# We've Come a Long Way, Maybe: Academic Climate Report of the Committee on the Status of Women in Anthropology

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**Table of Contents**

**Executive Summary**

This report presents findings from a survey on academic climate issues in American anthropology departments. It was conducted by the Committee on the Status of Women in Anthropology, a committee of the American Anthropological Association (AAA). We hope that the report can be used by faculty, departments, university administrators, and the AAA as a guide toward understanding current academic climate issues, and as a resource for addressing them.

   *Academic Climate*. The concept of "academic climate" emerged from examinations of gender equity in university contexts. A large number of sources indicate that gender equity has not been achieved in academia. Although "men and women make roughly equal starting salaries at similar rank… there is greater movement of women than men into part-time positions; advancement is slower for women than for men; women earn less money than men except at entry level; women are particularly underrepresented at top-tier institutions; women receive fewer national awards and prizes" (Valian 2004). Although there are multiple explanations for such inequities, they generally focus on issues that are labeled "academic climate," subtle practices and ideologies which cumulatively "communicate lack of confidence, lack of recognition and devaluation" of women (Prentice 2000:196).

   *The Survey*. We administered an online survey to AAA faculty members in 2005-2006, receiving 943 responses, about 18% of the potential respondents. 70% of respondents were female and 30% were male. The survey included fifty

multiple-choice and six open-ended questions.  Analysis took place 2006-2007, and the report was written in early 2008.

We should note that survey respondents identified other factors that interacted with gender to create more complex patterns of inequity, including race, ethnicity, sexual orientation, age, and national identity.  We included race in our quantitative analysis of survey data, but unfortunately lacked the numbers to reach statistically valid conclusions concerning the other factors.

Since we tend to think of anthropology as a discipline populated by fairly progressive people, we were surprised at the extent of the gender inequities that we uncovered.  It was a reminder that anthropology departments are situated in the broader context of American universities and indeed mainstream American culture.  Two main areas explored by the survey were work environment and work-family issues.

*Work Environment*.  The survey results indicated that overall, men experienced their work environment more positively than women.  According to our quantitative analysis, men found university programs and policies related to career success to be much clearer and more effective than women did.  Likewise, men found their departments to be more supportive, providing more help in areas such as grant applications, course design, and advising.  Men were also more likely to have positive experiences with mentoring and collegiality.  Our qualitative findings helped interpret these results:  for instance, one theme that emerged was that women were sometimes faced by an implicit "women's role" which saddled women with additional duties, particularly administrative tasks and student advising.  Furthermore, women indicated that their contributions were sometimes not recognized as easily as those of their male colleagues.  A third theme was the continued strength of an "old boy's network."  Finally, the open-ended responses indicated a complex relationship to students.  Women's comments were mixed; their positive comments about student relationships focused on their rapport with students, while negative responses included being expected to do more service, being expected to be nicer, and being evaluated more harshly than men in course evaluations.  Men's comments about student relationships were almost uniformly positive, and focused on the respect they received.

*Work-Family Issues*.  We found that work-family issues had different effects on men's and women's career trajectories.  Women appeared to be working a "second shift" of childcare to a greater extent than men, and this tended to slow the progress of their careers (Hochschild 1989).  More women than men had interrupted their careers, or anticipated a career interruption, due to familial

obligations.  It is thus not surprising that women were less often married than men, and had fewer children, since work and family responsibilities seemed to compete for time in women's lives in a way that was different from the experience of men.  Ironically, women reported having greater childcare responsibilities than men, in spite of their having fewer children.

*On the Positive Side*.  Although we uncovered significant gender inequalities, the survey also revealed two kinds of positive findings.  First of all, women respondents identified four kinds of advantages that they believed women sometimes held:  easier rapport during fieldwork, participation in informal women's support networks, easier access to feminist theory, and better rapport with students.  Secondly, both women and men wrote passionately about how deeply they valued their job, and how meaningful they found their work life to be, in spite of the challenges that they faced.  They highlighted how much they loved anthropology, their freedom in conducting research, and the rewards of teaching.  As one respondent wrote, "I LOVE my career and job!... I can't imagine a more rewarding and stimulating life!"

*Recommendations*.  The AAA and COSWA are not bodies that enforce rules over departments.  Instead, their roles are to raise awareness and inspire local action.  We therefore presented recommendations in an advisory and educational capacity.  We made recommendations in three areas:  gender and race differences in appointment status, work environment, and work-family issues.  For each topic, we suggested actions that might be taken by the AAA/COSWA, and by universities.  In conclusion, we noted that at a general level, the gender inequities identified in our survey were not unique to the university context.  Rather, they reflected the ways in which American universities are embedded in mainstream American culture and political economy.

## 1. Introduction

*1.1. Understanding Academic Climate*

This report presents findings from a survey on academic climate issues in American anthropology departments. It was conducted by the Committee on the Status of Women in Anthropology (COSWA), a committee of the American Anthropological Association (AAA). We, the authors, hope that the report can be used by faculty, departments, university administrators, and the AAA as a guide toward understanding current academic climate issues, and as a resource for addressing them. It is not within the COSWA's (or the AAA's) purview to censure departments; our role is an advisory and educational one (COSWA is in the process of updating its mission statement to reflect this role).

The concept of "academic climate" has developed out of examinations of gender equity in university contexts. A large number of sources indicate that gender equity has not been achieved in academia (e.g. Allan 2003, Drago et al. 2006, Kjeldal et al. 2005, Nielsen et al. 2005, Umbach 2007). Although "men and women make roughly equal starting salaries at similar rank... there is greater movement of women than men into part-time positions; advancement is slower for women than for men; women earn less money than men except at entry level; women are particularly underrepresented at top-tier institutions; women receive fewer national awards and prizes" (Valian 2004; see also Valian 1998, Long 2001, National Science Foundation 2000).

Such a significant issue has received the concerned attention of COSWA. "As a recent AAA survey indicated, employment of women at the level of assistant

professor is now approximately equal to that of men, and proportional to the representation of each in the available PhD pool. At the same time, however, surveys show that gender parity has not yet been attained. Discrepancies still exist in such variables as rank, length of time in rank (i.e., speed of promotion), citation patterns and standard measures of 'productivity' (e.g., publication rates)" (American Anthropological Association 2008).

Since there has been an increase in women receiving Ph.D.s in anthropology over time, a common initial reaction to the fact that men are overrepresented at associate and full professor levels is that this inequity will even out over time, as women ascend the ranks. However, this "evening out" does not appear to be generally happening in academia. The problem is known in the academic climate literature as the "leaky pipeline" problem (Valian 2004:213, Bailyn 2003:149-150). Women drop out of the academic career track at a higher rate than men, and their speed of promotion tends to be slower. Consequently, they are not reaching gender equity with men over time.

In our survey, respondents were asked whether they perceived that their gender had been a professional hindrance. Not surprisingly, females were more likely than males to believe that their gender had been a professional hindrance, as shown by the statistically significant moderate negative relationship between being male and believing that gender had been a professional hindrance (gamma = -.445, $p < .001$). This relationship was fairly consistent across racial groups. There was a moderate negative relationship between being male and believing that gender had been a professional hindrance that was statistically significant among both whites (gamma = -.435, $p < .001$) and non-whites (gamma = -.404, $p = .011$). Further supporting the consistency across racial groups, racial differences were very weak and statistically significant overall (gamma = .059, $p = .482$), both among females (gamma = .067, $p = .537$), and among males (gamma = -.029, $p = .845$).

The open-ended responses to the question of whether they perceived that their gender had been a professional hindrance often stated the gender difference quite bluntly:

> *"…As a single white male I have opportunities that others either do not have or can not take advantage of." (Male, White, 40's)*

> *"I am a tall, white, male. If anything, I have benefited from unequal treatment." (Male, White, 60's)*

*"No. I am a man in an increasingly feminized profession, but have experienced not a whiff of discrimination.  I'm sure it's still a man's world in many ways." (Male, White, 50's)*

*"Yes, as a silver back, white male, I have had all the advantages and privileges the society could provide." (Male, White, 60's,)*

*"Obviously, being a man is easier in the academy." (Male, White, 30's)*

*"Being a woman in the professions is never an advantage!" (Female, White, 50's)*

*"No, I can't see any advantage to being female." (Female, White, 50's)*

*"You've got to be kidding. I don't know any position in higher education where being a woman is an advantage in advancement." (Female, White, 60's)*

Such indications of gender inequity invite a deeper examination of the possible causes of the unequal experiences of women and men.  The goal of COSWA's survey on academic climate was to explore the more subtle issues that might contribute to the eventual result of the more obvious inequities identified above.

The term "academic climate" evolved from the concept of "chilly climate," which was coined in 1982 by Hall and Sandler "to capture the combined effect of a number of practices – each of which is relatively inconsequential or even trivial when taken alone – which cumulatively communicate lack of confidence, lack of recognition and devaluation, and which result in women's marginalization" in academia (Prentice 2000:196; Hall and Sandler 1982).  The term was originally applied especially to the experience of women students in universities, and was subsequently extended to the experience of women faculty as well.  The existence of a "chilly climate" has been challenged; some researchers argue, for instance, that there is "no evidence… that women are currently suffering from a chilly classroom climate" (Drew and Work 1998:551-552).

However, the majority of the literature supports the existence of a chilly climate in academia.  Furthermore, the concept of "academic climate" has become a productive arena for exploring possible reasons for the academic gender inequities identified above.  Six common explanations found in the literature may be labeled as:  gender schemas, men as the norm, accumulative disadvantage, glass ceiling, second shift, and old boys' network.  These

explanations are all partial; they overlap and complement each other in various ways.

*Gender Schemas.*  Valian has developed a cognitive interpretation of gender inequities.  She argues that we have different understandings of the psychological traits of men and women.  "We think of males as capable of independent action, as oriented to the task at hand, and as doing things for a reason.  We think of females as nurturing, expressive, and behaving communally" (2004:208).  Such gender schemas shape our treatment of faculty.  They "skew our perceptions and evaluations of men and women, causing us to overrate men and underrate women" (2004:208).

*Men as the Norm.*  Bailyn adds a consideration of institutional ideologies and practices.  She argues that "the academy is anchored in assumptions about competence and success… constructed around the life experiences of men, and around a vision of masculinity as the normal, universal requirement of university life" (2003:143).  For instance, she notes the expectation for scientists to be assertive and competitive rather than collaborative; and the resulting double bind for women who, if they are not assertive, do not gain recognition, yet if they are assertive, are "more likely to be seen as difficult and disagreeable" (Georgi 2000, quoted in Bailyn 2003:143).  Bailyn further points out that a culture of competition may be less productive than a culture of collaboration.

*Accumulative Disadvantage.*  Clark and Corcoran (1986) postulated a snowball effect in which those who start their careers with certain advantages more easily accumulate further advantages, while those who start their careers with certain disadvantages find those accumulating as well.  "If women do not enroll in the best graduate programs, do not receive parity in financial aid, do not become protégés of productive, established academicians, do not have resources to carry out their research and scholarly work, do not penetrate the collegial networks where useful advice, advocacy, and patronage are dispensed, and so forth, they may begin with initial disadvantage and find that it grows with time" (1986:24).

*Glass Ceiling.*  Bain and Cummings (2000) conducted a macrostatistical analysis of faculty experiences in 10 countries.  Men fared consistently better than women; "women constitute[d] one-third of all academics, but among full professors only one of every 10 [wa]s a woman… Within any academic system, the higher the prestige of an institution, the lower the proportion of professors who [we]re women" (2000:493, 512; Glazer-Raymo 1999).  The authors characterized this as a glass ceiling, and considered societal, professional-organizational, and institutional explanations.  In their analysis, the professional-

organizational factors held the most explanatory power.  Because women on average tended to occupy positions that permitted less time for research (i.e. they worked in institutions that emphasized teaching over research; or in adjunct or part-time positions), they faced more barriers in rising up the professional hierarchy than men.

*Second Shift*.  Hochschild (1989) first labeled the tendency for women in two-career couples to do more housework and childcare than their husbands.  In academia, this double burden on women is associated with slower career progress than men (Clark and Corcoran 1986, Conley 2005, Drago et al. 2006).  Women are also more likely to experience career disruption than men, generally for family reasons, again slowing their career progress (McElrath 1992, Reagan 1975).

*Old Boys' Network*.  This concept refers to the tendency for men in positions of power in the workplace to develop relationships primarily with other men.  These relationships confer advantages in terms of access to resources, favorable performance evaluations, and promotion within the administration.  The phenomenon has been well-documented in a wide range of work environments, across a wide range of countries (Wirth 2001).  It is mentioned in many accounts of the academic workplace, although it does not appear to be highly theorized (AAUW 2004, Baker 1999, Friend 1999).  The phenomenon is sometimes framed as "homosociability" (Fletcher et al. 2007).

In our survey, we found support for all six of the above explanations.  Chapters 4-6 portray findings in relation to these frameworks.

*1.2.  Appreciations and Acknowledgements*

This project was collectively carried out by a team of eleven people:  four faculty members of COSWA and seven graduate student research assistants.  The team members were spread out across five universities.  The faculty members, who were all elected to COSWA, were:  Christina Wasson (University of North Texas), Keri Brondo (initially at Michigan State University, then at University of Memphis), Barbara LeMaster (California State University, Long Beach), and Trudy Turner (University of Wisconsin, Milwaukee).  Christina Wasson led the effort.  In addition, Kathleen Terry-Sharp, Director of Academic Relations of the AAA, worked closely with us throughout the project.  The group worked together over a period of nearly three years via a series of emails, teleconferences, and meetings at conferences, building a strong sense of community in the process.  As Behar noted, "collaborative work has always been a key part of feminist practice" (Behar 1995:21, Wasson 2006).

We would also like to thank Cynthia Cready, Assistant Professor of Sociology at the University of North Texas, for generously advising Maia Cudhea in the quantitative analysis.

Finally, we express our appreciation to Keith Owens for designing the formatting for this report. His efforts greatly enhanced the report's readability and attractiveness. Keith Owens is Assistant Professor in Communication Design at the University of North Texas.

The work of our research assistants was financially supported by several sources, which we gratefully acknowledge. We received support from the American Anthropological Association; the Dean of the College of Public Affairs and Community Service, University of North Texas; the Dean of the College of Social Science, Michigan State University; and the Dean of the College of Liberal Arts, California State University, Long Beach. Without all of this financial support, the analysis of the survey data would not have been possible.

### 1.3. *Invitation to Further Research*

We are open to sharing our data with researchers who would like to conduct further analyses, assuming that scholarly criteria relating to confidentiality and protection of human subjects are met. Please contact Christina Wasson if you wish to explore this possibility, at cwasson@unt.edu.

## 2. Methods

*2.1. Design of Survey*

The design of the COSWA academic climate survey was based on an academic climate survey developed by the Association for Women in Science (AWIS). AWIS kindly gave us permission to use their format, and we would like to express our appreciation to them. However, we modified the AWIS survey in order to 1) adapt it to the context of anthropologists and 2) group questions in a way that would help the survey flow naturally from the point of view of respondents. In the latter task we were especially assisted by Kathleen Terry-Sharp, Director of Academic Relations for the American Anthropological Association. The final version of the survey consisted of 50 multiple-choice questions and 6 open-ended questions. It was organized around six areas of faculty experience related to "academic climate":

- Current academic appointment
- Work environment
- Career history
- Future career path
- General reflections
- Demographic information

The survey took about 15 minutes to complete. See Appendix A for a complete list of survey questions.

*2.2. Administration of Survey*

The survey was administered online in late fall 2005 and early spring 2006. Invitations were emailed to AAA members. The survey was administered in two rounds (see Figure 2.1). In Round 1, only AAA members who had indicated in the membership database that they were faculty at universities received the invitation (including non-tenure-track, tenure-track, and tenured faculty). However, many AAA members had not indicated their status in the membership database. Therefore, the invitation went out to only 1873 people, of whom 220 responded.

Because we were not satisfied with the number of respondents, we decided to run the survey again. The second time, we emailed the invitation to all AAA members *except* those who had indicated that they were students or practitioners, bringing the group to 5212. From this group, we received a further 723 responses. In total then, we received 943 responses, about 18% of the potential respondents.

Figure 2.1. Administration of Survey.

|  | *Dates Open* | *Number Who Received Invitation to Participate* | *Number of Respondents* |
|---|---|---|---|
| Round 1 | 11/07/2005-11/25/2005 | 1873 | 220 |
| Round 2 | 3/2006-4/2006 | 5212 | 723 |
| **TOTAL** |  | **5212** | **943** |

By an unfortunate chance, the AAA changed providers for its online surveys between Round 1 and Round 2 of the survey. This meant that the survey had to be completely reconstructed for Round 2. In the process, certain inconsistencies were introduced between the two versions. This issue will be addressed in the body of the report wherever it is relevant.

*2.3. Quantitative Analysis*

The survey included fifty quantitative questions, and six open-ended questions which through coding were also made amenable to quantitative analysis. Research Assistant Maia Cudhea led the quantitative analysis of the survey, starting in September 2007. She is a Ph.D. student in sociology at the University of North Texas. In developing her analysis, Maia worked closely with Cynthia Cready, a professor in sociology with expertise in quantitative methods; their collaboration was formalized as an independent study course in fall 2007.

Maia grouped the quantitative analysis into five themes which closely followed the organization of the survey:

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Demographics of the Sample
Gender and Race Differences in Appointment Status
Work Environment
Career History and Future Expectations
General Reflections and Miscellaneous

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These themes formed the basis for the organization of this report.

*2.3.1.  Quantitative Coding*

The vast majority of items for the bulk of this survey were coded almost exactly as they appeared on the original instrument.  For example, on the first section item asking about whether the respondent considers themselves and applied anthropologist, responses were simply coded yes = 1, no = 0, or missing.  On other items, small changes were made in the coding to better reflect the goals of analysis.  For instance, the item asking about discipline of primary department appointment and the item asking about joint appointments were combined as a joint indicator of having a lower-status appointment.  If a respondent answered "yes" to having a joint appointment OR if they indicated their primary department appointment as one other than anthropology, they were coded as "extra-anthropological appointment" = 1; those who did not were coded 0.

Complete and detailed information on the coding and individual frequencies of each item can be found in the survey codebook (Appendix B).  The variables discussed in this section are those that were constructed, along with the major demographic variables.

*Work Environment*

This analysis used five main constructed variables, all designed to capture respondents' impressions of their work environment (see Section 5 for findings).  Initially, individual items were grouped into categories based on their grouping on the survey instrument.  As tests for index reliability and inter-item correlation were begun, it became increasingly clear that there was more association across some of the items than within them.  As such, new groupings were tested to see which variables were best correlated.  In the end, the sub-items were grouped according to two key principles.

First, sub-items relating to policy and program were separated from those relating to actual activities and interactions.  Next, within the policy and

program area, items were further subdivided into those which addressed "traditional equity" areas of opportunity (like affirmative action officers, child care, medical leave, career opportunities, etc.) versus those which addressed issues of job evaluation and promotion (like service and teaching requirements, evaluation systems, etc.). Those sub-items which dealt with actual activities and interactions were also divided. These items more closely corresponded with the ordering of questions on the original survey, this time into three areas. All of the sub-items on QB12 asked the respondent about how much job support and training their department was actively involved in providing them and these were combined. The remaining two indices deal with respondents' impressions of interactions among individuals in their department, split between junior-senior faculty interactions (item QB15, primarily mentoring activities) and the level of collegiality in general faculty interaction (item QB18).

All five indices were tested for reliability. Complete details on the reliability and distribution of these indices can also be found in the codebook. The coding of demographic variables in the final section is also worthy of discussion here, particularly since these can be contentious among scholars.

*Gender*

As much as possible, the coding of the variables strived to correspond with their original wording and placement. However, several substantial changes did become necessary. For instance, although on item QF46 (asking for respondent's gender) the option "other" was included, responses of other and/or missing could not be adequately analyzed due to their infrequency (there were only 1 "other" and 5 "missing" respondents). Although the designers and analyzers of this survey are aware that, in reality, neither sex nor gender is a truly dichotomous trait, the population of this analytic sample prevents a more open-ended analysis of sex and gender possibilities.

