

MIT Studies itself constantly
1970s + 80s

AC 232

BOX 20 FOLDER 5

People Interviewed (N=15: 8 women, 7 men)

Deborah Ancona
Rob Freund
Ken Froot
Paul Healy
Frank Kardes
Don Kleinmuntz
Judith Lachman
Lisa Lynch
Deborah Marlino
Pat O'Brien
Nancy Rose
John Sterman
Bob Thomas
Eleanor Westney
Joanne Yates

Have diaries from 5 women and 6 men.

*File
Studies of
women at
MIT*

*Come for
Dress & hair
Study ?
male - female*

Availability Ratings (from course evaluations)

Population: Fall 1985
 Spring 1986
 Fall 1986
 Spring 1987

Sample: 1. every masters core course
 2. every female-taught course
 3. the course above and/or below "2." if in the same area
 4. from the rest, every 10th course after a random start

N=151 female taught: 50
 male taught: 101

mean attributed availability: 3.97

women 4.19*
 men 3.85

junior rank can't find figures, but know
 senior rank that junior sig higher

Attributed availability also decreases with size of class, is less for masters core courses than for electives, and is less - surprisingly? - in courses taught by more than one faculty member.

regression on availability evaluations:

variable	beta weight	probability
sex (1=female)	.2216	.003
rank (1=junior)	.0735	.306
size of class	-.3050	.001
core course (=1)	-.1282	.121
team taught (=1)	-.2444	.029

Distributions

Hours of Work/Week:

	MM	M	M		FFM	FF	M			F	
35	40	45	50	55	60	65	70	75	80	85	

Hours on Teaching (excluding one F and one M, not teaching this semester, each of whom spent approximately 3 hours with students):

			F						
	M		MM	F	MF	F			M
10	15	20	25	30	35	40	45	50	

Hours on Research:

	M	M	MM	F	F	F	M		F		M
0	5	10	15	20	25	30	35				

Correlations between hours spent on teaching and on research:

women	-.52
men	-.67

Time Allocation (from diaries)

	<u>Women</u>	<u>Men</u>
# work hrs/week ^a without outlier	49-82 ^b (49-60)	38-62
av. # hrs/week without outlier	60.9 (56.6)	47.6
# hours teaching ^c without outliers	3-30 ^d (22-30)	3-46 ^e (14-26)
av. # hrs/week teaching without outliers	21.3 (25.1)	22.1 (20.8)
# hours on research ^f without outlier	5-26	0-34 (3-34)
av. # hrs/week on research without outlier	15.3	10.7 (12.8)
% of time on research av. % of time on research without outlier	10-43% 26%	0-54% 22% (7-54%) (26%)

^aIncludes amount of time in office plus non-office hours spent on work.

^bIncludes 1 person who attended a weekend conference, which was counted as 14 hours of working time.

^cIncludes class preparation, grading, class time, and seeing students outside of class.

^dIncludes 1 person with no teaching this semester.

^eIncludes 1 person with no teaching this semester, and 1 person who had paper grading during the week for a core course.

^fIncludes writing and data work, meetings with research colleagues, meetings and working on research grants.

A SURVEY TO EXAMINE THE QUALITY OF STUDENT LIFE

please return to

The Office of the Dean for Student Affairs, Room 7-133

*File
Women at
MIT
(Students)*

WE WOULD LIKE TO BEGIN BY ASKING QUESTIONS ABOUT YOUR ACADEMIC PROGRAM AND YOUR FEELINGS ABOUT YOUR EDUCATIONAL EXPERIENCES AT MIT DURING THE FIRST SEMESTER OF THIS CURRENT SCHOOL YEAR

1. What is your class? (check one)

^87 ^86 ^85 ^84 Other _____

2. What is your major (specify department number if chosen): _____

3. How satisfied were you with your academic achievement during the first semester? (Check one)

Very satisfied Satisfied Not satisfied at all

4. Did you fail any courses during the first semester?

No Yes, one Yes, more than one

5. How would you rate your own academic performance compared to other students in your class during the first semester? (Circle one)

1 ----- 2 ----- 3 ----- 4 ----- 5

Much better
than most

Same
as most

Much Poorer
than most

6. On the average, how many hours a week did you spend studying and preparing for classes? (Check one)

< 14 hours/week 14 - 35 hours/week > 35 hours/week

7. Many students come to MIT because of an expectation of greater opportunities for undergraduate involvement in research. To what extent has MIT lived up to your expectations regarding research opportunities?

Much better than I expected A little below my expectations
 It has met my expectations so far Far worse than I expected

8. There is much discussion at MIT about the pace and pressure of academic work. From your experience, would you rate the pace and pressure as: (Circle one)

1 ----- 2 ----- 3 ----- 4 ----- 5

Very High

Moderate

Very Low

Please indicate which factors contributed most to your answer: _____

9. Below is a list of problems or difficulties students sometimes experience in association with their academic work. Thinking back over the first semester, were these VERY MUCH A PROBLEM, A MINOR PROBLEM, or NO PROBLEM AT ALL for you?

	<u>Very much a problem</u>	<u>A minor problem</u>	<u>No problem at all</u>
Completing assignments on time	[]	[]	[]
Knowing what professors expect	[]	[]	[]
Isolation/lack of study partners	[]	[]	[]
Availability of professors	[]	[]	[]
Availability of T/A's	[]	[]	[]
Developing good study habits	[]	[]	[]
Feeling tense about exams	[]	[]	[]
Clarity of classroom presentations	[]	[]	[]
Keeping up with the class	[]	[]	[]
Competitiveness among classmates	[]	[]	[]
Quantity of work	[]	[]	[]
Parental expectations	[]	[]	[]

10. If you answered VERY MUCH or A MINOR PROBLEM to any of the above, did you ever discuss the problem(s) with any of the following people at MIT?

- | | |
|---|---|
| <input type="checkbox"/> Your Academic Advisor | <input type="checkbox"/> Roommate or friend |
| <input type="checkbox"/> A Faculty member | <input type="checkbox"/> MIT Psychiatrist/Social Worker |
| <input type="checkbox"/> Dean's Office staff member | <input type="checkbox"/> Other (specify) _____ |
| <input type="checkbox"/> Housemaster/Tutor | <input type="checkbox"/> Did not discuss with anyone at MIT |

11. Your physical surroundings contribute or distract a great deal from your ability to study. How would you rate the study environment of the following areas at MIT:

	<u>Very Conducive</u>	<u>No Effect</u>	<u>Very Distracting</u>
Libraries	[]	[]	[]
Dorm rooms	[]	[]	[]
Fraternity rooms	[]	[]	[]
Labs	[]	[]	[]
Study Lounges	[]	[]	[]
Other (any other place you study)	[]	[]	[]

12. What was your primary academic reason for choosing to attend MIT? (Check one)

- | |
|--|
| <input type="checkbox"/> Preparation for professional career |
| <input type="checkbox"/> Quality of teaching |
| <input type="checkbox"/> Academic challenge |
| <input type="checkbox"/> Opportunity to do research with specific faculty member |
| <input type="checkbox"/> Academic reputation of the Institute |
| <input type="checkbox"/> Other(specify) _____ |

THE NEXT SET OF QUESTIONS ARE CONCERNED WITH THE ISSUE OF POTENTIAL BARRIERS TO ACADEMIC ACHIEVEMENT. THESE BARRIERS MAY OCCUR AS HARASSMENT, DISCRIMINATION, BIAS OR UNEQUAL ACCESS TO THE ACADEMIC RESOURCES OF THE CAMPUS. PLEASE ANSWER THESE QUESTIONS USING THE FIRST SEMESTER OF THE CURRENT ACADEMIC YEAR AS A REFERENCE POINT.

13. During the first semester, to what extent did you feel your academic achievement was limited because of the following personal characteristics:

<u>Characteristic</u>	<u>Not at all Limited</u>	<u>Somewhat Limited</u>	<u>Extremely Limited</u>
Gender	[]	[]	[]
Age	[]	[]	[]
Race	[]	[]	[]
Citizenship/National Origin	[]	[]	[]
Physical handicap	[]	[]	[]
Religion	[]	[]	[]
Other (Specify): _____	[]	[]	[]

14. If the achievement of your academic goals was SOMEWHAT or EXTREMELY LIMITED for any of the characteristics listed above, indicate the areas in which this occurred: (Check all that apply)

- | | |
|---|---|
| <input type="checkbox"/> Obtaining research/work projects | <input type="checkbox"/> Grade(s) received |
| <input type="checkbox"/> Choice of course(s) | <input type="checkbox"/> Choice of advisor |
| <input type="checkbox"/> Choice of department/major | <input type="checkbox"/> Access to faculty |
| <input type="checkbox"/> Use of lab equipment/time/space | <input type="checkbox"/> Other (specify): _____ |
| <input type="checkbox"/> Ability to participate in class | |

Would you briefly describe one such example where you felt your opportunities were limited. _____

15. If you experienced such limitations, with whom did you talk about it? (Check all that apply)

- | | |
|---|---|
| <input type="checkbox"/> Your Advisor | <input type="checkbox"/> Administrator/Dean |
| <input type="checkbox"/> Faculty member | <input type="checkbox"/> Housemaster or Tutor |
| <input type="checkbox"/> Department administrator | <input type="checkbox"/> MIT Psychiatrist/Social Worker |
| <input type="checkbox"/> Family | <input type="checkbox"/> Other (specify) _____ |
| <input type="checkbox"/> Friends/roommates | <input type="checkbox"/> Did not discuss with anyone at MIT |

16. How well has MIT lived up to your expectations academically?

- | | |
|---|--|
| <input type="checkbox"/> Better than expected | <input type="checkbox"/> Not as well as I expected |
| <input type="checkbox"/> It has met my expectations | <input type="checkbox"/> Far below what I expected |

WE HAVE ASKED SOME QUESTIONS ABOUT YOUR ACADEMIC SITUATION. WE WOULD NOW LIKE TO TO KNOW HOW YOU PERCEIVED THE SOCIAL AND INTERPERSONAL ASPECT OF MIT LIFE DURING THE FIRST SEMESTER OF THIS CURRENT SCHOOL YEAR.

17. During the first semester, on the average, how often did you go out socially with friends (e.g., to the movies, to dinner, to sports events, etc.)?

- | | |
|---|---|
| <input type="checkbox"/> 3 or more times a week | <input type="checkbox"/> 1-2 times during the semester |
| <input type="checkbox"/> 1-2 times a week | <input type="checkbox"/> Not at all during first semester |
| <input type="checkbox"/> 1-2 times a month | |

18. In general, how satisfied are you with your social life at MIT?

1 ----- 2 ----- 3 ----- 4 ----- 5

Very Satisfied No opinion Very dissatisfied

Why did you answer as you did? _____

19. During the first semester, was your social life limited by any of the following characteristics?

	<u>Not at all limited</u>	<u>Somewhat limited</u>	<u>Extremely limited</u>
Gender	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Age	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Race	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Citizenship/National Origin	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Physical handicap	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Religion	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Other(specify): _____	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

If you felt that your social life was limited for any reason during the first semester, please describe how it was limited or give an example?

20. How important are the following characteristics in your choice of a social partner(s) or a social group(s)?

<u>Characteristic</u>	<u>Not at all important</u>	<u>Not very important</u>	<u>Somewhat important</u>	<u>Very important</u>
Gender	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Race	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Religion	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Academic interests	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Citizenship/Nationality	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Extracurricular interests	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Other (Specify): _____	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

21. In your opinion, to what degree did your social life affect your academic performance during the first semester? (check one)

Negative effect No effect Positive effect

22. Do you feel you are similar or dissimilar to your fellow students in your attitudes and participation in social activities? (Circle one)

1 ----- 2 ----- 3 ----- 4 ----- 5

Very similar

Not Sure

Very dissimilar

IN THE FOLLOWING QUESTIONS, MINORITY REFERS TO ASIAN, BLACK, HISPANIC, NATIVE AMERICAN, AND NON-CAUCASIAN INTERNATIONAL STUDENTS.

