

Women in the Faculty of Arts and Sciences

Part III. The Humanities

A Report by the Standing Committee on the Status of Women

March 1999

Committee Members for 1998-99: Julie Buckler, Elizabeth Doherty, Howard Georgi, Beatrice Hanssen, Susan Lewis, Christie McDonald, Katharine Park, David Pilbeam, Louise Richardson, Mary Steedly, William Mills Todd III, Laurel Ulrich, Irene Winter, Christoph Wolff, Marjorie Garber, Acting Chair

Committee Members for 1997-98: Julie Buckler, Elizabeth Doherty, Marjorie Garber, Howard Georgi, Beatrice Hanssen, Caroline Hoxby, Alice Jardine, Susan Lewis, Louise Richardson, Maryellen Ruvolo, Daniel Schachter, William Mills Todd III, Christoph Wolff, Susan Pedersen, Chair

Women in the Faculty of Arts and Sciences
Part III: The Humanities

This report, the third part in a series on “Women in the Faculty of Arts and Sciences,” takes up the question of women in the Humanities. It follows upon earlier reports on Women in the Natural Sciences (1991) and Women in the Social Sciences (1997) presented by previous Standing Committees on the Status of Women.

Many of the problems delineated in the first two reports seem to us also to obtain in the humanities. For brevity’s sake, and because we believe that the conditions and situations described in the first two reports have not been completely—or even substantially – alleviated in the natural and social sciences, we recapitulate them in the second section of this report, adding some further suggestions derived from our interviews and correspondence with junior women in the humanities and from our collective deliberations. The first section will focus on the specificity of issues in and for humanities departments and programs. Readers of this report are urged to give equal attention to both sections.

I

We begin with a general observation which may seem so self-evident as to not be worth stating, but which, we believe, is at the heart of any report on “the status of women” in the Faculty of Arts and Sciences.

- The key issues affecting women in the humanities—like those that affect women in other divisions—derive from their small numbers.

From overwork to the “role model” status some feel called upon to perform to the sense of isolation reported by some junior faculty these problems can be traced to the problem of numbers. Until and unless significantly more women are appointed to the departments and programs in the Faculty of Arts and Sciences, the situation of women faculty, senior and junior, will remain difficult. Although we will propose at the end of this report a set of suggestions for improving the situation of women in the humanities departments, no solutions to the larger issues can be envisaged without a significant increase in numbers.

Since the humanities is a branch of knowledge in which women scholars have, for a long time, been especially prominent and distinguished, it would seem a logical place for something closer to equity in the proportion of female to male appointments. Yet despite the larger numbers of women scholars in these academic fields nation- and worldwide, Harvard is at present far from approaching or achieving this goal. The numbers and percentages of women remain low: fewer than one-third of all faculty in the humanities are women. There is some good news: the representation of women in the untenured ranks has improved steadily over time, to the point where women make up nearly half of all untenured faculty in this division. But not all the news is so good. The proportion of women in the senior ranks is much lower (22 percent, despite the greater availability of women in the humanities fields). And the low rate of promotion in the humanities, to be discussed below, means that the junior ranks are not functioning as a source of senior appointments of women. In other words, although FAS departments are hiring more women as assistant professors, only a very small percentage of them – smaller than in the other divisions – are promoted to tenure. The fundamental problem of the low number of women underlies many of the others discussed in this report. [See Tables 1a – 1c, which illustrate the

relatively low representation of women in both tenured and untenured ranks in the humanities. Table 1d shows the proportion of junior and senior women and men in all three divisions.]

The committee examined statistics for recent hires in the humanities departments, wrote to all junior faculty members, men and women, to ask their views on issues from workloads to departmental relations and quality of life, met in small groups with women junior faculty members in the humanities, sought information from department chairs about procedures and practices in their departments, and held a discussion of interdisciplinarity for interested junior women. We drew upon data collected and charted by the Faculty of Arts and Sciences, and also upon our own experiences as members of the faculty and as administrators. By the time we had concluded the initial fact-gathering phase of our report, we had consulted with most of the junior faculty women in the humanities (22 of the 27 who had appointments in 1997-98, including some of those who were on leave).

We heard concerns expressed about recruitment and hiring (both at the junior and senior levels); retention and promotion; the experience of junior faculty while at Harvard (whether or not they are promoted to tenure); the difficulties of finding another job if not promoted to tenure; and the sense of overwork experienced by many women, junior and senior, as a result of their small numbers and the fact that many are engaged in interdisciplinary work and have ties to more than one department or program.

Some of the issues the committee encountered—concerns about promotion, for example, and the absence of a tenure track system—affect all junior faculty, and not just women. And some issues affecting women are not specific to the humanities but rather echo and confirm questions that have arisen in reports on the other divisions. In what follows we will want to distinguish among these various constituencies: all women, junior women, junior faculty, humanities faculty. But we wish to emphasize, at the outset, that the relatively small numbers of women at all ranks exacerbate their situation in the departments and programs of the Faculty of Arts and Sciences. To understand that a particular issue may be of concern to all junior faculty does not mean that it does not affect women differentially.

This report identifies and discusses two separate, but related, issues: the relatively low number of tenured women in the humanities, and the experiences and concerns of untenured women, including the low rate of promotion to tenure. With these issues in mind, we turn to the question of the distinctiveness of the humanities.

- One key difference between the humanities and the other divisions is in the size of departments and programs.

Where the division of the social sciences is comprised of seven departments, each of which is fairly large (five of the seven have more than 25 members) in the humanities there are 15 departments, four committees on degrees, and two interdisciplinary concentrations with strong participation from faculty in the humanities.¹ The size of departments varies very widely (ranging from a low of 2 to a high of 34); most of these departments and programs are relatively small in their numbers of faculty. The average number of department faculty members, senior and junior, is 12.6.

¹ The departments of Celtic, the Classics, Comparative Literature, East Asian Languages and Literatures, English, German, the History of Art and Architecture, Linguistics, Music, Near Eastern Languages and Civilizations, Philosophy, Romance Languages and Literatures, Sanskrit, Slavic, and Visual and Environmental Studies. Degree Committees in Folklore and Mythology, History and Literature, Literature, and The Study of Religion. There are also two interdisciplinary units with important links to the humanities: the department of Afro-American Studies and the committee on Women's Studies.

A number of issues of concern to women faculty in large departments have been addressed in the CSW reports on the social and natural sciences. We will therefore focus here on the particular issues that may arise in small departments.

While small size can increase collegiality it can also create problems. Female junior faculty members may find that they constitute a very small minority within a relatively small total group. (Indeed this may also be true of senior women faculty, and in some cases even of male junior faculty members.) [See Tables 2a and 2b for the representation of women in departments in the humanities.] Some junior women reported that they had only met other junior women, in other departments, through the lunches sponsored by the Associate Dean for Affirmative Action and the Committee on the Status of Women. It was often in non-departmental settings like those that they learned, sometimes from other junior faculty members, about professional opportunities, like research grants for humanists, or quality of life issues, like child care.

Where in a larger department junior faculty members may have a number of senior colleagues who share their intellectual interests and methodological approaches, in small departments this is less likely. In some cases junior faculty, and junior faculty women, are the only persons in their departments who represent a particular scholarly approach or point of view. This is in part, though not entirely or inevitably, a generational matter. Whatever the cause, such “isolation”—not psychological but intellectual—can inhibit rather than foster intellectual growth and professional exchange. For both senior and junior faculty members it can also result in an exponential increase in the amount of work they are called upon to do, as, for example, when the sole woman in a department has referred to her attention all scholarly questions (from students, colleagues, researchers and visitors) related to the category of “gender.”