*Race and Ethnicity*

Item QF48, the item asking for race identity, also required a more conflated approach than ideal. Since more than 87% of respondents either reported their race as white or declined to answer, the remaining population of people of color in the sample was extremely small. For instance, out of 943 respondents, only 15 identified as African-American or black (and only 5 of those were males). Given such small samples for most racial groups, group by group comparison was not reasonable. As such, respondents were categorized as white or non-white on the "race" variable. Although this compression almost certainly hides important

distinctions among the race groups, it can still have a great deal of value if we consider it differently. It is suggested that the reader approach this particular operationalization of race not as a measure of race itself, but as a measure of whiteness, or more importantly, white privilege.

It should also be noted that this sample had an unusually high percentage (both for the population in general and for AAA members) of bi- and multi-racial respondents (approximately 7% of those answering the item). Because of this, a race variable which coded participants as single or multi racial was initially used alongside the one described above. However, over the course of item analysis, this variable consistently failed to show any patterned difference between the groups and it was dropped.

Additionally, variation based on ethnicity was not analyzed because the non-response rate for this item was so high (almost 1/3). The remaining questions, on age, marital status, number/age of children, and status as a caregiver were coded as they appeared on the survey item. More details on other individual items, their coding and construction, and their frequencies can be found in the codebook.

### 2.3.2. *Quantitative Analysis Methods*

Item analysis was very closely correlated with the construction of the survey and its sections (with the exception of the final section on demographics, which was coded and analyzed first for obvious reasons) and, for the most part, simply proceeded through each section item by item. Individual items were analyzed primarily using crosstabulations with both race and sex separately, as well in combination, and calculations of gamma (the association between the item in question and race and/or sex). Index variables, as well as numeric variables (like number of children or years as a postdoc), were analyzed using two-tailed t-tests. These mean comparisons were also made on the basis of both race and sex groups, both alone and in combination. All calculations were tested for statistical significance at the alpha = .05 level. All analysis was conducted using SPSS, version 14.0.

### 2.4. *Qualitative Analysis*

The survey included six open-ended questions. Research assistants Inez Adams and Kelly Moran developed codes to analyze the responses to these questions, in consultation with the faculty members on our team. We discussed and finalized the codes via a series of phone calls in early 2007. Inez entered the codes into the SPSS database, for quantitative analysis. Kelly coded the

responses to the open-ended questions in Atlas.ti for qualitative analysis.  Atlas.ti is a qualitative analysis software program.

Using Atlas.ti, Kelly analyzed the responses to the open-ended questions to identify patterns.  She grouped the qualitative findings into thirteen themes, most of which combined several codes.  Here are the themes, with the relevant codes listed under each:

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*"Student" Theme*
- StuEvlWm: Students evaluate women more harshly then men.
- Students: Gender facilitated professor-student relationships.
- StuNurtr: Students expect female professors to be nurturing.
- LsRspctS: Students respect female professors less then they do male professors.

*"Professional Growth Hindered" Theme*
- AsStudnt:  Respondent talked about facing gender-related challenges while in graduate school.
- LssMentr:  Women receive less mentoring than men do.
- SlowProm:  Slower to be recommended for promotion than male colleagues.  Includes female respondents who took legal action in order to get promotions.
- WmAcomp:  Women's accomplishments not seen as readily; they have to work harder and do more than men to receive equal recognition.  Translates to tangible accomplishments, such as those that one might put on a CV.

*"Women's Role" Code*
- WmnRole: Respondent talked about others' expectations of women and the roles that they should play – familial, administrative, …

*"Lack of Respect & Not Taken Seriously" Theme*
- NotTknSer: Women not taken seriously, for example as colleagues on committees.  Refers to face-to-face interactions and general respect.
- LsRspctC: Male colleagues lack respect for female professors as compared to that which that have for their male peers.  They lack respect for women's academic work and their interactions with women are often disrespectful or domineering.
- LsRspctS: Students respect female professors less than they do male professors.

*"Better Now" Theme*
- BetterNw: Respondent is pleased with current career/job status, but had faced challenges before getting to current place of comfort. Includes positive references to tenure.
- BtrNwQ43: Respondent is pleased with current career/job status, but faced challenges at earlier points in her career.

*"Time & Family" Theme*
- TimeCom: Overwhelming commitment and/or can't balance family.
- Caretkr: Infant care, childcare, and eldercare responsibilities an issue for success/career enjoyment.
- Family: Being male frees an individual from family obligations.
- FamilyCmt: Child and other family responsibilities that faculty, particularly women, have need to be taken into consideration.

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*"Networks & Support Systems" Theme*
- OldBoys: References by male or female to an Old Boys' network, patriarchy, or similar term.
- WmnInDis: Women in the discipline. Respondent made comments suggesting that women are welcome and comfortable in their professional environments because there are many women – students and faculty – there
- AdvNtwrk: Gender has been advantageous because respondent has been able to form networks with same-gendered peers.

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*"Specific Working-related Advantages" Theme*
- Research: Gender provided advantage while doing fieldwork and research (respect, trust, rapport, etc).
- Students: Respondent believes that his/her gender facilitates professor-student relationships. *Ended up as a catch-all for prof-student interactions, both good and bad.

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*"Obvious Benefit or Not" Theme*
- AdvImMale: Male respondents only – think that they have had advantages simply because they are male.
- NoAdvWmn: There is no advantage to being a woman. Often written almost as if it is obvious that being a women in never advantageous.
- NoDiscrm: Male respondents who specifically stated that they were not discriminated against because they are male.

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*"Hiring & Affirmative Action" Theme*
- AffirAct: Some men felt they suffered from affirmative action. Also includes quotes from respondents who did not use the term "affirmative action" but said they did not receive jobs because of quotas or because a particular institution wanted a woman in the position they were applying for.
- HireOnly: Respondent believed that gender granted them access to a position. Applies only to entry into an institution, not to advancement.
- GendPref: Catch-all for statements related to gender-related preferences. Includes specific statements about affirmative action as well as more ambiguous statements. May come from male or female respondents and indicate disadvantage or advantage.

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*"Discrimination Beyond Gender" Theme*
- Homoph: Felt the effects of homophobia.
- Intersect: Intersection of gender with race, ethnicity, class, age, and/or sexual orientation.
- DiscOthr: Comments that reflect issues of discrimination other than gender (e.g. race, sexuality, marital status, age, prestige).
- OthDscrm: Issues/incidents of discrimination based on sexuality, race, age, etc.

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*Codes on Professional Environment*
- AcadEnvi: Academic environment is unpleasant (work critiqued, rejected, bad politics, etc.). Includes business model in academia - unsatisfying, problematic, had changed in a negative direction.
- InstEnvi: Respondent's personal institution (University) in unpleasant. Perhaps would like to stay in same career, but would prefer to be at a different institution.

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*"Lov" Codes (Respondents would choose their career path again because they loved some aspect of their work)*
- LovCreer: Pleased with career, job, anthropology, but not specific about reasons why. This code is mutually exclusive!
- LovFreed: Enjoys the individual freedom and intellectual freedom afforded by academia. Often mentions "flexibility."
- LovTeach: Enjoys teaching, research, being a scholar.

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In late spring-early summer 2007, Kelly wrote a report about each of these themes; her work forms the basis for our qualitative analysis in the body of the report.

We should note that the numbers of responses forming a qualitative theme sometimes constituted a relatively small percentage of the total number of respondents, due to the large numbers of themes articulated in the responses to the open-ended questions. Therefore, the qualitative themes must be regarded as suggestive rather than conclusive.

*2.5. Writing the Report*

The faculty members of the survey team collaborated in writing the chapters of the final report. We based the overall report structure on the quantitative analysis, with each quantitative theme becoming a report chapter (see Figure 2.2.). Each faculty member undertook to write one to three chapters. Their main task was to integrate the qualitative analysis with the quantitative analysis; the majority of the text in the body of the report is based on the writings of Maia Cudhea for the quantitative and Kelly Moran for the qualitative interpretations. In some cases, these two forms of data illuminated each other in interesting ways. In other cases, they addressed different issues. Appendix D provides recommendations for how we can better integrate qualitative and quantitative survey questions in future academic climate surveys. Already now, however, the findings in this report illuminate many important patterns in the challenges facing anthropology departments today.

Figure 2.2.  Integration of Quantitative and Qualitative Analyses.

| Report Chapter | Quantitative Themes | Qualitative Themes |
|---|---|---|
| 1 Introduction | General Reflections and Miscellaneous | Obvious Benefit or Not |
| 3 Demographics of the Sample | Demographics of the Sample | N/A |
| 4 Gender and Race Differences in Appointment Status | Gender and Race Differences in Appointment Status | Hiring & Affirmative Action<br>Professional Growth Hindered |
| 5 Work Environment | Work Environment | Professional Growth Hindered<br>Women's Role<br>Lack of Respect & Not Taken Seriously<br>Networks & Support Systems<br>Student<br>Discrimination Beyond Gender |
| 6 Work-Family Issues | Career History and Future Expectations<br>Demographics of the Sample | Time & Family |
| 7 Advantages of Being a Woman | N/A | Specific Working-related Advantages<br>Networks & Support Systems |
| 8 Overall Satisfaction with Job | General Reflections and Miscellaneous | "Lov" Codes<br>Better Now<br>Codes on Professional Environment |

## 3. Demographics of the Sample

### 3.1. Introduction

   Of the 943 respondents, 70% were female and 30% were male.  The median age of respondents was 50.  Most of those who responded to the question about race (76.5%) were white. There was an association between being older and male and being white and older.

*Sources of Data*

Section F of the survey instrument, "Demographic Information," contained the primary treatment of this subject.

### 3.2. Gender and Age

   Seventy percent (70%) of all respondents were women (Figure 3.1.).  Most respondents ranged in age from thirty to sixty with a median age of approximately 50 years (Figure 3.2.). Among respondent men, 58% are over the age of 50, while among women, 46% are over the age of 50 (Figure 3.3.).  There is an association among the categories of white, male and older.   The weak, positive association (gamma = .255, $p<.001$, $N$=934) between being a man and being older is only significant for whites (gamma = .273, $p<.001$). However, this association remains when gender is removed, so that there is also a weak positive association between being white and being older (gamma = .160) that is statistically significant ($p = .034$).

Figure 3.1. Gender Distribution of the Sample.
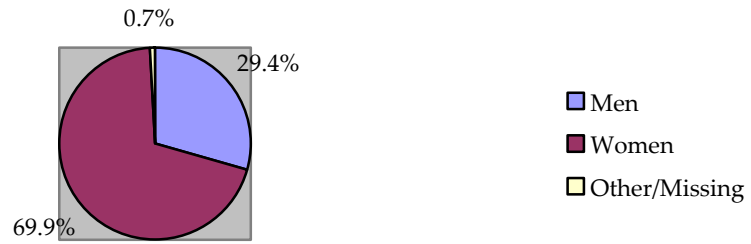


Figure 3.2. Age Distribution of the Sample.
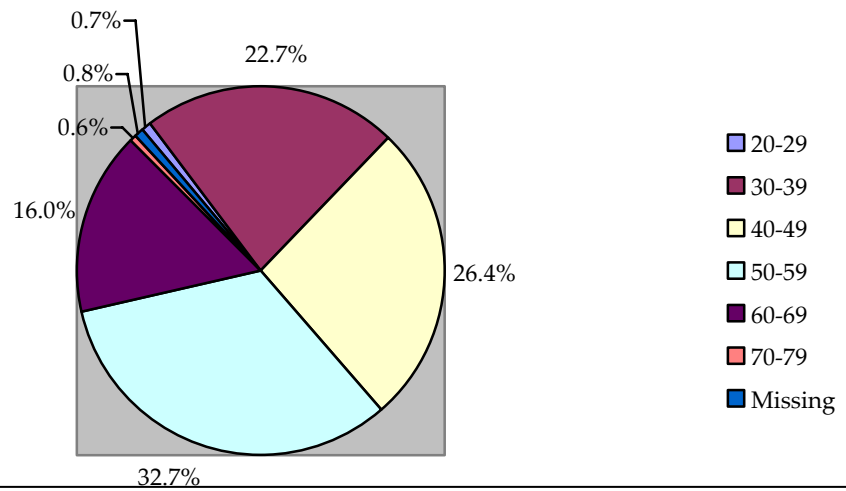
Figure 3.3. Age Distribution By Gender in the Sample.

Age among Men                                    Age among Women

0.4%                                             0.3%

41.5%                                            53.6%

58.1%                                            46.1%

☐ Under 50
☐ Over 50
☐ Missing

☐ Under 50
☐ Over 50
☐ Missing
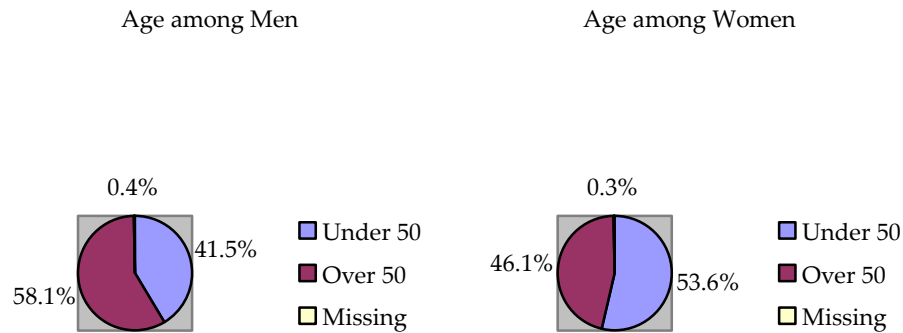
*3.3. Race and Ethnicity*

In the survey, we used the racial and ethnic categories of the "Racial and Ethnic Classifications Used in Census 2000 and Beyond" of the U.S. Census Bureau. Respondents respond to two questions:

| | | |
|---|---|---|
| QF48. Race: | ☐ White alone | ☐ Black or African American alone |
| | ☐ American Indian and Alaska Native alone | |
| | ☐ Asian alone | ☐ Native Hawaiian and other Pacific Islander alone |
| | ☐ Some other race alone | ☐ Two or more races |
| | ☐ Decline to answer | |

QF49. Ethnic Group:  ☐ Hispanic or Latino      ☐ Not Hispanic or Latino

With regard to race, most respondents identified themselves as white (76.5%) (Figure 3.4.). Among men who identified their race, 82% identified as white, while among women, 87.3% of those who identified their race identified as white. With regard to ethnicity, 64.9% of respondents identified as non-Hispanic (Figure 3.5.). However, approximately 30% of respondents left this question blank.

Figure 3.4. Racial Distribution of the Sample.
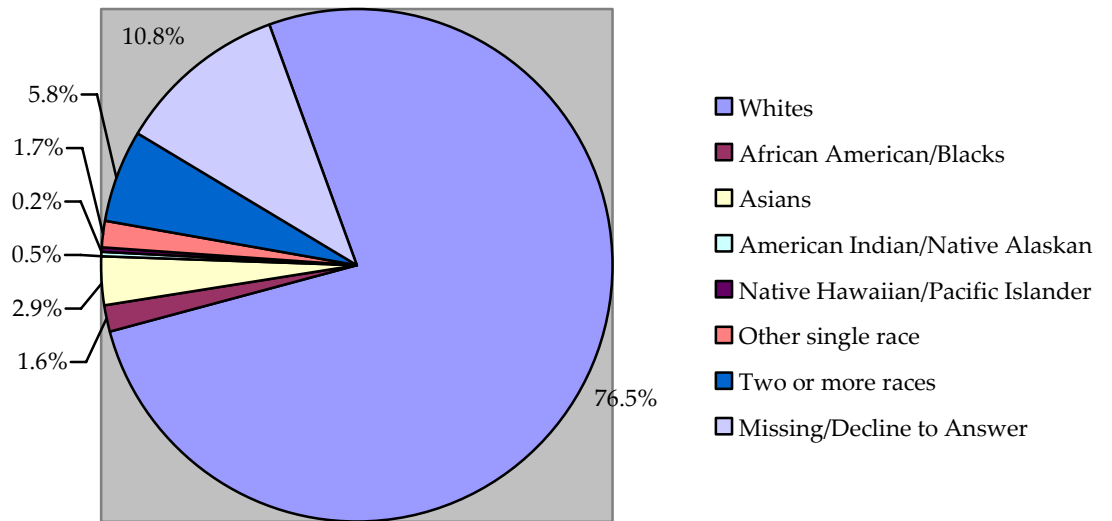


Figure 3.5. Hispanic or Latino Ethnic Distribution of the Sample.
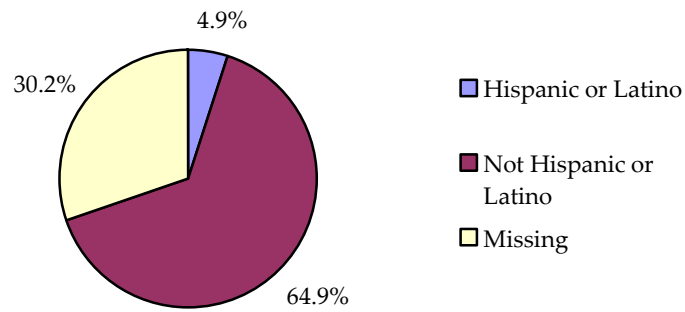
*3.4. Summary*

This sample is primarily (70%) female, which differs from the AAA gender distribution (43% females, 54% males according to a question regarding gender in the 2006 AAA Survey of Departments). However, among tenure track faculty 59% are female while 37% are male and among all faculty (tenure track and tenured) 52% are female and 46% are male. It appears that the high percentage of females responding to this survey reflects some self-selection based on interest in participating in a survey on the status of women in anthropology. The racial distribution of the sample is similar to the breakdown of AAA membership, with a few exceptions. While our sample is almost 77% white, only about 67% of AAA members reported being white according to the 2006 AAA Survey of Departments; this difference is mostly the result of AAA membership numbers only reflecting non-Hispanic whites, while our sample does not distinguish in this way. Most groups of people of color, including Blacks/African-Americans, Native America/Native Alaskan, Asians, and Native Hawaiian/Pacific Islander were represented in numbers similar to their proportion in AAA membership (although very slightly lower in most cases). For the question which asked if individuals identified as another single race or two or more races, the other single race category was much smaller (about ½) while the two or more races category was much larger (about 2 times) than their respective sizes in AAA membership. The percentage of individuals who declined to answer this question (about 11%) was almost exactly the same in the sample and in AAA membership as a whole.

*White Privilege*

Although the survey's racial distribution reflects the AAA distribution, the total numbers of respondents in each sub-group of people of color was extremely low. Because of this, racial comparisons are made throughout this analysis as white/non-white, in order to avoid inferences based on a sample of people of color that is small. Although this procedure may unduly collapse the experiences of people of color, it is necessary given the limits of the sample. In addition, we can mitigate this problem by considering the race variable to be a measure of the impact of whiteness or white privilege, rather than a measure of the impact of race in general. Ethnic differences were not compared due to the large percentage (about 1/3) of the sample that is missing data for this variable.

## 4. Gender and Race Differences in Appointment Status

*4.1. Introduction*

Most respondents were employed in a university or college. Over 70% of respondents noted that they were cultural anthropologists. Two thirds of the men and half of the women were tenured. Reported confidence in receiving tenure at one's current institution varied significantly by race and gender. In our qualitative data, respondents indicated that in the 1980s and 1990s, women might have had an advantage in being hired, but not in their subsequent work experiences. Non-white women were significantly more likely to expect to change institutions within the next five years. There was a positive association for males under 50 to have higher status on the tenure ladder than other groups. On most measures, being a woman was associated with a higher likelihood of having a lower status appointment. However, in all cases, this relationship was modified by race. Non-white women were more likely to have extra-anthropological appointments and regard themselves as applied anthropologists. In terms of research space, there was a decreasing perception of sufficient research space such that men, white women, and non-white women reported ever reduced research space.

