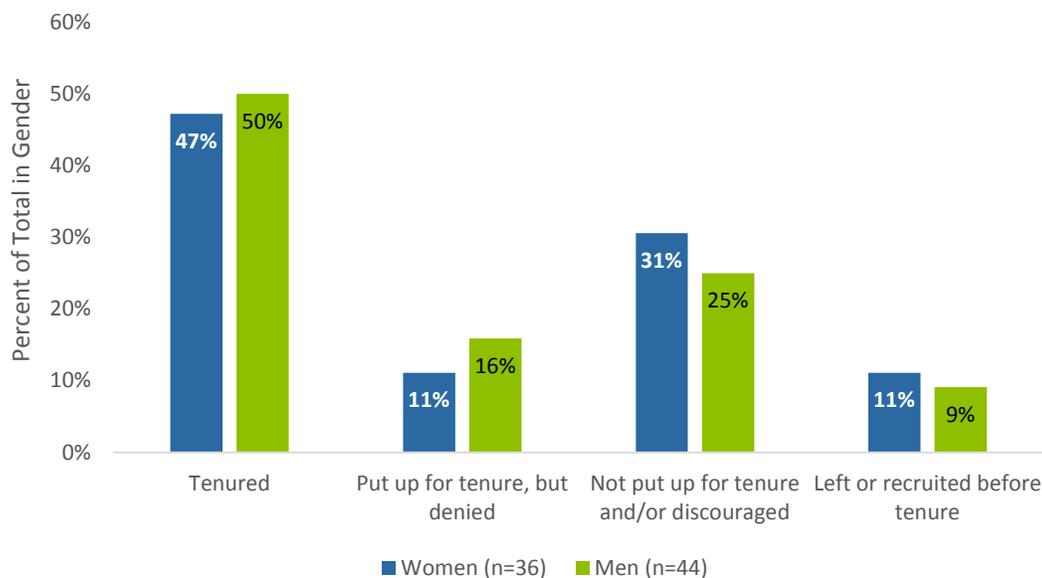


Figure 8. Outcomes for Tenure-track Junior Faculty in the Social Sciences by Gender.

The perceptions expressed in interviews and surveys regarding URM faculty are clearly supported by this data, pointing to a serious problem in the effects of the current tenure process. There is a strong difference in outcomes for URM faculty: 46 percent of them (N=13) were told their cases were not likely to be successful or were not put up for tenure, against 21 percent of White and 33 percent of Asian candidates. When we consider the candidates who left or were recruited away before tenure plus those who were denied tenure, 62 percent of URM

respondents did not receive tenure versus 50 percent of White and 47 percent of Asian candidates. See Figure 9. While more data on this problem is necessary, it is clear from the combined evidence that there is more to this than just perceptions of inequality.

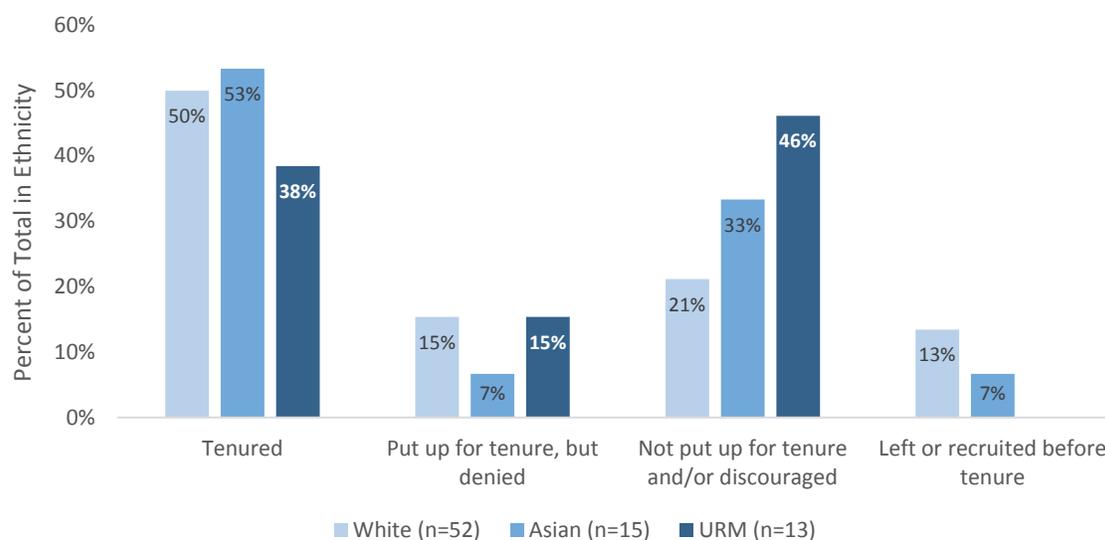


Figure 9. Outcomes for Tenure-track Junior Faculty in the Social Sciences by Ethnicity/Race.

Multiple factors were cited by faculty to explain these differences. They can be linked to the demands of interdisciplinary centers and the lack of mentoring and support structure noted in other sections of this report. Hiring strategies can also be a factor: as one interviewee noted, “To the extent that departments want to hire women of color, they tend to hire earlier.” In all references to these and other problems of equality related to the tenure process, the decision making and governance structures of departments were cited as the source for the key problems.

Departmental Cultures

The departments of instruction emerged as the main site for perceptions of discrimination and lack of transparency at Columbia. Although broader institutional structures were also cited as the cause of some of the problems, examples of discrimination, harassment, and lack of transparency most often referred to the department level.

While many interviewees and respondents expressed positive views about collegiality and intellectually stimulating exchanges with their colleagues, many noted that everyday interactions in the spaces and meetings of departments were associated with instances of inappropriate interactions between male and female colleagues, particularly “older males ... who are harassing and touching women constantly and over decades.” There is a strong gender disparity in these perceptions: in the survey, 32 percent of women (vs. 42 percent of men) agreed or somewhat agreed that climate and opportunities were the same for men and women in their departments and, while 86 percent of men in the anonymous survey agreed or somewhat agreed that their department fosters a respectful environment, only 58 percent of women did. There was considerable variation in these departmental cultures, with some units demonstrating greater levels of gender equity, or being perceived as improving in that regard.

A key source of this imbalance was the distribution of work between men and women examined in the previous section. Among survey respondents, fewer women than men felt recognized for their service to the department (59 percent agree or somewhat agree vs. 76 percent of men), and more women than men believed they had to work harder to be taken seriously (38 percent vs. 18 percent of men). More women than men also felt excluded from informal departmental networks (50 percent vs. 21 percent of men). Governance structures at the department level were linked to these differences. Women were less likely to agree or somewhat agree that their chairs had created a supportive environment (69 percent vs. 80 percent of men). In relation to harassment, women were less happy about their chair's work to foster a respectful environment (53 percent agreed vs. 74 percent of men). One interviewee said that men in her department have more power but, because of the biased distribution of assignments, "women are running the department under male chairs."

The main factor for these differences, in the perspective of faculty, was the existence of informal social groupings and social interactions within departments that caused the unequal distribution of work and recognition. Interviewees noted a "negative performative culture," and other forms of negative interactions in their departments. One subject mentioned "many negative, thoughtless comments from my male colleagues." According to another interviewee, this makes it harder for women to collaborate within their departments. Lack of access to informal networks within departments created a sense of isolation and the perception that opportunities are distributed through back channels rather than on the basis of explicit rules and stated expectations.

We found stark differences along gender lines in the confidential survey responses with regard to informal networks of influence. Women feel much more often excluded from these networks (50 percent agree or somewhat agree vs. 21 percent of men). Male chairs are generally perceived to interact more effectively with male faculty members. In some cases, this was a direct result of the composition of a department's faculty. As one interviewee put it, "The department has a problem. It is very male and white." The perception, judging from the interviews, is that male-dominated informal discussions – in chair's offices, hallways, and so on – often pre-determine decisions taken by departments (according to one male interviewee, these informal networks include powerful women).

Many of the 20 faculty who volunteered to be interviewed saw a general culture of informality and favoritism at work that is detrimental to departmental climate. In this context, we note that female and male faculty believe to almost the same degree, according to the confidential survey, that there are unwritten rules at play (69 percent of women agree or somewhat agree vs. 74 percent of men). According to our respondents, graduate students often reproduce these patterns in seminars, echoing the example of their advisors. The recruitment of graduate students was cited by one interviewee as one of the entitlements claimed by male faculty members.

Role of Chairs

Despite variations in departmental cultures, there was general consensus about the role of departmental chairs at the center of the cultural and structural problems and possibilities in departments. Some interviewees praised their chairs for their support for diversity and non-tenured faculty. The role of chairs in steering hiring decisions and graduate student recruitment

could have positive consequences for department climate. But they could also have negative consequences.

It often seemed unclear how chairs are elected, what resources faculty can ask for during negotiations, how such things as teaching responsibilities are distributed, and so on. The perception – among this self-selected group of colleagues who wanted to talk to the committee – is that much depends on personal relationships. Many interviewees pointed to chairs, to the EVP, or even to the provost, although some had positive experiences with the informal connections they had. Chairs were mentioned as distributing work and support in ways that were not entirely transparent or lacked explicit rules. The rapid turnover of chairs in one department caused a lack of institutional memory in the department.

In some cases of harassment or other inappropriate behavior, chairs emerged as unwilling or unable to alter existing practices at the department level. For one respondent, “The climate in the department, starting with the chair, is not conducive to useful dialogue on the issue.” The manifest lack of support and offensive comments concerning maternity toward a female respondent was the most extreme example. In some cases, chairs were identified with the same exclusive social groups that maintained inequity in the distribution of teaching, advising, leaves, and salaries.