23. During the first semester, did you participate in or support the activities of any minority student groups on campus?

Often Seldom Not at all

24. During the first semester, how often did you interact (have a conversation) with minority students or groups in the following settings:

	<u>Regularly</u>	<u>Sometimes</u>	<u>Rarely</u>	<u>Never</u>
In classes	[]	[]	[]	[]
At social events	[]	[]	[]	[]
In organizations	[]	[]	[]	[]
In groups of friends	[]	[]	[]	[]
In organized sports	[]	[]	[]	[]
In clubs	[]	[]	[]	[]
At part-time jobs	[]	[]	[]	[]
At meals	[]	[]	[]	[]
In study groups	[]	[]	[]	[]

25. In general, has your interaction with minority students been a positive, neutral, or a negative experience?

Generally positive Generally neutral Generally negative

26. Would you rate the general interracial climate of MIT's campus as (circle one)

1 ----- 2 ----- 3 ----- 4 ----- 5

Very Good

Acceptable

Very Poor

Why do you feel that way? _____

27. During the first semester, did you experience racial/ethnic prejudice on the part of the following: (check any that apply)

	<u>Never</u>	<u>Sometimes</u>	<u>Often</u>
Campus Police	[]	[]	[]
Faculty	[]	[]	[]
Fellow students	[]	[]	[]
Housemasters/Tutors	[]	[]	[]
Housing Office staff	[]	[]	[]
Medical Department staff	[]	[]	[]
Off campus community	[]	[]	[]
Student Accounts/Bursars Office staff	[]	[]	[]
Student Affairs Office staff	[]	[]	[]
Student Financial Aid staff	[]	[]	[]
TA/RAs	[]	[]	[]
Other: _____	[]	[]	[]

Would you briefly describe one such incident: _____

28. During the first semester, did you observe racial or ethnic prejudice on the part of the following: (check all that apply)

	<u>Never</u>	<u>Sometimes</u>	<u>Often</u>
Campus Police	[]	[]	[]
Faculty	[]	[]	[]
Fellow students	[]	[]	[]
Housemasters/Tutors	[]	[]	[]
Housing Office staff	[]	[]	[]
Medical Department staff	[]	[]	[]
Off-campus community	[]	[]	[]
TA/RAs	[]	[]	[]
Student Accounts/Bursars Office staff	[]	[]	[]
Student Affairs Office staff	[]	[]	[]
Student Financial Aid staff	[]	[]	[]
Other: _____	[]	[]	[]

Would you briefly describe one such incident: _____

29. If you answered "SOMETIMES" or "OFTEN" in either of the last two questions, did you ever discuss these incidents with any of the following people at MIT?

- | | |
|---|---|
| <input type="checkbox"/> Faculty | <input type="checkbox"/> Roommate or friend |
| <input type="checkbox"/> Dean's Office staff member | <input type="checkbox"/> MIT Psychiatrist/Social Worker |
| <input type="checkbox"/> Academic Advisor | <input type="checkbox"/> Other (specify): _____ |
| <input type="checkbox"/> Housemaster/Tutor | <input type="checkbox"/> Did not discuss with anyone at MIT |

30. If you did discuss this incident with someone, did you feel that it was helpful to do so?

- Very helpful
- Somewhat helpful

- Not so helpful
- Not at all helpful

31. In general, how would you rate the following with regard to their assistance to minority students?

	<u>Very helpful</u>	<u>Somewhat helpful</u>	<u>Somewhat unhelpful</u>	<u>Not helpful at all</u>	<u>Don't know</u>
Campus Police	[]	[]	[]	[]	[]
Faculty	[]	[]	[]	[]	[]
Fellow students	[]	[]	[]	[]	[]
Housemasters/Tutors	[]	[]	[]	[]	[]
Housing Office staff	[]	[]	[]	[]	[]
Medical Dept. staff	[]	[]	[]	[]	[]
Off-campus community	[]	[]	[]	[]	[]
Student Accounts/ Bursars Office	[]	[]	[]	[]	[]
Student Affairs Office	[]	[]	[]	[]	[]
Student Financial Aid	[]	[]	[]	[]	[]
TA/RAs	[]	[]	[]	[]	[]

32. How would you rate the mutual support of MIT students for each other irrespective of race? (Circle one)

1 ----- 2 ----- 3 ----- 4 ----- 5 []

Very Good

Acceptable

Very Poor

Don't know

33. How would you rate MIT's overall support for minority students? (Circle one)

1 ----- 2 ----- 3 ----- 4 ----- 5 []

Very Good

Acceptable

Very Poor

Don't know

THE TERM HARASSMENT, AS IT PERTAINS IN THE FOLLOWING QUESTIONS, IS DEFINED AS VERBAL OR PHYSICAL CONDUCT WHICH HAS THE INTENT OR EFFECT OF UNREASONABLY INTERFERING WITH ANY INDIVIDUAL'S OR GROUP'S EDUCATIONAL AND/OR WORK PERFORMANCE AT MIT, OR CREATING AN INTIMIDATING, HOSTILE, OR OFFENSIVE EDUCATIONAL AND WORK ENVIRONMENT ON OR OFF CAMPUS.

34. During the first semester, did you participate in or support the activities of any women student groups on campus?

[] Often

[] Seldom

[] Not at all

35. On the average, how often did you interact with students of the opposite sex in the following settings:

	<u>Regularly</u>	<u>Sometimes</u>	<u>Rarely</u>	<u>Never</u>
In classes	[]	[]	[]	[]
At social events	[]	[]	[]	[]
In groups of friends	[]	[]	[]	[]
In clubs/activities	[]	[]	[]	[]
At part-time jobs	[]	[]	[]	[]
At meals	[]	[]	[]	[]

36. In general, was your interaction with students of the opposite sex a positive, neutral, or a negative experience?

[] Generally positive [] No feelings either way [] Generally negative

37. During the first semester, did you experience sexual harassment on the part of the any of the following:

	<u>Never</u>	<u>Sometimes</u>	<u>Often</u>
Campus Police	[]	[]	[]
Faculty	[]	[]	[]
Fellow students	[]	[]	[]
Housemasters/tutors	[]	[]	[]
Housing Office staff	[]	[]	[]
Medical Department staff	[]	[]	[]
Off-campus community	[]	[]	[]
Student Accounts/Bursars Office staff	[]	[]	[]
Student Affairs Office staff	[]	[]	[]
Student Financial Aid staff	[]	[]	[]
TA/RAs	[]	[]	[]
Other: _____	[]	[]	[]

Briefly explain one such experience: _____

38. During the first semester, did you observe sexual harassment on the part of the following:

	<u>Never</u>	<u>Sometimes</u>	<u>Often</u>
Campus Police	[]	[]	[]
Faculty	[]	[]	[]
Fellow students	[]	[]	[]
Housemaster/Tutors	[]	[]	[]
Housing Office staff	[]	[]	[]
Medical Department staff	[]	[]	[]
Off-campus community	[]	[]	[]
Student Accounts/Bursars Office staff	[]	[]	[]
Student Affairs Office staff	[]	[]	[]
Student Financial Aid staff	[]	[]	[]
TA/RAs	[]	[]	[]
Other: _____	[]	[]	[]

Briefly explain one such experience: _____

39. If you answered SOMETIMES or OFTEN in either of the last two questions, with whom did you discuss your experience at MIT?

- A Faculty member
- Dean's Office staff member
- Your Academic Advisor
- Housemaster/Tutor
- Roommate or Friend
- Psychiatrist/Social Worker
- Other (specify): _____
- Did not discuss with anyone at MIT

40. If you did discuss this issue with someone, how helpful did you feel it was to do so?

- Very helpful
- Somewhat helpful
- Not so helpful
- Not at all helpful

41. How would you rate the following with respect to their assistance to women students in general?

	<u>Very helpful</u>	<u>Somewhat helpful</u>	<u>Somewhat unhelpful</u>	<u>Not helpful at all</u>	<u>Don't know</u>
Campus Police	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fellow students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Housemasters/tutors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Housing Office staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Medical Dept. staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Off-campus community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Accounts/ Bursars Office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Affairs Office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Financial Aid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TA/RAs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

42. How would you rate the general climate for women on MIT's campus?

1 ----- 2 ----- 3 ----- 4 ----- 5

Very Good Acceptable Very Poor Don't know

Why do you feel that way? _____

43. How would you rate the mutual support of MIT students for each other irrespective of their gender?

1 ----- 2 ----- 3 ----- 4 ----- 5

Very Good Acceptable Very Poor Don't know

44. How would you rate MIT's overall support for women students?

1 ----- 2 ----- 3 ----- 4 ----- 5 []
 Very Good Acceptable Very Poor Don't know

WE HAVE ASKED ABOUT YOUR PERCEPTIONS OF THE ACADEMIC AND SOCIAL CLIMATE AT MIT. WE WOULD NOW LIKE TO ASK YOU TO RESPOND TO QUESTIONS ABOUT YOUR LIVING GROUP DURING THE FIRST SEMESTER OF THIS CURRENT SCHOOL YEAR.

45. Where were you living during the first semester?

- [] Dormitory; on-campus [] Apartment; off-campus
 [] Apartment; on-campus housing [] Fraternity/independent living group
 [] Home with parents/family/spouse [] Other (specify) _____

46. How important were the following factors in selecting your choice of housing?

	<u>Not at all</u> <u>important</u>	<u>Not very</u> <u>important</u>	<u>Somewhat</u> <u>important</u>	<u>Very</u> <u>important</u>
Academic environment	[]	[]	[]	[]
Coed mix of living group	[]	[]	[]	[]
Finances	[]	[]	[]	[]
International student mix	[]	[]	[]	[]
Marital status/family size	[]	[]	[]	[]
Parents' choice	[]	[]	[]	[]
Proximity to campus	[]	[]	[]	[]
Racial mix of living group	[]	[]	[]	[]

47. During the first semester, if you had to choose your own roommate(s), how important would each of the following factors have been?

	<u>Not at all</u> <u>important</u>	<u>Not very</u> <u>important</u>	<u>Somewhat</u> <u>important</u>	<u>Very</u> <u>important</u>
Smoking habits	[]	[]	[]	[]
Study habits	[]	[]	[]	[]
Neatness	[]	[]	[]	[]
Use of alcohol/drugs	[]	[]	[]	[]
Race	[]	[]	[]	[]
Religion	[]	[]	[]	[]
Preference & volume of music	[]	[]	[]	[]
Sleep schedule	[]	[]	[]	[]
Age	[]	[]	[]	[]
Political beliefs	[]	[]	[]	[]
Nationality	[]	[]	[]	[]
Frequency of over- night guests	[]	[]	[]	[]
Other: (specify)	[]	[]	[]	[]

48. Do you feel you were discriminated against in your search for housing on or off campus for any of the following reasons: (check as appropriate)

	Religion	Race	National Origin	Gender	Physical Handicap	Other
Yes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If other, specify _____

49. Below is a list of problems or difficulties students sometimes experience in their living environment. Thinking back over the first semester, were these:

	<u>Very much a problem</u>	<u>Somewhat a problem</u>	<u>A minor problem</u>	<u>No problem at all</u>
Getting along with roommates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Noise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Security/safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of privacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adjusting to coed living	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Race relations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sexual harassment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feeling isolated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uneven male/female ratio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

50. If you answered VERY MUCH or SOMEWHAT of a problem to any difficulties in the last question, with whom did you discuss your experience at MIT?