*Sources of Data*

Sections A and D of the survey instrument, "Your Current Academic Employment" and "Your Future Career Path," contained the primary treatment

of this subject.  In addition to the quantitative analysis of these survey items, the chapter also draws on the qualitative analysis of two open-ended questions:

- Do you believe that your gender has hindered your professional advancement?
- Do you believe that your gender has provided you with an advantage in your professional advancement?

The theme of "Hiring and Affirmative Action" in our qualitative analysis helps illuminate the quantitative findings.  The comments of 67 respondents were coded for this theme.  The chapter also draws on a small piece of the "Professional Growth Hindered" theme, in section 4.5.

*4.2.  Academic Employment*

Since the survey was presented to respondents as a vehicle to assess climate issues of anthropologists in academic settings, it is not surprising that the overwhelmingly majority of respondents (94.5% of valid responses) are currently employed at a university or college.  Distribution of this variable does not differ considerably (0.4% difference) by gender, and this small difference was not found to be statistically significant ($p$=.790).  Similarly, distribution of this variable does not differ by race (.4% difference), and this difference was not statistically significant ($p$=.797).

*4.3.  Distribution of the Four Fields*

The majority of respondents (667 respondents, 71.5% of those responding) reported their primary anthropological field to be cultural/social anthropology.  Archaeology was the next most common (147 respondents, 15.8%), followed by biological anthropology (66, 7.0%), and then by linguistic anthropology (53, 5.7%).  This is similar to recent survey statistics compiled by the AAA, in which 46% of respondents identify as cultural anthropologists, 26% as archaeologists, 14% as physical anthropologists and 4% as linguistic anthropologists (2006 AAA Survey of Departments).

Since such a large percentage of the sample was from a single field, comparisons between fields were unlikely to be statistically significant and were not attempted.  The only question where we attempted comparisons between fields was in regard to sufficient research space.  Since archaeologists and physical anthropologists often require laboratory space, the survey team felt that there might be significant differences in response to this question.

*4.4.  Promotion and Tenure Status*

For all respondents, regardless of age, faculty rank and tenure status are associated with both gender and race.  Almost 2/3 (66.4%) of male faculty respondents are tenured, while only a little more than ½ (50.5%) of female faculty are tenured.  Being a man has a moderately weak positive association (gamma = .301) with a higher position on the tenure-rank ladder, and this value is statistically significant ($p$<.001).  With regard to race, there is also a weak positive association between being white and a higher position on the tenure-rank ladder (gamma=.235), and this difference is also statistically significant ($p$ =.001).  When gender and race are combined, this association revealed a more complicated pattern.  The positive association between being a man and having a higher position in tenure-rank was only significant among whites under 50.  For those over 50, not only was the relationship significant among non-whites, it was actually stronger (gamma= .556, p=.005) than among whites (gamma=.31, p=.002). In contrast, the positive association between being white and having a higher position in tenure-rank was consistent across gender groups.  Among both men (gamma = .273, $p$ = .047) and women (gamma = .268, $p$ = .002), there was a moderately weak positive association between being white and having a higher position in tenure-rank, both of which are statistically significant. Controlling for age, there is only an association with whiteness and higher rank for men under 50 (gamma=.443, p=.021) and women over 50 (gamma=.381, p=.012).  For men over 50 and women under 50, whiteness and rank are only weakly associated and not significant.

*4.5.  Confidence in Tenure*

Respondents were asked to rate their level of confidence in receiving tenure at their current institution.  381 individuals responded to this question; 213 respondents (55.9%) reported feeling "very confident" that they would receive tenure, 28 respondents (33.7%) were "somewhat confident," 28 respondents (7.3%) were "not confident" and 12 respondents (3.1%) answered "don't know" to the question.

Reported confidence in receiving tenure at one's current institution varied significantly by race and gender. Overall, there was a moderate positive association (gamma = .571) between being a man and reporting a higher confidence in receiving tenure, and this difference is statistically significant ($p$ <.001).  There was no statistically significant difference in reported confidence in receiving tenure at the respondent's current institution by race alone. Yet within racial groups, the gendered pattern was consistent, with women less confident

than men that they would receive tenure, but there was great variation in the strength of relationships. Among whites, there was a moderate positive association (gamma = .497) between being a man and reporting higher confidence in receiving tenure, and this difference is statistically significant ($p$ <.001).

However, among non-whites this relationship was much stronger, with a strong positive association (gamma .710) between being a man and reporting a higher level of confidence in receiving tenure, and this difference is also statistically significant ($p$ <.001). Overall, these relationships suggest that non-white men are the most confident in receiving tenure at their current institution, followed by white men, and then by women of all races. [1]

The qualitative analysis offers some insight into the confidence level women reported regarding tenure. Ten respondents commented that tenure and promotion were more difficult to achieve for women than for men. Comments reflected the presence of a glass ceiling and the sense that women felt that despite holding equal qualifications and accomplishments, they have progressed much more slowly than their male colleagues. The following quotations illustrate this point.

*"I feel I've had to be twice as good to create the same opportunities as male colleagues…I've had to do more work to get to the same place." (Female, White, 40's)*

*"Although I am perceived as successful, I have seen the extra hurdles put before me and recognize the subtle ways in my work is not credited by my colleagues for its impact on the discipline." (Female, White, 60's)*

Two respondents shared that they took legal action when they were met with resistance to promotion (both were Female, White, 60's). Yet 32 additional responses mentioned that women were not promoted at the same rate as men and/or their accomplishments did not receive similar recognition.

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[1] The finding that non-white men are the most confident in receiving tenure may be a reflection of the un-representative-ness of the sample of people of color, particularly among men. Of the 43 male respondents of color, 23 were multi-racial, 9 Asian, 6 black/African-American, 4 "other" and 1 Native American/Alaskan. This is clearly not representative of men of color in general and may particularly underrepresent those who experience the most racial discrimination.

*4.6. Qualitative Findings:  Gender and Hiring Practices*

Although the quantitative results presented in this section indicate that men often have an advantage with respect to their appointment status, a possible advantage for women in the initial hiring process was reported in responses to the survey's open ended questions.  Sixty-seven respondents discussed issues related to hiring and affirmative action.  Both men and women indicated that women might have an advantage in hiring, due to affirmative action policies and principles in their institutions and departments, particularly in the 1980s and 1990s.  For instance:

*"Males of my cohort had less opportunity for jobs, although it has evened out in recent years.  Otherwise, no [my gender has not hindered advancement]." (Male, Declined to give race, 50's)*

*"I was told several times that if I had been a woman they would have hired me." (Male, White, 60's)*

*"Being a white female has some advantages over being a white male in terms of diversity concerns of depts." (Female, White, 30's)*

Some comments indicated that this might have changed in the new millennium:

*"When I was hired, my dept was overwhelmingly female, and I may have been helped by the fact that I was male." (Male, White, 40's)*

*"As the academy becomes more and more female dominated, I find that I am more in demand as a male." (Male, Bi or Multiracial, 50's)*

A number of comments by women argued that although they might have had an advantage during the hiring process, they faced disadvantages subsequently in their work environment.  For example:

*"Gender may (I stress, may) help you at the start, but not afterward." (Female, White, 50's)*

*"My department had no women when I arrived in 1987 and I think that I may have had an advantage in getting to the short list, but beyond that I don't think my gender has been an advantage." (Female, White, 50's)*

Gender issues in the work environment are explored in the following section of the report.

*4.7. Expectations for the Future*

In addition to questions about confidence in tenure, all respondents were asked whether they expected to continue in an academic environment for more than the next five years. 86.7% (n=800) responded that they expected to continue and 13.3% (n=123) did not. There were no statistically significant differences in the respondents' reported likelihood of continuing in academia for the next five years by gender, by race, or by gender and race. Of the 123 respondents who answered that they would not be in academia in five years, the following table summarizes the explanations respondents offered, with retirement being the most common response (n=74 or 60% of respondents).

Figure 4.1. Reasons for Leaving Academia within 5 Years (n=123).

| Reason | Count | Percent |
|---|---|---|
| Retirement | 74 | 60.0% |
| Department "politics"/academia "unhealthy" – environmental frustration | 10 | 8.1% |
| Desirable position/tenure not available | 10 | 8.1% |
| Low salary/lack of funding | 8 | 6.5% |
| No reason given | 5 | 4.1% |
| Offer outside academia more appealing | 5 | 4.1% |
| Family/personal | 5 | 4.1% |
| Conditional no, depends on other circumstances | 3 | 2.4% |
| Discrimination | 3 | 2.4% |
| **TOTAL** | **123** | **100%** |

Respondents were also asked whether they expected to stay at their *current institution*, and here there were significant differences. Overall, most respondents (68.1% of the 927 responding) reported expecting to stay. There was a weak positive association (gamma = .173) between being a man and expecting to stay at one's current institution and this difference was statistically significant ($p$ = .024). Yet this relationship did not carry over to racial groupings.

The relationship between gender and expecting to stay at one's current institution was not statistically significant among whites ($p$ = .159) or among non-whites ($p$=.468). 71.0% of whites reported that they expected to stay at their current institution, while only 55.5% of non-whites reported that they expected to remain at their institution. This resulted in a moderate positive relationship

(gamma = .325) between being white and expecting to stay at one's current institution that was statistically significant ($p$ =.002).

The relationship between race, gender and expectation to remain in one's institution become even clearer when we look at race and gender combined. While there was no statistically significant racial difference among men ($p$ =.069), among women there was a moderate positive association (gamma = .344) between being white and expecting to stay at their current institution and this difference was statistically significant ($p$ = .007).  In sum, these relationships suggest that while there is no statistically significant difference in the expectation of staying at the current institution among men of all races and white women, non-white women are significantly more likely to expect to change institutions.

*4.8.  Appointments Outside of Anthropology Departments*

Other measures of appointment status also showed significant differences by gender and race.  "Extra-anthropological appointments" (appointments outside an anthropology-department-alone or in multiple departments) represent a slightly larger percentage of the appointments held by women (54.9%) than men (50.2%), but this difference is not statistically significant ($p$=.190).  Similarly, although there was a very slight difference among the percentage of whites reporting extra-anthropological appointments (53.1%) and non-whites (58.0%), this difference was also not statistically significant ($p$=.318).  However, when race and gender are taken into account together, one significant relationship does appear.  There is a moderate negative relationship between being a man and having an extra-anthropological appointment among non-whites (gamma = -.374, $p$ = .043)

*4.9. Applied Anthropologists*

The majority (68.6% of those who answered) of respondents do not consider themselves applied anthropologists.  This difference is consistent across gender groups, with around one third of both men (30.4%) and women (31.9%) considering themselves applied anthropologists.  This is not a significant difference.  However, there was a considerable difference between the percentage of whites (28.6%) considering themselves applied anthropologists and non-whites (42.5%), translating into a moderately weak negative association between being white and considering oneself an applied anthropologist (gamma=-.298) and this difference was statistically significant ($p$ = .005).  When both race and gender are considered together, the difference becomes clearer. There were differences between whites and non-whites among women.  Among

women, being white is moderately negatively associated (gamma = -.337) with considering oneself an applied anthropologist and this difference is statistically significant ($p$ = .010).

*4.10. Research Space*

Sufficient research space is another potential measure of appointment status. Among all anthropologists, there was a moderately weak positive association between being male and reporting sufficient research space (gamma= .215), and this association is statistically significant ($p$ <.001). There was a similar statistically significant ($p$ = .014) relationship (gamma = .201) between being white and reporting sufficient research space. When race and gender were factored together, a more complex pattern emerged. There were moderate, positive relationships between being male and reporting sufficient research space among both whites (gamma = .206, $p$ = .002) and non-whites (gamma = .300, $p$ = .041). In addition, there was a moderate positive relationship (gamma = .270) between being white and reporting sufficient research space among women that was statistically significant ($p$ = .007). Racial differences among men were not statistically significant. Thus the combination of race and gender appears to have a greater negative influence on space for non-white females.

This item was also analyzed for each of the fields of anthropology independently. Research space in archeology and physical anthropology may be more limiting than it is for cultural anthropologists. Among archaeologists, there was a moderately strong positive relationship (gamma = .479) between being white and reporting more sufficient research space; this difference was statistically significant ($p$ = .033, $n$ =131).

Although this relationship was significant across gender groups, gamma values calculated were very similar. The lack of statistical significance on this item is likely due to the small sample sizes of non-white archaeologists. It is worth noting that, regardless of gender, 8 of the 10 non-white respondents rated their research space as "insufficient" or "extremely insufficient"; none of the 10 rated their space "plentiful" or "in excess."

Among biological anthropologists there was a moderately weak negative association between being male and reporting sufficient research space (gamma= .237), but this relationship was not statistically significant ($p$ = .236). No effective comparisons could be made in terms of race or race and gender, since there were only 4 non-white biological anthropologists in the sample, and only 1 of these was male. Among cultural anthropologists, both males and females have a

positive association with sufficient research space. This same holds true for comparisons across race categories.

*4.11. Relationships between Gender and Race*

Overall, these measures of the relative rank and standing of the current appointments of respondents show significant differences by race, by gender, and in combination. On most measures, being a woman is associated with a higher likelihood of having a lower status appointment. However, in all cases, this relationship is modified by race. On some measures, like having an extra-anthropological appointment or considering oneself an applied anthropologist, race and gender seemed only to have an effect in combining disadvantage. On these measures, men of all races and white women responded similarly, but non-white women were significantly more likely to hold these lower status positions. On another measure, promotion and tenure status, gender differences were again only significant in combination with race, but in a very different way. On this measure, gender only mattered for white respondents. This resulted in a hierarchy where white men held the highest positions on the tenure-rank ladder, followed by white women, then by non-whites of either gender. Another set of distinct relationships was apparent in examining research space. Among all anthropologists, this measure indicated that race and gender were again working in a new combination, this time with race factoring in significantly, but still allowing the gender privilege to work first (resulting in all men, followed by white women, then non-white women reporting decreasing sufficiency in their research space). Only one measure seemed to challenge the necessity of looking at race-gender effects together, and that was research space examined solely among archaeologists. Among archaeologists, there is a simple race difference, with white respondents of any gender reporting more sufficient research space than non-white respondents of any gender. Also, it should again be noted that the seeming simplicity of this relationship may be a result of the relatively small sample (10 respondents) of non-white archaeologists. In general, these results confirm that while whiteness and maleness are associated with higher status positions for most individuals, these privileges (and their corollary disadvantages) exist in delicate and changing tension with one another.

## 5. Work Environment

*5.1. Introduction*

The survey results indicate significant differences between women and men in their lived experience of their work environment, with men having more positive experiences overall. According to our quantitative analysis, men found university programs and policies related to career success to be much clearer and more effective than women did. Likewise, men found their departments to be more supportive, providing more help in areas such as grant applications, course design, and advising. Men were also more likely to have positive experiences in the areas of mentoring and collegiality.

Our qualitative findings helped interpret these results. One theme that emerged was that women were sometimes faced by an implicit "women's role" which saddled women with additional duties, particularly administrative tasks and student advising. Furthermore, women indicated that their contributions were sometimes not recognized as easily as those of their male colleagues. A third theme was the continued strength of an "old boy's network." Finally, the open-ended responses indicated a complex relationship to students. Women's comments were mixed; their positive comments about student relationships noted their rapport, ability to connect with students, and so forth, while their negative responses included being expected to do more service, being expected to be nicer, and being evaluated more harshly than men in course evaluations.

Men's comments about student relationships were almost uniformly positive, and focused on the respect they received.

*Sources of Data*

Section B "Your Work Environment" of the survey instrument contained the primary treatment of this subject. Questions in this section asked respondents to assess a variety of policies and practices in their department. These items were grouped into five indices representing distinct areas of workplace experiences: job opportunity and flexibility policies, job evaluation and promotion policies, job performance support activities, senior faculty mentoring activities, and faculty collegiality. For a complete description of index construction and reliability, please see Chapter 2 on Methods and Appendix B on the Survey Codebook. Differences in mean scores on each index by race, by gender, and by both in combination were analyzed using two-tailed t tests, with alpha = .05.

In addition to reporting on the analysis of these specific survey items, this chapter also draws on the textual analysis of the following open-ended questions:

- Knowing what you know now, would you still choose this career path for yourself?
- Do you believe that your gender has hindered your professional advancement?
- Do you believe that your gender has provided you with an advantage in your professional advancement?
- Please comment on any other gender-related workplace issues you may have experienced.

Six themes in our qualitative analysis were of relevance to the discussion of career path:

- Professional Growth Hindered (63 respondents)
- Women's Role (15 respondents)
- Lack of Respect & Not Taken Seriously (49 respondents)
- Networks & Support Systems (65 respondents)
- Student (48 respondents)
- Discrimination Beyond Gender (40 respondents)

*5.2. Institutional Policies on Career Development*

Women and men showed significant differences in their perceptions of the clarity and effectiveness of university programs and policies related to career success. To analyze respondents' evaluations of such programs and policies,

survey items were grouped into two distinct policy/program areas:  those concerning traditional affirmative action policies, and those concerning job evaluation and promotion policies.

The traditional affirmative action policies that respondents were asked about addressed issues of job opportunity and flexibility.  They included

- Extended tenure clock
- Maternity/paternity leave
- Affirmative action officer
- Child care
- Dual career opportunities
- Types of appointments

For respondents' assessments of the clarity and effectiveness of such university programs and policies, racial differences were not statistically significant, either overall or within gender groups.  However, gender was a significant factor; regardless of race, men had a higher mean level of agreement (19.38) that their institution's policies around job opportunity and flexibility are clear and effective than women (17.20), a difference that was statistically significant ($p < .001$).  This gendered relationship was also fairly similar and statistically significant across racial groups.  Among both whites and non-whites, men had a higher mean level of agreement than women that their institution's policies around job opportunity and flexibility were clear and effective.  Among non-whites the male-female mean difference was 3.78 ($p = .002$) and among whites it was 1.54 ($p = .004$), both of which are statistically significant.

The index regarding job evaluation and promotion policies included respondents' assessments of the following items:

- Promotion requirements
- Criteria for evaluation
- Departmental service requirements
- Community service requirements
- Annual review process

While there was again no statistically significant association by race alone, there was an overall gender relationship.  Men, regardless of race, had a higher mean level of agreement (17.40) that their university's policies/programs around promotion, evaluation, and requirements were clear and effective than women of any race (15.56), a difference that is statistically significant ($p < .001$).  This gender difference did remain statistically significant among both whites and non-whites, but was larger among non-whites (4.05) than among whites (1.42).  Within gender groups, there was no statistically significant difference between white

and non-white women, but among men, whites had a higher mean level of agreement than non-whites (white-non-white mean difference = 1.55) that their institution's policies/programs around promotion, evaluation, and requirements are clear and effective, a result which was statistically significant ($p$ = .030).

Collectively, both of the indices measuring perceptions of clarity and efficacy of institutional policies suggest that, in general, men tend to perceive such policies as more clear and effective than women. In the "traditional affirmative action" policy areas, the difference seems to stop there. However, in respondent's evaluation of institutional job requirements, evaluation, and promotion policies, white men seem to have an additional advantage over non-white men, while race is not a significant factor among women.

In seeking to understand why men perceive university policies concerning career success to be so much clearer than women, we turn to the responses to the open-ended survey questions. They suggest that women may experience more discrepancies than men do between official policies and implicit expectations and evaluation practices, especially in the areas of service and mentoring students.

Fifteen respondents (all women) mentioned being faced by an implicit "women's role" at their workplace, which saddled women with additionally expected workplace duties, particularly related to administrative work and student advising and mentoring. The following quotes are illustrative:

*"As both a grad student and now a prof. I have found that I and other females were still expected to pick up slack in time consuming administrative tasks." (Female, White, 40's)*

*"We do 'women's work' helping hundreds of women students, single mothers, etc., and that time is never recognized as university service." (Female, White, 60's)*

*"I wind up doing most of the work because I am a woman, I'm expected to pick up the slack (and to be fair, I do)" (Female, White, 30's)*

*"Women faculty routinely served on over 10 committees at a time and took care of student advising... [when the women faculty as a group refused all the advising duties they were assigned] it was given to a grad student rather than a male" (Female, White, 30's)*

*"Deans and chairs still don't know the difference between female faculty
and secretaries" (Female, White, 50's)*

Furthermore, women indicated that their contributions were sometimes not
recognized as easily as those of their male colleagues.