There are other areas in which the perceptions of chairs are not strongly correlated to gender. Female and male faculty to the same degree feel that their chair has helped them to get resources (50 percent women agree or somewhat agree vs. 53 percent men), and junior faculty report to similar degrees having received satisfactory mentoring (41 percent agree or somewhat agree vs. 47 percent of men). Women are, however, less satisfied with committee responsibility (38 percent of women were somewhat or very dissatisfied vs. 21 percent of men), which is likely due to their more intense service on work-intensive committees at both the departmental and university level, which we address in a previous section of this report. Among women in the survey, only 13 percent agree that the department is the level where personal or family responsibilities can be raised when scheduling obligations, versus 42 percent of men.

Information about actual governance appointments, discussed below, confirms that until recently, men have been appointed as department chairs more often, and the disparity is quite strong when it comes to URM faculty as department chairs.

Power and Influence

While the section on committee and service work above shows that women do more work in departmental and especially university committees, a more nuanced and possibly evolving picture emerges when we explore possible disparities in how women and minorities are represented in leadership positions, such as departmental chairs, search committee members and chairs, membership in university-level committees, directors of centers, and in informal power networks. We looked at the data provided by Arts and Sciences, the service reported by faculty in their individual FIFs, the results from the confidential survey, as well as the interviews, to find evidence of systemic power inequities.

Overall, the analyses of these different sources of information are quite consistent with each other. We do not find systematic gender or racial disparities in the areas listed above with three exceptions:

- In the 20 years prior to 2017/18, Arts and Sciences never appointed an African-American, Hispanic, or American Indian/Alaskan Native department chair.
- Women feel significantly more often shut-out from informal networks of power in their departments – even though they report “having a voice” in decision making in their department to roughly the same degree as men, and despite having roughly proportional representation in actual positions of power and influence.
- Women serve less often as directors of institutes and if they do, these centers or institutes are more frequently serving teaching purposes.

We also note, based on the interviews, that much of the dissatisfaction with the way resources and positions are distributed in the social sciences stems from the informality of how this is done and what is perceived as a culture of favoritism, rather than with overt gender or racial biases per se.

Department-Level Service

Chairs: During the last five years, the share of women among tenured faculty remained largely constant (around 29 percent of faculty), while the share of women among chairs varied up and down with an average of 40 percent of chairs. Women were thus overrepresented among chairs during the past five years. This represents a remarkable improvement over previous years, when women made up only 12 percent of chairs (between 2006/7 and 2010/11). The picture is quite different when considering minorities, however, who were not once elected chair in the past 20 years despite making up 10 percent of tenured faculty today. See Figure 10 and Figure 11.

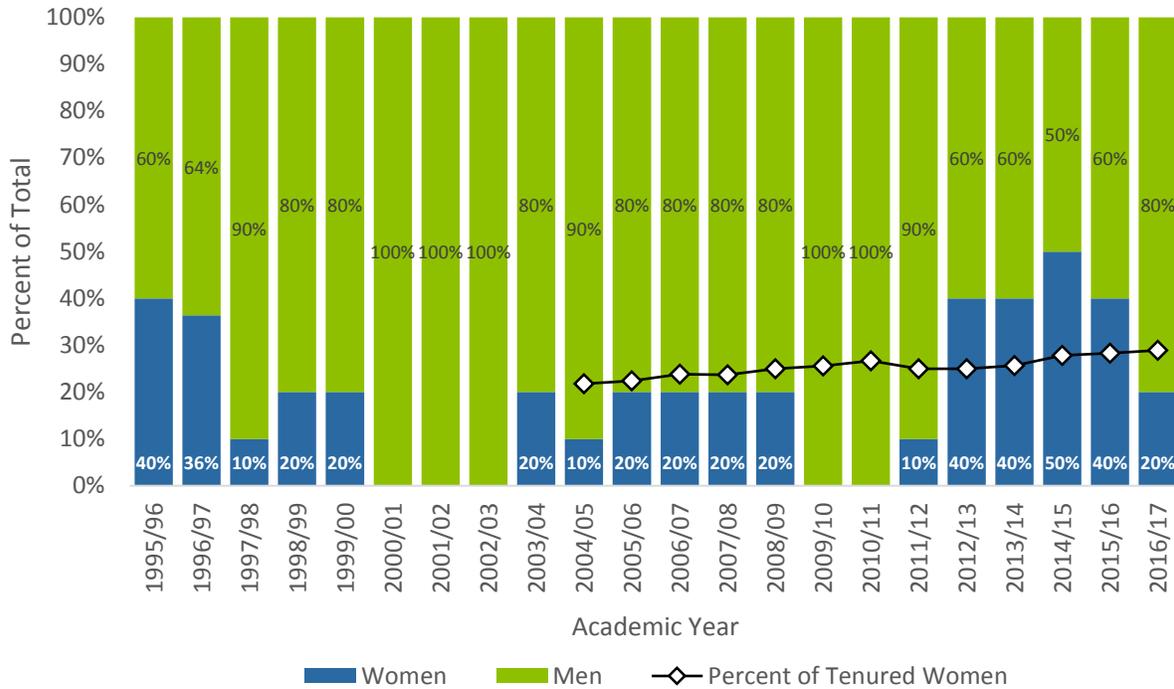


Figure 10. Department Chairs in the Social Sciences by Gender, 1995/96-2016/17.

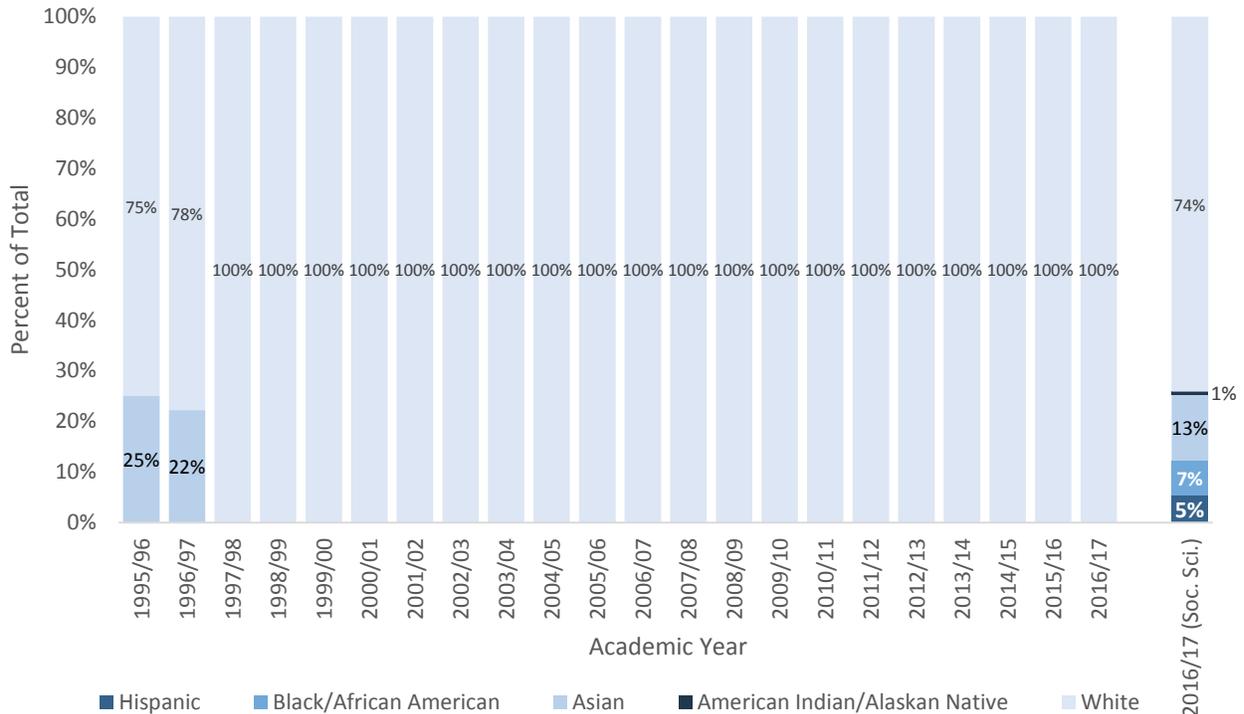


Figure 11. Department Chairs in the Social Sciences by Ethnicity/Race, 1995/96-2016/17.

Search committees: Women are represented roughly in proportion to their share of faculty in their respective departments. Women chaired (or co-chaired) 10 out of 34 search committees (or roughly 30 percent) in the social sciences between 2011/12 and 2016/17, while men chaired

or co-chaired 30 of these. Tenured women make up 30 percent of tenured social sciences faculty. Two departments, it should be noted, never had a female search committee chair while having between 25 percent and 35 percent women among their (tenured and untenured) faculty. See Figure C.8 in Appendix C.

Minorities (Hispanic and African-American) are also represented on search committees in line with their share of the faculty body, but slightly underrepresented when it comes to chairing searches (seven percent of search committee chairs vs. 10 percent of tenured faculty). See Figure 12.