Being in a small department or program also puts a premium on personal relations and issues of personality and sociability within these groups. Women with “strong personalities” reported that they have sometimes encountered what they regarded as social bias in departmental cultures that, they felt, were more tolerant of professional ambition and aggressiveness in men. Clearly this is difficult to document and impossible to quantify. Still, the committee heard from a number of women who believed that stereotypical “feminine” traits like nurturance, social “mixing,” congeniality and deference were expected of them. It should be pointed out that these “socially pleasing” qualities were often exhibited by junior men, as well. But junior women felt that brash and highly competitive men were more readily accepted than women who exhibited similar personal styles. Gender stereotyping of this sort was not exclusively attributed to male colleagues, nor was it always linked to generational difference.

The small size of departments and programs can be an asset, when relations are collegial and professionally welcoming. Some junior faculty members in small departments reported that, in part because of program needs, they were treated as full colleagues, not as junior members, in matters as diverse as administrative responsibility, curriculum planning, graduate instruction, and even hiring. Not surprisingly, the women in these departments were often satisfied with their situation, and optimistic about their prospects for incremental promotion and even tenure.

- Since in many humanities fields the reorganization of knowledge has led to intellectual structures that overlap from one academic department to another, scholarly growth and productivity often depends as much or more upon links between the traditional academic departments and fields as upon membership within them.

Crossover work that spans disciplines or fields, whether in time-honored clusters like medieval studies or cross-disciplinary formations like gender theory, is an important component of scholarship in the humanities. Many women faculty members in the humanities—again, both senior and junior—taught,

or wished to teach, in more than one department or program. We heard from many women who served on degree committees on Literature, History and Literature, and Women's Studies in addition to their home departments, or who had taught courses in those programs. Several served as advisers to students (undergraduate and graduate) in other departments or concentrations. Many women in national literature departments identified their intellectual interests as comparative, whether or not they were formally affiliated with, or asked to teach in, the Department of Comparative Literature. Of senior faculty women in the humanities more than half hold joint appointments or joint affiliations that involve them not only in teaching in more than one program but in attending two or more sets of department or program meetings and advising and grading senior essays in two or more programs. While these women, and their junior counterparts, are strongly committed to these affiliations, deriving intellectual strength and satisfaction from them, they also report a real sense of overload.

An important resource for cross-disciplinary and interdisciplinary scholarship mentioned by a number of women junior faculty members is the Center for Literary and Cultural Studies. As the Area Centers do for some social scientists, CLCS provides opportunities for scholarly interaction and conversation among junior and senior faculty outside the sometimes constraining environment of their home departments. Junior faculty women and men have often chaired CLCS seminars and delivered papers at major CLCS conferences. Through such activities junior faculty members are able to make extra-departmental intellectual connections, share their work and ideas with other interested scholars, and develop professional contacts at the university level and beyond. Such opportunities for career development benefit both the junior faculty members and the institution.

- Because of shifting paradigms in their fields, humanities departments are quite often divided on questions of methodology and approach.

Contemporary debates about the role of the humanities have made some of the points at issue highly visible, even if they are not always accurately described. Many junior women we interviewed and surveyed reported that they were engaged in interdisciplinary scholarship, sometimes but not always involving questions of feminism and gender studies. Many, though by no means all, worked in relatively new or expanding areas like cultural studies, historicism, material culture, or literary or cultural theory. Their scholarly expertise and fields of specialization often differed markedly from that of their senior colleagues. Indeed, these women often perceived that they (and some of their junior male colleagues as well) had been hired precisely to bring these new approaches into more traditional departments.

More than a few junior faculty women expressed the worry that the very innovativeness that had made them attractive as junior appointments would render them suspect when it came time for promotion to tenure. Many wondered whether they had been hired to represent and teach approaches that their senior colleagues did not necessarily think were valid or deserving of a permanent presence within the department. Some felt that departmental definitions of field and need disclosed implicit patterns of gender bias that would effectively bar them from tenure consideration. Furthermore, because standards and conventions concerning valid forms of argumentation and convincing use of evidence vary dramatically from discipline to discipline, it is often difficult to agree on a set of standards for evaluating interdisciplinary work.

The committee heard these concerns expressed most often in connection with the language and literature programs, but many committee members, both senior and junior, testified to similar methodological tensions and paradigm shifts within fields ranging from history to anthropology, history of science, and history of art.

- The committee believes that the rather vague but still powerful and pervasive concept that tenured professors in the humanities should be "ripe" or "mature" scholars who have attained wisdom and

knowledge though the passage of time continues to play some part in tenure deliberations at the departmental and even the *ad hoc* levels, and that it has a gender component.

Where some other disciplines and divisions prize early brilliance and achievement, humanities scholars have traditionally been judged by a longer ripening process, and early brilliance may even be distrusted as somehow unproven or unsound. We do not presume to tell departments how to judge their present and future colleagues, but we do wish to register both the sense that words like “magisterial” and “major” are sometimes more readily used to describe male than female scholars, and that some fields and topics are more easily deemed “important” than others. By contrast, terms of praise for female scholars often include words like “imaginative,” “creative,” and “lively.” We urge departments to reflect on the degree to which such presumptions about “maturity,” *gravitas*, and “major,” “central” or “significant” scholarship may affect their balanced assessment of junior colleagues in general, and women (both at Harvard and elsewhere) in particular.

- Our most dismaying finding was that promotion to tenure is less likely within the humanities than in either of the other two divisions.

Indeed, as a division the humanities is characterized by a rate of internal promotion that is much lower than in the social or natural sciences. Taking the entire period from academic year 1986-87 through academic year 1997-98, internal promotions (of both women and men) represented only 16 percent of all senior offers in the humanities; the corresponding figures for the social and natural sciences were approximately 22 percent and 33 percent, respectively [see Table 3]. And this divisional disparity has widened in recent years: from academic year 1991-92 through academic year 1997-98, the proportion of all tenure offers resulting from internal promotions in the social and natural sciences had risen to 26 percent in the social sciences and 42 percent in the natural sciences, while the figure for the humanities remained unchanged, at 16 percent. Consequently, a lower proportion of all senior appointments in the humanities are the result of promotions to tenure from within than is the case in other divisions, or for the faculty as a whole. [Tables 4a – 4d]

Of eighteen senior offers resulting from internal promotions in the humanities during the twelve-year period cited above, only five were to women. While small numbers make it difficult to generalize meaningfully about gender patterns, the committee nevertheless wishes to point out that a majority of departments in the humanities have never promoted a woman to tenure.

A case in point: The largest department in the humanities division is the department of English and American Literature and Language, representing a field in which there are many prominent female scholars and a very large number of women at all ranks nationally and internationally. This department, which has six senior women on its faculty (to be seven in 1999-2000), has never promoted a woman to tenure from within. Promotions in English have been few overall in recent decades: Only two male faculty members in the last fifteen years were promoted to tenure, and none more recently than 1990. But we wish to stress here not only the general junior faculty situation but also the particular history of junior women.²

² Of the 33 junior faculty members who entered the department of English (some of whom had joint appointments) over the period from 1984-85 to 1998-99, 14 were women. Eight of these women left Harvard before the seventh year of their contracts, the usual time when a tenure recommendation would be made. (This pattern is not atypical; the average length of appointment for junior faculty in the humanities is 5.5 years, in the social sciences 5.8 years, and in the natural sciences 5.9 years. These figures include, of course, both those who leave before their contracts are up and those--a relatively small number --who are not promoted to Associate Professor.)