*"I do sense that junior male colleagues of the same rank in my department are more
lauded and visible than junior female faculty."  (Female, White, 30's)*

*"It is still necessary to strategize if I want to be listened to.  It is still too easy to
dismiss young women as silly and inexperienced, and old ones as cranky and out of
touch." (Female, White, 60's)*

*"The anointed ones in the early years always seem to be men.  Men seem to be
granted more (unconscious) authority in talks, negotiations, etc. by the audience."
(Female, White, 30's)*

*"It is a man's world.  Women are clearly not taken seriously as scholars."  (Female,
White, 30's)*

*"…I was required to explain what I do more so then the men I work with – and
women are hired in at lower salaries then men with equal experience." (Female,
White, 40's)*

*"I feel that I need to constantly prove my worth." (Female, Bi or Multiracial, 30's)*

*"…I had to be really hard nosed about proclaiming my value and contributions."
(Female, White, 50's)*

If women's contributions are sometimes not as visible as those of their male
colleagues, it would make sense that they would experience more of a disconnect
between official career-related policies and actual practices.

Women's sense that they were expected to enact a "women's role," and their
experience of not having contributions recognized as easily as men, both support
Valian's explanatory framework of "gender schemas" as a source of academic
climate issues (Valian 1998, 2004).  Valian has argued that stereotyped
understandings of men and women in academia "skew our perceptions and

evaluations of men and women, causing us to overrate men and underrate women" (2004:208).

### 5.3. *Departmental Career Support*

Next we turn to respondents' perceptions of department activities designed to support job performance. The activities considered included:

- Identifying grant sources
- Preparing/writing grants
- Obtaining start-up funds for equipment and supplies
- Obtaining consulting contracts
- Organizing courses
- Advising students
- Obtaining TAs, RAs
- Obtaining secretarial support

On this topic, regardless of race, men had a higher mean level of agreement (25.48) that their department was actively involved in work support activities than women (22.79), a difference that was statistically significant ($p < .001$). Similar to the previous indices, the mean difference between whites and non-whites were not statistically significant as a whole ($p = .477$) or among gender groups. The overall gender difference did translate to race groups, with white men having a higher mean level of agreement (25.98) that their department was actively involved in work support activities than white women (22.77), a difference that was statistically significant ($p < .001$). Although the gender pattern was similar among non-whites, with non-white men having a higher mean level of agreement (24.52) that their department was actively involved in work support activities than non-white women (22.40), this difference was not statistically significant ($p = .102$).

The gender inequities described here can be illuminated by the explanatory framework of "accumulative disadvantage" for women. Clark and Corcoran (1986) argued that many small advantages accrue to men in the academic workplace that, over time, result in a snowball effect concerning career success. While none of the issues in the above list is critical in itself, receiving more support for all of these items collectively could provide a significant career advantage to men. Furthermore, success breeds success; the ability to obtain RAs and start-up funds enhances the likelihood of obtaining grants, for instance. Likewise, receiving fewer such resources inhibits the likelihood of career advancement.

*5.4. Mentoring*

Respondents were also asked to assess the extent to which senior faculty mentor junior faculty by providing advice and guidance in a variety of areas, including:

- Recommending them as invited speakers
- Recommending them for awards
- Grant opportunities
- Promotion procedures/policies
- Committee service
- Teaching requirements

On this index, without regard to race, men had a higher mean level of agreement (20.76) that their senior faculty engage in a variety of junior faculty mentoring activities than women did (18.59) and this difference was significant ($p < .001$). Additionally, there was a relationship with race alone, as whites had a higher mean level of agreement (19.57) that their senior faculty engage in a variety of junior faculty mentoring activities than non-whites did (18.15), also significant ($p = .009$).

Looking at race and gender in combination, the reasons for this difference in magnitude become clearer. The gender difference remained fairly consistent across racial groups, with white men having a higher mean level of agreement (21.07) that their senior faculty engage in a variety of junior faculty mentoring activities than white women did (18.96) and non-white men having a higher mean level of agreement (19.81) that their senior faculty engage in a variety of junior faculty mentoring activities than non-white women did (17.08); both differences which were significant ($p < .001$ for whites and $p = .010$ for non-whites). However, when looking at the racial differences within gender groups, the results were different. Although among women, white women had a higher mean level of agreement (18.96) that their senior faculty engage in a variety of junior faculty mentoring activities than non-whites women did (17.08), a difference which was statistically significant ($p = .005$), the mean difference among men, while larger in magnitude, was not statistically significant ($p = .126$). Overall, this suggested that while men were more likely to report mentoring experiences than women in general, white women also experienced some advantage in this area relative to non-white women.

Mentoring was also identified as an issue for women in responses to the survey's open-ended questions. The following quotes are illustrative:

*"…I was not treated as positively as male faculty in any jobs I ever had." (Female, Bi or Multiracial, 50's)*

*"In that male dominated old-guard political climate in my dept. was isolating and depressing while I was tenure-track – extremely unsupportive both practically and morally." (Female, White, 40's)*

*"…the old boys club is still thriving in academia…from graduate school to conferences and publishing to the classroom." (Female, White, 50's)*

More generally, respondents' answers to the open-ended questions revealed a long-term pattern of discouragement and discrimination, starting in college and extending to graduate school.

*"In college…I was accused of cheating in class…the professor didn't think a girl could do so well." (Female, White, 60's)*

*"…As an undergraduate, I was told that women didn't go to graduate school in anthropology (by the chair of the dept)." (Female, White, 50's)*

*"As an undergrad I was discouraged from field work as being a man's province." (Female, White, 50's)*

*"In graduate school it was hard for faculty to take women seriously, which was damaging to my morale, confidence, and productivity." (Female, White, 50's)*

*"I was not given the same mentoring as male graduate students, and I was not treated as positively as male faculty in any jobs I ever had." (Female, Bi or Multiracial, 50's)*

*"As a graduate student I got less support and recognition than male students of equal talent." (Female, White, 30's)*

*"It is clear that in graduate school male students had more informal interaction with faculty, both male and female." (Female, White, 40's)*

*"…in graduate school, I think men were mentored in different ways than women; they were more likely to publish with professors for example." (Male, White, 40's)*

*"…In graduate school, I thought there was a discouraging climate of expectations that women would not excel, would be more likely to slow down due to family and other life issues, etc." (Female, White, 40's)*

These quotations suggest a pattern that begins early in one's training, and one that has continued through several generations of scholars. Beginning in undergraduate studies, women are sent signals that they will not succeed as anthropologists. Some are hard cues: "*I was accused of cheating…,*" "*I was told women didn't go to graduate school…*" or "*…fieldwork [is] a man's province.*" Other signals are more subtle, yet pervasive, qualities of the academic work climate. These are reflected in respondent comments about the graduate study environment and experiences with faculty mentors – "*…I thought there was a discouraging climate…*"; "*men were mentored in different ways…*"; "*…male students had more informal interaction…*"; and, "*...I was not treated as positively as male faculty…*" There were 37 instances where respondents mentioned lack of mentoring for female anthropologists. 26 respondents specifically noted a lack of mentoring and guidance while in graduate school, and 11 spoke of the lack of mentoring in general.

These issues with regard to mentoring again relate to the "accumulative disadvantage" theory presented in section 5.3. In addition, they reflect the continuing existence of an "old boy's network," which is explored more deeply in the following section.

*5.5. Collegiality*

The fifth aspect of work environment that we examined was collegiality. This topic included questions about whether fellow faculty:

- Are friendly
- Are easy to discuss ideas with
- Respect your opinions
- Value you as an individual
- Are too competitive
- Have given you helpful counsel/positive suggestions
- Treat you as a colleague

We found an overall gender difference in responses to these questions, with men having a higher mean level of agreement (28.15) that their fellow faculty are collegial than women (26.81), a difference that was significant ($p = .003$). Racial

differences alone were both smaller in magnitude and not statistically significant ($p$ = .082).

Once again, these relationships make more sense once race and gender are examined in combination. While among women, white women had a higher mean level of agreement (27.25) that their fellow faculty are collegial with them than non-white women (24.95), a difference that was statistically significant ($p$ = .003), racial differences among men were not statistically significant ($p$ = .363). Similarly, among non-whites, men had a higher mean level of agreement (29.00) that their fellow faculty are collegial with them than non-white women (24.97), a difference that was statistically significant ($p$ = .001), while gender differences among whites were not statistically significant ($p$ = .066). This suggested an overall pattern similar to that of mentoring, that while men were more likely to report mentoring experiences that women in general, white women also experienced some advantage in this area relative to non-white women.

Responses to open-ended questions illuminated the challenges women face in the area of collegiality. One theme that emerged in our analysis was that of the continued strength of an "old boy's network," which could lead to a sense of males as the political insiders while females were the outsiders (n=26). This theme is often noted in studies of gender equity in academia as well as other workplaces (AAUW 2004, Fletcher et al. 2007, Wirth 2001).

> *"the old boys club is thriving in academia…from graduate school to conferences and publishing to the classroom." (Female, White, 50's)*

> *"In that male dominated old-guard political climate in my dept. was isolating and depressing while I was tenure-track – extremely unsupportive both practically and morally." (Female, White, 40's)*

> *"Women are not encouraged to be prehistoric archaeologists. Good old boy network exists and assertive women have a difficult time. Colleagues have been threatened by my productivity." (Female, White, 40's)*

> *"I'm a male – it's still a patriarchy." (Male, White, 40's)*

> *"Yes; at various points being in the male 'club' has made things easier." (Male, White, 50's)*

*"Yes, developing male bonds has been advantageous with some males, who are more often in positions of power or with access to resources." (Male, White, 30's)*

Another theme in the open-ended questions was that women sometimes faced a lack of respect. Specific concerns ranged from subtle differences in respect to explicit harassment and discrimination. The following quotes are illustrative:

*"I think that our profession still has a problem taking young women seriously." (Female, White, 20's)*

*"Men still do not listen to women. If one is outspoken as a female, one is less likely to get 'perks' or advancement." (Female, White, 50's)*

*"Difficult in service committees with silverback males who do not respect women and their opinions." (Female, White, 30's)*

*"As a woman, my intellectual contributions have not been taken seriously or I have been overtly sexualized by men." (Female, Bi or Multiracial, 30's)*

*"Administrators at my institution still offer a chilly climate to assertive women." (Female, White, 60's)*

The lack of respect that women said they faced again reveals the "gender schemas" framework described in section 5.2. Furthermore, it also supports the "men as the norm" framework developed by Bailyn (2003). Bailyn added a consideration of institutional ideologies and practices to the "gender schemas" framework. She argued that "the academy is anchored in… a vision of masculinity as the normal, universal requirement of university life" (2003:143). This can lead to a lack of respect for women when they take on roles and behaviors stereotypically associated with men, such as speaking assertively.

*5.6. Interactions with Students*

A final dimension of the work environment that relates to academic climate is faculty members' interactions with students. Analysis of responses to the open-ended questions revealed that this was a major theme, generating 50 quotations from 48 respondents. Although women's comments on this subject expressed

both positive and negative gender experiences, men were almost universally positive.

Nineteen of the comments made about students were positive. Positive comments made by women usually noted rapport, ability to connect with students, ability to relate on a personal level, strategies for interaction, being seen as taking an interest in students' lives, or even being valued as one of the few women professors in the department. For example:

> *"I am much more in tune with our students" (Female, White, 40's).*

Men's positive responses often brought up deference, being taken more seriously, less hassling, and more respect. For example:

> *"at times I have been taken more seriously...even by undergrads" (Male, White, 60's).*

Twenty-nine responses were negative. The single instance of a man's negative response noted that students may dislike him because he did not

> *"fit the secondary school mould of a compassionate, motherly nurturer" (Male, White, 30's).*

The women's negative responses were extremely varied. They included feeling less respected in the classroom, being expected to do more service, being expected to give more time, being expected to be nicer, being seen as less competent than male professors, and being evaluated more harshly or by stricter terms than men.

> *"students scrutinize female professors and demand greater competency and emotional support" (Female , White, 40's).*

> *"Women at my current institution are expected to be maternal and nurturing with students, while men get to be rigorous and demanding. Women get blasted by students and administrators" (Female, White, 40's).*

The interesting overlap in what women noted as negative (e.g. less respect), and men noted as positive (e.g. more respect) suggests that both genders have a similar understanding about what happens in a classroom regarding gendered

interactions. Six women participants specifically noted what they felt as a bias against them in formal student evaluations.

Unfortunately we did not include questions specifically targeted at student interactions in the survey instrument. Future iterations of this survey must take care to include faculty-student interactions as a unique dimension of the university experience. Service on graduate student committees, student advising, and general student interactions should occupy a prominent place in any analysis of gendered work environments.

*5.7. Discrimination Beyond Gender*

Overall, there are distinct similarities and differences in the relationships among gender and race in our quantitative analysis. A gendered pattern in workplace perceptions does remain somewhat consistent across all measures, with men being more likely to perceive their department's policies and programs as clear and effective, more likely to perceive their departments and senior faculty as actually involved in supporting their work and mentoring them, and more likely to perceive their fellow faculty as collegial. While the relationship between gender and race changed across these measures, race was never able to "trump" male privilege and racial advantages or disadvantages in these variables were consistently secondary to gender. However, there does seem to be a distinct shift in the effects of race when we transition from talking about policy and program to actual interactions and activities. When examining perceptions of policy and programming, race is only a significant factor in moderating male privilege, but does not seem to significantly impact the experiences of women who do not receive gender privilege. When examining perceptions of actual interactions, race is only a significant factor among women who are already experiencing a gender disadvantage, but does not seem to significantly impact the effect of male privilege. This consistency suggests a shift between policy and actual human interactions.

Furthermore, this pattern highlights the importance of considering gender along with a variety of other important dimensions of identity, including race, ethnicity, national origin, sexual orientation, and age. As described in chapter 2, we unfortunately did not have sufficient data to test factors other than race in our quantitative analysis. However, significant support for the value of multi-dimensional analysis was found in the textual analysis of responses to the open-ended questions asking about gender as a hindrance, about as an advantage, and about other gender-related experiences. 50 respondents identified gendered

experiences as being connected to other dimensions of identity.  The following examples are illustrative:

*"…I think that race, class, and choice of research choices have all helped to ghettoize me…" (Female, Black or African-American, 40's)*

*"It [is] a double hindrance being a minority woman." (Female, Asian, 50's)*

*"An aging woman professor gets little respect from the administration." (Female, White, 60's)*

*"Not gender [as a hindrance], but sexual orientation and foreign origin and upbringing." (Male, White, 40's)*

*"…race more than gender [has hindered my advancement].  People view research by a minority on minorities as too close to the research." (Female, Black or African-American, 50's)*

## 6. Work-Family Issues

*6.1. Introduction*

This section reports on work-family issues in relation to career trajectories, and how these differ for women and men. To understand the differences, we explored past and anticipated career interruptions, and the challenges of caregiving for children and others while in an academic career. We found a statistically significant relationship between gender and reasons for career interruptions, with more women than men having interrupted their careers or anticipating a career interruption due to familial obligations. Childbirth and caregiving were frequently mentioned as hindrances to professional advancement for women. Respondents claimed that the time commitment involved in balancing work and family responsibilities, coupled with a lack of institutional recognition for work-family issues, disadvantaged women, but not men. The section concludes with an examination of gendered differences in marital status, numbers of children and caregiving roles. While women are less often married than men, and have fewer children, they nonetheless have greater childcare responsibilities than men.

The survey results are illuminated by the theories summarized in Chapter 1 as "Second Shift" and "Men as the Norm." Perhaps the most pervasive finding regarding work-family issues is the tendency for women to be primary caregivers for children, creating a double burden for them which slows their career progression. This relates to the ideology of "Men as the Norm," in that traditional notions of what it means to be a professor include assumptions about

the male gender of the professor, and his reduced participation in childcare and household responsibilities by comparison to his wife, disadvantaging women professors who do not match the ideological norm.

*Sources of Data*

Quantitative findings in this section are based on sections C and F of the survey instrument (see Appendix A).  Section C collected data on dates and ages for obtaining degrees; whether individuals took time off between earning degrees, and why; and whether respondents held a post-doctoral position before taking a tenure-track job.  Most yes/no questions were followed with space allowing for explanation.  Explanations were categorized and statistically analyzed along with the closed survey questions.  Section F collected demographic information including marital status, number of children, and primary caregiver.  In addition, this chapter also draws on textual analysis of the following open-ended questions:

- Knowing what you know now, would you still choose this career path for yourself?
- Do you believe that your gender has hindered your professional advancement?
- Do you believe that your gender has provided you with an advantage in your professional advancement?
- Please comment on any other gender-related workplace issues you may have experienced.

We combined quantitative analysis with the Time and Family theme from our qualitative analysis.  The Time and Family theme suggests that the time commitment associated with academic work inhibits one's ability to effectively manage caretaking responsibilities, particularly for women, and that this dilemma is not fully appreciated by administration.  156 respondents were coded for the Time and Family theme.

*6.2.  Career Interruptions Prior to Survey*

Survey respondents were asked if there had ever been an interruption (longer than a vacation) in their academic career *since* receiving their PhD.  235 (25.46%) of the 923 respondents to this question had experienced a career interruption. For 55.36% of respondents (n=129), their career interruption was between completing their graduate degree and starting work.  44.64% of respondents (n=104) had their careers interrupted after beginning their first post-graduate position.  Interruptions were typically between one and two years (mean = 2.76;

median = 2; mode = 1), although the range of time off reported was one month to 17 years.

Statistically significant relationships were not found between gender and career interruption or for race and career interruption; only weak negative associations were found for both. Although fewer men than women (40.8% of men and 44.1% of women) and more people of color than whites (45.0% of non-whites and 42.4% of whites) experienced a career interruption since the beginning their graduate program, neither difference was statistically significant ($p$ = .350 for sex and $p$ = .602 for race). Furthermore, analysis of race and gender variables in combination were not statistically significant, including gender differences among whites ($p$ = .906), racial differences among men ($p$ = .327), racial differences among women ($p$ = .148), and gender differences among non-whites ($p$ = .077).

While there were no significant differences by race or gender in terms of the likelihood of having had a career interruption, *reasons* for career interruptions did show significant differences. The responses to the open-ended question concerning reason(s) for post-PhD career interruptions were sorted into ten categories: 1) job market/job search; 2) work in another field; 3) post-doctoral position; 4) discrimination/harassment; 5) other work related; 6) combination of work and family; 7) childcare and other caretaking; 8) spouse tailing; 9) other family; and 10) other (personal, medical, visa status). These categories were then collapsed for analysis into "family related" reasons or "work related" reasons. 140 of the 229 respondents (61.11%) interrupted their career for work related reasons and 69 respondents (30.13%) did so for family reasons. Figure 6.1. summarizes the coding categories, counts, and percentages by gender.

Figure 6.1. Gender Distribution of Reasons for Career Interruptions.

| Reason for Interruption | Men (count) | Women (count) |
|---|---|---|
| Job market/job search | 51.85% (28) | 32.00% (56) |
| Work in another field | 24.07% (13) | 14.29% (25) |
| Post-doctoral position | 1.85% (1) | 2.86% (5) |
| Discrimination/harassment | 0.00% (0) | 2.86% (5) |
| Other work related | 3.70% (2) | 2.86% (5) |
| **Subtotal – work related reasons** | **81.48% (44)** | **54.87% (96)** |
| Childcare and other caretaking | 7.41% (4) | 22.86% (40) |
| Spouse tailing | 3.70% (2) | 9.14% (16) |
| Other family | 0.00% (0) | 4.00% (7) |
| **Subtotal – family related reasons** | **11.11% (6)** | **36.00% (63)** |
| Other (personal, medical, visa status) | 7.41% (4) | 9.14% (16) |
| **TOTAL** | **100.0% (54)** | **100.1%* (175)** |

*Total not equal to 100% due to rounding

Our analysis found a statistically significant relationship ($p < .001$) between gender and reasons for interruptions, with 39.6% of women (n=159) as compared to 12.0% of men (n=50) reporting a career interruption due to family reasons. This resulted in a moderately strong negative association (gamma = -.656) between being a man and having had a family-related career interruption, a difference that was statistically significant ($p < .001$).