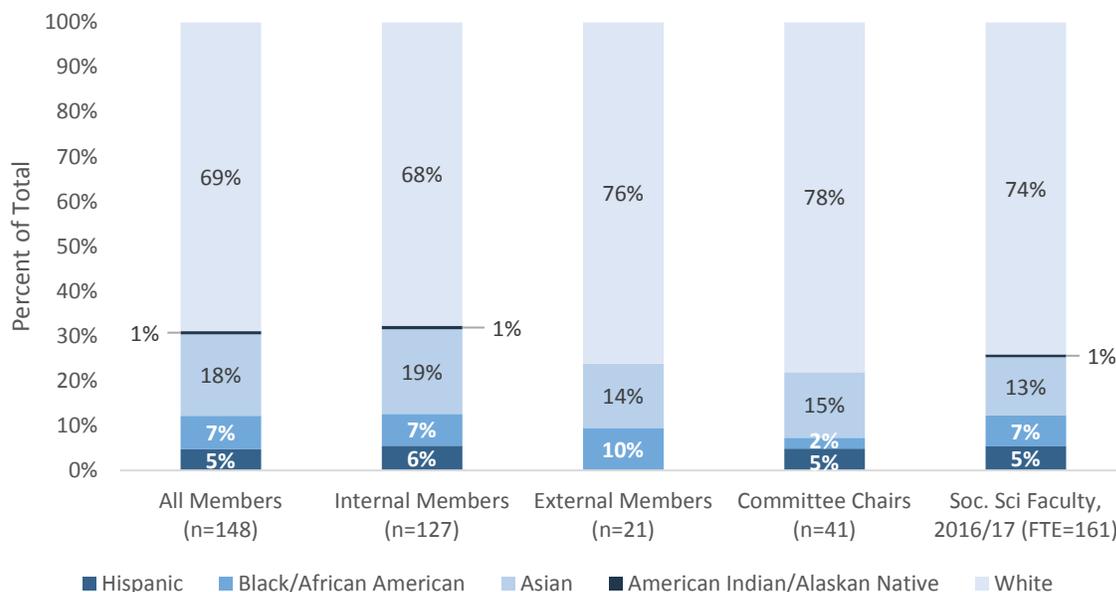


Figure 12. Composition of Search Committees in the Social Sciences by Ethnicity/Race, 2011/12-2016/17.

While the results for search committee chairs roughly reproduce the demographic distribution of faculty in the departments, the differences by department can be stark. In general terms, university efforts to increase diversity in the faculty would result in a higher representation of women and minorities in these key positions.

Service overall: We arrive at a similar picture if we look at how much committee service men and women are doing and how influential these positions are. As noted in the section on committee and service above, this information was obtained from FIFs and a comparison of that data with one department’s more detailed reporting of service. See Figure C.4 in Appendix C. As can be seen from this graph, women are more frequently serving in influential positions than men, both at the department and university level.

Subjective perceptions: In line with the above findings based on data provided by Arts and Sciences, women and men perceive their committee service and influence in roughly similar terms. According to the confidential survey, female and male faculty think to similar degrees that they have a voice in decision making in the department (34 percent of women agree vs. 50 percent of men, while 38 percent of women somewhat agree vs. 27 percent of men). They also report similar “levels of stress” regarding work in committees (75 percent of women cite committee work as a source of stress “often” or “sometimes” vs. 77 percent of men) or departmental or campus politics (62 percent of women vs. 61 percent of men).

University-Level Committees

Looking at data provided by Arts and Sciences, instead of FIFs, we find that women are slightly underrepresented in committees at the level of the school (Committee on Instruction, Committee on the Core, etc.), Arts and Sciences (PPC, EPPC, ARC, PTC, etc.) and the university (for example TRAC). While tenured women make up 29 percent of faculty, they make up 24 percent of committee members at the school level, 26 percent in Arts and Sciences, and 27 percent at the level of the university. Minorities are remarkably overrepresented in university-level committees: 33 percent of university-level committee members are minorities, even though minorities represent only 10 percent of tenured faculty. They are also overrepresented in school committees (14 percent), while slightly underrepresented in Arts and Sciences committees (seven percent).

Directorships of Centers and Institutes

The one area where clear gender disparities are visible is in the directorship of centers and institutes. Twenty one percent of the 52 centers/institutes in Arts and Sciences are directed by women, while women form 29 percent of tenured faculty. While most men (76 percent) who direct centers direct those that do not offer any teaching, almost half of female (45 percent) directors oversee graduate and/or undergraduate teaching at these centers. Minorities, on the other hand, are overrepresented as directors, holding 16 percent of these positions despite only representing 10 percent of tenured faculty, most likely because there are a considerable number of ethnic studies centers.

Work/Life Balance

Both men and women in the survey mentioned the relation between work and life among the reasons to stay at Columbia. They often cited New York City and the educational and job opportunities for their families as positive aspects of their experience, along with the intellectual community that they find at the university. One interviewee expressed a feeling shared by others: “I love my work, the graduate students are fantastic, my wife has a job in the area, my kids go to wonderful NYC public schools.” This link was also brought up as a concern expressed in the surveys – men and women talked about family-related care, daycare, and schooling for children. They cited The School at Columbia as insufficient to take care of the needs of faculty. (Only 20 percent of both men and women in the survey send their children to The School at Columbia.) The high cost of living in New York City, and particularly in relation to childcare, was mentioned by several respondents, men and women, making it one of the negative points of comparison with other institutions and a reason to leave Columbia. The confidential survey suggests that the amount of work demanded by Columbia is a concern shared by men and women: 69 percent and 64 percent, respectively, consider it heavy or very heavy. Both also see work/life balance as a source of stress (often and sometimes for 69 percent of women and 76 percent of men).

For women, the tensions between the demands of work and life were expressed more clearly as an imbalance that could be acute enough to leave the institution. This tension was expressed

above all in terms of the allocation of time. The amount of work that has been asked and expected can seriously impinge “upon my personal life,” said one minority female survey respondent. “It seems to me that Columbia makes more demands on our time than other places,” another interviewee stated.

When asked about sources of stress, 50 percent of women cited the balance between work and life, against 39 percent of men. One interviewee pointed to the “general practice of overwork at Columbia” and the lack of power regarding the allocation of one’s own time. The excessive demands of work, cited by several respondents, increased with seniority and had particular impact on female faculty who, according to another interviewee, is left “exhausted, physically and emotionally.” As junior faculty, however, informants noted that the expectation is that women work “non-stop,” and not have too many children. It is among women that the relationship between life and work emerged in the anonymous comments as something that could be improved. Columbia was described as a difficult place “to work let alone raise a family.”

This perception seems to be related to a greater concern among women about working conditions related to family life. Although male and female respondents have about the same number of children, and in similar age range, women were less satisfied with childcare arrangements (53 percent very or somewhat satisfied) compared to men (78 percent). Women were less likely than men to rely on their partners to take care of children (14 percent vs. 32 percent), more women were single among respondents (25 percent vs. six percent of men), and had to hire babysitters more often (31 percent vs. nine percent). This is probably related to the fact that women are less satisfied with benefits (61 percent vs. 75 percent of men).

Women made family needs a more important aspect of their interaction with the university. Women have their tenure clock stopped more often than men (34 percent vs. 15 percent). The department was a key link in this regard too: women found that their departments were supportive when they asked to stop their tenure clock (90 percent vs. 63 percent of men). Women were more likely to take outside offers to their department chair to change work conditions (44 percent vs. 32 percent of men). Paradoxically, more men thought that their department was the level where family responsibilities could be raised: 76 percent of men agreed versus 42 percent of women.

The anonymous survey shows that these concerns also impelled women to negotiate their work conditions with the help of outside offers. Women cited stress as a reason to leave Columbia (41 percent of women vs. 28 percent of men). Women sought outside offers more often than men (44 percent vs. 32 percent of men, as discussed below). While men more often received salary adjustments as a result of outside offers, as noted in the relevant section below, women received more course load reductions and leave time. Women also considered leaving more than men in order to lower the cost of living – although the percentages of those who were concerned by child and family-related issues were very similar among men and women.

Procedure and Accountability

Interviews and surveys showed the frequent perception of lack of equity in procedural justice, lack of transparency in its application, and lack of accountability if procedure was not followed. This concern came up in most interviews and often was described at length. “There is a complete lack of procedures,” according to one interviewee. This lack of procedures allowed for “personalism” in the distribution of resources, defined by the same interviewee as the personal

relationships between faculty and the administration. Whoever “has the ear of the provost will get lots of stuff,” according to another interviewee, promoting an ethos of rent-seeking. “The structure of Columbia is that agreements are made on individual cases with few structures for recompense. Almost everything of substance is negotiated on an individual basis.” There is also frustration about the procedures for appointing senior administrators. In some cases, these perceptions were associated with specific names: “Dirks became EVP after women turned the job down and Dirks was on the search committee. What kind of process is that?”

Lack of procedure and accountability often but not always had to do with cases of inappropriate sexual behavior. This was judged to be a prevalent situation at the institution, and one that was not properly addressed. One survey respondent said women have to endure harassment and discrimination yet there are few “opportunities to call it out” and the discussion at the department level is “basically dishonest.” Another respondent commented that harassment and discrimination are at all levels. One interviewee cited a case in which a male faculty member engaged in a romantic relationship with a female undergraduate student. The leadership of the institute to which he belonged thought it was best that the male faculty reduce his contact with undergraduates and the additional workload was given to the other junior faculty. This was perceived as unfair as the person behaving within the norms of the institution had time taken away from their research whereas the person behaving outside the norms of the institution got rewarded with more research time. This happened, according to the interviewee, because the university did not have procedures in place to avoid such unfair outcomes.

This lack of accountability also surfaced in discussions of harassment. One female interviewee said, “It makes me want to throw up that at the institutional level they cover up for professors who commit harassment.” For another interviewee, a male URM, the punitive structures established to deal with discrimination and aggression are not sufficient to solve problems that require “a cultural shift in the department,” including the hiring of more junior faculty.