- | | |
|---|---|
| <input type="checkbox"/> A Faculty member | <input type="checkbox"/> Roommate or Friend |
| <input type="checkbox"/> Dean's Office staff member | <input type="checkbox"/> MIT Psychiatrist/Social Worker |
| <input type="checkbox"/> Academic advisor | <input type="checkbox"/> Other (specify) _____ |
| <input type="checkbox"/> Housemaster/Tutor | <input type="checkbox"/> Did not discuss with anyone at MIT |

51. If you did discuss this issue with someone, did you feel that it was helpful to do so?

- | | |
|---|---|
| <input type="checkbox"/> Very helpful | <input type="checkbox"/> Not so helpful |
| <input type="checkbox"/> Somewhat helpful | <input type="checkbox"/> Not at all helpful |

52. In your opinion, to what degree did your living environment affect your academic performance? (Check one)

- | | | |
|--|------------------------------------|--|
| <input type="checkbox"/> Negative effect | <input type="checkbox"/> No effect | <input type="checkbox"/> Positive effect |
|--|------------------------------------|--|

53. In general, how well has your living group lived up to your expectations?

- | | |
|--|--|
| <input type="checkbox"/> Better than expected | <input type="checkbox"/> Not as well as I expected |
| <input type="checkbox"/> About what I expected | <input type="checkbox"/> Far below what I expected |

54. After the first semester I would describe my level of satisfaction with my living group as: (Circle one)

1 ----- 2 ----- 3 ----- 4 ----- 5

Very Satisfied

No feeling

Very Dissatisfied

THE FOLLOWING QUESTIONS ARE ONLY TO BE ANSWERED BY STUDENTS WHO LIVED IN ON-CAMPUS DORMITORIES OR APARTMENTS DURING THE FIRST SEMESTER OF THIS ACADEMIC YEAR. IF YOU DID NOT LIVE ON-CAMPUS, SKIP TO QUESTION 60.

55. During the first semester, did you interact with or seek assistance from a Housemaster or Graduate Resident Tutor?

YES

NO (skip to question 57)

56. If "YES", which of the following responses describe(s) the nature of your conversation(s): (check as many as apply)

Informational

Personal/social advice

Group session

Career/Academic advice

House Government issue/meeting

Dorm problem

Other (specify) _____

57. If you answered "NO" to question 55, which of the following reasons best describes why you did not visit a Housemaster or Graduate Resident Tutor:

Did not know such a service/
person was available

Lack of time

Housemaster/Tutor was not
available when I needed him/her

Other (please specify) _____

Preferred another source of help

Too embarrassed to talk about problem

Did not feel my concern was
serious enough to bother someone

58. Do you feel that you personally benefited from the Housemaster/Tutor system?

Yes

No

Don't know

59. In general, how would you rate the dormitory environment at MIT? (Circle one)

1 ----- 2 ----- 3 ----- 4 ----- 5

Very Good

Acceptable

Very Poor

What factors contributed to your answer? _____

THE NEXT AREA WHICH WE WOULD LIKE TO EVALUATE IS STUDENT ACTIVITIES. REMEMBER TO RESPOND TO THESE QUESTIONS FROM THE TIME FRAME OF "DURING THE FIRST SEMESTER OF THIS CURRENT SCHOOL YEAR."

60. How actively did you participate in each of the following extracurricular activities at MIT during the first semester:

	<u>Did not belong</u>	<u>A Member but Not active</u>	<u>Somewhat active</u>	<u>Very active</u>
Fraternity/Sorority Executive	[]	[]	[]	[]
Student/Dormitory government	[]	[]	[]	[]
Intramural/Varsity sports team	[]	[]	[]	[]
Religious organization	[]	[]	[]	[]
Publications/Communication	[]	[]	[]	[]
Student club or organization	[]	[]	[]	[]
Other (please specify) _____	[]	[]	[]	[]

61. On the average, how many hours a week did you spend participating in extracurricular activities on the MIT campus?

[] None [] 1 - 5 hours [] 6 - 10 hours [] More than 10 hours

62. Did you hold a position of leadership in any student activity or organization during the first semester?

_____ Yes _____ No

63. What was the major factor that prevented you from participating more in campus organizations? (check only one)

- | | |
|--|--|
| <input type="checkbox"/> Lack of money | <input type="checkbox"/> Academic obligations |
| <input type="checkbox"/> Lack of time | <input type="checkbox"/> Not qualified |
| <input type="checkbox"/> Not convenient to my schedule | <input type="checkbox"/> Other (specify) _____ |
| <input type="checkbox"/> Found them too distracting | |

64. In choosing a student activity, team, or organization, how important were each of the following factors to you:

	<u>Not all important</u>	<u>Not very important</u>	<u>Somewhat important</u>	<u>Very important</u>
Time commitment	[]	[]	[]	[]
Financial cost of belonging	[]	[]	[]	[]
Opportunity for leadership	[]	[]	[]	[]
Physical activity	[]	[]	[]	[]
Chance to meet new people	[]	[]	[]	[]
Racial mix of group	[]	[]	[]	[]
Coed mix of group	[]	[]	[]	[]
International student mix of group	[]	[]	[]	[]
Learning a new skill	[]	[]	[]	[]
Other: _____	[]	[]	[]	[]

65. After the first semester, I would describe my level of satisfaction with MIT student activities as: (Circle one)

1 ----- 2 ----- 3 ----- 4 ----- 5

Very Satisfied

No feeling

Very Dissatisfied

66. Did you have a paid job during the first semester of this year?

- No, not employed (skip to question 69)
- Employed less than 10 hours/week
- Employed 10-20 hours/week
- Employed 21-30 hours/week
- Employed 30 or more hours/week

67. If you felt that your employment was having a negative effect on your academic performance would you continue to work?

- Yes
- No
- I don't know

68. Below is a list of difficulties students sometimes experience in a student activity. Thinking back over the first semester, were these VERY MUCH A PROBLEM, SOMEWHAT A PROBLEM, A MINOR PROBLEM, or NO PROBLEM AT ALL for you?

	<u>Very much a problem</u>	<u>Somewhat a problem</u>	<u>A minor problem</u>	<u>No problem at all</u>
Getting along with group members/teammates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of student leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student apathy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sexual harassment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cultural differences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Race relations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Group controlled by clique or "in group"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

69. If you answered VERY MUCH or SOMEWHAT A PROBLEM, with whom did you discuss this problem with at MIT?

- A Faculty member
- Dean Office staff member
- My Academic Advisor
- Housemaster or Tutor
- A Team Coach
- Organization Advisor
- Roommate or friend
- Student Organization Officer
- Other (specify) _____
- Did not discuss with anyone at MIT

70. If you did discuss this issue with someone, did you think it was helpful to do so?

- Very helpful
- Somewhat helpful
- Not so helpful
- Not helpful at all

71. Do you feel that you were discriminated against in your efforts to join any student activity, team, or government organization for any of the following reasons: (check as appropriate)

	Religion	Race	National Origin	Gender	Physical Handicap
Yes	[]	[]	[]	[]	[]
No	[]	[]	[]	[]	[]

Briefly describe an example of discrimination you have experienced in MIT student activities: _____

72. What effect did your involvement in student activities have on your academic performance during the first semester?

- [] A negative effect [] No effect at all [] A positive effect

73. If you felt that your involvement in student activities was having a negative effect on your academic performance would you participate as actively?

- [] Yes [] No [] I don't know

74. Would you describe the contribution MIT student activities makes to your general education as: (circle one)

1 ----- 2 ----- 3 ----- 4 ----- 5

Very Valuable Unsure of value Of little or no value

75. How would you rate the general support for student activities at MIT?

1 ----- 2 ----- 3 ----- 4 ----- 5 []

Very Good Acceptable Very Poor Don't know

Why did you answer as you did? _____

76. In general, how well have MIT student activities lived up to your expectations?

- [] Better than I expected [] Not quite as I expected
[] About what I expected [] Far below what I expected

THIS FINAL SECTION ASKS FOR BASIC INFORMATION THAT WILL ALLOW US TO CARRY OUT FURTHER ANALYSES OF ALL THE QUESTIONNAIRES. ALL RESPONSES ARE CONFIDENTIAL AND NO INDIVIDUALS WILL BE IDENTIFIED.

77. What is your age:

< 18 years 18-20 years old 21-23 years old > 23 years

78. What is your sex: Male Female

79. What is your marital status:

Single Married Living with boyfriend/girlfriend but not married

80. Are you:

Asian Hispanic, Chicano
 Black Native, American, American Indian
 Caucasian Other _____

81. Nationality: U.S. Citizen Citizen of foreign country

82. What was the most stressful part of your school life during the first semester?

83. What was the most gratifying or rewarding part of your school life during the first semester?

84. May we have your reactions to this questionnaire?

+++++

Thank you very much for taking the time to complete this questionnaire!

MASSACHUSETTS INSTITUTE OF TECHNOLOGY

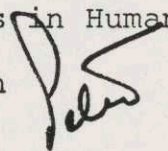
DEPARTMENT OF HUMANITIES

Cambridge, Massachusetts 02139

April 15, 1981

TO: All Colleagues in Humanities

FROM: Peter H. Smith



Herewith the final report of the Department's Committee on
Minority Recruitment and Hiring.

This is an important document and I urge you to read it
with care. The Committee and I are deeply interested in any
responses or suggestions you might have.

Many thanks.

MASSACHUSETTS INSTITUTE OF TECHNOLOGY

DEPARTMENT OF HUMANITIES

Cambridge, Massachusetts 02139

April 13, 1981

Peter H. Smith, Head
Department of Humanities
14N-407

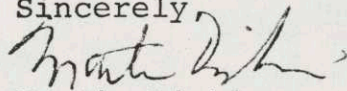
Dear Peter,

Attached please find the final report of the Department of Humanities Committee on Minority Recruitment and Hiring.

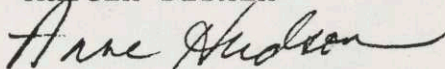
As you know, this represents almost a year's work by the Committee as well as consultation with you concerning the preliminary version of this report.

We trust this will serve a constructive purpose, and we are, of course, available to participate in any discussion that may arise as a result of our report.

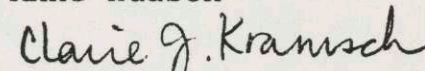
Sincerely,



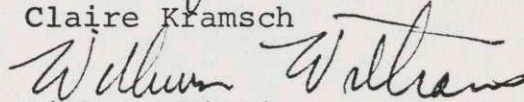
Martin Diskin



Anne Hudson



Claire Kramschi



Wilburn Williams

cc: Paul Gray
Mary Rowe
Isaac Colbert
Clarence Williams
Members, Department of Humanities

I. INTRODUCTION

Through the upheavals of the 60s and 70s, it became clear that despite widespread agreement that equal opportunity was the right of all Americans, real social change came slowly. In most fields of endeavor, women and minorities were under-represented. Many institutions committed themselves to correcting this situation, sometimes stimulated by government directives, sometimes out of moral concern. Universities, although leaders in many areas, still lack adequate minority and female representation. In this report, we will describe this situation in the Department of Humanities at MIT and offer suggestions for positive change.

A thorough study of affirmative action among the MIT faculty conducted by the Institute's Equal Opportunity Committee in the Spring, 1980, has shown the record to be unsatisfactory, particularly with respect to blacks. As stated in the April 1, 1980 memo from Jerome Wiesner and Paul Gray (see Appendix 1), "the number of black faculty has increased by only 10 (to about 2% of the Faculty) in nine years. In fact, the number of black faculty members, which was eight in 1970, reached a peak of 20 in 1973-74 and has subsequently decreased to the current total of 18." In 1979, minority members held 9% of the PhDs granted in fields represented in the Department of Humanities, but they comprised only 5.8% of the Department faculty.* In the same year, women held 44% of the PhDs in fields represented in the Department, but they constituted only 33% of the Department's faculty (see Tables 1 and 2).