While we did not find a statistically significant relationship between race and reasons for career interruptions ($p = .198$), combining race and gender produced a significant relationship. Among whites there was moderately strong negative association (gamma = -.688) between being a man and having had a family-related career interruption, a difference that was statistically significant ($p < .001$), meaning fewer white men interrupted their career than white women. Among women, the relationship between race and reasons for career interruption was not statistically significant ($p = .198$).

The small number of non-white men who had career interruptions (n=5) created problems for interpretation of the relationship between race and gender among non-whites and men. None of the men of color reported family-related career interruptions; therefore, these associations generated a gamma value of 1.00, indicating perfect association. Although this did result in a statistically significant result among non-whites (p = .030) and a statistically insignificant one among men ($p = .704$), neither result can be vested with much confidence from such a small comparison sample.

*6.3. Anticipated Career Interruptions*

Anticipation of future career interruptions was uncommon among survey respondents, with a majority (88.2%) of respondents (n=886) not anticipating a future career interruption. However, there was significant gender variation; almost twice as many women as men reported anticipating a future career interruption (16.3% of women versus 7.0% of men). This resulted in a moderate negative relationship (gamma = -.420) between being a man and anticipating a future interruption and this difference was statistically significant ($p$ <.001). While racial differences were not statistically significant either overall or among gender groups, the above gender differences translated consistently across racial groups. 15.6% of white women versus 6.7% of white men reported anticipating a future career interruption. Among whites, we found a moderate negative relationship (gamma = -.385) between being a man and anticipating a future interruption and this difference was statistically significant ($p$ <.001). A similar pattern was found among non-whites (19.2% of non-white women versus 9.5% of non-white men anticipated a future career interruption, gamma = -.385), but this relationship was not statistically significant ($p$ = .136).

The explanations offered by the 120 respondents (15.7%) who expect an interruption in their career were sorted into 6 categories: 1) family/child care; 2) retirement/sabbatical; 3) lack of employment/tenure/funding/contract; 4) health; 5) pursuing other educational, research, or writing opportunities; 6) other. Table 6.2 summarizes these responses and their counts.

Figure 6.2. Gender Distribution of Reasons for Anticipated Career Interruption.

| Reason for Interruption | Men (count) | Women (count) |
|---|---|---|
| Family/child care | 5.55% (1) | 52.94% (54) |
| Retirement/sabbatical | 50.00% (9) | 11.76% (12) |
| Lack of employment/tenure/funding/ contract | 22.22% (4) | 20.59% (21) |
| Health | 0.00% (0) | 3.92% (4) |
| Pursuing other educational, research or writing opportunities | 16.67% (3) | 6.86% (7) |
| Other | 5.55% (1) | 3.92% (4) |
| **TOTAL** | **99.99%* (18)** | **99.99%* (102)** |

*Total not equal to 100% due to rounding

Nearly half (45.8%) anticipate that familial responsibilities will create a pause in their career, followed by unemployment (25%), retirement or sabbatical (21%), the pursuit of other scholarly opportunities (10%), and health issues (4%). Notably, all but one of the 55 respondents who anticipate a future career interruption due to familial responsibilities are women.

*6.4. Care-giving and Career Progression*

Childbirth and care-giving (for children and other family members) were mentioned in direct response to questions about past and anticipated career interruptions, as well as on numerous occasions (n=181 instances by 156 respondents) in response to the four open-ended questions about gender and professional advancement.  Parenting was often cited as having slowed down an individual's academic and/or professional progress.  Female respondents in particular felt their careers were or would be stunted by having children, predicting that "*when I choose to have children, I think it will have a major effect on my career" (Female, White, 30's)*, or noting that becoming a mother has placed them on "*a slower, less high powered career path" (Female, White, 40's)*.  While parenting responsibilities were cited by both males and females as something that always worked *against* women, for men, parenting was not considered a barrier to career advancement, but rather, it was suggested to be something that could work *for* men, with colleagues awarding "brownie points" for managing to fulfill  familial responsibilities on top of work obligations.  The following quotations are illustrative.

> *"I was not able to begin college until age 27, and it took me 10 years to complete my undergrad degree, due to parenting responsibilities.  My sons' father was not restricted in this way." (Female, White, 50's)*

> *"I had to hold the family together as my husband was going though his career (books, conferences, etc) and never had the time to write and publish as much as I wanted to." (Female, White, 40's)*

> *"…having small children has hindered my advancement -- but not my husband's!" (Female, White, 30's)*

> *"After I married I made a purposeful decision NOT to have children since I knew having a family would disadvantage my career opportunities.  Female faculty should not have to make choices such as this." (Female, White, 60's)*

> *"I'm taken more seriously then some female colleagues, and, though I carry my share of domestic responsibilities, I'm not expected to pull a second shift." (Male, White, 50's)*

*"As a male, I get 'extra credit' for any childcare I do, with few penalties based on the choices I make." (Male, White, 30's)*

In general, male and female respondents reported feeling that motherhood and care-giving were not valued as legitimate time investments, and that the workload associated with academia was too heavy and did not allow for sufficient "family time." The effect on women in particular was linked to expectations about male and female responsibilities within the household.

*"…parenting falls more heavily on me then on my child's father." (Female, White, 40's)*

*"…housework falls on me rather then my spouse." (Female, White, 40's)*

It bears repeating that these quotations are pulled from open-ended general reflection questions, and are not necessarily representative of the sample population. The survey instrument did not include specific questions about work and family that could be analyzed by gender and other demographics. That said, it remains of interest that comments surrounding work and family constraints and expectations about working women's roles within families and households appeared in 156 responses, especially given the fact that fewer female than male survey respondents were parents themselves (55.8% of women versus 74.6% of men). Yet, women were not the only respondents who felt discrimination from colleagues for their choices to parent; four male respondents suggested they did as well, such as this male respondent who stated, "*I have been a VERY involved father to my two children, so much so that I have been warned against it by male colleagues*" (Male, Declined to give race, 50's).

As the above quotations illustrate, many respondents, and women in particular, expressed a sense that it is difficult to advance in academia if one chooses to become a parent. Comments suggest that one factor contributing to parenting choices is the tension that arises in decision-making regarding time commitments, as parent academics work to achieve a work-life balance. Respondent comments describe the difficulties academics – whose work "never ends" – face in attempting to achieve a work-life balance:

*"…achieving full academic success limits time and enjoyment for my family" (Female, White, 30's).*

*"The job never ends. It comes home with me, it lives with me on weekends. I am always guilty – not enough focus and time for my work, and also not enough time and focus for my family." (Female, White, 50's).*

A layer above the personal guilt that most working parents struggle with is a workplace climate that sends signals (verbal and otherwise) that the choice to engage in parenting activities in lieu of work tasks suggests that an individual is not a serious scholar. Some female respondents explicitly stated that gender disadvantages did not appear until they became mothers. Importantly, discrimination was not reported as solely male-perpetuated. In fact, some respondents, such as the following, claimed that discrimination by women *against* women who chose to become mothers was at times more callous.

*"…interestingly the most elitist and non-understanding senior faculty members are women who offer little to no sympathy for my own obligations as a mother and caretaker for a parent." (Female, Declined to give race, 30's)*

Finally, the quotations offered at the start of this section suggest a more systemic issue, which is one area our discipline (and the academy in general) could address: the tenure track generally overlaps with women's childbearing years, and institutional support is often absent or lacking. Not all institutions offer maternity leave, few offer on-campus childcare and accommodations for breastfeeding mothers, and teaching schedules can conflict with available daycare.

*"My colleagues have always tried to be fair, and for the most part, they have succeeded. The problems are in the system - and I don't know that academia can change. Bottom line, have kids - whether in 1980's or 2005 - and you compromise your time…" (Female, White, 50's)*

*"No. Women are respected in my department, but there is little understanding either in dept or college or univ[ersity] for family needs. Society still places burden on women for babies, and there's no accomod[ations]." (Female, White, 30's)*

*"Had I known childcare is so precarious I would have either not had kids or not chosen this career." (Female, Asian, 40's)*

*6.5.  Gender Differences in Marital Status, Children, and Caregiving*

The challenges for women described in the previous sections appeared to result in different patterns for men and women regarding marriage, number of children, and childcare.  Several demographic differences relating to work-family issues appeared in the survey results.  More men than women had spouses or partners (87.8% vs. 70.8%), more men than women had children (74.6% vs. 55.8%), and women had a lower mean number of children.  At the same time, even though women were less likely to have children under 18, they were more likely to report being the primary caregiver of children under 18.

*6.5.1.  Marital Status and Children*

With regard to marital status, 73.1% of respondents indicated that they had a spouse or domestic partner. However, when this is broken down by gender, a significant difference is found.  Only 70.8% of women are partnered, while 87.8% of men are (p<.001, n=908).  There is a weaker, though not significant relationship between being white and partnered. The negative relationships between being a woman and being partnered is stronger for non-whites (gamma= -.488, $p$ = .012, n=111) than for whites gamma = .465, $p$ < .001, n=704), although it remains similar and significant across all races (Figure 6.3).

Figure 6.3. Distribution of Marital Status by Gender and Race.
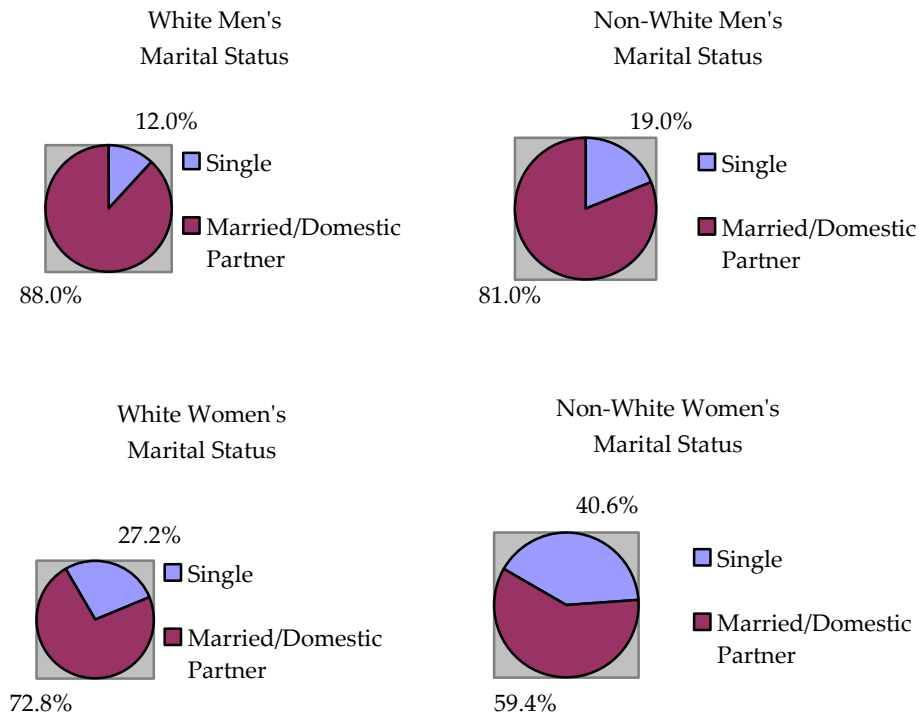


Overall, 60.9% of respondents reported having children of any age, with 1.12 as the mean number of children (median = 1). Only 55.8% (367) of women have children, while 74.6% (206) of men do (Figure 6.4). There is a positive relationship (gamma = .400) between being a man and having children, that is statistically significant ($p < .001$, $N = 934$). Although this relationship exists across races it is stronger among non-whites. There is a significant relationship between race and having children for women. Women also have a lower mean number of children (.95) than do men (1.54), a difference which is statistically significant ($p =$ <.001, 2 tailed t-test). This relationship is consistent and statistically significant across racial groups, although the gender mean difference among non-whites is larger (.71 children less for women, $p = .001$, 2 tailed t-test) than it is among whites (.55 children less for women, $p < .001$, 2 tailed t-test). Considering race alone, non-whites have a lower mean number of children (.92) than do whites (1.14), a difference which is statistically significant ($p = .049$, 2 tailed t-test). However, this racial difference is only significant among women, where non-white women have a lower mean number of children (.67) than do white women (.99), a difference which is statistically significant ($p = .013$, 2 tailed t-test).

Figure 6.4. Distribution of Children By Gender and Race.



Percent of White Men with Children (any age)
Mean = 1.54
0.5%
25.0%
74.5%
Has children
No children
Missing

Percent of White Women with Children (any age)
Mean = .99
0.2%
42.2%
57.6%
Has children
No children
Missing

Percent of Non White Men with Children (any age)
Mean = 1.38
0.0%
30.2%
69.8%
Has children
No children
Missing

Percent of Non White Women with Children (any age)
Mean = .67
0.0%
39.5%
60.5%
Has children
No children
Missing

*6.5.2. Caregiving for Children under 18*

Since a notable percentage of the sample was nearing retirement and had adult children, comparisons of having children and caretaking responsibilities was conducted only for those respondents who reported having children under 18 (n = 361).

More men than women have children under 18 in this sample (43% versus 36%) (Figure 6.5).  There is a weak positive relationship between being male and having children under 18 (gamma = .148) that is statistically significant (p = .044).

Figure 6.5. Distribution of Children under 18 by Gender.

Percent of Men with
Children under 18

1.1%
43.3%
55.6%

- Kids under 18
- No kids under 18
- Missing

Percent of Women with
Children under 18

0.8%
36.4%
62.8%

- Kids under 18
- No kids under 18
- Missing
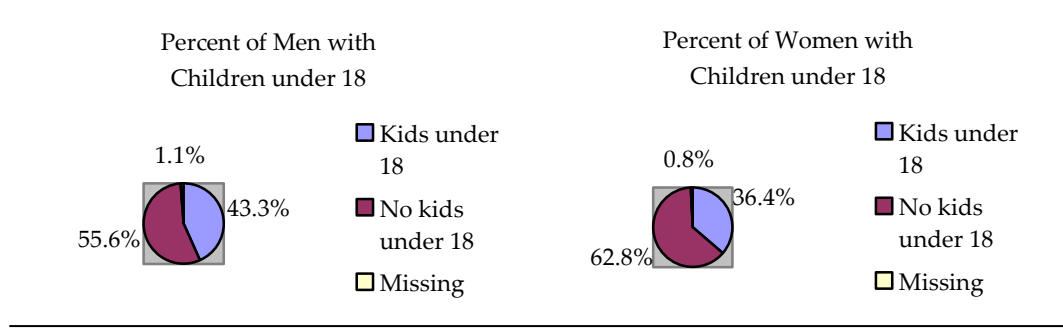
However, gender alone does not tell the whole story. Among whites, men are only slightly more likely to have children under 18 (43.9% versus 38.0%), a difference that is not statistically significant. However, among non-whites, men are much more likely to have children under 18 than women (41.9% versus 22.4%). This is a moderate positive relationship (gamma = .438) between being male and having kids under 18 among non-whites that is statistically significant (p = .027) (Figure 6.6).

Figure 6.6. Distribution of Children under 18 by Gender and Race.

Percent of Non White Women with
Children under 18

1.3%   22.4%
76.3%

- Kids under 18
- No kids under 18
- Missing

Precent of Non White Men
w/Children under 18 Reporting
Being Primary Caregiver of
Children

27.8%
72.2%

- Primary Caregiver
- Not Primary Caregiver

Precent of Non White Men with
Children under 18

2.3%
41.9%
55.8%

- Kids under 18
- No kids under 18
- Missing

Precent of White Men with Children
under 18

0.5%
43.9%
55.6%

- Kids under 18
- No kids under 18
- Missing

Of those respondents who have children under 18, women were much more likely than men to report being the primary caregiver for children (83.8% versus 62.5%) (Figure 6.7).  This was a moderate negative relationship (gamma = -.511) between being male and reporting primary caregiving responsibilities among those with children under 18 that is statistically significant (p <.001).

Figure 6.7. Distribution of Primary Caretaking Responsibilities by Gender among Respondents with Children under 18
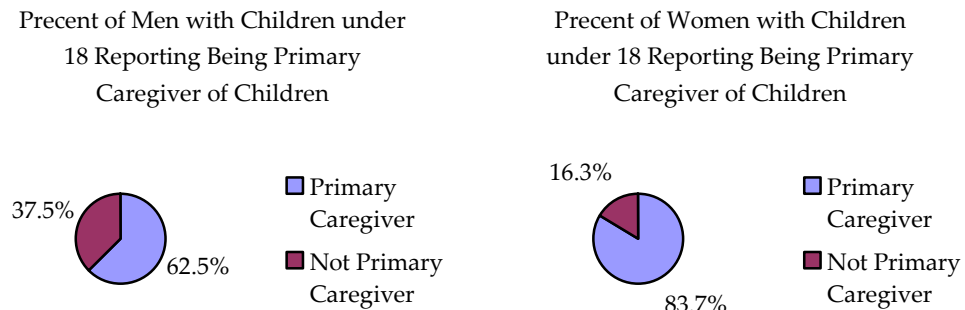


Once race is inserted into the picture, the disparity in being a primary caretaker between men and women with children under 18 remains apparent (Figure 6.8).  Among those with children under 18, non-white women are the most likely to report being primary caregivers (94.1%), followed by white women (82.2%), then non-white men (72.2%), and finally by white men (59.3%).  Among whites, this was consistent with the overall gender relationship described above. There was a moderate negative relationship (gamma = -.520) between being male and reporting being a primary caregiver among whites that is statistically significant (p < .001).  Among non-whites, the negative relationship between being male and reporting being a primary caregiver was even stronger (gamma = -.720), but not statistically significant (p = .068) likely due to the extremely small sample of non-whites with children under 18 (n=35).

Figure 6.8. Distribution of Primary Caretaking Responsibilities by Gender and Race among Respondents with Children under 18.

Precent of Non White Women w/Children under 18 Reporting Being Primary Caregiver of Children

5.9%

94.1%

□ Primary Caregiver

■ Not Primary Caregiver
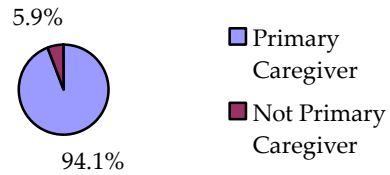
Precent of White Women w/Children under 18 Reporting Bring Primary Caregiver of Children
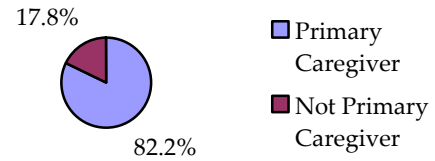
17.8%

82.2%

□ Primary Caregiver

■ Not Primary Caregiver

Precent of Non White Men w/Children under 18 Reporting Being Primary Caregiver of Children

27.8%

72.2%

□ Primary Caregiver

■ Not Primary Caregiver
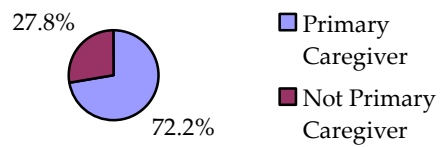
Precent of White Men w/Children under 18 Reporting Being Primary Caregiver of Children

40.7%

59.3%

□ Primary Caregiver

■ Not Primary Caregiver
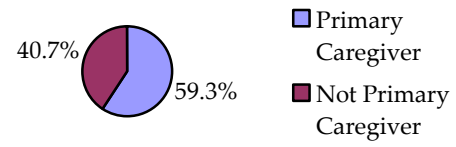
## 7. Advantages of Being a Woman

*7.1. Introduction*

Although the quantitative analysis of survey questions primarily highlighted ways in which women were disadvantaged in comparison to men, the open-ended survey questions allowed respondents to highlight positive aspects of their work life. This chapter and the next present these more positive aspects, based on textual analysis of responses to open-ended questions. This chapter highlights the advantages of being a woman. Chapter 8 highlights job satisfaction in general.