In the anonymous survey women reported to be harassed more frequently than men but the majority of both women and men were not satisfied with the resolution of the harassment complaint they filed. From the 19 percent of women (vs. one percent of men) who filed formal complaints of harassment or discrimination, only 25 percent were satisfied with the outcome. In qualitative survey comments one faculty member reported that she had been “black-listed,” she was no longer invited to conferences, her grant proposals were not funded and, at Columbia, colleagues did not want to co-author articles with her. Some interviewees linked this lack of accountability and transparency to a broader tendency in the institution to avoid punishing inappropriate behavior: “Here harassment is tolerated. Protecting the institution goes above all else.”

Even when it was brought to the attention of the administration, inappropriate behavior often went unpunished. One female interviewee told us that when she had a medical problem with a pregnancy that prevented her from teaching she found no help from her male chair, who instead told her, “Don’t you know that you already have too many children to get tenure at Columbia?” While the faculty member complained and found support from other offices at the university, the chair apparently was never held accountable for his behavior, and continued with comments of this type with impunity. While chairs could also help solve situations related to harassment, in other cases chairs (female and male) did not seem to know the details of the regulations about maternity and parental leaves. Interviewees reported that chairs gave inaccurate information (out of negligence or lack of training), leading to frustration on the part of the faculty. Giving inaccurate information apparently had no consequence for the chair but did have unwanted consequences for the faculty member.

The lack of transparency affected other aspects of work at Columbia as well. We noted above perceptions of unequal distribution of committee work and advising. This is attributed to the lack of accountability for male faculty who are perceived by some of our respondents and interviewees as more likely to shirk more often in advising (undergraduate and graduate) and in citizenship. Male faculty, according to a female interviewee, “feel entitled to reject students for oral examinations,” and more work falls to female colleagues. “We take on the work that men are refusing.” Some female faculty commented that other female faculty accused them of being just like men when they also opted to avoid committee work in order to have more time for their research.

Salaries and Resources

As noted above, about two-thirds of both female and male respondents are very or somewhat satisfied with their current salaries, with 41 percent of women somewhat satisfied. Faculty in the social sciences are also very or somewhat satisfied with the resources that Columbia provides to support research and scholarship. About 47 percent of men are very satisfied and, while few women are very satisfied, 56 percent are somewhat satisfied. At the same time, in a follow-up question, only 53 percent of women and 67 percent of men agree or somewhat agree that they have the resources to do their jobs well. A similar result applies to rank. The vast majority of the respondents were satisfied with their rank, although only 59 percent of women were very satisfied versus 84 percent of male respondents.

Several interview subjects were under the impression that women are underpaid at Columbia. One suggested that their salaries are lower because women do not bargain as hard as men while others mentioned that the reason could be that women are less mobile than men. Lack of procedure discussed above were also cited as a cause for pay differences that hurt women. Another subject reported that in her department women get less research money than men. An URM interviewee attributed his lower salary to the fact that URM faculty tend to work in minority fields for which there is less demand in the academic job market.

While most interviewees do not know their colleagues’ salaries, one who was department chair realized not only that she had been underpaid but that in general women in her department were grossly underpaid relative to men. Our committee was able to look at salary data in formats that did not allow for individual or departmental identification. A more precise and continuing analysis of the disparities examined here would be necessary to obtain definitive explanations. Nonetheless, some patterns in salaries are notable.

Salary data provided to our committee by Arts and Sciences support some of the perceptions of inequity that came out in the interviews about gender wage gaps. This was clearly noticeable for the cohort of tenured faculty that obtained their PhDs between 1988 and 1997. In this cohort there are 13 female and 19 male social sciences faculty. Salaries were standardized by subtracting a department-specific mean taken across all tenured faculty and then dividing by the department specific standard deviation. This cohort most likely contains faculty in the prime years of their careers and thus one should expect that a typical faculty member in this cohort has a salary above its respective department’s mean. Consistent with this conjecture, 14 men (74 percent) had salaries above the mean. By contrast, only six women (46 percent) had salaries higher than the department average. Moreover, only two women (15 percent) had salaries that were at least one standard deviation above their respective department’s mean

salary, whereas 10 men (or 53 percent) made more than one standard deviation above the mean. The female faculty member with the highest relative salary was paid one-and-a-half standard deviations more than the average, whereas the highest paid man in this cohort was paid three-and-half standard deviations above the mean. In this cohort, men make more on average and are the top earners.

There are various potential explanations for these observed differences, some tied to gender and others not. An obvious candidate is differences in productivity. If productivity was the key explanation, one is left to wonder why women were consistently less productive. The SSEC did not have access to detailed and comparable information on productivity. However, faculty awards in the social sciences, discussed above, show that women receive more awards than men relative to their percentage of the total faculty. Taken together with the information presented below in the section on outside offers and retentions, one hypothesis worth further investigation is that women, who the data show get outside offers at the same rate as men, have salary increases resulting from a retention that normally bring their salary only to the department's mean but not above it. Again, this pattern could be due to various factors, one of them being differences in quality of outside offers received.

Another possible reason for salary discrepancies may be implicit bias in the salaries offered to target of opportunity hires and recruitments from outside. One anecdote relayed by an interviewee suggested that bias. When a target-of-opportunity female scholar was recruited, the initial salary offered did not match her other offers, but was pegged to the current highest salary in the department at Columbia. That highest salary was of a recent male scholar recruited from outside also as a target of opportunity and whose salary was drastically higher than the next highest in the department. In other words, when the man was recruited, Columbia easily offered him a salary dramatically above the existing range, but initially balked at paying a comparable female hire a salary higher than any of the men.

The observed inequities are less pronounced in the sample containing younger tenured faculty in the social sciences, namely those who obtained their PhDs between 1998 and 2009. There are 15 female and 22 male such faculty members. As expected, on average this group has relative salaries below their respective departments' means. Yet there is no female wage gap here, as the four women (27 percent) and five men (23 percent) in the cohort make more than the department average and seven women (47 percent) and nine men (41 percent) make less. However, peak salaries again went to men. Two men made one and a half standard deviations above the mean of their department whereas the highest paid woman made only one standard deviation above the mean. Overall however, in this younger cohort, inequities in pay are less pronounced.

One respondent to the anonymous survey synthesized the effects of these perceived disparities: Despite efforts to increase diversity in the faculty, salary imbalances is one of "the most discouraging aspects of being at Columbia."

Outside-Offer Practices

Subjects expressed a strong dislike for the culture of outside offers. Some equated these practices to lying and saw them as inefficient. Others thought that the outside offer culture at Columbia was more pervasive than at other institutions, and that the secrecy surrounding salaries and the lack of transparency were particularly high. One interviewee said that other

institutions act faster when a faculty member is so dissatisfied with their salary that they look for outside offers. The dissatisfaction with the outside offer culture ties in with the frustration that there are no clear and consistently applied procedures for the negotiations of salaries and retentions. People who have personal relationships with the higher officers of university administration can get better deals than people who do not have such personal access.

The “culture of outside offers” was a problem frequently mentioned in interviews and surveys, which seemed to be related to data analyzed above. For one respondent, it seemed to be the only way to get “a sizable raise or a named chair.” For another, Columbia’s practice of only responding to outside offers “is frustrating [and] induces bias.”

Survey results indicate that women (42 percent) are more likely to have sought formal or informal outside job offers within the last five years than are men (29 percent). They are also more likely to have received an outside offer (44 percent of women, compared to 32 percent of men). Of those who received offers, faculty took the offer to their chair at similar rates (61 percent of women, 65 percent of men).

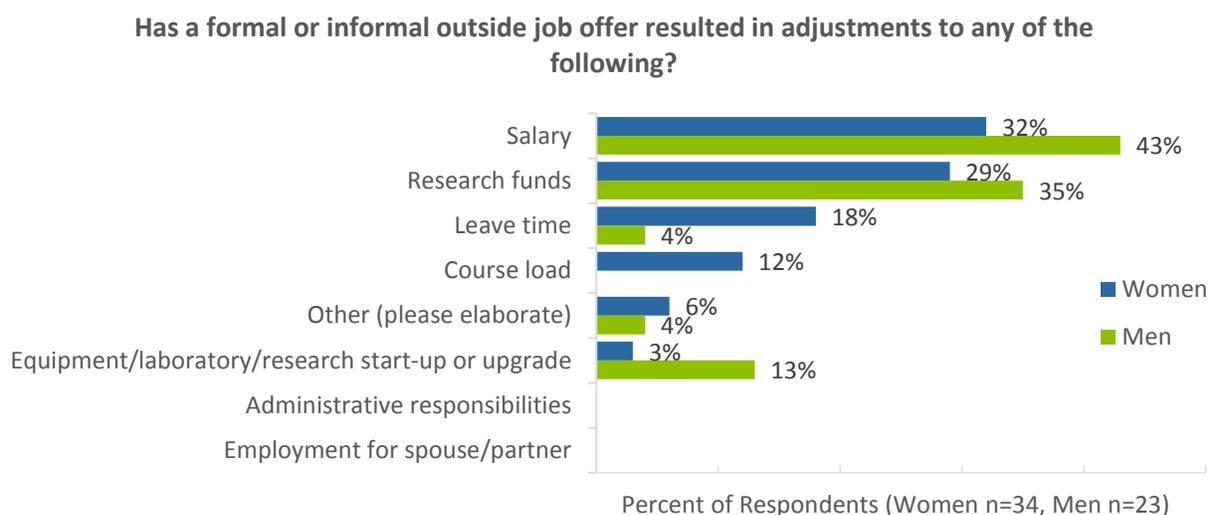


Figure 13. Question on Outside Offers from the Social Sciences Anonymous Survey, Fall 2017.