This situation represents a lack of progress that is all the more distressing if we consider the trends in the composition of the student body. Mary Rowe, Special Assistant to the President, estimated that by 1990 the U.S. student body will contain 50% women and 30% minorities. The need for role models for these students is becoming more and more acute, particularly at MIT, as Arnold Contreras, President of the Mexican American Student Association pointed out at a dinner for freshmen on Sept. 5, 1980: "Some of you may be wondering why a sophomore student is among today's dinner speakers. After checking with several MIT offices, I was unsuccessful in locating a Chicano on the staff and faculty at MIT. . .the unavailability of Mexican-American staff and faculty members is disturbing. . .We Chicanos cannot find a single Chicano faculty or staff member to seek advice from. And so today I speak." Sheryl Strothers, co-chairperson of the MIT Black Student Union, says: "The Humanities Department curriculum is severely deficient in African-American related courses. The few subjects that are listed frequently, go untaught because there are no Black faculty to teach them.

*4 of 69 full-time, permanent members (Instructors and above). For 1980-81, although 8 searches were conducted, there are now 3 minority faculty out of a total of 72, or 4.2%.

Clearly, the Humanities Department is not committed to providing and supporting the MIT student body with insight into the African-American Experience, either by way of curriculum or role models."

A glance at the change in the representation of women on the Humanities faculty shows that significant progress is possible. From 4% of the Department of Humanities faculty* in 1969-70, to 33% for 1979-80, there has been a substantial increase. While this figure is still less than expected, given the number of women PhDs in the pools in certain fields (Music, History, Literature) there has been considerable improvement (see Table 1). More importantly, the increase in female faculty has created a climate that makes it difficult to avoid the issue of female representation. The presence of a critical mass of women colleagues has set the stage for constant attention to this question. Naturally, more remains to be done, especially given the concentration of women at the lower ranks; but the problem of increasing black and other minority faculty must be solved by creating an analogous critical mass.

Recognizing the difficulty in hiring and retaining minority faculty, then President Wiesner and Chancellor Gray issued a memo on April 1, 1980 to Department Heads expressing concern about the "disappointing situation" and the "lack of progress." They suggested ways to increase access to the pools of black and minority faculty and indicated how searches might be conducted in a more aggressive manner.

The Acting Head of the Department of Humanities, Richard L. Cartwright, named a departmental committee consisting of Martin Diskin, Anne Hudson, Claire Kramsch, and Wilburn Williams, to examine these issues with respect to the Department of Humanities. After an initial meeting and in consultation with Prof. Cartwright, our charge was defined as follows:

1. to examine the "general atmosphere that MIT presents to minority faculty, students, and employees" and assess "patterns of behavior which may affect peoples' attitudes and enhance or diminish the quality of our environment."**
2. to ascertain what is both the perceived and the actual current policy for the recruitment, selection, and retention of minority faculty in different sections and programs of the Department of Humanities,
3. to identify areas of concern that pertain directly to the Department, and to make practical recommendations to the Department Head.

The Committee's activities in the Spring term, 1980, were reported to the Acting Department Head on June 18, 1980. This is the final report presented on the completion of our charge.

*full-time, permanent members (Instructors and above).

**Wiesner-Gray memo.

TABLE I

Department of Humanities: Women and Minorities, 1969-81

	1969-70			1980-81		
	Total ¹	Women	Minorities	Total	Women	Minorities
Anthropology ² / Archaeology				6	3	-
Foreign Languages and Literatures ³	7	2	-	27	17	1
History	24	1	-	15.5 ⁶	1	-
Literature	27	3	-	20	7	1
Music	8	-	-	9	1	1
Philosophy ⁴	14	1	-			
Writing ⁵	—	—	—	10.5 ⁶	5.5	—
Department total	80	7	-	88	34.5	3

¹full-time permanent faculty (instructor and above).

²In 1969-70, part of History.

³In 1969-70, part of Foreign Languages and Linguistics.

⁴Separate department 1980-81.

⁵Did not exist in 1969-70.

⁶Full-time equivalent.

TABLE 2
 Number of Doctoral Recipients by
 Field, Sex and Racial/Ethnic Groups

FIELD	TOTAL PhDs			WOMEN			ACKNOWLEDGED MINORITIES		
	1977	'78	'79	1977	'78	'79	1977	'78	'79
Anthropology/ Archaeology	373	385	376	144 39%	179 46%	180 48%	17 5%	23 6%	29 8%
Foreign Languages & Literatures (Comp. Lit., German, French, Russian, Spanish & Portugese)	708	584	615	421 59%	366 63%	371 60%	98 13%	84 14%	110 18%
History (American, European, etc., American Studies)	952	848	829	250 27%	213 25%	238 28%	68 7%	73 9%	86 10%
Literature (Comp. lit., English, theatre, Writing Programs)	1296	1237	1128	608 47%	615 50%	557 49%	78 6%	46 4%	53 5%
Music	365	352	390	103 28%	106 25%	115 28%	25 7%	25 7%	25 6%

Source: Summary Reports, 1977-79, Doctorate Recipients from U.S. Universities: National Academy of Sciences Survey conducted by the National Research Council for the National Science Foundation, the U.S. Office of Education, the National Trust of Health and the National Endowment for the Humanities.

II. SOURCES OF INFORMATION

Between April 28 and May 21, the Committee identified sources of information and conducted nine interviews at the higher levels of administration of the Institute. These interviews gave the Committee the perspective and the historical background necessary to understand the particular case of the Department of Humanities within the Institute as a whole.

This past fall, the Committee conducted 15 interviews totalling 20 hours, interviewing former Department Heads and current Section and Program chairs, faculty, and students. The Committee also researched archival sources within the Department and the Institute, including the Institute's Equal Opportunity Committee report, departmental files, government data, and statistics such as the summary report of all doctoral recipients compiled by the Commission on Human Resources of the National Research Council (see Appendix 2).

III. THE PROBLEMS

During our interviewing we became aware of certain patterned differences in view among respondents from outside the Department, senior colleagues within the Department, and junior colleagues. Outside the Department, the prevalent view was that the Department of Humanities lagged in the representation of women and minorities and that there were difficulties in retaining black faculty members.

Within the Department, senior colleagues acknowledged that there were difficulties, mainly procedural in nature, but thought that the Department's reservoir of good will would correct these problems over time. The junior colleagues we interviewed agreed that there were procedural difficulties, but did not share the seniors' confidence in the "reservoir of good will." They reported examples of insensitivity and discourtesy, and felt that their colleagues were often distant. They related several regrettable incidents, some of which caused considerable personal damage and emotional injury.

We may conveniently summarize the major concerns expressed to us in the interviews under three headings. They are: A) a general consideration of the spirit of affirmative action and its significance for us, B) problems in implementing affirmative action within sections and programs, and C) the relation of the Institute administration to the Department and the sections and programs.

- A. Affirmative Action Spirit - Some respondents saw a conflict between the goals of affirmative action and the traditional criterion of excellence in hiring and retention. Some even felt that affirmative action impeded the hiring of minority faculty. Affirmative action made it difficult, if not illegal, they said, to determine the minority status of job candidates. Others felt either that affirmative action would reduce the quality of the faculty or that the only legitimate criterion was that of excellence. These are serious questions that must be addressed.

We must first recognize that the quest for excellence and the anxiety to upgrade our various sections and programs in the eyes of our colleagues across the country has long characterized the Department of Humanities. But equal recognition must also be given to the consistent difficulty in defining and identifying excellence. Quite independently of affirmative action, most occasions for hiring, promoting and granting tenure to colleagues have been accompanied by considerable debate. Expectations have become more rigorous and each Section and Program contains colleagues whose careers reflect different stages of the Department's growth as well as different notions of what excellence means.

The immense problem of defining excellence has been oversimplified in the context of affirmative action; it has been represented as a matter on which there is more consensus than is really the case. Indeed, it would be fair to say that the emphasis on merit has often effectively functioned to exclude minorities. According to some respondents outside the Department, search committees have been unwilling to revise traditional white male conceptions of what constitutes professional criteria of excellence. Deeply ingrained biases about the proper image of the successful academic have inhibited the recognition of the strengths of potential faculty who do not conform to the pre-conceptions of some members of the Department. One respondent within the Department corroborated this observation by saying that many of his colleagues were strongly opposed to hiring faculty whose intellectual assumptions did not reflect the directions of their own training. While these views were not specifically sexist or racist in nature, he did feel that they served to exclude a significant number of otherwise qualified women and minority candidates.

The avowed goals of affirmative action are often circumvented by the hidden agenda of white male meritocracy both on the individual and institutional levels. In too many cases, excellence is merely a euphemism for the parochialism of faculty members who are resentful of change. Moreover, institutional constraints intensify the conflict between our social and our intellectual charge. The enormous pressure put on both faculty and students to keep MIT competitive in a white male dominated society keeps us isolated from the social realities of today's world.

The Committee firmly believes that we will resolve these conflicts only if we are willing to recognize the built-in biases of our personal and institutional criteria of excellence and to break them down by broadening the scope of our academic values. There is no need to sacrifice excellence in an effort to achieve adequate minority representation on our faculty.

- B. Problems in Implementing Affirmative Action Within Sections and Programs - After reviewing the hiring and retention of women and minority faculty in the Department of Humanities over the past decade, the Committee concluded that there were many obstacles to implementing an effective affirmative action program. Some obstacles were procedural. They involved the organization and conduct of search committees and the mechanism for evaluating and promoting women and minority faculty. Others escape precise definition, but they might be best described as a general climate of insensitivity to women and minorities.

Below are some of the major problems that have limited the presence and full participation of women and minorities in the Department. The Committee is aware that the procedural problems, particularly those regarding searches and the evaluation of junior faculty, are being redressed, but it is by no means clear that the attitudes that created and tolerated them have been eliminated.

1. Procedural Problems

a. The need for women and minority faculty has been considered only sporadically, usually merely to comply with the letter of the law concerning affirmative action in searches. One respondent said that "there is a good deal of resistance" to the spirit of affirmative action, "some think it wrong to seek out women and minority candidates specifically. "What is needed," said this respondent, "is some mechanism whereby the question of minorities is addressed all the time."

b. Unsystematic search procedures have greatly hindered the attraction of women and minority candidates. Search and appointment procedures have been, in the opinion of one respondent, "scandalously unprofessional." Search committees have repeatedly failed to contact minority professional associations and scholars outside the Institute for names of potential minority applicants. One respondent felt that "white males can't find minority faculty because they don't know where to look. Like recruits like . . ." The same respondent was "fascinated by the things people at the Institute don't do to bring in minority faculty. Minority faculty have not been aggressively courted like white males have been."

Women in the Department have complained of a lack of access to search committees, and they, too, have noted the failure of such committees to consult women colleagues for the names of potential female candidates. In one instance the sexist bias

of a male colleague was judged serious enough to lead to requests for his removal from a search.

c. Efforts to identify minority scholars in the pool of applicants have been weak where they have existed at all. As recently as 1979, at the conclusion of a search, the chairperson reported "I have no way of knowing how many of the applications were from minorities." While it is true that details about race or ethnic background are not specified on the applications of most candidates, there have been practically no efforts to seek information from other sources. Considering that until relatively recently institutions have had little trouble identifying minority candidates for the purpose of excluding them, the claim that they cannot be identified for the purpose of including them must be greeted with some skepticism.

d. The failure to see subjects that address feminist and minority issues within the context of the entire curriculum has impeded the retention of women and minority faculty. Such subjects have been perceived as being outside the main intellectual and pedagogical concerns of the Department, and some who have taught them have felt alienated and rejected.