In the natural and social sciences, then, internal promotions have been a major source of candidates for senior positions, but in the humanities the opposite is the case: appointments of senior women have come largely from external searches, not from promotions. Most of the growth (the numbers have in fact grown from 16 in 1987-88 to 28 in 1998-99) derives from appointments of outside candidates—a fact that may help to explain why the representation of women in the senior ranks is not much greater in the humanities than in the social sciences, despite a much larger pool. This is a sobering statistic, especially for any woman contemplating joining Harvard's untenured faculty. The committee wishes to emphasize that both routes are necessary in order to achieve the necessary growth; only if both internal and external women candidates are seriously considered, recruited, and hired, can the gender-imbalance of the present departments be redressed. Here we want also to caution against a tendency some have reported: presumptions about a candidate's availability and willingness to move based on gender. Departments should continue to consider and actively to recruit the strongest candidates regardless of whether or not they have spouses, partners, or family ties that may seem to link them to another geographical area. There appears to be no basis in fact for the belief that a female scholar is any more difficult to recruit than a male scholar. Preemptive disqualification of any candidate because of assumptions about personal ties is neither professionally acceptable nor ethically appropriate.

The worry about “revolving door” hiring, especially in newer or more contested fields, was exacerbated by yet another distinctive fact about the division of the humanities:

- The job market in the humanities is particularly weak, with many more talented Ph.D.'s than there are jobs.

As Robert Weisbuch, president of the Woodrow Wilson National Fellowship Foundation in Princeton, NJ, reported, “there is a continuing crisis of underemployment in the humanities and the humanities-oriented social sciences.”³ By one estimate (of the Modern Languages Association) “fewer than half of the approximately 8,000 graduate students who have earned or are expected to earn doctorates in English and foreign languages between 1996 and 2000 have found or are expected to find tenure-track positions within a year of finishing their degrees.”⁴

The weak job market affects all untenured faculty and graduate students. More and more strong candidates find themselves competing for fewer and fewer positions. Where once most applicants for beginning jobs were new Ph.D.'s, many applications now come from scholars already several years out of graduate school, who are seeking to move to better situations or more elite institutions. Nationwide, humanities departments are getting smaller rather than bigger as students elect to major in areas that have a more immediate pre-professional use. In fields like many in the humanities where there is a high proportion of women (more than 50% of doctorates in many fields in the humanities, for example, are currently awarded to women) there is therefore “high availability” and strong competition for the best jobs. A non-tenure-track system like Harvard's means that anxieties run particularly high, since tenured jobs at many other institutions may be filled by the time junior faculty members leave here. Indeed, Harvard's non-tenure-track system has led to what may at first seem a paradox in light of the “buyer's” job market: in some cases it is more difficult to recruit at the junior level than it once was. As a result of the uncertainty of promotion, junior appointments at Harvard have come to seem less attractive.

Some junior women (and men) have elected to reenter the job market early in order to avoid the end-of-contract crisis; in some departments, like English, a number of highly talented women have been hired as Assistant Professors, stayed for two or three years, and left for more secure jobs at excellent places. We wish to stress that the cost of such short stays to the institution (as well as to the individual

³ Karen W. Arenson, “Questions About Future of Those Many Ph.D.'s.” *New York Times* Nov.11, 1998, p. A28

⁴ Courtney Leatherman and Robin Wilson, “Embittered by a Bleak Job Market, Graduate Students Take on the MLA,” *The Chronicle of Higher Education*, December 18, 1998, p. A11.

and the department) is enormous, given the faculty energy that must be expended in repeated searches and the loss of service and university citizenship incurred when an experienced junior colleague leaves.

The outlook for those junior faculty members who stay the full 8 years is more complicated. A few have been promoted to tenure. Others enter a very difficult market. Harvard junior faculty members in the humanities who are not promoted to tenure face stiff competition. The transition from untenured Associate Professor at Harvard to tenured Associate or Full Professor at another, comparable institution is an especially difficult hurdle, and in recent years a number of well-published women scholars in humanities departments have found it difficult to relocate once their term appointments were up. They are deemed “overqualified” for untenured jobs and “not yet proven” as tenured colleagues, making it problematic to find a suitable post. Some have required, and been given, an additional year to find a job.

Under these circumstances, and in the context of a difficult and volatile job market in the humanities, the stakes for junior faculty are very high. Thus we believe that it is imperative that departments be straightforward with candidates about the odds against tenure at Harvard even as they emphasize their own interest in, and commitment to, an individual candidate’s prospects. Many junior women reported that they had been encouraged to think of promotion and even tenure as likely within their departments, both at the time of hiring and subsequently; others believed that there had never been an intention on the part of their departments of considering them for tenure.

We also believe that equal candor and prompt distribution of information about promotion and departmental expectations are vital. Junior women should not have to rely upon the lunches set up by the Associate Dean for Affirmative Action and the Standing Committee on the Status of Women for accurate descriptions of promotion and review processes. Although processes are fairly uniform from department to department, expectations and benchmarks are set by the departments and not by the Dean, and vary from department to department. In departments with few internal promotions departmental expectations are often not well known or discussed in advance of individual cases, making for untimely confusion on the part of both the candidate and senior colleagues.

We cannot emphasize too much the problems created by lack of accurate information about review and promotion. In the absence of clear channels of communication, rumor, third-hand “lore,” and out of date or mistaken “facts” are often taken for truth, with unhappy results for all concerned.

II

As we noted at the outset, the second section of this report incorporates ideas proposed in earlier reports and adds some further suggestions. The reports on the Status of Women in the Natural Sciences (Part I) and the Status of Women in the Social Sciences (Part II) identified a wide range of issues confronting untenured women faculty explored a number of problems and made suggestions for changes, both in departmental policy and practice and in FAS oversight and action. With regret, the present committee must report that although the first of these reports was issued and distributed to the faculty eight years ago, many of these problems still obtain in all divisions of the Faculty of Arts and Sciences.

The committee wishes to stress once more our concern that the “status of women” in all three divisions needs amelioration, and that this list of suggestions, while necessary for improvement, will

not be sufficient until and unless the absolute number of women at all ladder ranks is significantly increased, both by internal promotion and by external recruitment.

We urge members of the departments of the humanities to take full cognizance of these suggestions and to discuss them and the foregoing analysis with their colleagues, senior and junior, with their departments, and with the Dean of the Faculty of Arts and Sciences.

Actions to be taken by the Faculty of Arts and Sciences:

The Dean and his designates should take full cognizance of the items enumerated below, and ensure that efforts are made in these areas. We also recommend that he take every opportunity (including meetings with department chairs) to communicate expectations and priorities in the area of affirmative action, and to inquire after progress toward meeting goals in hiring, retaining, and promoting women.

- The Dean should support a large-scale effort to educate departments, administrators, faculty, and students regarding gender discrimination, not just sexual harassment. This must be directed both at those who may be engaged in discriminatory behavior and those who may be discriminated against--the former, so that they may understand the legalities and ramifications of their behavior, and the latter, so that they know where to look for recourse. Moreover, it is equally important to seek to reach and educate a third group, often the largest: a silent majority that may not recognize the issue of gender discrimination or its importance. In selection of department chairs, the views and records of departments and individual senior members on gender equity should be considered.
- Efforts should be continued to familiarize all faculty, junior and senior, with guidelines for promotion to Associate Professor and to tenure. The Dean of FAS should not only encourage departments to develop clear procedural guidelines for promotion and tenure reviews, and to communicate these guidelines to all members of the department, but should establish some method of oversight to make sure that they do so.
- The Dean should recognize and find ways of ameliorating the administrative burdens placed on women faculty in FAS, until the numbers of women approach a critical mass.
- The Faculty of Arts and Sciences should make efforts to help untenured faculty whose contracts are expiring. In a slow and competitive job market, FAS should consider measures like contract extension (paid or unpaid), support services (e.g., library access, stationery, funding to attend professional meetings), and career advice and counseling.
- FAS should initiate a program to help with childcare expenses during conference or research travel. Convenient FAS-linked day care should be provided, and regular childcare for junior faculty should be subsidized.