These informal and formal outside offers led to somewhat different changes to male and female faculty members’ situations. The numbers here are small, so these differences should be treated with caution. But to the extent we can see patterns, women were more likely to see adjustments to things that affect time: course load (12 percent of women vs. zero percent of men) or leave time (18 percent vs. four percent of men), while men were more likely to see changes in material resources, such as salary (43 percent of men vs. 32 percent of women), equipment/lab/research startup or upgrade (13 percent of men, three percent of women), or research funds (35 percent of men, 29 percent of women). Whether these changes by gender are because women and men emphasize different things in what they ask for, or because the university responds differently to similar requests (or both), we cannot tell from the data. Neither men nor women reported any changes to employment for their spouse or partner as a result of an outside offer. See Figure 13.

A higher percentage of women (55 percent) than men (38 percent) responded that they were happy with the retention offer they received. Thirty-six percent of women said they were partially happy, compared to 46 percent of men. Similar rates of men and women (eight and nine

percent, representing one person in each category) were fully unsatisfied (answering “no” to the “were you happy with the retention offer?” question). Note, however, that the numbers here are very small (six women were happy, compared to five men; four women were partially happy, compared to six men). Note also that there is likely a strong selection bias here – those who received outside offers but stayed at Columbia are by definition happy enough with those offers; those who left are likely to have been much less satisfied on average.

The results of the survey are particularly interesting in conjunction with data from Arts and Sciences about the content of retention offers, and where they left faculty members with respect to average salaries in their departments.

Note that this information is available only for salary outcomes of retention offers. As we have seen above, women were more likely to receive retention offers that improved less tangible outcomes and were less likely to receive material benefits. In terms of salary, however, while women and men obtain roughly similar pay increases as a percentage of their existing salaries, men are much more likely to emerge from retention negotiations with salaries well above the mean in their departments than are women, who tend to come up to the average rather than to exceed it. That women are no less satisfied with the outcomes of the retention offers may reflect the fact that they do not know what others in their departments are making (lack of transparency); a willingness to ask for and settle for less; or the fact that women are more likely on average to value, and to receive, benefits that affect time (course release and leave), while men are more likely to receive salary increases. Qualitative responses to the survey and interviews nevertheless suggest that salary disparities are perceived in relation to gender differences – women are “penalized” even when their productivity and international reputation are higher. One interviewee said, “In my department women get less salary and less research money.” Another interviewee noted that “Women don’t bargain as hard as men; salaries therefore are lower.”

Given that raises to base salary, including retention offers and service as chair, affect earnings for the rest of one’s career while leaves and course releases tend to be temporary benefits, the implications of the discrepancy in retention offers for salary inequities over time may be quite profound, as seen in the previous section. This could explain why disparities are less marked among younger faculty.

Other factors come into play in the outcome of negotiations about outside offers. While women are more likely to report having gotten an outside offer, women are also more likely to report that family considerations (children, spouse’s jobs, etc.) are among the reasons they have stayed at Columbia. Eight out of 38 men, or 21 percent, listed something related to family, while seven out of 22 women, or 31 percent listed family-related reasons to stay. To the extent that this is representative, it suggests that women may be less “movable” than men, on average. For a survey respondent, men are “perceived to be more moveable than women.” That a higher percentage of women nonetheless report that they have received outside offers may reflect the fact that they are relatively overrepresented in earlier stages of their career, while more men are closer to retirement when outside offers become less likely. More research is needed to examine the relationship, if any, between gender and outside offers, controlling for stage of career.

Regardless of the possible mechanisms and biases of the “culture of outside offers,” both men and women expressed dissatisfaction with a system that rewards fields that are more legible to their disciplines, and is unfair to those who cannot easily leave New York. For example, in additional comments on questions about outside offers, a respondent noted that the incentive to

look for outside offers is inefficient for all involved. Another stated that getting an outside offer was “not worth the money,” while another resented the fact that an outside offer was necessary to secure a spot in The School at Columbia. This issue came up in numerous interviews. One URM man said he knew he was underpaid but “I didn’t want to seek outside offers. I couldn’t. I have daughters at school. My wife has a job here.” Another interviewee noted it was difficult to get another job because of others’ perception that her “two-body problem” meant she was “not really movable.” A male interviewee noted that movability is an issue for those in particularly specialized fields: “There are only three institutions in the US that have jobs in [my] area. [I] could not afford to pay for childcare but I had no leverage to request a raise in salary.”

A female interviewee reflected on her experience: “We know that you don’t get salary increases if you don’t flirt with betraying your institution,” noting that Columbia did not completely match other offers she received, did not give her a named chair, and offered her less research funds than senior men being retained, but increased her salary somewhat. She called the system of needing to get outside offers “terrible,” explaining that it exacerbates “all the problems we have,” creating a greater sense of debt of obligation, and “toxic forces.” “I don’t understand why can’t there be a more standardized meritocratic system that rewards people for work, collegiality.” The lack of consistent rules and procedures concerning these negotiations prompted another female interviewee to note that “With the lack of procedures and rules, returns to scheming are potentially huge. I was told that to get housing I would have to produce an outside offer. If this is the way it is, then this should be clearly stated. But some faculty get university housing without an outside offer. So, what are the rules? It is never clear how many benefits you can get, so everybody is scheming all the time to figure out whether there is some hidden payoff that you did not know about but that you can get.” A male interviewee admitted that “I never understood why people have to circulate across eight universities to get paid more. If they’re going to be doing the same intellectual work, the same work with students.”

SECTION 6: Conclusions

We are grateful to the colleagues who participated in the interviews, completed the survey, and provided additional feedback during the research and writing of this report.

There are several aspects of our initial set of goals that were not completed or were not included in this report because of the lack of sufficient data to draw strong conclusions. The most prominent among these concerns was the experience of URM faculty. We strongly believe that more work is necessary in this area. Given the small number of URM faculty and our concern about the preservation of anonymity, we believe that further analysis should be based on data from the three divisions of Arts and Sciences. In this regard, we also believe that the university should continuously collect detailed data about tenure outcomes, including departures.

The SSEC discussed and contributed substantially to the general recommendations that PPC will issue along with this report.

APPENDICES

Appendix A: Committee Membership

Pablo Piccato, *Professor, History, SSEC Chair, PPC*

Page Fortna, *Professor, Political Science*

Rosalind Morris, *Professor, Anthropology*

Stephanie Schmitt-Grohé, *Professor, Economics*

Maya Tolstoy, *Professor, Earth and Environmental Sciences, PPC Chair*

Maria Uriarte, *Professor, Ecology, Evolution and Environmental Biology, PPC Vice-Chair*

Andreas Wimmer, *Professor, Sociology*

Ex Officio: David Madigan, *EVP for Arts and Sciences, Dean of the Faculty of Arts and Sciences*

Ex Officio: Rose Razaghian, *Associate VP, Planning, Analysis and Curricular Coordination*

Appendix B: Notes for Figures in Report

Figure 1. Named Professorships in the Social Sciences by Department and Gender, 2016/17.

Includes only tenured social sciences faculty with FTE > 0.

Excludes one term professor and one non-ten/ten-track professor with a named chair (one man, one woman).

Figure 2. Faculty Awards in the Social Sciences by Department and Gender, 2015/16-2016/17.

The number of awards is weighed by FTE to account for faculty with joint appointments.

Includes all awards listed in the 2016 and 2017 Distinguished Faculty Awards booklets produced by A&S, which are based on FIFs, as well as feedback from departments.

Includes only ladder-rank social sciences faculty, excludes term professors.

Figure 7. Average Service Commitments of Tenured and Non-Tenured/Tenure-Track Faculty in the Social Sciences, 2016/17.

Based on self-reported data from submitted FIFs.

Excludes: Deans, faculty who did not submit FIFs, faculty with FTE ≤ 0.5, and faculty on leave.

Figure 10. Directors of Undergraduate and Graduate Studies in the Social Sciences by Gender, 2014/15-2016/17.

Includes only ladder-rank directors whose appointment division is social sciences.

Includes interdisciplinary programs for DUS.

Includes only PhD programs for DGS.

Figure 11. Directors of Undergraduate and Graduate Studies in the Social Sciences by Ethnicity/Race, 2014/15-2016/17.

Includes only ladder-rank directors whose appointment division is social sciences.

Includes interdisciplinary programs for DUS.

Includes only PhD programs for DGS.

For *All Faculty*, three FTE with undisclosed ethnicity/race are excluded.

Figure 12. Outcomes for Tenure-track Junior Faculty in the Social Sciences by Gender.

Includes all tenure-track junior faculty who began their employment at Columbia between 1997 and 2010.

"Not put up for tenure and/or discouraged" means the person was discouraged from going up or department decided not to put up for tenure.

"Left or recruited" means the person was recruited away or left of own accord (not because discouraged from going up).

Figure 13. Outcomes for Tenure-track Junior Faculty in the Social Sciences by Ethnicity/Race.
Includes all tenure-track junior faculty who began their employment at Columbia between 1997 and 2010.

URM includes "Hispanic," "Black/African-American," and "American Indian/Alaskan Native."

"*Not put up for tenure and/or discouraged*" means the person was discouraged from going up or department decided not to put up for tenure.

"*Left or recruited*" means the person was recruited away or left of own accord (not because discouraged from going up).

Figure 14. Department Chairs in the Social Sciences by Gender, 1995/96-2016/17.

Includes acting chairs.

In the five social science departments, three departments had one woman who served as chair. In the remaining two departments, two or more women and two or more men served as chair.

Figure 15. Department Chairs in the Social Sciences by Ethnicity/Race, 1995/96-2016/17.