On the other hand, several respondents expressed concern about the possible "ghettoization" of women and minority faculty. They feared that they might be confined strictly to the teaching of feminist and minority related subjects.

While such subjects have a legitimate place in our curriculum, women and minority faculty have felt hemmed in by intellectually restrictive stereotypes.

e. The exclusion of feminist and minority issues from subjects which do not have a specific focus on women or minorities has compounded the impression that such issues do not have the respect of the Department. Several respondents have noted that some syllabi and subject descriptions have not reflected the diversity of material they purport to cover. The contributions of women and minorities to the development of the humanities have been frequently slighted.

f. Lack of clarity about criteria and procedures for evaluation has created anxiety for all junior faculty in the Department, but in the case of women and minorities this anxiety has been especially acute. Until 1978 the Department had no formal procedure for staff promotion; most of the sections and programs did not even have any formal procedures for evaluation. Junior faculty have not been sure what was required or expected of them, nor have they had systematic reviews of their work by senior colleagues. One Section rejected the proposal that its senior faculty be required to visit the classes of junior colleagues, leaving it up to junior colleagues to request class visits by seniors. One minority faculty member did not have his progress

reviewed until April of his third year on a three-year contract. He was not told what materials to submit when first informed of the review. Before his review was completed, his Section Chair handed him a flyer advertising an opening at another institution and suggested that he apply for it. The evaluation and contract renewal procedures put this respondent under enormous emotional strain. "They tried," he said, "to take my pride and self-esteem away." When asked what advice he would give minorities contemplating joining the Department, he said he "would tell them to stay away from the Humanities Department."

g. Many respondents stressed the need for some form of mentorship whereby all junior faculty, especially women and minorities, might be more effectively integrated into the Department, but all expressed the need for caution in instituting formal mentorship procedures. While the respondents felt that women and minority faculty probably would experience more difficulty than their white male counterparts in adjusting to life at the Institute, they found it hard to predict what kind of assistance, if any, a given individual might need. Some might establish informal relationships with senior colleagues who could be helpful to them in their teaching and research. Others might need more formal mentorship before such relationships develop.

2. The Environment

Consistent, fair procedures are necessary but not sufficient. Another factor, the atmosphere, the tone, the "feel," was perceived as very troubling by many respondents as well. They reported unexpressed but unmistakable racist and sexist attitudes on the part of their colleagues. They also deplored insensitivity to special needs, for example, child care scheduling, and the absence of formal incorporation into the life of the Department.

Casual remarks, sometimes intended as jokes, did serious harm to the morale of women and minority faculty. When a female candidate is asked why she needs a job when hers would be a second income in her family, she finds her professional commitment being doubted. When a minority faculty member, whose contract has not been renewed, is told that he has "an affirmative action advantage," he cannot but take this to mean that he won't have a problem finding a job "because he is black and blacks don't have to be qualified." While it is difficult to locate racist and sexist attitudes as readily as the preceding cases would indicate (most respondents suggested that overt racism and sexism is relatively rare), a number of women and minority faculty still find cause for concern.

Several colleagues also felt that they were excluded from the social life of their sections. Women were concerned that plans were made by male colleagues in informal settings to which they were not invited. One minority faculty member interpreted the

failure of his colleagues to invite him to social events as a racist gesture.

While our Department does not have any elaborate set of rules or rituals of incorporation, new colleagues expect to be more or less formally integrated. Such measures as personal introductions to all colleagues and support personnel, orientation to MIT facilities, in short, showing them the ropes, would serve to welcome new people. Most newcomers now learn about their environment through individual initiative and not through the conscious efforts of the community. Clearly, the tone of the Department is intimately involved in the success or failure in hiring and retaining women and minority faculty.

C. Relation of the Institute Administration to the Department, Sections and Programs

1. Affirmative Action and Searches

Much of the failure to recruit women and minority faculty has been attributed by the senior faculty and chairs of sections and programs to a general lack of communication among the different levels of the administration, specifically between the Department's Heads and the section and program chairs. Since the development of the Institute's commitment to affirmative action, Department Heads felt they have not been sufficiently instructed on the practical aspects of affirmative action, although they understood that the Institute was clearly committed to increasing the number of women and minority faculty.

This lack of clear instructions often left the section and program chairs unsure of what was expected with regard to affirmative action. For example, search reports were required to include a list of all applicants with Spanish surnames, but section and program chairs were not asked to differentiate between American citizens and others, or those whose surnames were the result of marriage, nor to report on any active steps, such as phone calls and personal contacts, undertaken to recruit minority candidates.

The short list of candidates submitted by the section or program was rarely rejected or questioned on affirmative action grounds. The Department Heads' interviews of finalists were usually pro forma. Many section and program chairs would have appreciated administration support throughout the entire search. Indeed, in two instances administration criticism of poor affirmative action procedures came only after desirable candidates had been lost. As reported to us, the lack of consistency of the administration has been felt repeatedly by the section and program chairs.

2. Target Funds

None of the section or program chairs interviewed had been informed of the availability of "target funds" for recruiting outstanding minority candidates outside regular searches, as mentioned specifically in the Wiesner-Gray memo of April 1.

In addition to regular faculty searches, departments should search for minority scholars independently of specific openings and work to bring these individuals to MIT. The Institute may provide financial assistance to departments that have an opportunity to bring to the faculty a black or other minority scholar of outstanding quality outside their established positions.

The expressed commitment of the higher administration to a real affirmative action policy must be translated into practice. Constant communication between the Institute administration and all levels of the Department is critical to the success of this effort.

IV. RECOMMENDATIONS

Until recently, the concern of this Department to reach higher levels of professional competence has compromised our commitment to affirmative action. Now, under a growing consciousness of our social and moral obligations as educators, we must also take seriously the personal and human enrichment that candidates from other than traditional white male backgrounds can bring to our Department. We must recognize their significance as role models for our increasing minority student population. They provide a richer perspective both on familiar material as well as insight into specific minority questions.

Recognizing the urgency of these obligations, we must implement formal procedures for a more active affirmative action, so that those minority PhD holders who wish to make a career in academia be given the opportunity to do so at MIT.

A. Searches

1. Every instance of hiring that falls under the affirmative action procedure must be done with the same thoroughness and seriousness as any other, irrespective of the rank or expected permanence of the position.

2. A search committee should represent its section or program in terms of intellectual direction, curricular philosophy and disciplinary speciality.

3. All committee members should be equally informed of each step taken - such as preliminary cuts or the creation of a short

list. The final report to the Department Head should be distributed to each member of the committee.

4. Each committee should have an affirmative action officer preferably from inside the section or program. This person should participate in all of the committee's deliberations. She or he should be a full member of the committee, authorized to report to the Department Head and to recommend halting proceedings when the goals of affirmative action are not being served or are being undermined. The affirmative action officer should write the affirmative action section of the final report to the Department Head.

5. Search committees should be seen as significant examples of service to a section or program and, correspondingly, should entail thorough and conscientious performance from each of its members. That includes careful reading and absorbing of all materials received for each case, and making clear arguments to support each positive or negative decision.

6. From the outset of a search, a running inventory should be kept of the affirmative action category of each application. The advertisement should give applicants the option of specifying their racial or ethnic background; it could note that MIT actively "encourages applications from women and minority candidates." Where racial or ethnic background is not obvious from the application, independent efforts should be made through telephone calls to colleagues.

7. As part of the request for permission to search that is submitted to the Department Head, a clear timetable should be included. The timetable should list the date of the initiation of the search (i.e., when public advertisements are to be published), a date for the closing of the search phase (consistent with professional search guidelines and allowing adequate opportunity for the various techniques to succeed in publicizing the position), and a date by which the committee would recommend a candidate to the section or program (allowing time for refusals and offers to second and third choices).

8. Changes in the definition of a position might entail serious problems. In the case of highly qualified women and minority candidates whose qualifications differ from the formal job definition, the committee may request special funds from the administration under the "target of opportunity" provisions. If the nature of the responses to a job advertisement suggests a shift in job description, the committee must, after reaching consensus, discuss this with the section or program as well as with the Department Head. Undiscussed changes that occur as a result of the process of searching have caused difficulties. The loser is the person hired in an atmosphere of rancor and distrust.

9. Each year, section and program chairs should submit to the Department Head the name of at least one minority contact (outside MIT) per section or program, by a date to be specified by the Department Head.

10. We recommend that section and program chairs explore the possibility of additional funding to send a representative of the section or program to minority professional conventions, even if there is no search being conducted.

B. Curriculum

1. The commitment to enrich our faculty with women and minority colleagues begins with the curriculum. Women and minority colleagues, as well as others, might be professionally concerned with feminist and minority perspectives. Such concerns should be well integrated into the curriculum.

2. The curriculum should be subject to frequent discussion and revision in order to maintain relevance to the contemporary social context. At the same time, it is important not to create doubt about the value of the minority experience in the curriculum.

C. Evaluation and Promotion

1. The entire process of evaluation and promotion must be standardized, and most importantly, the candidate must be thoroughly aware of the procedure. This includes timetables, documentation, and classroom visits.

2. Evaluations should evaluate, that is, the candidate deserves a thoughtful and complete response, even (or perhaps especially) in the event of difficulties perceived about the course of his or her career. Since evaluations are also predictions about future promotion or tenure, they should give the candidate helpful suggestions about the development of his or her career.

3. During the process of evaluation, it is important for the candidate to have a regular and comfortable channel of communication with other colleagues. This can be best accomplished through one senior colleague, who may, or may not, be a formal mentor, whose obligation is to facilitate this communication.

D. The Environment

1. New faculty should be introduced speedily to the formal structure of MIT benefits, working conditions, and facilities. They should quickly become acquainted with their colleagues, professionally and socially, and they should be introduced to support staff and office neighbors. Their activities and interests outside MIT should, where possible,

be incorporated into the life of the group. This may involve, for example, adapting schedules of teaching or meetings to permit child care arrangements.

2. To maintain the spirit of collegiality, every effort should be made to share whenever possible information pertinent to the conduct of the section or program with all colleagues. This includes, for instance, reporting the results of conversations between section or program chairs and Department Heads, and the activities of committees within the section or program.

E. Administrative Support

1. The Institute administration should enunciate more clearly its support for affirmative action by continually and publicly directing attention to the question of minority hiring and retention. The administration's policy regarding the availability and use of funds for target of opportunity appointments should be precisely defined and published.

V. CONCLUSION

These facts are clear: qualified women and minority faculty are available. They have talents and capabilities that we need. The Institute's commitment to increasing their representation on the faculty is unequivocal. Therefore, the responsibility of achieving this goal is the obligation of every member of this Department, not simply the occasional duty of a search committee or an affirmative action officer.

This Committee urges all our colleagues to become aware of the full significance of affirmative action in our Department and to take active responsibility for the improvement of the present situation.



Appendix 1

OFFICE OF THE
PRESIDENT AND CHANCELLOR

April 1, 1980

TO: Department Heads

FROM: Jerome B. Wiesner
Paul E. Gray

Following discussions we have had at department head luncheons last fall and winter, we write this letter to suggest a number of steps we should follow in order to improve our record of success in the recruitment and retention of minority, and especially black, faculty members.

As you know, the Institute's Equal Opportunity Committee (EOC) was reconstituted last spring for the purpose of conducting intensive reviews of the progress in several areas of our affirmative action program. Under the chairmanship of Professor Michael Feld, the EOC conducted a comprehensive study of affirmative action in the faculty area and has concluded that, despite our commitment and serious search procedures, the record in this area has been disappointing. The number of black faculty has increased by only 10 (to about 2% of the Faculty) in nine years. In fact, the number of black faculty members, which was eight in 1970, reached a peak of 20 in 1973-74 and has subsequently decreased to the current total of 18.