We found four main topics in survey responses that addressed the advantages of being a woman. These topics were:

- Women's advantages in conducting fieldwork
- Women's support networks
- Feminist theory
- Rapport with students

*Sources of Data*

This chapter draws on the textual analysis of the following open-ended question: "Do you believe that your gender has provided you with an advantage in your professional advancement?" Two themes in our qualitative analysis were of relevance to this chapter :

- Specific Working-related Advantages (64 respondents)

- Networks & Support Systems (65 respondents)

Since the numbers associated with specific topics within these broader themes are rather small, and since the topics were not addressed by quantitative questions, we caution that the findings in this chapter should be regarded as suggestive rather than conclusive.

*7.2. Women's Advantages in Conducting Fieldwork*

Respondents noted several advantages for women during fieldwork. First of all, some stated that they found women researchers to be perceived as less threatening than men. One said her non-threatening gender was helpful in her work with a specific patriarchal culture group (Female, Bi or Multiracial, 60's). Others said:

> *"It helped with my research – I think people are less threatened by women and feel freer to talk to them." (Female, White, 50's)*

> *"…my gender helped people experience me as non-threatening, companionable, etc. in the field." (Female, White, 40's)*

Related to this was the idea of trust.

> *"Yes, in fieldwork I think I sometimes have an easier time getting people to trust me and it can make some circumstances easier." (Female, White, 30's)*

Other respondents argued that motherhood in particular could be an advantage during fieldwork. While chapter 6 highlighted the challenges for women brought about by caretaking responsibilities, some women found their status as a mother to be helpful in establishing rapport with a local community during fieldwork:

> *"It was advantageous being a woman with 2 young kids in the field." (Female, Bi or Multiracial, 50's)*

> *"In research [having children] has been advantageous as I work with women and families most often." (Female, Declined to give race, 50's)*

This finding has also been noted in publications by women anthropologists (Butler 2006, Sachs 2006). For instance, Sachs wrote:

Having babies while doing fieldwork was a fabulous experience. The people in the community where I lived and did research – a tiny unincorporated town that had once been a coal mining company town – were 50 years older than I. It was like having ten sets of grandparents, all of whom welcomed my children as they nursed, crawled, giggled, or cried during our interviews and conversations. Their easy approach to the presence of babies in their world provided an integrated sense of being a mother and an anthropologist (2006:154-155).

Some women respondents elaborated that while their gender assisted them during fieldwork, they did not find their gender to be an advantage in the academic workplace per se.

*"With the exception of access to informants as a women and doing good research I did not have any advantage of being a woman as a category." (Female, Bi or Multiracial, 40's)*

*"While I have been able to take advantage of my privileged position as an American woman on some rare occasions during field work in Latin America, I do not think it is helpful in the US academy." (Female, White, 50's)*

*"It has helped in establishing rapport in research situations, but not really in professional advancement." (Female, White, 50's)*

However, as one respondent pointed out, the ability to accomplish high-quality research is closely related to the ability to succeed in the academic workplace:

*"…my gender has helped in my research, and my research is key to my professional advancement." (Female, White, 40's)*

*7.3. Women's Support Networks*

Another advantage noted by some women respondents was their participation in informal women's networks, which supported them and enhanced their work experience.

*"at my institution female faculty tends to support one another and form relationships that the men don't seem to do." (Female, White, 50's)*

*"Able to connect with… some of the female faculty.  Feminist scholarship links many women on campus." (Female, White, 30's)*

*"[My gender has] probably made it more enjoyable, because of women's networks." (Female, White, 40's)*

Some of the respondents who wrote about these support networks noted that the departments in which they spent time had a majority of women:

*"Given that all my profs in grad school were female and that the majority of my department colleagues are female, there's a sense of collaboration and support that might otherwise not be as strong." (Female, White, 40's)*

*"Now yes [my gender has provided an advantage] because there are many women both as students and faculty." (Female, White, 50's)*

*7.4.  Feminist Theory*

Feminist anthropology was also noted as an "asset" by some women.

*"Assets include having privileged access to some key intellectual trends of the last 20th century (e.g. feminist theory, women's lives)." (Female, White, 30's)*

*"Yes [my gender provides me with an advantage], in that I have been open to critical and feminist approaches that have permitted me to do more creative and interesting anthropological work." (Female, White, 60's)*

*"Not my gender as such but I do think my feminist work made me famous at an early age." (Female, White, 60's)*

In theory, of course, men could utilize feminist theory as well.  However, as this respondent pointed out:

*"I probably wouldn't have discovered feminist anthropology if I weren't a woman" (Female, White, 60's)*

## 8. Overall Satisfaction with Job

*8.1. Introduction*

   This chapter, like the previous one, presents primarily positive aspects about their work life that respondents articulated in their responses to open-ended survey questions.  Here we focus on overall job satisfaction.  Regardless of the challenges they faced, many respondents wrote passionate comments about how deeply they valued their job, and how meaningful they found their work lives to be.  At the same time, we do not intend to put forward a Panglossian view that this is the best of all possible worlds; respondents also raised concerns about academia.  In the one quantitative survey question examined here, the majority of respondents said that they would choose the same career path again; however, nonwhite women were significantly less likely than white women or men to say so.

*Sources of Data*

   We first present the quantitative analysis of yes/no responses to the question, "Knowing what you know now, would you still choose this career path for yourself?"  Then we present the qualitative analysis of open-ended responses to this same question.  We describe three themes:  respondents who love their work; women respondents who say their situation has improved over time; and critiques of academia.  The second theme also includes analysis of responses to

the question, "Do you believe that your gender has hindered your professional advancement?"

In our original qualitative analysis, these three themes were labeled as follows:

- "Lov" Codes (302 respondents)
- Better Now (32 respondents)
- Codes on Professional Environment (95 respondents)

## 8.2. They Would Do It Again

Respondents were asked, knowing what they know now, whether they would still choose this career path. In our quantitative analysis, the majority of respondents (77.8% of those responding to this item) indicated that they would make the same career path choice. (Because version 2 of the survey did not include yes/no boxes for the respondents, 62 responses had to be eliminated as they were not clearly classifiable as yes or no responses, in addition to the 49 respondents who did not answer this item.)

For this question, both overall racial and gender differences were statistically significant. Being male was moderately weakly positively associated (gamma = .249) with reporting choosing this career path again and this difference was statistically significant ($p$ = .034). Being white was moderately positively associated (gamma = .448) with reporting choosing this career path again and this difference was also statistically significant ($p$ = .005). Looking at race and gender differences in combination, the interrelated impacts of race and gender difference becomes clear again. Among whites, there is no statistically significant sex difference between men and women ($p$ = .211); but among non-whites, being male is moderately positively associated (gamma = .4843) with choosing this career path again and this difference was statistically significant ($p$ = .044). Similarly, among men there is no statistically significant racial difference ($p$ = .467); but among women, being white is moderately positively associated (gamma = .530) with choosing this career path again and this difference was statistically significant ($p$ = .004). Overall, there is no significant variation among men of any race and white women, but non-white women are significantly disadvantaged.

## 8.3. They Love Their Work

In the open-ended responses to the question of whether they would choose the same career path again, about a third of respondents (302) expressed strong positive feelings about their work life. The topics they highlighted included their

career in general; the freedoms associated with their jobs; research and teaching; doing intellectual work; mentoring; and writing publications.

### 8.3.1.  They Love Their Career

The 58 responses in this category were mostly general statements like "I love what I'm doing" or "I enjoy my work immensely."  The word "anthropology," or "anthropologist," was used to refer to what it was that a respondent found fulfilling in 17 instances.  Here are some interesting and passionate examples:

*"Anthropology is my identity, my religion, my spectacular happiness…" (Female, White, 60's)*

*"…Anthro is the best you can do out of bed." (Male, Declined to give race, 50's)*

*"I think Levi-Strauss was right: you are almost born liking anthropology or not…" (Female, White, 50's)*

Just because a respondent loved anthropology however, did not mean they were happy with their overall career path or how it ended up.

*"I love anthropology, but I am absolutely disillusioned by the treatment I have received here." (Female, Bi or Multiracial, 40's)*

### 8.3.2.  They Love the Freedom

Several different types of freedoms were noted in 54 responses, including intellectual freedom, personal freedom, individual freedom, scheduling freedom/flexibility, freedom to choose research topics, academic freedom, and just general freedom.  Autonomy and independence were both noted several times.  Intellectual stimulation and the ability to pursue engaging research interests were also noted frequently.  Other types of comments included in this code were:

*"…I like having control over my own research agenda…" (Male, White, 50's)*

*"…I feel I have a lot of freedom in my every day management and it is the only way I can work on the issues that are important to me." (Female, White, 30's)*

*"…Overall, doing anthropology in a university setting has been incredibly rewarding. Despite various pitfalls, one has an incredible sense of ownership of one's time and energy." (Male, Bi or Multiracial, 60's)*

*8.3.3. They Love Research and Teaching*

There were 110 references to research and 129 to teaching.  Research and teaching were often linked.  They overlapped 71 times, by 13 male and 58 female respondents.

*"…There is nothing more rewarding than teaching and research -- both are highly meaningful activities that give back to the community..." (Male, White, 40's)*

*"There is nothing else that I would rather do in my life than teach and engage in research." (Female, White, 40's)*

In addition, there were 39 comments on research that did not mention teaching, included 6 by men.  Even here, several included comments about enjoying working with students or acting as a mentor.  For some the enjoyment from research was enough to make the job worthwhile, while for others it was maybe not enough.

*"Absolutely!! I LOVE my career and job! I am in higher admin and rarely teach, but I have time for research and working with graduate students. I can't imagine a more rewarding and stimulating life!" (Female, White, 50's)*

*"Yes, I enjoy my research and field work. It is one of the most satisfying parts of my life." (Female, White, 60's)*

*"yes [I would chose this career path again], I love the working with students and research. The rest of the job (dealing with administration and other anthropologists) is just an unrewarding pain." (Male, White, 40's)*

There were also 58 comments that only mentioned teaching, not research, including 17 by men.  Two things which stood out among these respondents were their expressed love of anthropology/academia, and their appreciation for the flexibility afforded by teaching.

*"I enjoy teaching and I enjoy thinking about culture. Despite the hardships, I get to be my own boss more or less and I have a great deal of flexibility here." (Male, Asian, 40's)*

*"Yes! I love teaching, I love helping graduate students and undergraduates. It's a very fulfilling life--what could be better than thinking and talking about anthropology all the time?" (Female, White, 50's)*

*"YES!!!! I love the teaching, and my students, and I love the opportunity to work from home several days a week, pursuing my own projects. I worked outside academe and know how valuable these are." (Female, White, 30's)*

*8.3.4. They Love Doing Intellectual Work*

There were 36 comments that described a love of academia, being a scholar, and doing intellectual work, with 8 male and 28 female respondents.

*"…I love the fact that I can get paid for doing intellectual work." (Female, White, 60's)*

*"Academia is a good place for me because of the intellectual stimulation and opportunities for research and writing." (Female, White, 60's)*

*"Being an academic is still a great privilege. At least some of the time one gets to do one's own research and one is still in an environment of continual learning, through teaching." (Female, White, 50's)*

*8.3.5. They Love Mentoring*

The 41 respondents who wrote positively about their interaction with students often commented on the enjoyment they received from passing information on to and influencing the lives of the next generation. Only 1 of the 7 male comments in this area fell in line with these types of nurturing comments. The other 6 were less specific about why they like working with students. Three of them noted that they liked being able to work with "good students."

*"Yes, because I love interacting with students and influencing the paths of those I teach." (Male, Bi or Multiracial, 50's)*

*"Yes. I love teaching and mentoring students into researchers. My research is also exciting and gratifying." (Female, Bi or Multiracial, 40's)*

*"Yes. I enjoy teaching (predominantly) first generation college students to view the world from an anthropological perspective." (Female, White, 40's)*

*8.3.6. They Love Writing Publications*

Among the 23 comments about enjoying writing and publishing, only 3 were male and all of those were very general. Several of the female responses mentioned contributing to a wider (public) understanding of anthropological issues. One did "wonder about the overall 'usefulness'" of her work. Other female responses were more general.

*"Yes. It's a wonderful job that gives me the opportunity to think and write about what interests me, travel, and work with good students." (Male, White, 40's)*

*"What better way to contribute to society than educate others and write monographs based on research that may be used in Congressional hearings or courtroom proceedings?" (Female, Bi or Multiracial, 40's)*

*"It appears to be something I know how to do well, I gain satisfaction from writing and from mentoring; I do wonder about the overall "usefulness" of my line of work in society at large occasionally." (Female, White, 40's)*

*8.4. Things are Better Now*

Another theme that emerged in our qualitative analysis, specifically in relation to women, was the way in which the challenges of being a woman could diminish over the course of a career. Thirty women noted a trajectory in their work lives, from a difficult early stage to a more satisfying current level. To summarize:

*"I love my position. It took some work to get here, but it was worth it." (Female, White, 40's)*

Three main factors were identified as producing this improvement over time: tenure, surviving academic politics, and the women's movement.

*8.4.1. Tenure*

Not surprisingly, for many respondents comfort came with tenure.

*"It's easier for me to say yes [I would choose this career path again] now that I managed to get tenure while still having two children, but earlier I'm not sure I would have said yes!" (Female, White, 40's)*

*"…no real boss breathing down my neck, post tenure anyway." (Female, White, 50's)*

Sometimes just being on the tenure track was a comfort.

*"Probably so [I would choose this path again]. But for a number of years I was uncertain as to whether or not I would get a tenure track position, and those years were very difficult ones." (Female, White, 50's)*

*8.4.2. Surviving Academic Politics*

Sometimes departmental or university politics were cited as early barriers to satisfaction.

*"Overall I ended up successful in spite of some periods of poor job markets and inter-faculty warfare here." (Female, White, 50's)*

*"The first years were difficult…since the department was factionalized." (Female, White, 50's)*

*8.4.3. The Women's Movement*

The women's movement was alluded to several times as a factor in having a better situation now. Some of these early issues that improved over time included unequal pay, chilly climate, and glass ceiling issues. A number of respondents spoke about how asserting their rights eventually helped make their career situation better.

*"…had to fight in graduate school to survive and be taken seriously. The emerging women's movement saved me there, as well as women studies." (Female, White, 60's)*

*"My salary was very low for many years due to being in a poorly administrated female unit in a male dominated College. The situation is now excellent for new female hires. I raised a big fuss to change." (Female, White, 60's)*

*"Not now [gender isn't a hindrance] – I am happy with my situation. But for a long time at another institution I knew I was falling behind in salary, academic title, and access to the best graduate students." (Female, White, 60's)*

*8.5. Critiques of the Academic Workplace*

While many respondents expressed positive feelings about their work, quite a few (95) also critiqued aspects of academia in general or their university environment in particular.

With regard to academia in general, respondents argued that anthropology was changing for the worse, that university life was deteriorating, and that universities were adopting a business model, which was perceived negatively. They criticized the petty politics, the extensive need to engage in politics in order to be effective, the lack of teamwork, and the difficult job market. Some also expressed disappointment that their jobs were less oriented toward promoting social change than they had expected. Here are some representative quotes:

*"Anthropology has changed completely, and now represents some kind of extended political commentary on race, class, and gender…" (Male, White, 40's)*

*"…I would not go into the Academy now. Most colleges and universities are going to become institutions I am not going to want to have much to do with." (Male, White, 60's)*

*"No [I would not choose this path again]. The nature of what it means to be a university professor seems to have changed over the years. Too much of a business model." (Female, Declined to give race, 50's)*

*"…Underestimated the amount of petty politics I would encounter." (Male, Black or African-American, 30's)*

*"…would prefer to work in more team environment; academia is too solitary…" (Female, White, 30's)*

*"…Being in an employers' market is awful. This leads to much pressure on employees, to accept less than adequate work conditions and pay. I love what I do but deeply regret the career choice." (Female, White, 30's)*

*"Not sure [if I would choose this career path again]. I went into academics because of the desire to do research to effect change. However, I find that academic institutions mainly concerned with maintaining the status quo and job security." (Female, Bi or Multiracial, 50's)*

With regard to their particular university environment, respondents expressed concern about the low status of anthropology at their university, and noted unpleasant interactions with colleagues and administrators. Some wished to be at a smaller institution, for greater collegiality, or at a bigger institution, for better researcher support. Here are some representative quotes:

*"Anthropology is often marginalized on our campus." (Female, White, 50's)*

*"…I care passionately for anthropology. I wish it had greater status and impact at my university." (Female, Declined to give race, 60's)*

*"Not in my institution [I would not choose the same career path] - too much racist and anti those who came from out of state." (Female, White, 40's)*

*"…My experience with administrators and some colleagues makes me ill. Colleagues who are mean, ignorant, and power-seeking have ruined the profession." (Male, White, 60's)*

*"I would still choose an academic career path but I would have chosen to seek out employment at a smaller institution with more balanced faculty support – not just financial support." (Female, White, 40's)*

*"…My goals are in research, but after years of hard work, I have hit the glass ceiling and am socially and intellectually isolated at a small college with little prospect of career advancement." (Female, White, 40's)*

**Recommendations**

In this final chapter, we offer recommendations for addressing key forms of gender inequity in the experience of faculty members in American anthropology departments, based on insights from our survey.  Our recommendations reflect findings presented in chapters 4-6, which highlighted inequities in:
- Gender and race differences in appointment status (chapter 4)
- Work environment (chapter 5)
- Work-family issues (chapter 6).

The AAA and COSWA are not bodies that enforce rules over departments.  Instead, their roles are to raise awareness and inspire local action.   We therefore present these recommendations in an advisory and educational capacity, in accordance with the missions of the AAA and COSWA.  The survey respondents' comments listed in Appendix C, sections 3 and 7, highlight the value that documenting and publicizing these issues can play in supporting local change processes.  Other comments that relate to possible AAA actions appear in Appendix C, sections 5, 8, 9, 13, 15, and 16.  Of particular interest is the repeated suggestion in section 15 that the AAA could partner with the AAUP.

We were surprised at the extent of the gender inequities we uncovered, because most anthropologists like to think of themselves as politically progressive.  However, we must recognize that anthropology departments are embedded within the broader context of American universities, workplace norms, and indeed mainstream American culture.  Our recommendations therefore do not target anthropology departments in isolation from their context.  For practical

purposes, we have organized our recommendations into actions that could be taken by 1) the AAA/COSWA and 2) universities.

In addition to the recommendations presented here, we also suggest careful perusal of Appendix C, which lists all survey respondents' replies to the question, "How can the AAA promote equitable and collegial working conditions?" Their responses are grouped into themes. However, Appendix C only documents responses to that one question, while the present chapter offers recommendations based on our analysis of a much broader set of survey questions. Furthermore, some of the suggestions in Appendix C go beyond the purview of the AAA's mission, with respect to the actions that respondents wish the AAA to take.

*9.1.  Gender and Race Differences in Appointment Status*
See also Appendix C, sections 3 and 12, for suggestions from survey respondents.

*Recommendations for AAA/COSWA*
The AAA could bring attention to gender and race inequities in appointment status by regularly tracking and publicizing items such as the following:
- Statistics on the composition of departments by gender, race and status
- Gender and race differences in time from Ph.D. to tenure-track job
- Gender and race differences in time to tenure
- Gender and race differences in time from tenure to promotion to full professor
- Gender and race differences in tenure success rates
- Gender and race differences in drop-out rates before and after tenure
- Gender and race differences in salary

The AAA has already tracked some of these issues in the past. Also, we would encourage the AAA and COSWA to examine the complex intersections between gender and a variety of other factors in the future, including not only race but also ethnicity, age, sexual orientation, and so forth. In this survey, we were unfortunately only able to conduct quantitative analyses of race, due to the limited number of responses.

In addition, COSWA could conduct an academic climate survey for students, which would address issues in graduate school relating to "accumulative disadvantage" (Clark and Corcoran 1986), and a possible tendency to track women into positions where they have greater teaching responsibilities while encouraging men to move into positions with greater research responsibilities.