Actions to be taken by Departments

A. Appointment and orientation of new faculty

- Chairs should ensure the department's understanding of and commitment to principles of affirmative action in conducting searches, and arrange for search committees to consult with the Associate Dean for Affirmative Action to secure appropriate consideration of minority and women candidates.

- Both in junior searches and in promotion reviews, care should be taken to formulate job descriptions broad enough to accommodate candidates whose scholarship may challenge field definitions and established methodologies.
- Departments should organize better department-specific orientation sessions for new faculty, senior and junior.
- Junior faculty members should be included in every phase of the search process for new junior appointments.
- New untenured faculty should be given course reductions in the first year, as appropriate to the department and discipline.

B. Promotion and review

- Procedural guidelines for promotion and tenure reviews should be developed by departments, in consultation with the Office for Academic Affairs; these should be circulated and discussed by all faculty, junior and senior.
- Departments should actively seek to keep their junior members informed and advised about their prospects, both through the distribution of written guidelines and in annual face to face meetings between the junior faculty member and the chair. In some cases it may be helpful for the chair to meet, as well, with the entire junior faculty as a group, to address common questions. But such a group meeting should not substitute for an annual one-on-one conversation.
- As we urged of the FAS, we urge that departments and tenured faculty take a more active role in assisting untenured faculty members who are leaving Harvard to find appropriate positions in other colleges or universities. Senior faculty need to be conscious of the highly competitive job market, especially for junior faculty well advanced in their careers who must move to Associate or Full Professor status elsewhere.

C. Junior faculty

- Junior faculty are colleagues. We were troubled by concerns we heard expressed by junior faculty, in both small and large departments, about faculty meetings. Some departments do not include junior faculty in department meetings, and others segregate their departmental business, dividing matters into those deemed appropriate for general departmental discussion (often pro forma and perfunctory issues) and those reserved for discussion by the tenured faculty. These latter questions often went beyond specific issues of senior hiring that might be considered the special province of tenured members. Meetings of tenured faculty sometimes resulted in policy or pedagogical decisions that affected junior faculty members. At the very least, these closed meetings contributed to a sense that the junior colleague was not really a valued and trusted part of the department. To the greatest extent possible, they should be included in departmental meetings and decision making, should be advised of decisions that are made about new senior appointments, and should be kept informed of and consulted regarding decisions in which they may not participate.
- Departments should actively create opportunities for junior faculty to participate at all levels of instruction and advising, from graduate courses and dissertation supervision to service courses and field exams.

- Curriculum committees that include junior as well as senior faculty members should consider all course proposals and teaching assignments.
- Junior faculty should receive full acknowledgment for the undergraduate theses they advise. If junior faculty members have been the primary advisors for theses, they should be credited as such.
- In co-teaching situations, departments should ensure that instructional and administrative responsibilities are borne equally by junior and senior colleagues, and equally available to—or required of—women and men. Where collaborative work is encouraged, the contribution of junior colleagues should be properly recognized. Departments should also ensure that junior faculty feel free to decline such collaboration if it does not serve their interests.
- Demanding departmental administrative jobs, such as Director of Graduate Studies and Head Tutor, should ordinarily be carried by senior faculty, and not by junior colleagues at the expense of their productive time. Junior faculty who do take on these jobs should be compensated appropriately with, for example, course reduction and other professional incentives.
- No junior faculty member should be urged to defer or postpone a leave because of departmental teaching needs. Untenured faculty who have earned leave time should be permitted to use it as they see fit to pursue research and writing.
- Junior faculty should be fully and equally integrated into departmental seminars and other occasions of open intellectual exchange. Departments should strive to improve such intellectual exchange across senior and untenured ranks. (One innovation which has been successful for some departments in recent years is a department-wide faculty colloquium with all colleagues encouraged to take turns presenting their work.)
- Senior faculty members, especially department chairs, should familiarize themselves with the fields and methodologies of their junior colleagues. Many junior faculty would welcome an informed interest on the part of their senior colleagues toward their work, viewing it as important for their career development and prospects at Harvard and in the profession generally.
- Chairs of departments should not only permit, but also actively encourage, junior faculty members to offer courses in other departments, degree programs, and centers that coincide with their research interests and professional goals. Departments should promote opportunities for junior faculty to serve on committees outside of their departments that coincide with their interests and career goals.
- All senior colleagues, male and female, should consider it their responsibility to support the junior members of their departments and to inquire about their welfare and progress. Mentoring of women should not necessarily be the obligation of women, any more than mentoring of men should be done predominantly by men.

D. Equity

- While recognizing the importance of women faculty's participation in departmental activities, chairs should ensure that women are not expected to bear a disproportionate share of administrative tasks, formal or informal student advising, committee assignments, or basic instructional work. Furthermore, in assigning committee and other departmental non-teaching responsibilities, untenured faculty should be asked to do less, not more, for the department and the University. Junior faculty should not be asked to chair burdensome committees, although it should be recognized that it is in their interest to serve on certain, particularly important

committees. Care should be taken to avoid tracking untenured women automatically into administrative, teaching, and committee work with a gender-specific focus.

- FAS parental leave and contract extension policies should be understood by all department members.
- Departments should recognize the extra burden placed on some colleagues by the practice of holding regular department meetings in the evening.
- Departments should provide equitable and appropriate resource allocation, including space, office location, and staff support.

Some Final Reflections

There are important institutional as well as departmental and individual benefits to the more active and aggressive recruitment and tenuring of women--both those promoted from within and those hired from other colleges and universities. It is in the interest of the entire faculty, and of the Faculty of Arts and Sciences and its dean, for departments to try harder to identify, recruit and retain distinguished women scholars, in all fields and at all ranks. Not only will the university culture improve; so also will the intellectual climate and the pedagogical enterprise for faculty and students, both women and men. It is not sufficient for departments to acknowledge the relative paucity of women on the faculty, or to look to the future (and the "pipeline") for solutions. Existing institutional practices and prevailing intellectual habits of mind deserve searching scrutiny. There must be a real commitment to change.

The first report issued by the Standing Committee on the Status of Women, the 1991 Grosz Report on Women in the Sciences, noted that

Achieving critical mass by hiring more women faculty in the sciences should be a high priority for the university. We explicitly emphasize the need for the university to set critical mass, not the hiring of a few "role models," as its goal. This goal will only be satisfied when the number of women in a department is sufficient for students to perceive it as quite normal for women to be in the field and when the idiosyncrasies of individual women faculty matter no more than those of individual male faculty. In many cases to achieve this goal the climate in some departments will need to change to overcome problems discussed elsewhere in this report. Women students and faculty will not have equal opportunities for participation in the sciences until such a critical mass is achieved. (p. 17)