The lack of progress has suggested that our efforts to recruit qualified black candidates have perhaps been too passive, relying almost exclusively on posting and advertising of openings, instead of actively recruiting individuals who would meet our standards of high quality.

Guided by the EOC report and recommendations, and by extensive discussions with the Academic Council, we have drawn the enclosed list of steps to be taken by Schools and Departments.

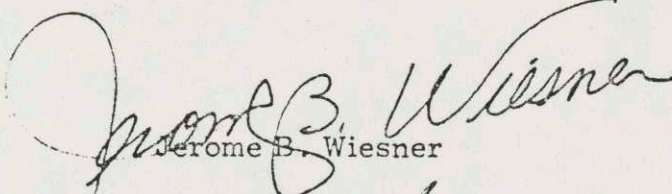
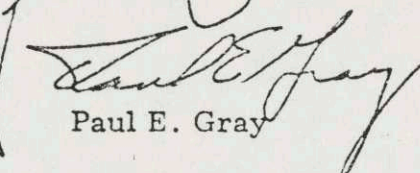
We ask each of you now to work out the most suitable strategy by which these recommendations and any other steps you feel are appropriate would be put into effect in your Department. The Deans of the Schools

will support your efforts and will be responsible for semiannual reports to the Academic Council on the progress of an Institute-wide renewed commitment to increase the number of blacks and other minorities on the Faculty. We look forward to further discussion of the proposed steps with you if that would help; both of us and the Provost will be ready to provide whatever assistance we can to Deans and Department Heads, as well as to specific search committees on individual appointments.

We are especially anxious to see each department identify one or more minority colleagues outside M.I.T. who are outstanding scholars in the fields represented in the department, and who may serve as ambassadors-at-large to visit on campus periodically and to assist in the identification and recruitment of individuals to fill openings as they occur. If such a process of continuous search presents a special target of opportunity, we and the Deans will be ready to assist you by making limited additional resources available to attract outstanding minority scholars as visitors or as full-time appointments on the Faculty.

Success of our renewed effort cannot come about if departmental affirmative action goals call for "zero increase" in the next year. We, therefore, ask you to reconsider your goals and to report through the Dean of your School the specific steps you intend to take in order to make progress in this area between now and the end of the calendar year.

Please do not hesitate to call on Dr. Clarence Williams, Special Assistant to the President and Chancellor for Minority Affairs, and Dr. Isaac Colbert, Assistant Equal Opportunity Officer, if you need help in making new contacts throughout the black community, and/or in determining the pool of available candidates in a given professional field.


Jerome B. Wiesner

Paul E. Gray

JBW/PEG:ijg
Enclosure

SUGGESTIONS AND STEPS TO BE TAKEN IN THE RECRUITMENT,
SELECTION, AND RETENTION OF BLACK AND OTHER MINORITY
FACULTY AT M. I. T.

- I. The present serious search process, as explained in the M. I. T. Affirmative Action Plan, while necessary, has proven to be insufficient to locate minority, especially black, scholars. An active search, which would include a direct attempt to identify the best or most promising minority scholars and to encourage their candidacy for M. I. T. positions, is essential. To implement such an active search, search plans should include specific means by which potential black and other minority candidates will be identified, contacted, and their interest in the position determined. (The Institute's Affirmative Action Plan will be modified to reflect this concept of an active search.)

- II. It is important that each department develop a network of contacts and associations to build a long-term continuous base for an active search. To this end, each department, as well as individual search committees, should:
 - (a) Make special efforts to get to know individually black and other minority scholars in the fields represented in the department.
 - (b) Make special efforts to identify and cultivate promising doctoral candidates, especially M. I. T.'s own, as well as to review black and other minority alumni as potential candidates (or sources of candidate suggestions).
 - (c) Identify promising black and other minority undergraduates within the department, and encourage their academic progress and their consideration of graduate study.
 - (d) Establish and maintain contacts with minority professional associations.
 - (e) When engaged in a specific faculty search, seek help in identifying candidates from black and other minority M. I. T. faculty, current minority students, alumni, minorities employed at M. I. T., and other M. I. T. sources, including the Special Assistant to the President and Chancellor and the Assistant Equal Opportunity Officer.

- (f) Develop and maintain working contacts with appropriate departments at predominantly black and Hispanic colleges and universities.

The major responsibility for implementing these activities rests with department heads; the academic deans will monitor progress in each school and will periodically report to the Academic Council progress that each department is making in carrying out these activities.

- III. Department heads should ensure that at least one member of every faculty search committee is assigned the specific responsibility to see that active search is carried out (as outlined above). The departmental head may choose to rest this responsibility expressly with the chairman, to so designate a member other than the chairman at the time each search committee is appointed, or to appoint a specific faculty member as the faculty Equal Opportunity Representative serving ex-officio as a member of each departmental search committee. Department heads will advise the equal opportunity representatives and encourage them to explore ways to strengthen the search process both within and outside of the department. The name of the Equal Opportunity Representative should be included in the departmental search plan.
- IV. Department heads and search committees are urged to call upon the Assistant Equal Opportunity Officer and the Special Assistant for Minority Affairs, for assistance in broadening contacts (e. g., individuals and professional organizations who might be able to help identify candidates) or for assistance in developing a list of potential sources of help, when departments do not have the means to do so themselves.
- V. Affirmative action does not mean choosing someone who is not competitive; selection should always favor the best qualified candidate in those cases in which the relative ranking is unambiguous; if a black or other minority candidate emerges as one of a group of finalists of approximately equal qualifications and/or potential, he or she should be offered the appointment, particularly in cases where there are no other minority faculty members in the department.
- VI. In addition to regular faculty searches, departments should search for minority scholars independently of specific openings and work to bring these individuals to M. I. T. The Institute may provide financial assistance to departments that have an opportunity to bring to the faculty a black or other minority scholar of outstanding quality outside their established positions.

- VII. With respect to promotion and tenure opportunities, there can be no substitute for well-planned support to junior faculty members within the department. Department heads should keep an eye on the progress of each minority junior faculty member and ensure that each one has a working mentor relationship with a senior faculty member.
- VIII. It is also important to focus attention on the general atmosphere that M.I. T. presents to minority faculty, students, and employees and on the need to increase consciousness where necessary regarding patterns of behavior which may affect people's attitudes and enhance or diminish the quality of our environment.
- IX. Affirmative action goals should reflect active determination to seek out all potential black and other minority candidates and to make aggressive efforts to attract them, regardless of the size of the pool. In this sense, a goal of "zero increase" is not appropriate, except in isolated cases where it is certain that no turnover will occur. (Such rare cases should be reviewed by the deans and subsequently discussed at the Academic Council.)
- X. Where feasible, programs of minority postdoctoral grants for promising black scholars should be explored by department heads and a more systematic approach to introducing minority scholars to the M.I. T. faculty through visiting appointments, Institute lectures and symposia, should be undertaken within departments or schools.

March 31, 1980

Appendix 2

The Civil Rights Act of 1964 and 1972 and the Executive Order of 1967 have designated as "protected groups" the following racial/ethnic groups of U.S. citizens with working permits:

- native Americans (American Indians, Eskimos, Aleutian Islanders)
- Asians (Japanese, Chinese, Subcontinental Indians, Asian and Pacific Islanders)
- Hispanics (Spanish-surnamed American, Chicanos, Mexican Americans, Puerto Ricans)
- Blacks
- Women.

These designations offer a greater precision as to the ethnic background of these people, and a lack of clarity as to their national origin. For example, in the summary report of all doctorate recipients from US universities published every year by the Commission on Human Resources of the National Research Council, the Puerto Rican and Chicano groups which were previously reported separately are, since 1977, combined in the Hispanic group. The Hispanic group may thus now include Whites and Blacks of Hispanic origin, who under the earlier classification system would have classified themselves as White, Black, or other. On the other hand, it is not clear from the regulations that the only groups to be considered are American-borns. How the regulations are interpreted by government investigators seems to vary greatly from investigator to investigator, and there is little pressure on the part of the federal government for closer specification. This lack of precision has been criticized specifically by MIT students of Hispanic origin.

It is thus appropriate that efforts to recruit and retain minority faculty in our department be inspired by the spirit of the regulations, namely to actively include in MIT's academic pursuits groups of American-born citizens, which have been neglected in the past, these being mainly Asians, Blacks Hispanics, and Women.

Three observations reported by the Commission are of interest here:

1) The largest increase from 1969 to 1979 in proportion of recipients still seeking employment or study has been in the Humanities fields (History, English and American Language and Literature, Foreign Languages and Literatures). In fact, Foreign Languages and Literatures was the discipline with the largest proportion of 1979 PhD recipients still seeking employment or study. It was also the field with the greatest increase from

1969 to 1979 in proportion of graduates seeking a position at the time of the doctorate. Conclusion: In Humanities in general, the market is good.

2) As of 1978, 10.7% of all PhDs reported non-white racial/ethnic backgrounds (1,100 Blacks, 1,031 Asians, 532 Hispanics, 172 American Indians). In 1979, among the five racial/ethnic groups, Black PhDs have the highest proportion of women PhDs with 37.9%, then Whites (26.9%), American Indians (28.5%), Hispanics (24.4%), and Asians (17%). Conclusion: The overall number of minority PhDs is on the increase and that of Black women in particular.

3) Whereas the total number of PhD recipients is the same in 1978 as it was in 1971, men PhDs have dropped by 5.5%, women PhDs have increased by 80.9% since 1971. In fact, women PhDs have continued to increase, reaching an all-time high of 24.8% in 1977, 26.9% in 1978 and 26.6% in 1979. Conclusion: The overall pool of women PhDs has never been so high.

4) Of all the racial/ethnic groups, Hispanics have the greatest proportion of doctorate recipients with a definite commitment to academic employment. Asians and Whites are highest among the groups planning employment in business and industry. Black doctorate recipients plan employment in government in greater proportion than the other racial/ethnic groups. Conclusion: Hispanics should be particularly included in all efforts to recruit and retain minorities at MIT.

Data Needed to Construct an

"EQUAL OPPORTUNITY PROFILE OF MIT
- ANALYSIS OF PROGRESS OVER THE PAST 10 YEARS"

Note: The statistics for each group compare women (F) and minorities (M) to the group as a whole (T). In each case data on minorities should be subdivided into black Americans, native Americans, oriental Americans, and Spanish-surnamed Americans. Also sort out black females.

CAMPUS EMPLOYMENT

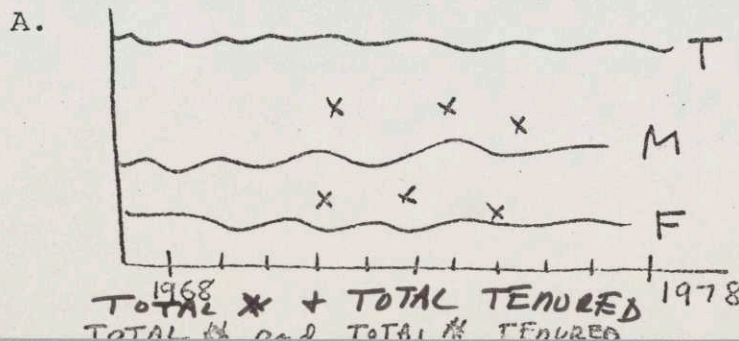
I. SENIOR POSITIONS

Vice Presidents
Deans
Department Heads
Laboratory Directors
Others

- A. List of all positions in this category, and designate those presently held by F and M.
- B. Description of the search procedures for these positions, especially with regard to E.O.
- C. What were the last 10 positions filled, and how were the candidates identified?
- D. Within the next 5 (10) years what senior positions can be projected to be open?