Last column: All ladder-rank faculty, 2016/17 (FTE=161). Three FTE with undisclosed ethnicity/race are excluded.

Ethnicity/race is unavailable for one department chair.

Only one department chair identified as Asian.

Figure 16. Composition of Search Committees in the Social Sciences by Ethnicity/Race, 2011/12-2016/17.

Percentages in *All Faculty* are based on FTE counts.

Percentages for committee members and chairs are based on person counts.

Includes searches begun in academic years 2011/12 through 2016/17, including those that did not result in a hire.

Internal indicates search committee members with an appointment in same department as the hiring department, including no FTE appointments.

External indicates search committee members with an appointment outside the hiring department or outside A&S (such as Barnard).

Appendix C: Supplemental Figures

Figure C.1. Social Science Equity Committee: Faculty Surveys Representativeness by Gender and Ethnicity/Race, Fall 2017.

Gender	Number of Faculty			Confidential Survey						Anonymous Survey	
	Tenured	Non-Ten/ Ten-Track (NT/TT)	Grand Total	Tenured Respondents	NT/TT Respondents	Total	Tenured Response Rate	NT/TT Response Rate	Overall Response Rate	# of Submissions	Submission Rate
Men	102	27	129	48	14	62	47%	52%	48%	70	54%
Women	41	20	61	23	9	32	56%	45%	52%	43	70%
Decline to state*										3	N/A
Grand Total	143	47	190	71	23	94	50%	49%	49%	116	61%

* For anonymous survey only.

Ethnicity	Number of Faculty			Confidential Survey						Anonymous Survey	
	Tenured	Non-Ten/ Ten-Track (NT/TT)	Grand Total	Tenured Respondents	NT/TT Respondents	Total	Tenured Response Rate	NT/TT Response Rate	Overall Response Rate	# of Submissions	Submission Rate
White	107	30	137	59	15	74	55%	50%	54%	74	54%
Asian*	21	5	26	7	3	10	33%	60%	38%	14	54%
URM**	14	8	22	4	3	7	29%	38%	32%	17	77%

Notes:

Submission rate is the number of submitted surveys divided by the number of faculty. It may not indicate the true response rate since it is possible to submit the anonymous survey multiple times.

One person who was professorial term was grouped with non-tenure/tenure-track.

*Asian includes "White and Asian"

**URM for confidential includes: "Hispanic", "Hispanic and White", "Black/African American", "American Indian/Alaska Native", "Hispanic & Asian Origin & Hawaiian/Pacific Islander", "Hispanic & Black/African American"

**URM for anonymous includes: people who identified as Hispanic origin, "Black/African American", "American Indian/Alaska Native"

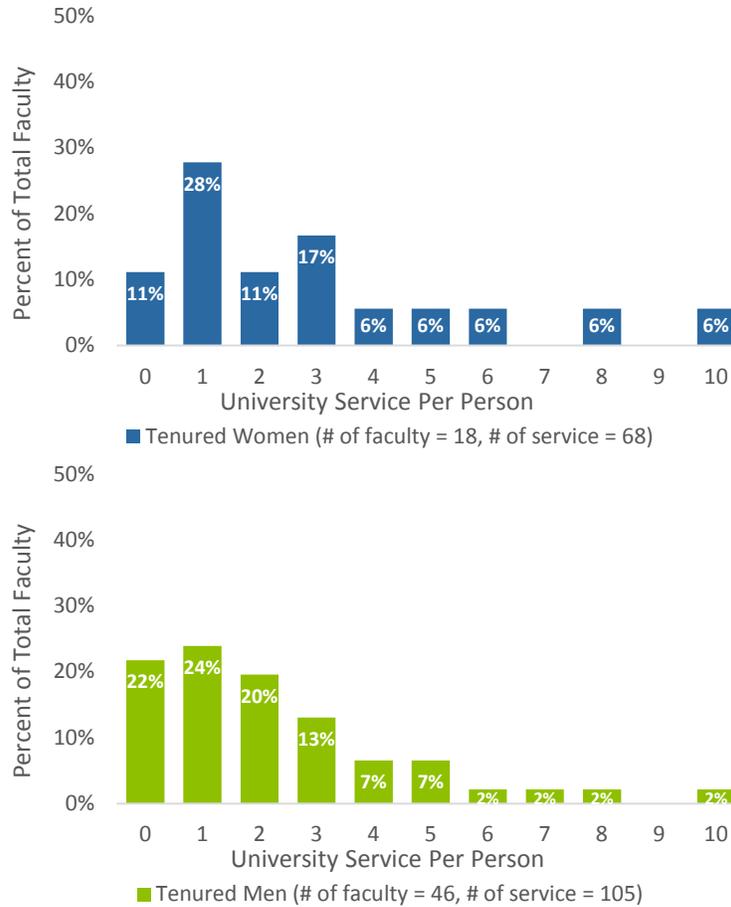


Figure C.214. University Service Commitments of Tenured Faculty in the Social Sciences, 2016/17.

Notes:

Based on self-reported data from submitted FIFs.

Excludes: Deans, faculty who did not submit FIFs, faculty with FTE ≤ 0.5, and faculty on leave.

Tenured Women: not shown is one outlier with 17 university service listed.

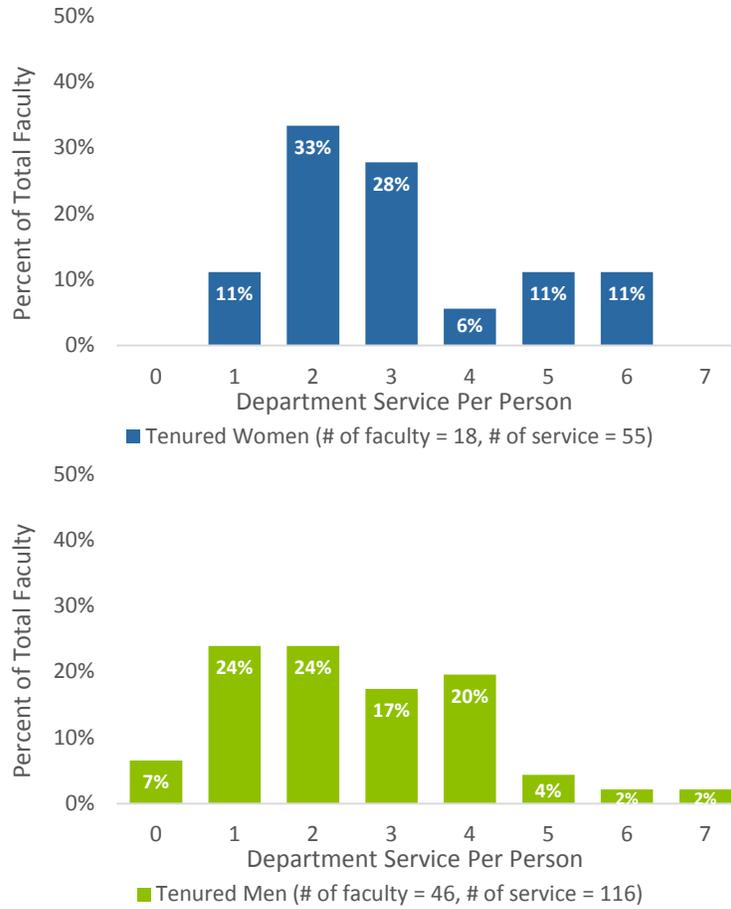


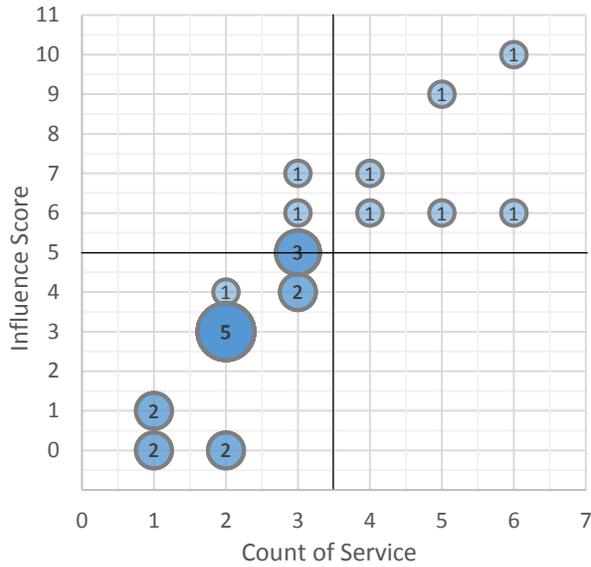
Figure C.3. Department Service Commitments of Tenured Faculty in the Social Sciences, 2016/17.

Notes:

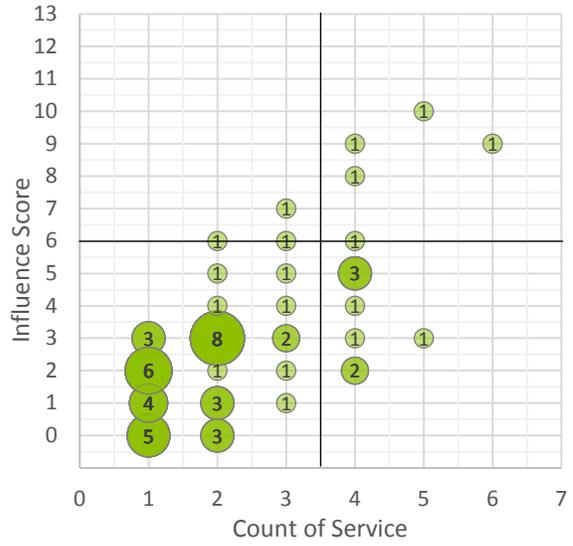
Based on self-reported data from submitted FIFs.