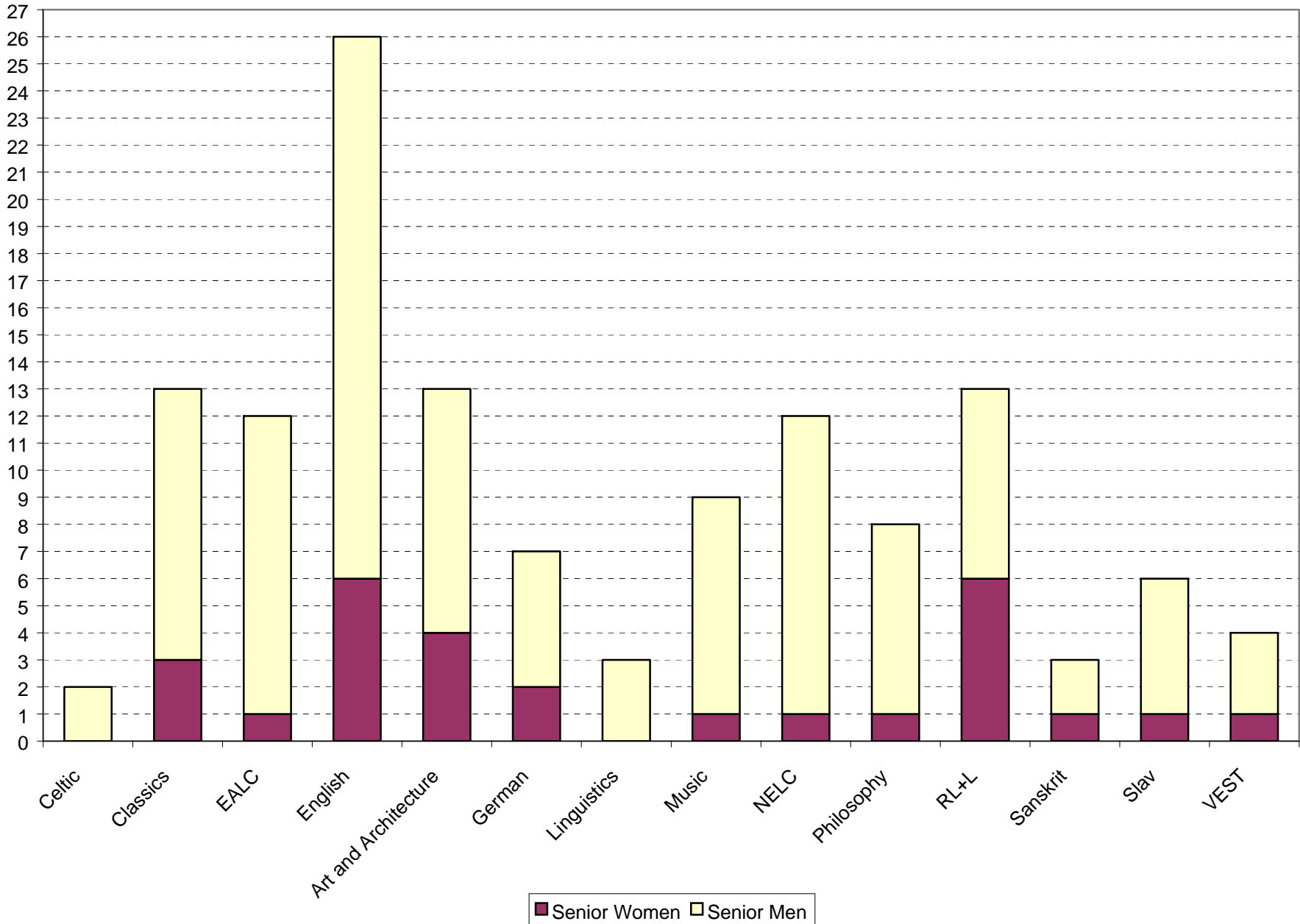
With the exception of the limiting phrase "in the sciences," this passage still describes the current situation.

In 1999, despite the efforts of many individuals and the careful crafting of reports, the Faculty of Arts and Sciences has not made nearly enough progress in establishing a critical mass of women faculty, nor in improving "the status of women." Although there have been some new appointments, there have also been some departures, and the total number of women remains disturbingly small. Business as usual will not bring about significant alterations in the present situation. Women faculty, senior and junior, are often overburdened with advising and committee work, and under stress to fulfill important collegial tasks while also continuing with their research and teaching.

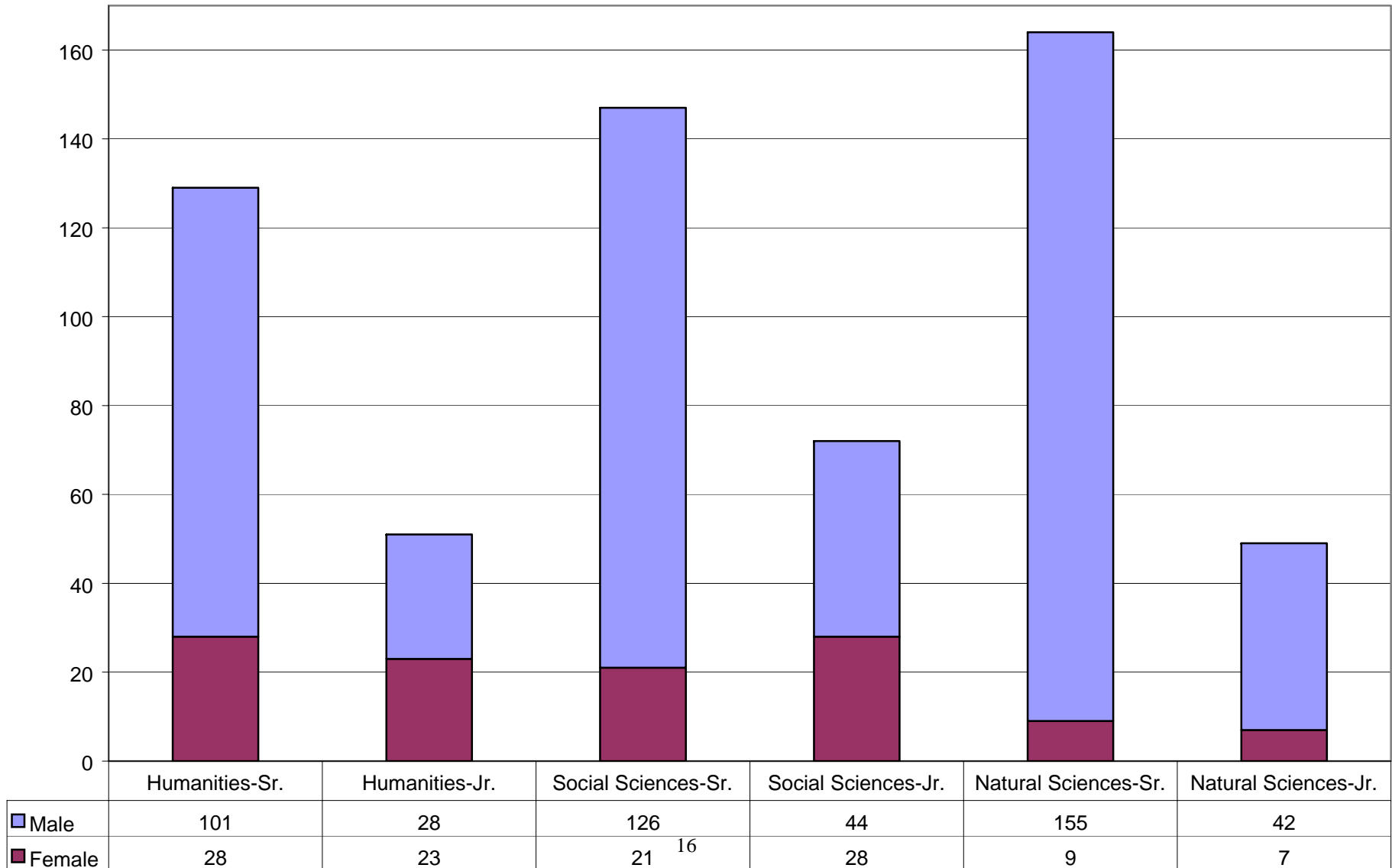
One final observation: Authority at the top is one of the signs of an improvement in "the status of women." Although it is beyond the scope of this report, we note that all the major administrative

officers of the FAS (Dean of FAS, Dean of the Graduate School, Dean of Undergraduate Education, Dean of Harvard College) are men, as are the President and Provost of the University. In the history of FAS only one of these posts, that of Dean of the Graduate School, has ever been held by a woman.