II. FACULTY ("Rank List I")

Assistant Professors
Associate Professors
Professors



X = E.O. Goals

- B. Breakdown of same by departments.
- C. Listing of current F and M faculty by department.

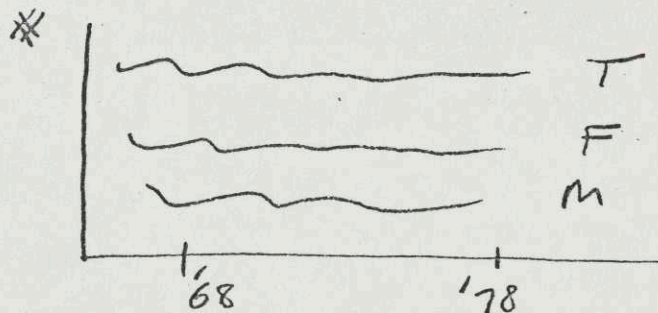
- D.
 1. List of the departments which do not presently have:
 - a F member
 - a M member
 2. List of the departments which have never had:
 - a F member
 - a M member

:For each of the latter departments:

- a) Over the past 10 years how many formal offers were made (total number), and how many were made to F or M?
- b) Provide any hard data they have gathered on pools.
- c) Provide a list of the top-ranked F,M professionals in the field in question.
- d) Provide data on the number of F,M post-doctorals, instructors, visiting faculty during the past 10 years.

E. Promotion

•For total faculty, F and M, provide the following data as a function of time over the past 10 years, i.e.



1. # of assistant professors promoted to associate
2. # of associate professors promoted to professor
3. # of non-tenured professors promoted to tenure

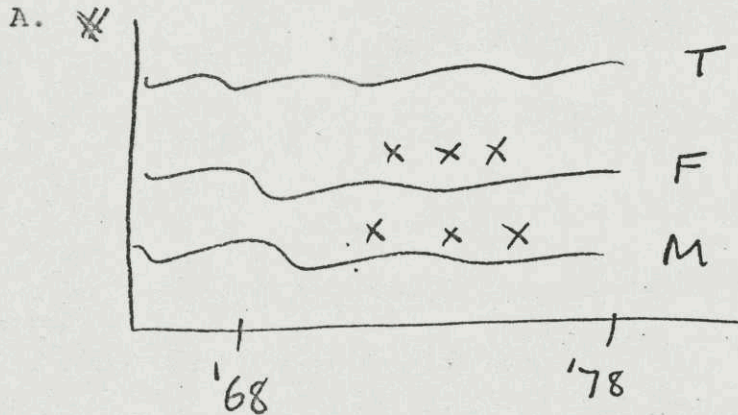
F. Retention

•As a function of time over the past 10 years

1. # hired (T,F,M)
2. # terminated (T,F,M)

G. Case studies of success and failure

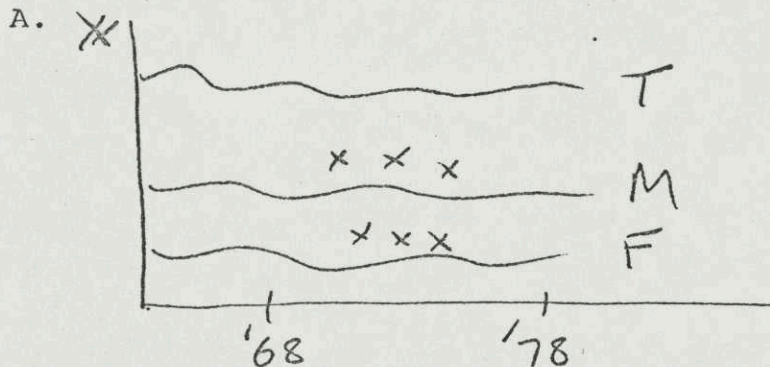
III. ACADEMIC/NON-ACADEMIC ADMINISTRATIVE STAFF



X = E.O. Goals

- B. State the areas with more than 5 employees having a F, M representation of 2% or less.
- C. "Line Positions," or Organizational Heads
[Directors of non-academic Departments, Offices, Centers, and Laboratories (most but not all Administrative Council members)]
1. Definition a) Directors of Boxes on right-hand side of organizational chart given in Affirmative Action Statement
b) Administrative staff members who have administrative staff members reporting to them
 2. Question: List of these positions, and those held by F and M
 3. Within the next 5 (10) years which of these line positions can be projected to be open?

IV. SPONSORED RESEARCH STAFF



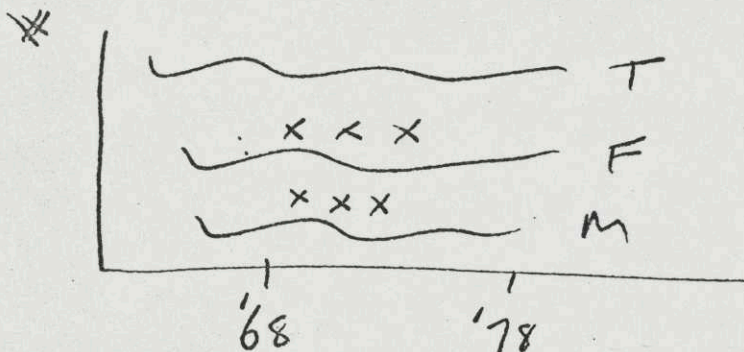
X = E.O. goals

- B. Weak departments or laboratories (2% or less F/M)

V. EXEMPT, VI. OFFICE-CLERICAL, VII. HOURLY

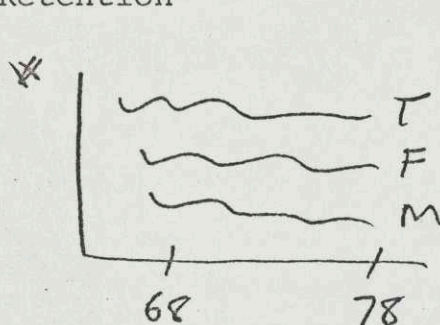
(The questions in these three groups are all similar.)

A. Employment

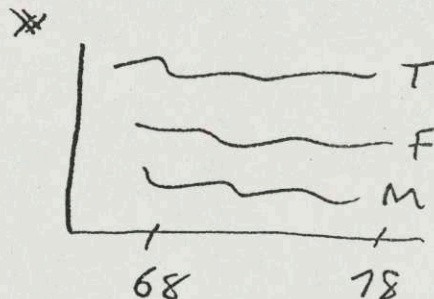


X = E.O. Goals

B. Retention



* HIRES PER YEAR



* TERMINATIONS PER YEAR

C. Promotion

1. As a function of time over the past 10 years how many in a given grade level (Exempt; II, III, IV, V, VA; hourly) have been promoted to a higher level (T, F, M) *in a given year?*
2. Promotional analysis by race and sex

VIII. SPECIAL AREAS

- A. Medical Department
How many MD's do we presently have in each category (T, F, M)?
- B. Athletic Department
How many faculty do we presently have in each category (T, F, M)?
- C. What positions in each of these categories can be projected to be open within the next 5 (10) years?

EMPLOYMENT AT LINCOLN LABORATORY

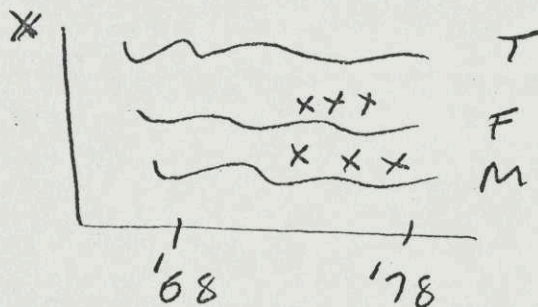
IX. SENIOR POSITIONS

Director's Office
Division Heads, Associates and Assistants
(Steering Committee)
Group Leaders, Associates and Assistants

- A. List of all positions in this category, and designate those presently held by F and M.
- B. Description of the search procedures for these positions, especially with regard to E.O.
- C. What were the last 10 positions filled, and how were the candidates identified?
- D. Within the next 5 (10) years which of these positions can be projected to open?

X. ADMINISTRATIVE STAFF

A.



E.O. Goals

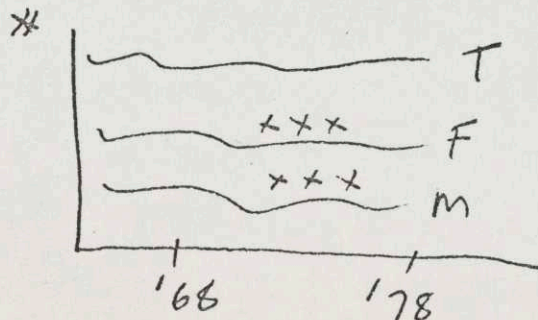
B. Line Positions

- 1. List of these positions, designating those held by F and M.
- 2. Within the next 5 (10) years, which of these positions can be projected to be open?

C. State the areas with more than 5 employees having a F, M representation of 2% of less.

XI. RESEARCH STAFF

A.



X = E.O. goals

B. Weak Divisions (employing 2% or less F/M)

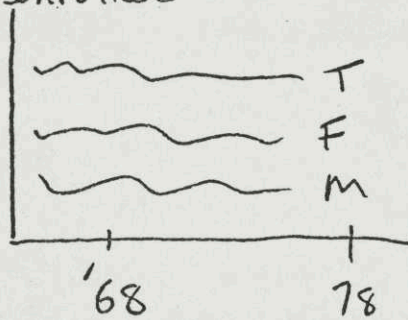
XII. EXEMPT, XIII. OFFICE-CLERICAL, XIV. HOURLY

• Same as information as in V

STUDENTS

XV. UNDERGRADUATES

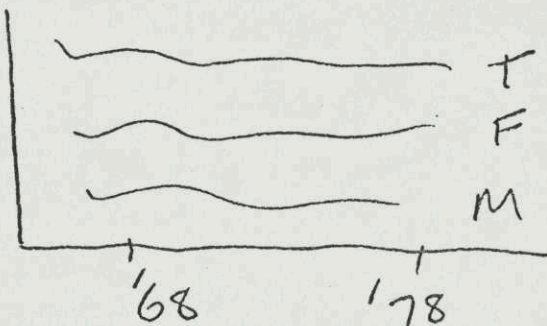
A. *enrolled



E.O. goals?