This latter phenomenon was not addressed by the present survey, but it has been identified in other research on glass ceiling issues in academia, and would be interesting to explore for anthropology (e.g. Bain and Cummings 2000).

*Recommendations for Universities*

Universities could also track and publicize many of the issues listed above, such as:

- Statistics on the composition of departments by gender, race and status
- Gender and race differences in time to tenure
- Gender and race differences in time from tenure to promotion to full professor
- Gender and race differences in tenure success rates
- Gender and race differences in drop-out rates before and after tenure
- Gender and race differences in salary
- Gender and race differences in allocation of research space

Furthermore, universities could create reward systems for departments to improve their performance in all of these areas. Valian recommends that a "department's equity status can then be used as a criterion for allotting space and resources to departments and as a criterion for giving departments permission to search for new hires" (2004:217).

*9.2. Work Environment*

See also Appendix C, section 11, for suggestions from survey respondents.

*Recommendations for AAA/COSWA*

The AAA or COSWA could survey university policies relating to work environment issues to identify and publicize best practices.

The AAA or COSWA could also offer workshops on career development at the AAA annual meetings, addressing the contradictions between formal policies and informal demands, which women especially face.

The AAA or COSWA could create spaces in which mentoring and networking among women could take place, including research collaborations; see Appendix C, section 10 for more detailed ideas.

*Recommendations for Universities*

Our findings indicate that formal policies related to career success were generally in place at the universities of our respondents. Challenges were more likely to exist in the informal practices and norms that guided a department's treatment of

faculty members.  The "traditional emphasis… on formal policies and procedures to bring about gender equity in academia needs to be accompanied by cultural change programs that make explicit and challenge behaviours that reproduce and reinforce" gender inequity (Kjeldal et al. 2005:41).  The informal practices and norms to be addressed by a culture change process might include:

- An implicit "women's role", which saddled women with additional duties such as administrative work and mentoring students
- Women's contributions not being recognized as easily as those of their male colleagues
- Women obtaining less mentoring than men
- Women experiencing less collegiality than men
- The continued strength of an old boy's network
- Women facing a lack of respect or not being taken seriously due to their gender

Valian provides a number of specific recommendations for initiating culture change at the university level (2004).  Her most important recommendations are to create a system of accountability, and for the university's leadership to actively guide the change process and model their support for it.  Other key points are:

- "Accept the fact that there are no one-time fixes.  Equity requires consistent and constant effort.
- Take an experimental approach, in which failure leads to redesign.  Relatively little is known at present about how to fine-tune equity efforts.
- Treat equity as a subject matter.  Equity is not a matter of trying everything, but of trying strategies that are motivated by theory and past data.
- Make as many procedures as possible a matter of routine.  If a routine tells people what to do, their unwitting biases have less room to take over" (Valian 2004:216).

*9.3.  Work-Family Issues*

See also Appendix C, sections 2, for suggestions from survey respondents.

*Recommendations for AAA/COSWA*

The AAA or COSWA could inventory institutional policies and university accommodations to identify and publicize best practices for work-family issues.

The AAA or COSWA could offer workshops at the AAA annual meetings on balancing work and family responsibilities.

*Recommendations for Universities*

   Formal policies and structures that adequately support work-family needs were often lacking at universities of our respondents.  For instance, institutions might not offer maternity leave, they might fail to have on-campus childcare and accommodations for breastfeeding mothers; and they might assign teaching schedules that conflict with available daycare.  Universities with any of these problems could productively create structures to address them.

   Furthermore, universities could develop policies to address the consequences of the overlap between many women faculty members' childbearing years and their tenure-track years, such as an extended tenure clock.  They might also examine and address the hidden cultural assumptions related to work-family issues.  For instance, the tenure track system is implicitly and historically based on a traditional man's career trajectory, in which he is supported by a wife who acts as primary caretaker for the children (Bailyn 2003).

*9.4.  The Context of Mainstream American Culture*

   Many of the gender inequities identified in our survey are not particular to the university context.  Rather, they reflect the ways in which American universities are embedded in mainstream American culture and political economy.  For instance, the phenomenon of women working a "second shift" of childcare is hardly limited to academia (Hochschild 1989).  One could argue that ultimately, further change must occur in our society at large before we can achieve major strides toward gender equity in the university setting.

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# Appendix A
# Survey Instrument

## ACADEMIC CLIMATE SURVEY
### American Anthropological Association
### Committee on the Status of Women in Anthropology (COSWA)

COSWA is committed to equal opportunity in anthropology. The purpose of this survey is to assess the work climate that **full-time faculty** experience in university settings. Future AAA surveys are planned to address the educational climate for students, and the work climate for practitioners and part-time lecturers.

This survey was first administered in November 2005. If you already completed the survey, please exit now.

If you are a **full-time faculty member** at a university – whether non-tenure track, tenure-track, or tenured – we would greatly appreciate your completing this survey!

If you are a **student, practitioner, or not teaching full-time in one institution**, please exit now.

The survey will take about 15 minutes to complete.

## *A. Your Current Academic Appointment*

**QA1. Where employed:**   ☐ University/college     ☐ Community college

☐ Medical school     ☐ Other: _____

**QA2.  What type of appointment do you hold?**

☐ Non-tenure-track professor/lecturer

☐ Tenure-track assistant professor

☐ Associate professor with tenure

☐ Full professor with tenure

☐ Other: _____

**QA3.  In what department is your (primary) appointment?** _____

**QA4.  Do you have a joint appointment?**

☐ No     ☐ Yes  If yes, in what department is your second appointment?_____

**QA5.  Field of anthropology:**
   Rank your primary field 1, and if applicable your secondary field 2 **(B)**.
   __Cultural/social anthropology
   __Biological anthropology
   __Archaeology
   __Linguistic anthropology

**QA6.  Do you consider yourself an applied anthropologist?**      □ Yes         □ No

**QA7.  On how many departmental committees do you serve? _____**

**QA8.  On how many college/university committees do you serve? _____**

**QA9.  How would you rank your standing (as reflected in professional accomplishments, grants obtained, publications, etc.) compared to other faculty in your department?**

   □ Top 10%   □ Top 25%   □ About average   □ Below average   □ Don't know

## B. Your Work Environment

**QB10.  Your institution has CLEARLY stated, widely disseminated, and effective policies in the following areas:**

| | Agree Strongly | | | | Disagree Strongly |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| **(A)** Types of appointments | □ | □ | □ | □ | □ |
| **(B)** Promotion requirements | □ | □ | □ | □ | □ |
| **(C)** Criteria for evaluation | □ | □ | □ | □ | □ |
| **(D)** Departmental service requirements | □ | □ | □ | □ | □ |
| **(E)** Community service requirements | □ | □ | □ | □ | □ |
| **(F)** Extended tenure clock | □ | □ | □ | □ | □ |
| **(G)** Maternity/parental leave | □ | □ | □ | □ | □ |

**QB11.  The following programs at your institution are very effective:**

| | Agree Strongly | | | Disagree Strongly | | Don't Know /No policy |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| **(A)** Annual review process | □ | □ | □ | □ | □ | □ |
| **(B)** Formal mentoring program | □ | □ | □ | □ | □ | □ |
| **(C)** Ombudsperson | □ | □ | □ | □ | □ | □ |

| | | | | | | |
|---|---|---|---|---|---|---|
| **(D)** Affirmative action officer | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **(E)** Child care | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **(F)** Dual career opportunities | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

**QB12.  Your department is actively involved in promoting the careers of its faculty with support and guidance in:**

| | Agree Strongly | | | | Disagree Strongly |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| **(A)** Identifying grant sources | ☐ | ☐ | ☐ | ☐ | ☐ |
| **(B)** Preparing/writing grants | ☐ | ☐ | ☐ | ☐ | ☐ |
| **(C)** Obtaining start up funds for equipment and supplies | ☐ | ☐ | ☐ | ☐ | ☐ |
| **(D)** Obtaining consulting contracts | ☐ | ☐ | ☐ | ☐ | ☐ |
| **(E)** Organizing courses | ☐ | ☐ | ☐ | ☐ | ☐ |
| **(F)** Advising students | ☐ | ☐ | ☐ | ☐ | ☐ |
| **(G)** Obtaining TAs, RAs | ☐ | ☐ | ☐ | ☐ | ☐ |
| **(H)** Obtaining secretarial support | ☐ | ☐ | ☐ | ☐ | ☐ |

**QB13.  School or university social activities such as luncheons or receptions are available to:**

☐  Everyone

☐  All faculty

☐  Tenured faculty

**QB14.  How frequently are such activities available?**

☐  Weekly

☐  Monthly

☐  Occasionally

☐  Never

**QB15.  Senior faculty mentor junior faculty by:**

| | Agree Strongly | | | | Disagree Strongly |
|---|---|---|---|---|---|
| **(A)** Recommending them as invited speakers | ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| **(B)** Recommending them for awards | ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |

**QB15.  Senior faculty mentor junior faculty by providing advice and guidance on:**

|  | Agree Strongly |  |  |  | Disagree Strongly |
|---|---|---|---|---|---|
| **(C)** Grant opportunities | ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| **(D)** Promotion procedures/policies | ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| **(E)** Committee service | ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| **(F)** Teaching requirements | ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |

**QB17.  Other faculty in the department:**

|  | Agree Strongly |  |  |  | Disagree Strongly |
|---|---|---|---|---|---|
| **(A)** Are friendly | ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| **(B)** Are easy to discuss ideas with | ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| **(C)** Respect your opinions | ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| **(D)** Value you as an individual | ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| **(E)** Are too competitive | ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| **(F)** Have given you helpful counsel/positive suggestions | ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| **(G)** Treat you as a colleague | ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |

**QB18.  Would you say the space allotted to you for research  is:**

☐ In excess  ☐ Plentiful  ☐ Sufficient  ☐ Insufficient  ☐ Extremely insufficient      ☐ N/A

## C. Your Career History

**QC19.  What year did you obtain your B.A.?  _____**

**QC20.  What year did you obtain your Ph.D.?  _____**

**QC21.  What was your age at the time you obtained your Ph.D.?_____**

**QC22.  In what discipline did you receive the Ph.D.?**

☐ Anthropology

☐ Other

**QC23.  If you did not start the graduate program that prepared you for your current position immediately after your B.A., please indicate how many years passed before you started it: _____**

**QC24.  If you took time off from your studies *during* your graduate program, please indicate how many years in total: _____**

**QC25. Has there been an interruption (longer than a vacation) in your academic career *since***

  **you received your Ph.D.?**          ☐ Yes          ☐ No

**QC26.  If Yes, when?**

  ☐ Between completing graduate degree and starting work

  ☐ Since starting work for the first time

**QC27.  If Yes, how long was the interruption? _____**

**QC28.  If Yes, what were the reason(s) for the interruption: _____**

**QC29.  What year did you obtain your first full-time academic job (either tenure-track or non-tenure track)? _____**

**QC30.  Did you complete one or more post-docs before obtaining this appointment?**

  ☐ Yes  ☐ No
  **QC30B** If yes, how many? _____

**QC31.  How many years total did you spend as a post-doc? _____**


## D.  Your Future Career Path

**QD32.  If you are in a tenure-track position, how confident do you feel about receiving tenure at this institution:**

  ☐ Very confident ☐ Somewhat confident      ☐ Not confident      ☐ Don't know

**QD33.  Do you expect to continue in an academic environment for more than the next five years?**

  ☐ Yes  ☐ No

**QD33Q.  If no, why not? _____**

**QD34.  Do you expect to stay at your current institution?  ☐ Yes          ☐ No**
  (If yes, have survey skip to question 8)

**QD35.  If you expect to leave your current institution, do you expect to move to:**

☐ Another academic institution ☐ The private sector  ☐ The public sector ☐ Other _____

**QD36.  If you expect to leave your current institution, when do you expect to make this move?**

☐ Within 5 years ☐ More than 5 years from now

**QD37. If you expect to leave your current institution, the following factors will be important in your decision**:

|  | <u>Agree Strongly</u> | | | | <u>Disagree Strongly</u> |
|---|---|---|---|---|---|
| **(A)** Job offer from more prestigious institution<br>*this item ONLY in Version 2* | ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| **(B)** Salary considerations<br>*this item moved from 5th in list on Version 1 to 2nd on list on Version 2* | ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| **(C)** Increases in household responsibilities | ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| **(D)** Increases in child/parental care responsibilities | ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| **(E)** Changes in job opportunities for spouse/partner | ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| **(F)** Instance of discrimination in the workplace | ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| **(G)** Heavy teaching demands | ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| **(H)** Other time pressures | ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| **(I)** Isolation/lack of departmental support | ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |
| Other _____ | ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 |

**QD38A.  Do you anticipate an interruption (longer than your vacation) in your academic career in the future?**      ☐ Yes          ☐ No

**QD38B.  If Yes, when?** _____

**QD39.  If Yes, what reason(s) do you anticipate for the interruption:**
_____


## *E. General Reflections*

**QE39.  The last time you felt discouraged in your position as a faculty member, what were the major** *(*"major" deleted in Version 2)* **reasons for feeling that way?** *(Check all that apply)*

☐ Research not going well                 ☐ Interaction with other faculty

☐ Climate in the department          ☐ Relationship with students

☐ Long-term career opportunities     ☐ Interaction with administration

☐ Personal life                      ☐ Scheduling conflicts

☐ Other _____

**QE40. If you had to come up with one or two changes that could improve your environment as a faculty member, what would they be?**

_____

_____

**QE41. Knowing what you know now, would you still choose this career path for yourself?**

☐ Yes          ☐ No   *Checkboxes not included in Version 2*

Please explain your response_____

_____

**QE42.  Do you believe that your gender has hindered your professional advancement?**

☐ Yes          ☐ No   *Checkboxes not included in Version 2*

Please explain your response. _____

_____

**QE43.  Do you believe that your gender has provided you with an advantage in your professional advancement?**

☐ Yes          ☐ No *Checkboxes not included in Version 2*

Please explain your response. _____

_____

**QE44.  How can the AAA promote equitable and collegial working conditions?**

_____

_____

**QE45.   If you have any comments or suggestions on the form or content of the survey, please write them below.**

_____

_____

_____

## *F. Demographic Information*

**QF46. Gender:**  ☐ Female  ☐ Male  ☐ Other

**QF47. Age:**  ☐ 20-29  ☐ 30-39  ☐ 40-49  ☐ 50-59  ☐ 60-69  ☐ 70-79  ☐ 80+

**QF48.  Race*:** ☐ White alone  ☐ Black or African American alone

☐ American Indian and Alaska Native alone

☐ Asian alone  ☐ Native Hawaiian and other Pacific Islander alone

☐ Some other race alone  ☐ Two or more races

☐ Decline to answer *This option only in Version 2*

**QF49.  Ethnic Group*:**  ☐ Hispanic or Latino  ☐ Not Hispanic or Latino

* *Race and ethnic group categories taken from the "Racial and Ethnic Classifications Used in Census 2000 and Beyond" of the U.S. Census Bureau)*
(put this at the bottom of the screen where questions 3 and 4 appear)

**QF50. Spouse/domestic partner:** ☐ Single  ☐ Spouse/domestic partner  ☐ Other

**QF51. Do you have children:**  ☐ No  ☐ Yes

**QF51A.  If yes, what is the age of each child?**  1) _____  2) ____  3) ____  4) ____  
5) _____  6) _____  7) _____  8) _____

**QF52. Are you the primary caregiver for:**  ☐ Children  ☐ Parents  ☐ Other individual(s)
(check all that apply)

**QF53. If you have a spouse/domestic partner, is that person employed in:**

☐ A tenure-track position at the same institution as you

☐ A tenure-track position at an institution within 50 miles of your institution

☐ A tenure-track position at an institution more than 50 miles from your institution

☐ A tenured position at the same institution as you

☐ A tenured position at an institution within 50 miles of your institution

☐ A tenured position at an institution more than 50 miles from your institution

☐ A non-tenure-track position

☐ The private sector

☐ The nonprofit or public sector

☐ Other

☐ Not employed


**Thank you very much for your participation!  The results of this survey will be presented at a COSWA workshop at the 2005 AAA meeting, and disseminated as widely as possible through other means as well.**

**If you are interested in providing the Committee on the Status of Women in Anthropology with additional information, please contact Trudy Turner at [trudy@uwm.edu](mailto:trudy@uwm.edu) .**

**This is a modified version of a survey designed by the Association for Women in Science (AWIS).  We would like to thank AWIS for permission to use their questions.**

# Appendix B
# Survey Codebook and Variable Frequency Distribution

**IDNUMBER**

Unique respondent ID number

**VERSION**

|   |   |
|---|---|
| **220** | Version 1 **(1)** |
| **723** | Version 2 **(2)** |

## *Section A. Your Current Academic Appointment*

**QA1**

1. Where employed:

|   |   |
|---|---|
| **892** | University/college **(1)** |
| **24** | Community college **(2)** |
| **15** | Medical school [or chiropractic university] **(3)** |
| **10** | Other [government, industry, research, museum] **(4)** |
| **2** | Missing **(.)** |

**QA2**

2.  What type of appointment do you hold?

|   |   |
|---|---|
| **9** | [Postdoc/substitute/visting] **(0)** |
| **112** | Non-tenure-track professor/lecturer [or equivalent] **(1)** |
| **277** | Tenure-track assistant professor [or equivalent] **(2)** |
| **208** | Associate professor with tenure [or equivalent] **(3)** |
| **311** | Full professor with tenure [or equivalent] **(4)** |
| **26** | Other [or missing] **(.)** |

**QA2B**

Appointment coded as tenured or not

|   |   |
|---|---|
| **398** | Tenured **(1)** |
| **519** | Not tenured **(0)** |
| **26** | Missing **(.)** |

**QA3**

3.  In what department is your (primary) appointment? _____

|   |   |
|---|---|
| **511** | Anthropology alone **(1)** |
| **101** | Anthropology/sociology joint department **(2)** |
| **14** | Sociology alone **(3)** |
| **19** | Gender/women's studies **(4)** |
| **36** | Anthropology with others (geography, history, etc.) **(5)** |

| | |
|---|---|
| **28** | Education/educational administration **(6)** |
| **41** | Social sciences **(7)** |
| **22** | Language/linguistics **(8)** |
| **8** | Fine arts/aesthetics **(9)** |
| **17** | Area/ethnic studies **(10)** |
| **3** | Archaeology **(11)** |
| **52** | Other social sciences **(12)** |
| **34** | Nursing/public health **(13)** |
| **11** | Natural/environmental sciences **(14)** |
| **15** | Humanities **(15)** |
| **26** | Other **(16)** |
| **5** | Missing **(.)** |

## QA4

4.  Do you have a joint appointment?

| | |
|---|---|
| **780** | No **(0)** |
| **149** | Yes **(1)** |
| **14** | Missing **(.)** |

If yes, in what department is your second appointment?_____
(See Question3: full responses left in original form)

## QA4B

"Extra-anthropological" appointments: "yes" to joint appointment, or primary appointment reported in non-anthropology-alone department.

| | |
|---|---|
| **433** | No **(0)** |
| **500** | Yes **(1)** |
| **10** | Missing **(.)** |

**QA5** (primary field)

5.  Field of anthropology:  Rank your primary field 1, and if applicable your secondary field 2.

| | |
|---|---|
| **667** | Cultural/social anthropology **(1)** |
| **66** | Biological anthropology **(2)** |
| **147** | Archaeology **(3)** |
| **53** | Linguistic anthropology **(4)** |
| **10** | Missing **(.)** |

**QA5B** (secondary field)

| | |
|---|---|
| **94** | Cultural/social anthropology **(1)** |
| **57** | Biological anthropology **(2)** |
| **49** | Archaeology **(3)** |
| **60** | Linguistic anthropology **(4)** |

**683** Missing **(.)**

**QA5C** (sub-fields grouped)
- **720**    Cultural or linguistic anthropologist **(0)**
- **213**    Biological anthropologist or archaeologist **(1)**
- **10**    Missing **(.)**

**QA6**

6.  Do you consider yourself an applied anthropologist?
- **293**    Yes **(1)**
- **639**    No **(0)**
- **11**    Missing **(.)**