Humanities-Senior Faculty

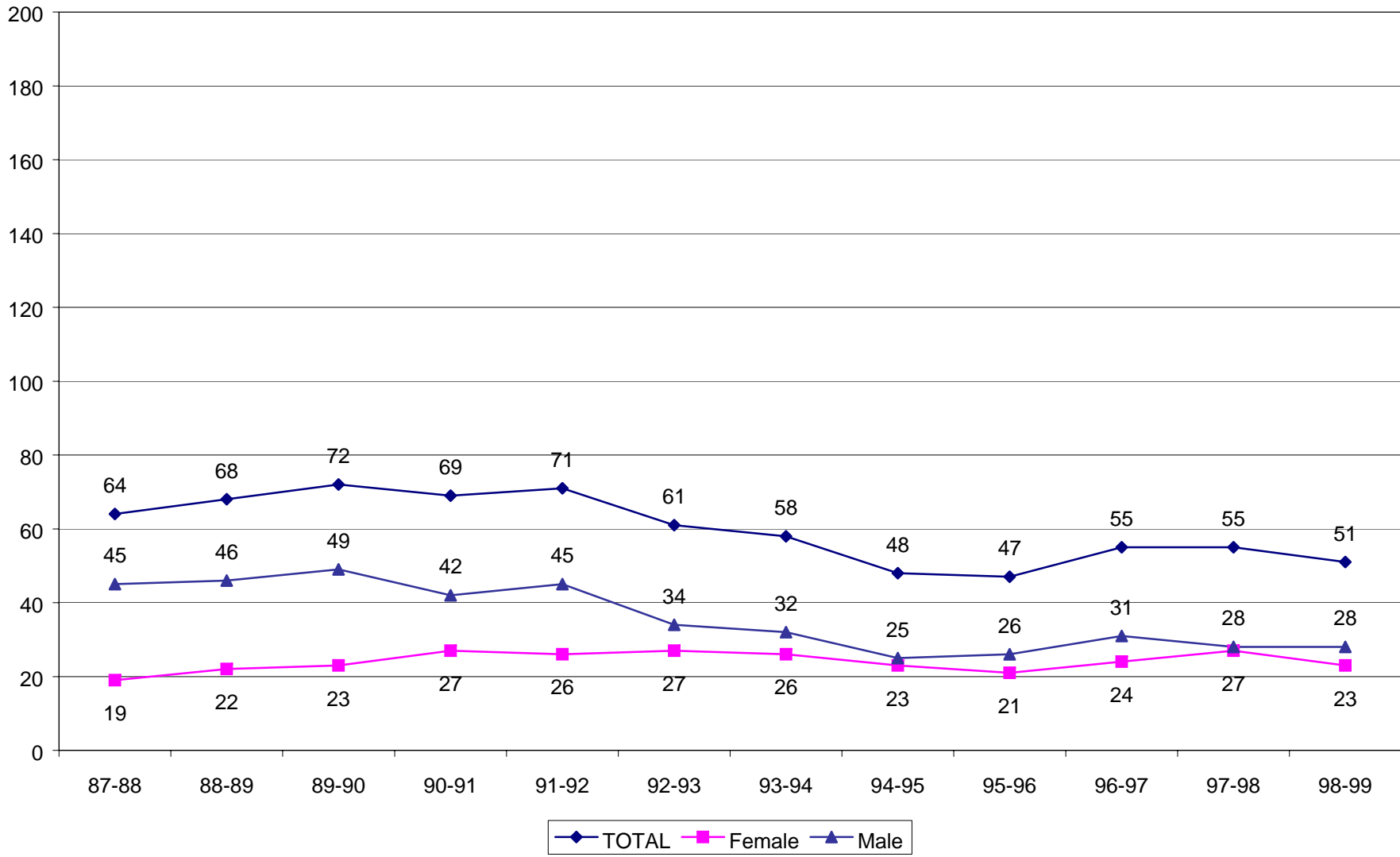


Faculty Census by Division (AY 1998-99)