Excludes: Deans, faculty who did not submit FIFs, faculty with FTE ≤ 0.5, and faculty on leave.

Department Service

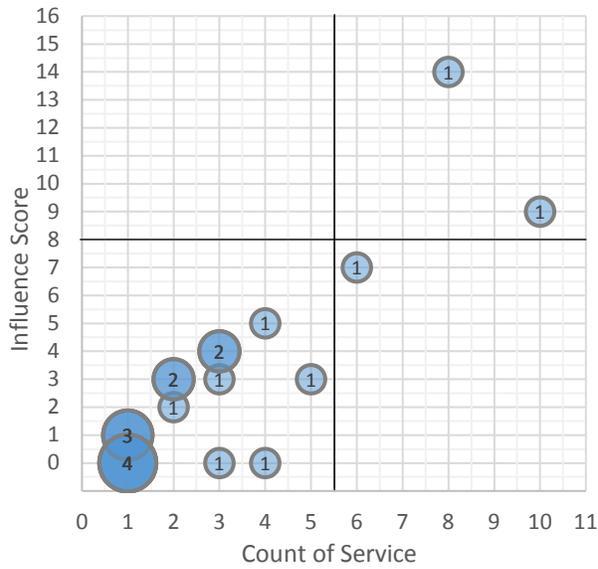


● Women (# of faculty = 25, # of service = 71)

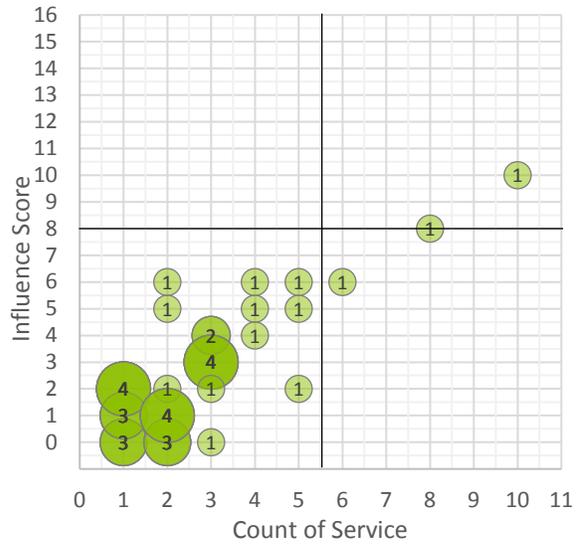


● Men (# of faculty = 57, # of service = 134)

University Service



● Women (# of faculty = 21, # of service = 79)



● Men (# of faculty = 37, # of service = 105)

Figure C.4. Faculty Service Commitments in the Social Sciences by Gender and Influence Score, 2016/17.

Figure C.4. Faculty Service Commitments in the Social Sciences by Gender and Influence Score, 2016/17.

Notes:

Legend label: # of faculty is the number of faculty for whom at least one service was rated for influence, *# of service* is the number of service rated for influence.

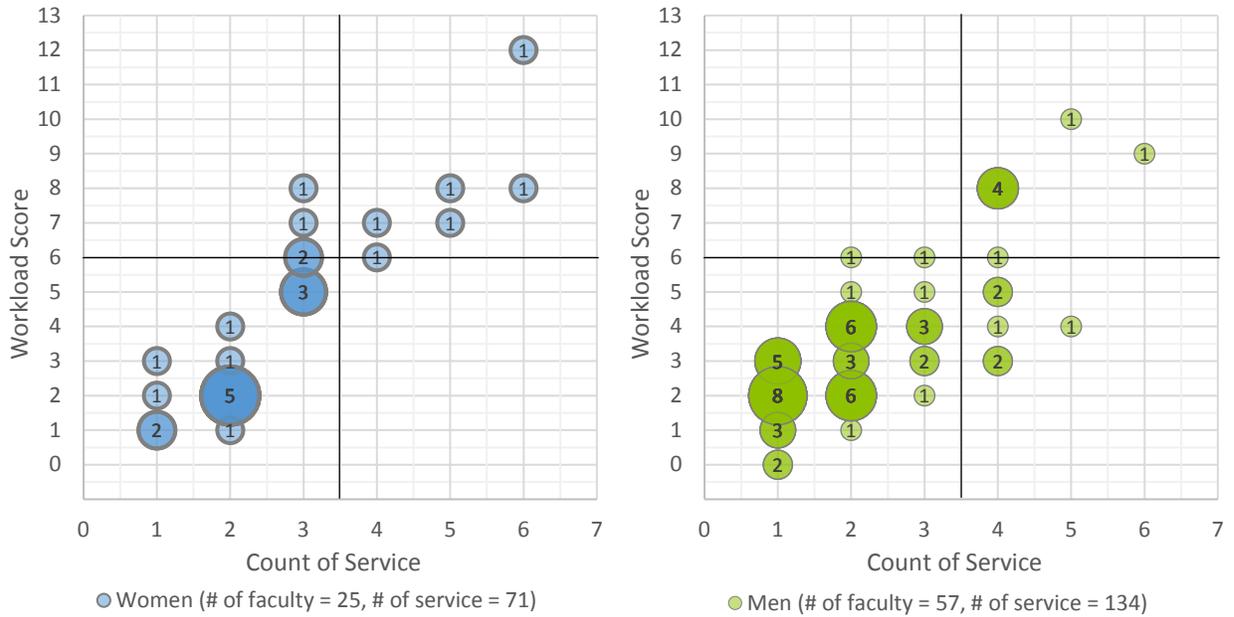
The *count of service* is based on self-reported data from submitted FIFs.

The *influence score* is the sum of all influence ratings per person. Department representatives in the committee gave each service an influence rating between 0 and 3, with 3 having the most influence. The representatives had access only to the service description from the FIF, service type (university or department), tenure status, and department. Other information, such as name, gender, and race/ethnicity were not available.

Bubble size and bubble label represent the frequency of a particular "count of service-influence score" pair. Excludes: Service not rated for influence; Deans, faculty who did not submit FIFs, faculty with FTE \leq 0.5, and faculty on leave.

University Service, Women: not shown is one outlier with 17 service rated with an influence score of 5.

Department Service



University Service

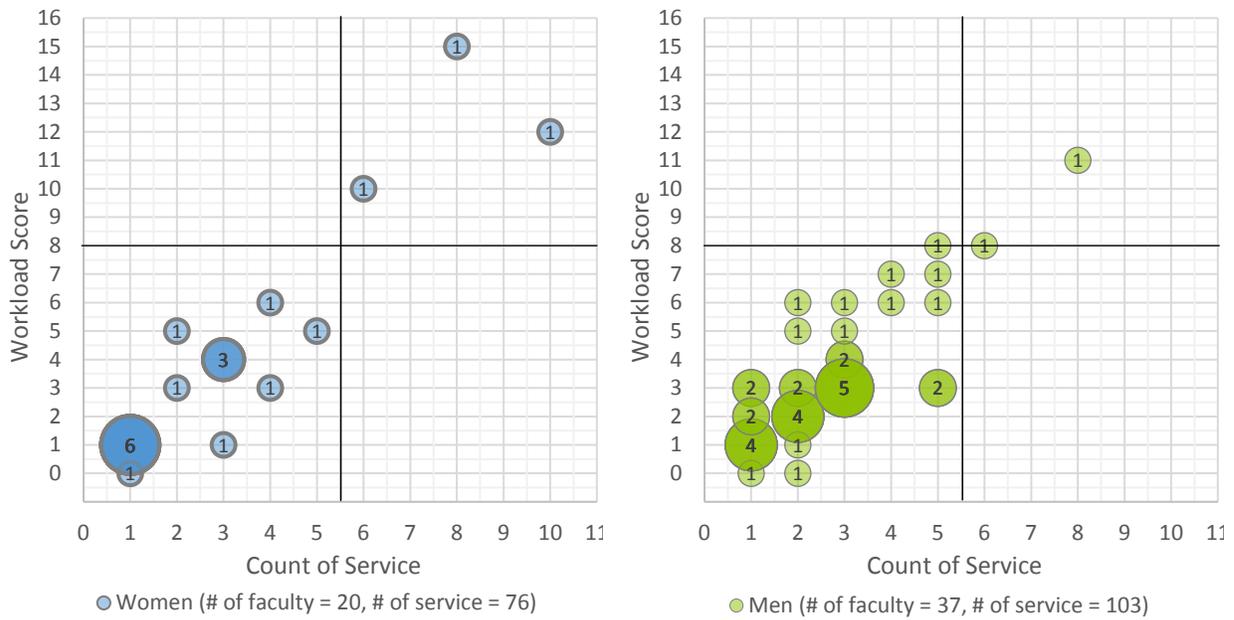


Figure C.5. Faculty Service Commitments in the Social Sciences by Gender and Workload Score, 2016/17.

Figure C.5. Faculty Service Commitments in the Social Sciences by Gender and Workload Score, 2016/17.

Notes:

Legend label: # of faculty is the number of faculty for whom at least one service was rated for workload, # of service is the number of service rated for workload.

The *count of service* is based on self-reported data from submitted FIFs.

The *workload score* is the sum of all workload ratings per person. Department representatives in the committee gave each service a workload rating between 0 and 3, with 3 being the most work-intensive. The representatives had access only to the service description from the FIF service type (university or department), tenure status, and department. Any other information, such as name, gender, and race/ethnicity were not available.

Bubble size and bubble label represent the frequency of a particular "count of service-workload score" pair. Excludes: Service not rated for workload; Deans, faculty who did not submit FIFs, faculty with FTE \leq 0.5, and faculty on leave.