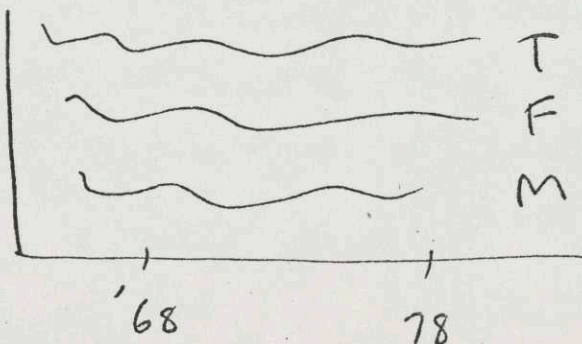
B. Admissions

* registered
* admitted

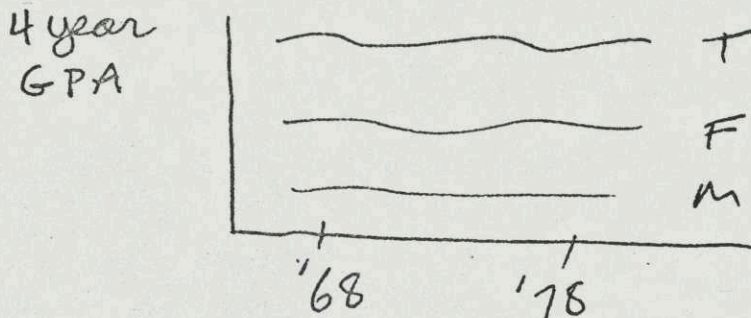


C. Retention

attrition
statistics

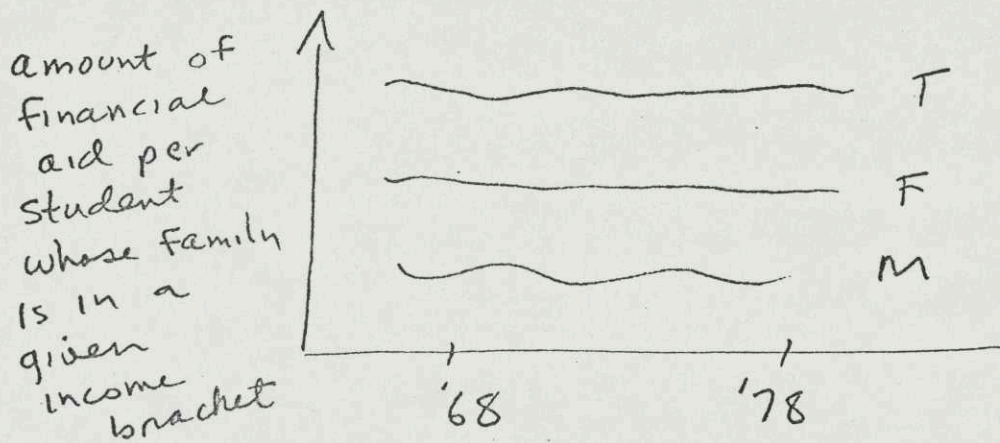


D. Performance



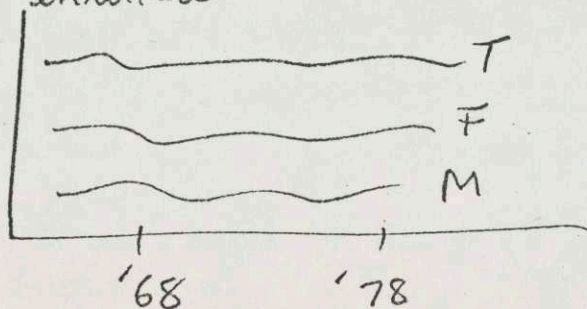
E. Recruitment (?)

E. Financial Aid



XVI. GRADUATE SCHOOL

A. * enrolled

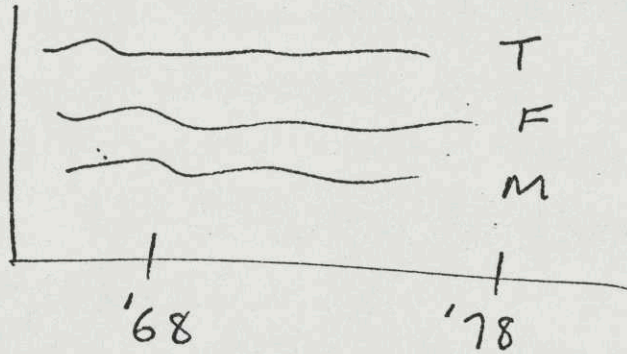


x = E.O. Goals?

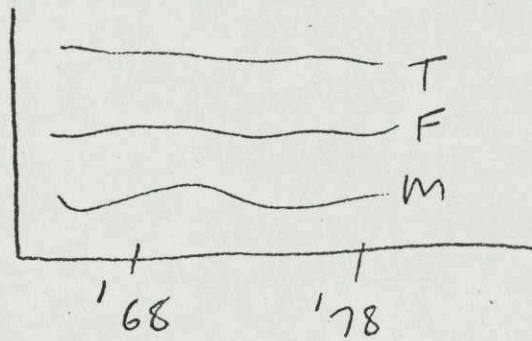
B. Admissions Procedure (?)

C. Graduates

1. # Ph.D.'s



2. # S.M.'s



3. List of names of black Ph.D.'s over the last 10 years by department.

D. Financial Aid (?)



OFFICE OF COMMUNICATIONS
RESOURCE DEVELOPMENT

CAMBRIDGE, MASSACHUSETTS 02139

February 27, 1981

MARY P. ROWE
Special Assistant to the President 4-215 ext. 5618

FEB 27 1981

Mary Rowe
Special Assistant to the President
MIT 10-213

Ref. to
File

Women at MIT

Mary,

We wrote "Women at MIT" in 1979. It needs to be updated, which is why I've made an appointment to see you next Friday AM, and why I'm sending along this copy today. Ned Lees wants to present a new, '81 version to the Helena Rubinstein Foundation on March 11, when he reports to them on this year's Rubinstein Scholars. As you know, the foundation has supported a scholarship fund here for several years.

The report is outdated in many respects. I have some specific questions on sections that I've marked in red on your copy.

page 11

- "In less than a decade, . . ." When did this actually start happening? Is "less than a decade" still accurate?

- Is the 1978 Affirmative Action Plan the most recent? If not, how can I get a copy of the current version?

page 12

- Do you have this year's statistics?

- MIT: A Place for Women Is the 1979 printing the most recent? If not, how can I get a copy of the current version?

- "associate dean for graduate women" Is that Jeanne Richard?

page 13

- Should we add AMITA and SWE to list of activities (or resources) for women? What can I say about them?

Mary Rowe
February 27, 1981

Page Two

page 13
(con't.)

- Should we add other new activities?
What are they?

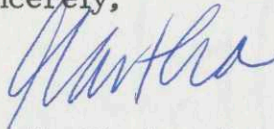
- Faculty statistics - can you update?

pages
13-14

- Is your current title Special Assistant to the
President? Should we say more (or different)
about your responsibilities?

Thanks for your help. I'm looking forward to seeing you next
Friday.

Sincerely,



Martha Bertrand

att.

2001
Jan 79

Mary Rowe
Janne
Richard
Isabella
Biology

IV. WOMEN AT M.I.T.

M.I.T. has been coeducational since 1871, but the appearance of increasing numbers of women on the campus is a more recent development. In less than a decade, M.I.T.'s population of women students has become more visible, bringing new vitality and new challenges to the Institute. The significant growth of this group has created new demands for special programs and activities. In turn, women's groups have contributed substantially to the atmosphere of today's M.I.T. as a thriving microcosm of society.

→ In the spring of 1978, a revised version of M.I.T.'s Affirmative Action Plan (first issued in 1973) was widely circulated, continuing to emphasize the Institute's commitment "to the principle of equality of opportunity in employment and in education," and to the recruitment and advancement of women and minority students.

In particular, our efforts must be designed to encourage and to facilitate the movement of promising women and minority candidates into the fields of science and engineering and the applications of science and technology to human and social problems.

In addition...we are committed to supporting those [women and minorities] who are now on our faculty and academic staff by providing for them the opportunities for promotion and professional growth that will in turn increase their representation in the senior ranks of the academic professions.

Recruitment of women students has been remarkably successful at M.I.T. in recent years. In the spring of

all most recent?

1968, 191 undergraduate women and 167 women graduate students were enrolled. In 1978-79, M.I.T. enrolled 789 undergraduate women students (17 percent of the undergraduate enrollment) and 675 graduate students (16 percent of the graduate enrollment). The Office of the Dean for Student Affairs, the Office of Admissions, and the Association for Women Students have contributed substantially to many different recruiting efforts that encourage women both to apply to and accept admission from M.I.T. A particularly successful approach has been the publication of a special flyer, "M.I.T.: A Place for Women,"^s written mainly by students.

The increase in numbers of graduate women reflects both the growing interest of women in graduate programs, and the improvement of housing, athletics, and extracurricular activities for women at M.I.T. An associate dean for graduate women has special responsibility for financial assistance and counseling for women graduate students. During 1972-73, a special fellowship for women, the Collamore-Rogers Fellowship, was established. The fellowship honors an outstanding woman student and helps to publicize the excellent graduate opportunities for women available at M.I.T. The Ida M. Green Fellowship Fund, established by a \$1 million endowment from Cecil and Ida Green, also helps encourage women to pursue graduate work at M.I.T. Interest from the endowment provides Ida Green Fellowships for approximately six first-year women graduate students annually.

Leslie
Richard?

Among the activities generated by, and available to, women are:

- o Women's Forum, a discussion group open to all women members of the M.I.T. community.
- o Association for Women Students (AWS), a discussion group that is also active in recruiting and encouraging women to come to M.I.T., and in providing special orientation for entering women students.
- o Women's Advisory Group, made up of one representative from each women's group on campus, works to support and encourage all M.I.T. women, and to increase communication throughout the M.I.T. community.

M.I.T. has hosted workshops on women in science and technology as part of a continuing effort to raise women's awareness of educational and career opportunities in areas which have been traditionally dominated by men. The community of graduate women also carries on an extensive number of activities.

A growing force in encouraging the advancement of women at M.I.T. are women faculty members. Since 1970, the number of women faculty members has risen from 17 to ³¹~~84~~--approximately 9 percent of the total faculty. While this number is still well below the Institute's ultimate goal, it is a step forward for equality in education. Approximately 30 women hold tenured faculty positions--a number which compares favorably with other top-ranked universities. ~~During the academic year 1979-80 M.I.T. hopes to have at least 98 women on the faculty.~~

Since 1973 increased educational and counseling support for women has been provided by the Special Assistant to the

President and Chancellor for Women and Work, who also serves as an ombudsperson for the M.I.T. community. Additional specialized resource materials and personnel are available to minority women through the Office of Minority Education. Greater emphasis on the particular problems of minority women may well be instrumental in focusing attention on the overall issue of minority women in higher education.

To: Stephanie Harriston-Diggs

• Mary Rowe

Holly Sweet

*File
Studies of
Women
@ MIT*

From: Joyce Dubiel

Re: Barriers to Women Part II Held 11/24/87

Date: 12/14/87

FYI

Attached is information compiled from the five survey forms that were returned. Also attached is a listing of barriers elicited from the group discussion.

Was this session informative?

Yes - I enjoy the interaction of panel & group, and listening to opinions, problems & issues of others.

Yes. The panelists were very good.

It was a chance to see that other people feel the way I do.

Very informative in the sense of sharing experiences with each other.

No. There were no specific issues; e.g., How to get into the available network, how to start one, salary matters, who to talk to when one has problems, etc.

Do you have any suggestions, recommendations, comments or requests regarding this session?

I like the combined format of panel plus open roundtable.

I think some issues for support staff were different from staff.

I'm really glad to see such a variety of people (women) and

attitudes.

I would like to talk more about equal pay for both men & women on the same level of employment.

Salary inequality - men paid more than women for the same job or work.

Do you have any further interest in this topic? If so, in what setting? If not, why?

Sure - perhaps another session could specifically address a particular topic and then open it up.

Yes. This setting was fine.

- 1) Rap sessions with group of women from other parts of MIT.
- 2) Rap sessions with women in my own department.

-

N/A

Barriers Part II Discussion Wrap Up 11/24/87

Generally, what barrier, internal or external, do you face or do you see other women face?

Lack of support from co-workers.

Feeling inadequate.

Stereotyping - roles, sexist.

Valuing what you're interested in and what's important to you. What other people don't see that's important.

Inadequate child care facilities, family support (aged parents).

National economy influences, i.e., during recession women tend to lose some of the advancements made.

Traditional women's jobs have been poorly paid, i.e., nursing.

For MIT women students, lack of women faculty, role models.

Many administrative positions are written so that women will not qualify.

Unrealistic expectations, demands by employer, i.e., productivity.

Demeaning for mothers to have to ask for "special favors" in workplace.

Ways to overcome barriers:

Training

Polish resume

Take risks

Push for adequate child care facilities, leave, valuing family.

Explore other work options - home based.

Flexibility

Support each other