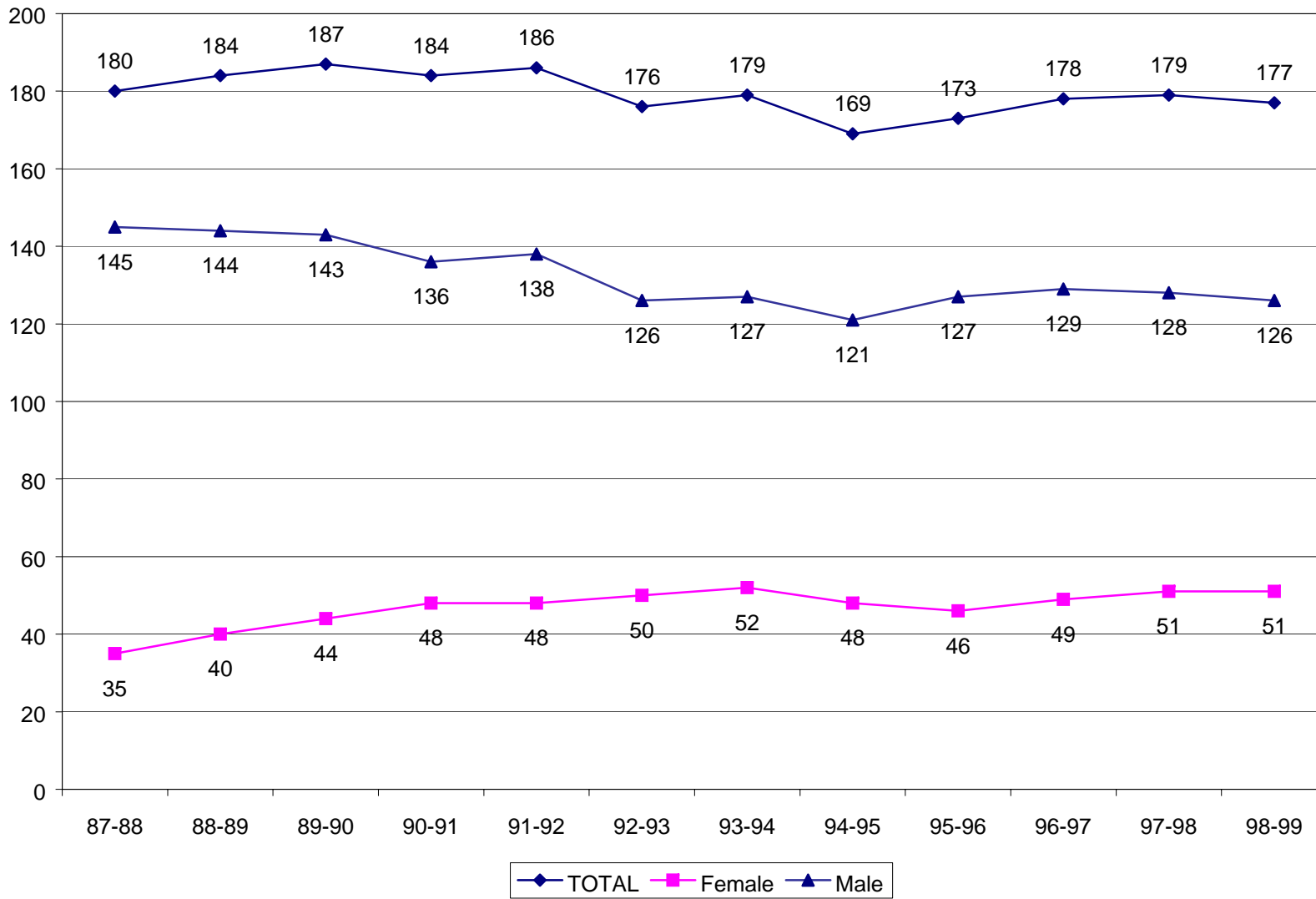


Female
 Male

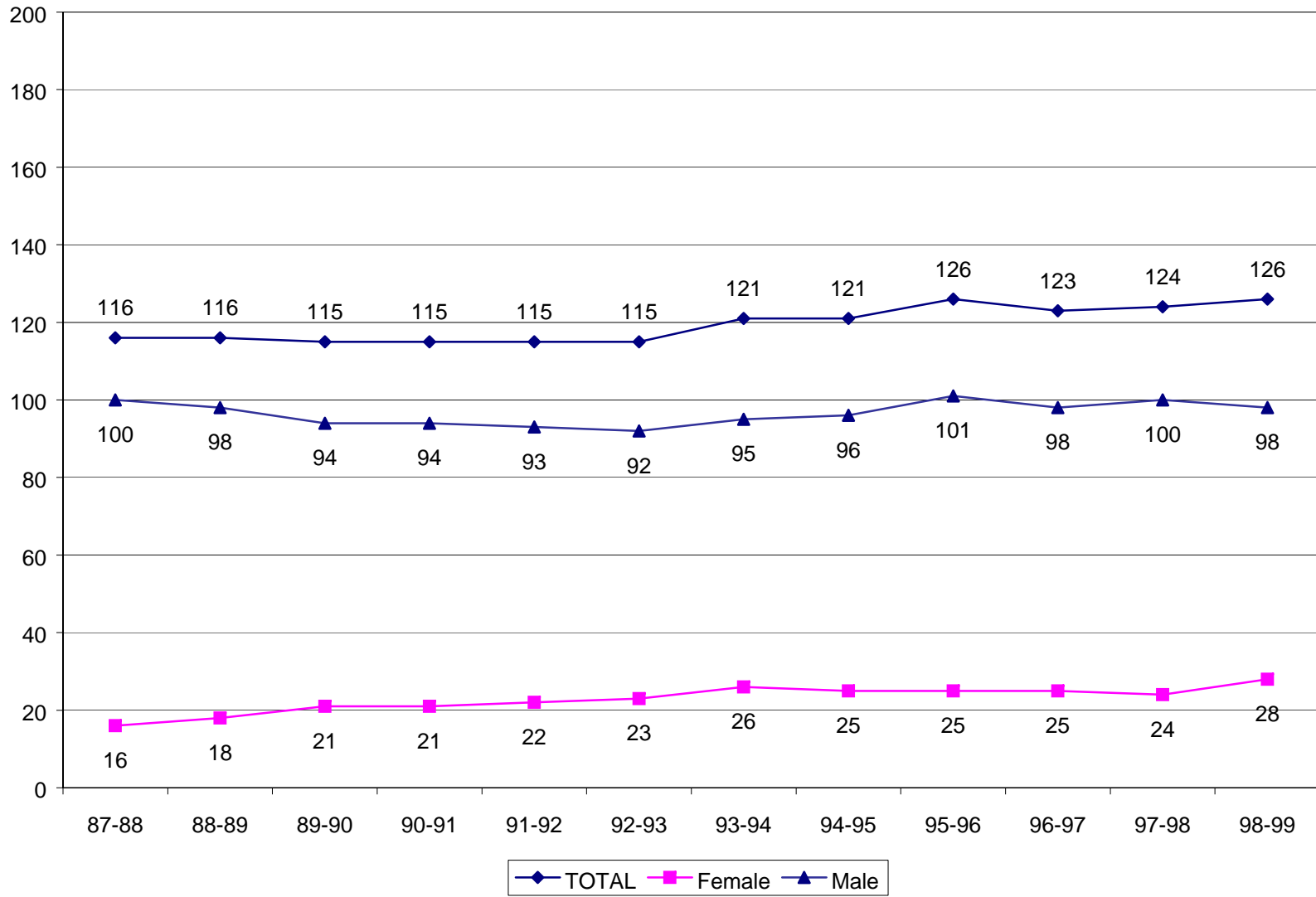
Humanities Jr Faculty



Humanities Sr & Jr Faculty



Humanities Sr Faculty



Humanities-Junior Faculty

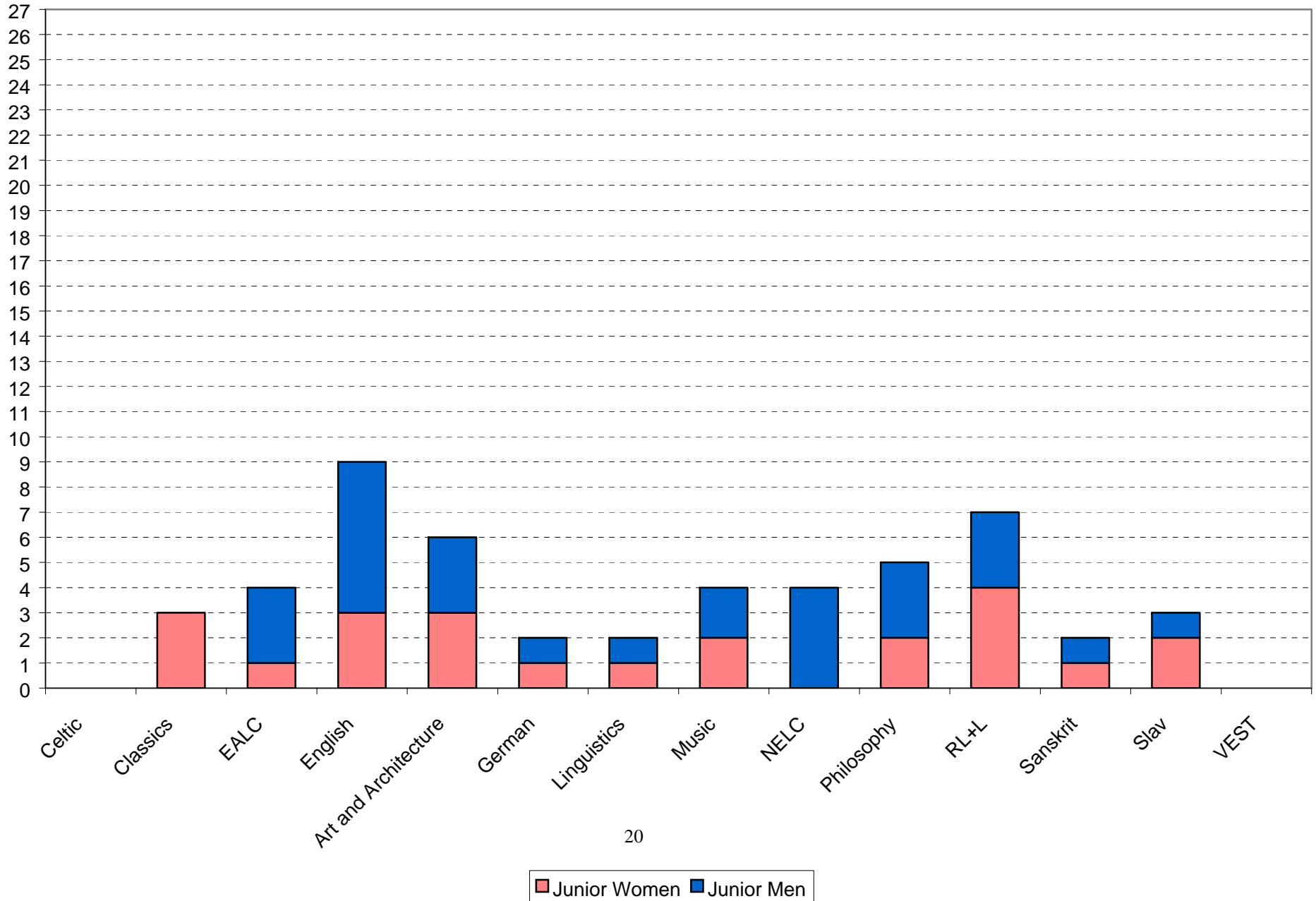


TABLE 3

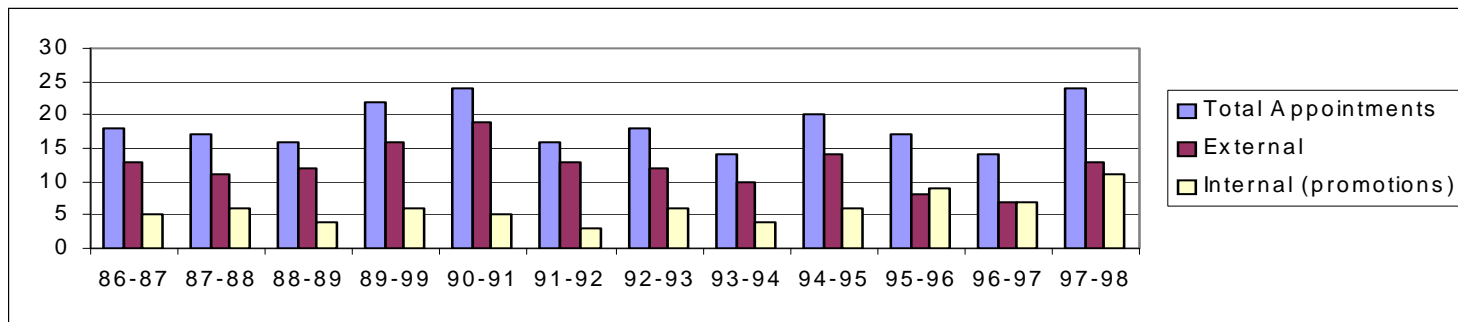
SENIOR OFFERS BY DIVISION, AY 1986-87 TO AY 1997-98

	TOTAL 86-87 – 90-91				TOTAL 91-92 – 97-98				GRAND TOTAL			
	Hum	Soc Sci	Nat Sci	Total	Hum	Soc Sci	Nat Sci	Total	Hum	Soc Sci	Nat Sci	Total
Total offers	58	63	33	154	55	62	55	172	113	125	88	326
Promotions	9	11	6	26	9	16	23	48	18	27	29	74
(percent)	16%	17%	18%	17%	16%	26%	42%	28%	16%	22%	33%	23%
Total appointments	43	38	16	97	38	42	43	123	81	80	59	220
Promotions	9	11	6	26	8	16	22	46	17	27	28	72
(percent)	21%	29%	38%	27%	21%	38%	51%	37%	21%	34%	47%	33%

- 1997-98 figures do not include offers pending.
- With two exceptions (1 in 1992-93 in Humanities; 1 in 1996-97 in Natural Sciences) all offers of internal promotion to tenure have been accepted.

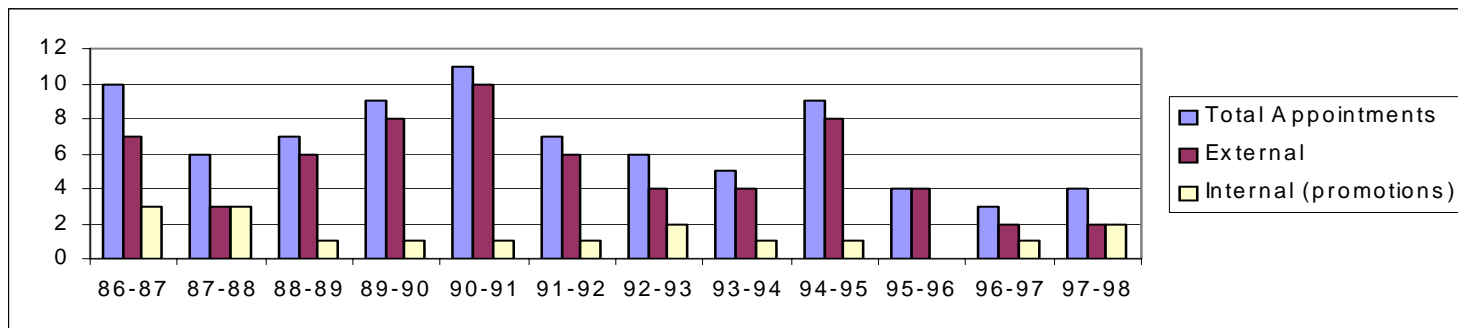