University Service, Women: not shown is one outlier with 16 service rated with a workload score of 21.

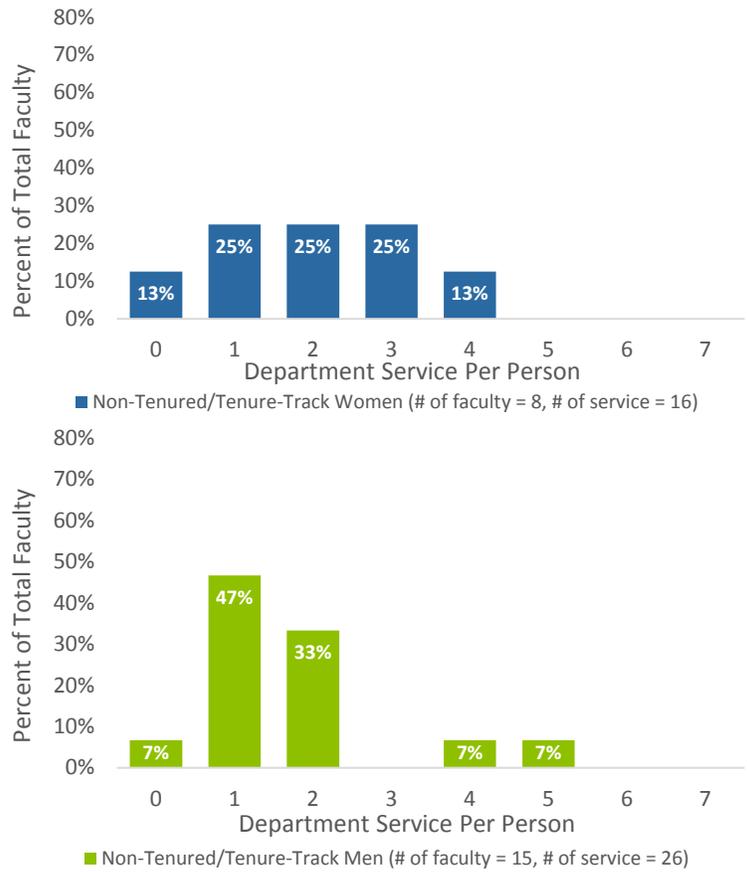


Figure C.6. Department Service Commitments of Non-Tenured/Tenure-Track Faculty in the Social Sciences, 2016/17.

Notes:

Based on self-reported data from submitted FIFs.

Excludes: Deans, faculty who did not submit FIFs, faculty with FTE ≤ 0.5, and faculty on leave.

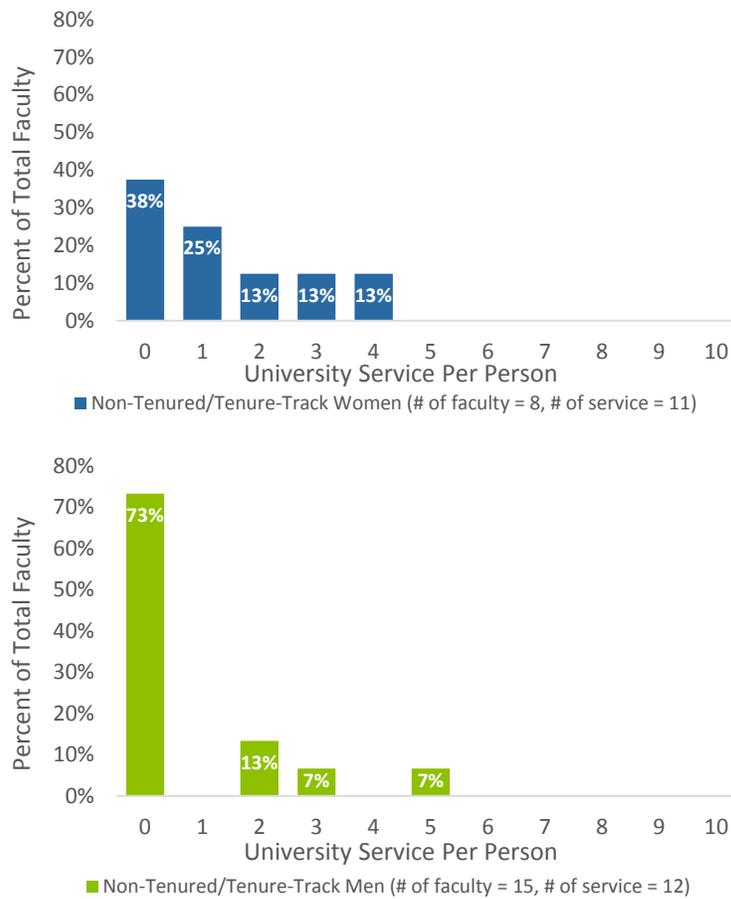


Figure C.7. University Service Commitments of Non-Tenured/Tenure-Track Faculty in the Social Sciences, 2016/17.

Notes:

Based on self-reported data from submitted FIFs.

Excludes: Deans, faculty who did not submit FIFs, faculty with FTE ≤ 0.5, and faculty on leave.

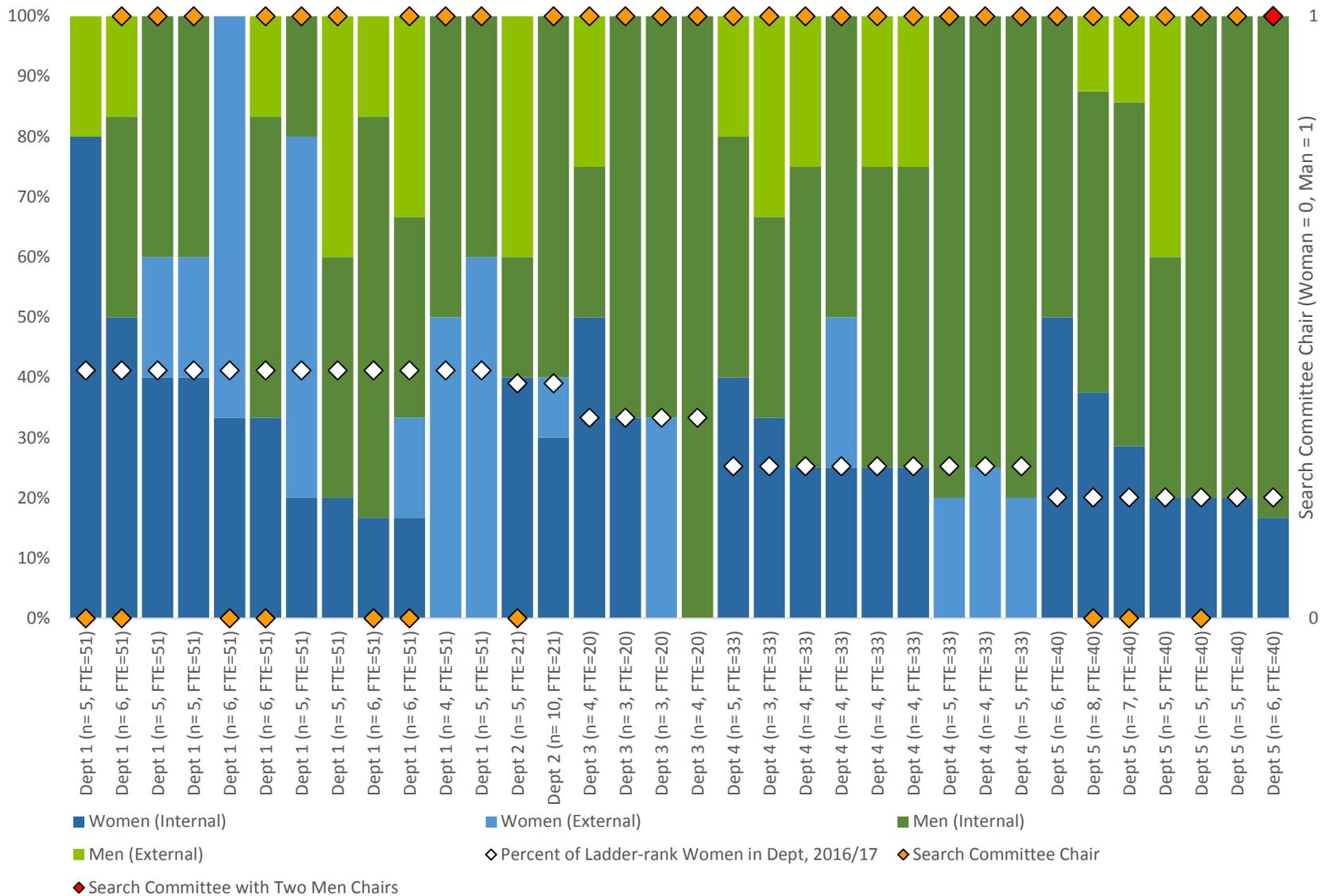


Figure C.8. Search Committees in the Social Sciences by Gender, 2011/12-2016/17.

Figure C.8. Search Committees in the Social Sciences by Gender, 2011/12-2016/17.

Notes:

Includes searches begun in academic years 2011/12 through 2016/17, including those that did not result in a hire.

Departments are ordered by percent of ladder-rank women. Within each department, searches are ordered by percent of Internal Women.

Internal indicates search committee members appointed in same department as the hiring department, including zero FTE appointments.

External indicates search committee members with an appointment outside the hiring department or outside A&S (such as Barnard).

One search had two male chairs (marked with a red diamond).

Six searches had two chairs, each with one woman and one man.