

## NSF ADVANCE Project: Resources on Performance Evaluations and Inequity

1. West, M.S., and Curtis, J.W. 2006. *AAUP Faculty Gender Equity Indicators 2006*. Washington, DC: American Association of University Professors. Available at: <http://www.aaup.org/NR/rdonlyres/63396944-44BE-4ABA-9815-5792D93856F1/0/AAUPGenderEquityIndicators2006.pdf>

In this report, the AAUP describes data on gender equity indicators, including salary equity. See Figure 6 on p. 11. This shows full-time female faculty's average salary by rank, as a percent of full-time male faculty's average salary by rank, for 2005-2006, by institutional type. The authors point out that other studies have found an "unexplained" disadvantage of several percentage points for women faculty's salaries, even when controlling for many different variables.

2. Curtis, J.W. 2010. "Faculty Salary Equity: Still a Gender Gap?" *On Campus with Women* (Association of American College and Universities), Spring 2010 (Vol. 39, No. 1). Available at: [http://www.aacu.org/ocww/volume39\\_1/feature.cfm?section=2](http://www.aacu.org/ocww/volume39_1/feature.cfm?section=2)

This report (click on the URL) follows up on AAUP's 2006 report (described above) and shows that inequity still exists in male vs. female faculty salaries. John Curtis, the author of this article and the director of research and public policy at the AAUP, examines reasons why so little progress has been made toward closing the gender gap in faculty salaries, and he asserts that the salary equity study process must be open and involve faculty in a meaningful way.

3. Roos, P.A. (2008). Together but Unequal: Combating Gender Inequality in the Academy. *Journal of Workplace Rights*, 13(2):185-199.

This article focuses on gender inequality in an Arts & Science unit of a large public university (Rutgers). It is based upon personnel data and faculty interviews. The author found evidence that administrators have different expectations for male and female faculty in the promotion process. Female faculty believe that they need more solid credentials to be promoted to full professor and feel that they need to work twice as hard as their male colleagues to get promoted. In addition, female faculty see that male faculty are given more out-of-cycle merit raises and other discretionary funds by their units than they are. Several of the faculty interview comments published in this article are very interesting and insightful. See, in particular, pp. 190-195 of this article.

4. University of Michigan, Gender in Science and Engineering: Report of the Subcommittee on Faculty Evaluation and Development, March 2004. Available at:

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[http://www.advance.rackham.umich.edu/GSE-Faculty\\_%20Evaluation\\_%20Development.pdf](http://www.advance.rackham.umich.edu/GSE-Faculty_%20Evaluation_%20Development.pdf)

This is the report of the University of Michigan's subcommittee on faculty evaluation and development. See the committee's rationale for recommendations #2 and #3, related to improving transparency and equity in faculty annual reviews and third-year reviews.

The committee reviewed different faculty annual review forms and distilled what it considered as "best practices" into one template form. See the template Faculty Annual Review Form that the subcommittee developed, which the committee encourages departments to adopt for best practices. The committee recommends that the weighting attached to each area of the review form be made explicit to all faculty members in the department, partly to provide information to faculty about where they may be investing more or less and energy and effort than is valued by their unit.

5. Monroe, K., Ozyurt, S., Wrigley, T., and Alexander, A. (2008). Gender Equality in Academia: Bad News from the Trenches, and Some Possible Solutions. *Perspectives on Politics*. 6(2): 215-233.

This article analyzes interviews with 80 women faculty at a large research university (UC Irvine) to reveal that individual and institutional gender discrimination still exists. Respondents describe their perceptions of inequity, and they provide recommendations for improving equity at their institutions. See, in particular, the faculty responses to the interview questions on p. 227 of this article (focusing on a lack of established institutional policies for filing complaints about gender bias in the review process, as well as a lack of established policies for addressing salary inequity).

6. Fairweather, J.S. (2002). The Ultimate Faculty Evaluation: Promotion and Tenure Decisions. *New Directions for Institutional Research*, 114:97-108. doi: 10.1002/ir.50

The author bases this article on his experience on the College Reappointment, Promotion, and Tenure Committee (RPT) in the Department of Education at Michigan State University (MSU) and on research. He concludes that the decisions of RPT committees rest on values and judgments, rather than on measurement or clear expectations. This can lead to perceived inequities. He discusses challenges in the faculty evaluation process, and he provides recommendations for making the process more transparent and equitable.

7. Haignere, L. *Paychecks: A Guide to Conducting Salary-Equity Studies for Higher Education Faculty*. 2<sup>nd</sup> Edition. Washington, D.C.: American Association of University Professors, 2002.

This guide, published by the AAUP, is a resource for investigating bias in faculty salaries. It describes how to conduct salary-equity studies with the goal of ensuring equity in faculty salaries. I have included it in this resource list because I think that it would be a valuable resource for RIT, if RIT is not already using it.

(Note: The University of Michigan uses this guide. At the request of chairs and deans, University of Michigan's ADVANCE program staff can assist in equity assessments of faculty members' salaries. See:

<http://www.advance.rackham.umich.edu/AssessingSalaryEquity09.pdf>).