a TOTAL SENIOR APPOINTMENTS

	86-87	87-88	88-89	89-99	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	Total
Total Appointments	18	17	16	22	24	16	18	14	20	17	14	24	220
External	13	11	12	16	19	13	12	10	14	8	7	13	148
Internal (promotions)	5	6	4	6	5	3	6	4	6	9	7	11	72



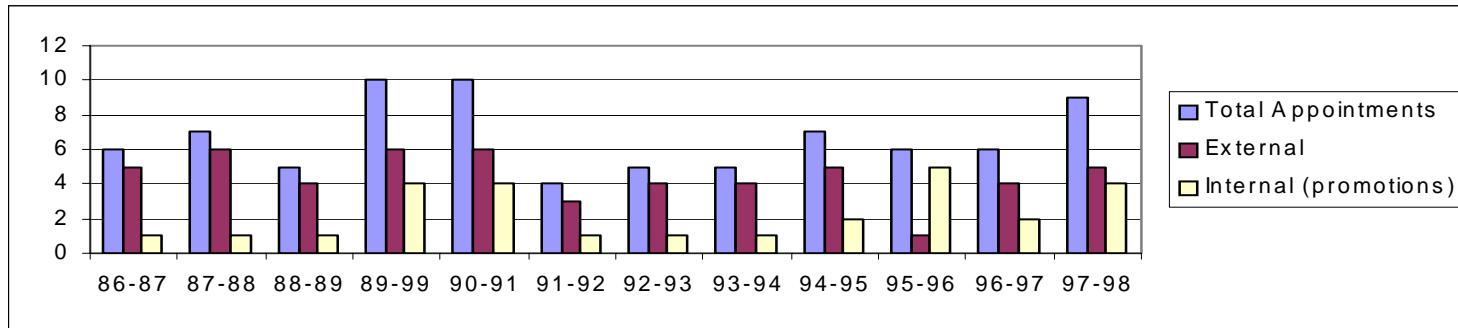
b HUMANITIES

	86-87	87-88	88-89	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	Total
Total Appointments	10	6	7	9	11	7	6	5	9	4	3	4	81
External	7	3	6	8	10	6	4	4	8	4	2	2	64
Internal (promotions)	3	3	1	1	1	1	2	1	1	0	1	2	17



c SOCIALSCIENCES

	86-87	87-88	88-89	89-99	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	Total
Total Appointments	6	7	5	10	10	4	5	5	7	6	6	9	80
External	5	6	4	6	6	3	4	4	5	1	4	5	53
Internal (promotions)	1	1	1	4	4	1	1	1	2	5	2	4	27



d NATURAL SCIENCES

	86-87	87-88	88-89	89-99	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	Total
Total Appointments	2	4	4	3	3	5	7	4	4	7	5	11	59
External	1	2	2	2	3	4	4	2	1	3	1	6	31
Internal (promotions)	1	2	2	1	0	1	3	2	3	4	4	5	28