**QA7**

7.  On how many departmental committees do you serve? _____

Observed Range: 15

Mean = 2.41

Median = 2

Mode = 2

| | |
|---|---|
| **33** | 0 |
| **222** | 1 |
| **236** | 2 |
| **184** | 3 |
| **80** | 4 |
| **37** | 5 |
| **13** | 6 |
| **5** | 7 |
| **1** | 8 |
| **4** | 9 |
| **4** | 10 |
| **2** | 15 |
| **122** | Missing **(.)** |

**QA8**

8.  On how many college/university committees do you serve? _____

Observed Range: 10

Mean = 2.33

Median = 2

Mode = 1

| | |
|---|---|
| **46** | **222** |
| **254** | **144** |

| | |
|---|---|
| **74** | 2 |
| **52** | 3 |
| **17** | 4 |
| **7** | 5 |
| **6** | 6 |
| **2** | 7 |
| **2** | 8 |
| **117** | 9 |
| **0** | 10 |
| 1 | Missing **(.)** |

**QA9**

9.  How would you rank your standing (as reflected in professional accomplishments, grants obtained, publications, etc.) compared to other faculty in your department?

| | |
|---|---|
| **329** | Top 10% **(4)** |
| **251** | Top 25% **(3)** |
| **234** | About average **(2)** |
| **63** | Below average **(1)** |
| **60** | Don't know **(0)** |
| **6** | Missing **(.)** |

## B. Your Work Environment

**QB10**

1.  Your institution has CLEARLY stated, widely disseminated, and effective policies in the following areas:

**QB10A -** Types of appointments

| | |
|---|---|
| **33** | Disagree strongly **(1)** |
| **103** | Disagree **(2)** |
| **149** | Neutral **(3)** |
| **361** | Agree **(4)** |
| **285** | Agree strongly **(5)** |
| **12** | Missing **(.)** |

**QB10B** - Promotion requirements

| | |
|---|---|
| **60** | Disagree strongly **(1)** |
| **153** | Disagree **(2)** |
| **161** | Neutral **(3)** |
| **371** | Agree **(4)** |
| **188** | Agree strongly **(5)** |
| **10** | Missing **(.)** |

**QB10C -** Criteria for evaluation

      **59**      Disagree strongly **(1)**

      **171**     Disagree **(2)**

      **188**     Neutral **(3)**

      **350**     Agree **(4)**

      **165**     Agree strongly **(5)**

      **10**      Missing **(.)**

**QB10D** - Departmental service requirements

      **63**      Disagree strongly **(1)**

      **227**     Disagree **(2)**

      **294**     Neutral **(3)**

      **261**     Agree **(4)**

      **85**      Agree strongly **(5)**

      **13**      Missing **(.)**

**QB10E** - Community service requirements

      **122**     Disagree strongly **(1)**

      **270**     Disagree **(2)**

      **312**     Neutral **(3)**

      **169**     Agree **(4)**

      **57**      Agree strongly **(5)**

      **13**      Missing **(.)**

**QB10F -** Extended tenure clock

      **121**     Disagree strongly **(1)**

      **222**     Disagree **(2)**

      **284**     Neutral **(3)**

      **194**     Agree **(4)**

      **101**     Agree strongly **(5)**

      **21**      Missing **(.)**

**QB10G -** Maternity/parental leave

      **107**     Disagree strongly **(1)**

      **181**     Disagree **(2)**

      **211**     Neutral **(3)**

      **253**     Agree **(4)**

      **173**     Agree strongly **(5)**

      **18**      Missing **(.)**

**QB11**

2. The following programs at your institution are very effective:

**QB11A -** Annual review process
- **74** Disagree strongly **(1)**
- **152** Disagree **(2)**
- **195** Neutral **(3)**
- **346** Agree **(4)**
- **109** Agree strongly **(5)**
- **61** Don't know/no policy **(9)**
- **6** Missing **(.)**

**QB11B -** Formal mentoring program
- **171** Disagree strongly **(1)**
- **244** Disagree **(2)**
- **206** Neutral **(3)**
- **149** Agree **(4)**
- **44** Agree strongly **(5)**
- **122** Don't know/no policy **(9)**
- **7** Missing **(.)**

**QB11C -** Ombudsperson
- **112** Disagree strongly **(1)**
- **136** Disagree **(2)**
- **200** Neutral **(3)**
- **72** Agree **(4)**
- **37** Agree strongly **(5)**
- **377** Don't know/no policy **(9)**
- **9** Missing **(.)**

**QB11D -** Affirmative action officer
- **97** Disagree strongly **(1)**
- **133** Disagree **(2)**
- **243** Neutral **(3)**
- **161** Agree **(4)**
- **66** Agree strongly **(5)**
- **236** Don't know/no policy **(9)**
- **7** Missing **(.)**

**QB11E -** Child care
- **234** Disagree strongly **(1)**
- **169** Disagree **(2)**
- **145** Neutral **(3)**
- **104** Agree **(4)**
- **39** Agree strongly **(5)**

**246** Don't know/no policy **(9)**

**6** Missing **(.)**

**QB11F** - Dual career opportunities

**200** Disagree strongly **(1)**

**168** Disagree **(2)**

**152** Neutral **(3)**

**111** Agree **(4)**

**50** Agree strongly **(5)**

**254** Don't know/no policy **(9)**

**8** Missing **(.)**

*Indicies of agreement with program and policy clarity and efficacy from QB10 & QB11*

**PPOPPFLEX**

Index of level of agreement with clarity and efficacy of department policies and programs around job opportunity and flexibility (traditional affirmative action/access programs).  Includes QB10A, QB10F, QB10G, QB11D, QB11E, and QB11F.

Observed range = 24 (possible scores 6 through 30)

Cronbach's alpha = .760

Mean = 17.98

Median = 18

Mode = 19

Std Deviation = 4.87

| | |
|---|---|
| **4** | 18 |
| **2** | 11 |
| **5** | 7 |
| **11** | 4 |
| **16** | 4 |
| **13** | 4 |
| **22** | 428 |
| **27** | 6 |
| **24** | 7 |
| **33** | 8 |
| **42** | 9 |
| **34** | 10 |
| **38** | 11 |
| **46** | 12 |
| **36** | 13 |
| **37** | 14 |
| **36** | 15 |
| **19** | 16 |
| **22** | 17 |

| | |
|---|---|
| **18** | 25 |
| **19** | 26 |
| **20** | 27 |
| **21** | 28 |
| **22** | 29 |
| **23** | 30 |
| 24 | Missing (.) |

**PPEVAL**

Index of level of agreement with clarity and efficacy of department policies and programs around promotion and evaluation requirements and criteria.  Includes QB10B, QB10C, QB10D, QB10E, and QB11A.

Observed range = 20 (possible scores 5 through 25)

Cronbach's alpha = .874

Mean = 16.13

Median = 17

Mode = 18

Std Deviation = 4.46

| | |
|---|---|
| **13** | 5 |
| **8** | 6 |
| **13** | 7 |
| **19** | 8 |
| **22** | 9 |
| **33** | 10 |
| **27** | 11 |
| **45** | 12 |
| **53** | 13 |
| **58** | 14 |
| **61** | 15 |
| **70** | 16 |
| **87** | 17 |
| **91** | 18 |
| **66** | 19 |
| **71** | 20 |
| **48** | 21 |
| **27** | 22 |
| **12** | 23 |
| **17** | 24 |
| **26** | 25 |
| **76** | Missing(.) |

**QB12**

3. Your department is actively involved in promoting the careers of its faculty with support and guidance in:

**QB12A -** Identifying grant sources
- **118** Disagree strongly **(1)**
- **222** Disagree **(2)**
- **236** Neutral **(3)**
- **270** Agree **(4)**
- **86** Agree strongly **(5)**
- **11** Missing **(.)**

**QB12B -** Preparing/writing grants
- **113** Disagree strongly **(1)**
- **191** Disagree **(2)**
- **209** Neutral **(3)**
- **152** Agree **(4)**
- **47** Agree strongly **(5)**
- **231** Missing **(.)**

**QB12C -** Obtaining start up funds for equipment and supplies
- **110** Disagree strongly **(1)**
- **197** Disagree **(2)**
- **203** Neutral **(3)**
- **304** Agree **(4)**
- **118** Agree strongly **(5)**
- **11** Missing **(.)**

**QB12D -** Obtaining consulting contracts
- **185** Disagree strongly **(1)**
- **270** Disagree **(2)**
- **300** Neutral **(3)**
- **96** Agree **(4)**
- **75** Agree strongly **(5)**
- **17** Missing **(.)**

**QB12E -** Organizing courses
- **75** Disagree strongly **(1)**
- **217** Disagree **(2)**
- **256** Neutral **(3)**
- **299** Agree **(4)**
- **85** Agree strongly **(5)**
- **11** Missing **(.)**

**QB12F -** Advising students
- **84** Disagree strongly **(1)**
- **178** Disagree **(2)**
- **212** Neutral **(3)**
- **340** Agree **(4)**
- **118** Agree strongly **(5)**
- **11** Missing **(.)**

**QB12G -** Obtaining TAs, RAs
- **160** Disagree strongly **(1)**
- **170** Disagree **(2)**
- **251** Neutral **(3)**
- **233** Agree **(4)**
- **112** Agree strongly **(5)**
- **17** Missing **(.)**

**QB12H -** Obtaining secretarial support
- **127** Disagree strongly **(1)**
- **197** Disagree **(2)**
- **236** Neutral **(3)**
- **268** Agree **(4)**
- **104** Agree strongly **(5)**
- **11** Missing **(.)**

*Index of agreement with active involvement of department in job support (QB12)*
**DEPTACT**

Index of level of agreement with active involvement of department in supporting job performance.
Includes all items on QB12.

Observed range = 32 (possible scores 8 through 40)
Cronbach's alpha = .834
Mean = 23.65
Median = 24
Mode = 24
Std Deviation = 6.18

| | |
|---|---|
| **7** | 8 |
| **6** | 9 |
| **4** | 10 |
| **5** | 11 |
| **10** | 12 |
| **10** | 13 |
| **13** | 14 |
| **20** | 15 |

| | |
|---|---|
| **21** | 16 |
| **25** | 17 |
| **27** | 18 |
| **20** | 19 |
| **34** | 20 |
| **32** | 21 |
| **41** | 22 |
| **35** | 23 |
| **59** | 24 |
| **43** | 25 |
| **36** | 26 |
| **44** | 27 |
| **48** | 28 |
| **35** | 29 |
| **24** | 30 |
| **34** | 31 |
| **16** | 32 |
| **12** | 33 |
| **9** | 34 |
| **6** | 35 |
| **5** | 36 |
| **3** | 37 |
| **2** | 38 |
| **1** | 39 |
| **3** | 40 |
| **253** | Missing(.) |

## QB13

4. School or university social activities such as luncheons or receptions are available to:

- **579** Everyone **(1)**
- **224** All faculty **(2)**
- **22** Tenured faculty **(3)**
- **48** Missing **(.)**

## QB14

5. How frequently are such activities available?

- **17** Never **(1)**
- **535** Occasionally **(2)**
- **194** Monthly **(3)**
- **164** Weekly **(4)**
- **33** Missing **(.)**

**QB15**

6. Senior faculty mentor junior faculty by:

**QB15A**

Recommending them as invited speakers

 **175** Disagree strongly **(1)**

 **236** Disagree **(2)**

 **283** Neutral **(3)**

 **193** Agree **(4)**

 **36** Agree strongly **(5)**

 **20** Missing **(.)**

**QB15B**

Recommending them for awards

 **164** Disagree strongly **(1)**

 **203** Disagree **(2)**

 **282** Neutral **(3)**

 **220** Agree **(4)**

 **58** Agree strongly **(5)**

 **16** Missing **(.)**

7. Senior faculty mentor junior faculty by providing advice and guidance on:

**QB15C**

Grant opportunities

 **130** Disagree strongly **(1)**

 **187** Disagree **(2)**

 **239** Neutral **(3)**

 **288** Agree **(4)**

 **88** Agree strongly **(5)**

 **11** Missing **(.)**

**QB15D**

Promotion procedures/policies

 **63** Disagree strongly **(1)**

 **82** Disagree **(2)**

 **132** Neutral **(3)**

 **432** Agree **(4)**

 **221** Agree strongly **(5)**

 **13** Missing **(.)**

**QB15E**

Committee service

 **64** Disagree strongly **(1)**

**103** Disagree **(2)**

**216** Neutral **(3)**

**402** Agree **(4)**

**147** Agree strongly **(5)**

**11** Missing **(.)**

**QB15F**

Teaching requirements

**55** Disagree strongly **(1)**

**96** Disagree **(2)**

**173** Neutral **(3)**

**417** Agree **(4)**

**192** Agree strongly **(5)**

**10** Missing **(.)**

*Index of agreement with whether senior faculty mentor junior faculty in variety of areas*
**MENTACT**
Index of level of agreement with senior faculty mentoring activity. Includes all items on
QB15/16.

Observed range = 24 (possible scores 6 to 30)

Cronbach's alpha = .892

Mean = 19.26

Median = 20

Mode = 22

Std Deviation = 5.49

| | |
|---|---|
| **36** | 6 |
| **5** | 7 |
| **9** | 8 |
| **9** | 9 |
| **17** | 10 |
| **18** | 11 |
| **24** | 12 |
| **24** | 13 |
| **36** | 14 |
| **34** | 15 |
| **39** | 16 |
| **38** | 17 |
| **66** | 18 |
| **55** | 19 |
| **78** | 20 |
| **75** | 21 |
| **96** | 22 |
| **58** | 23 |

| | |
|---|---|
| **62** | 24 |
| **39** | 25 |
| **36** | 26 |
| **22** | 27 |
| **23** | 28 |
| **10** | 29 |
| **10** | 30 |
| **24** | Missing (.) |

**QB17**

8. Other faculty in the department:

**QB17A**

Are friendly

| | |
|---|---|
| **25** | Disagree strongly **(1)** |
| **46** | Disagree **(2)** |
| **105** | Neutral **(3)** |
| **372** | Agree **(4)** |
| **384** | Agree strongly **(5)** |
| **11** | Missing **(.)** |

**QB17B**

Are easy to discuss ideas with

| | |
|---|---|
| **36** | Disagree strongly **(1)** |
| **101** | Disagree **(2)** |
| **160** | Neutral **(3)** |
| **327** | Agree **(4)** |
| **307** | Agree strongly **(5)** |
| **12** | Missing **(.)** |

**QB17C**

Respect your opinions

| | |
|---|---|
| **36** | Disagree strongly **(1)** |
| **64** | Disagree **(2)** |
| **141** | Neutral **(3)** |
| **362** | Agree **(4)** |
| **328** | Agree strongly **(5)** |
| **12** | Missing **(.)** |

**QB17D**

Value you as an individual

| | |
|---|---|
| **35** | Disagree strongly **(1)** |
| **65** | Disagree **(2)** |

**158** Neutral **(3)**

**326** Agree **(4)**

**347** Agree strongly **(5)**

**12** Missing **(.)**


## QB17E

Are too competitive

*(for this item the agree/disagree scale was reversed, so that "positive" responses- i.e. NOT "too competitive"- would still result in higher scores and "negative" responses- i.e. "too competitive"- would create a lower score)*

**158** Disagree strongly **(5)**

**359** Disagree **(4)**

**279** Neutral **(3)**

**90** Agree **(2)**

**44** Agree strongly **(1)**

**13** Missing **(.)**


## QB17F

Have given you helpful counsel/positive suggestions

**47** Disagree strongly **(1)**

**92** Disagree **(2)**

**162** Neutral **(3)**

**398** Agree **(4)**

**231** Agree strongly **(5)**

**13** Missing **(.)**


## QB17G

Treat you as a colleague

**30** Disagree strongly **(1)**

**55** Disagree **(2)**

**99** Neutral **(3)**

**330** Agree **(4)**

**414** Agree strongly **(5)**

**15** Missing **(.)**


*Index of agreement with faculty collegiality in variety of areas*

**FACTCOLL**

Index of level of agreement with faculty collegiality.  Includes all items on QB17.

Observed range = 28 (possible scores 7 through 35)

Cronbach's alpha = .930

Mean = 27.22

Median = 28

Mode = 28

Std Deviation = 6.19

**QB18**

9.  Would you say the space allotted to you for research  is:
- **144**      Extremely insufficient **(1)**
- **242**      Insufficient **(2)**
- **387**      Sufficient **(3)**
- **98**        Plentiful **(4)**
- **2**          In excess **(5)**
- **61**        Not applicable **(9)**
- **9**          Missing **(.)**

## *C. Your Career History*

**QC19**

1.  What year did you obtain your B.A.?  _____
Left as year, four digit format
> Observed Range: 49 years (1950 to 1999)
> Mean = 1979
> Median = 1980
> Mode = 1983
> Std Deviation = 10.24

**QC20**

2.  What year did you obtain your Ph.D.?  _____
Left as year, four digit format
> Observed Range: 50 years (1956 to 2006)
> Mean = 1990
> Median = 1993
> Mode = 2001
> Std Deviation = 10.89

**QC21**

3.  What was your age at the time you obtained your Ph.D.?_____
Left as age in years
> Observed Range: 37 years (23 to 60)
> Mean = 33.89
> Median = 33
> Mode = 32
> Std Deviation = 5.86

**QC22**

4.  In what discipline did you receive the Ph.D.?

**814**     Anthropology **(1)**

**103**     Other **(0)**

**26**     Missing **(.)**

## QC23

5. If you did not start the graduate program that prepared you for your current position immediately after your B.A., please indicate how many years passed before you started it:
Left as years off after B.A. before beginning graduate program

       Observed Range: 28 years (1 to 29)

       Mean = 4.90

       Median = 3

       Mode = 1

       Std Deviation = 4.71

## QC24

6. If you took time off from your studies *during* your graduate program, please indicate how many years in total: _____
Left as years off during graduate program

       Observed Range: 23 years (1 to 24)

       Mean = 3.38

       Median = 2

       Mode = 1

       Std Deviation = 3.62

## QC25

7. Has there been an interruption (longer than a vacation) in your academic career *since* you received your Ph.D.?

       **235**     Yes **(1)**

       **688**     No     **(0)**

       **22**     Missing **(.)**

## QC26

8. If Yes, when?

       **129**     Between completing graduate degree and starting work **(1)**

       **104**     Since starting work for the first time **(2)**

       **710**     Missing **(.)**

## QC27

9. If Yes, how long was the interruption? _____
Left as length of interruption in years

       Observed Range: 16.88 years (.12 to 17)

       Mean = 2.76

       Median = 2

Mode = 1
Std Deviation = 2.90

**QC28**

10.  If Yes, what were the reason(s) for the interruption: _____

Explanations offered in QC28 were sorted into 9 categories:

| | |
|---|---|
| **84** | Job market/job search **(0)** |
| **38** | Work in other field **(1)** |
| **6** | Postdoc **(2)** |
| **5** | Discrimination/harassment **(3)** |
| **7** | Other work related **(4)** |
| **8** | Combination of work and family **(5)** |
| **44** | Childcare and other caretaking **(6)** |
| **18** | Spouse tailing **(7)** |
| **7** | Other family **(8)** |
| **12** | Other (personal, medical, visa status) **(9)** |
| **714** | Missing **(.)** |

**QC28B**

Explanations were also coded according to whether they were family related or work related.

| | |
|---|---|
| **69** | Family related **(1)** |
| **140** | Work related **(0)** |
| **734** | Missing **(.)** |

**ANY INT**

Any interruptions in career since beginning graduate program (QC24>0 or QC25=1)

| | |
|---|---|
| **404** | Yes **(1)** |
| **539** | No **(0)** |

**QC29**

11.  What year did you obtain your first full-time academic job (either tenure-track or non-tenure track)?  _____

Left as year, four digit format

Observed Range: 65 years (1941 to 2006)
Mean = 1990
Median = 1994
Mode = 2003
Std Deviation = 11.78

**QC29B**

Calculated difference b/w **QC20** (year receiving PhD) & **QC29** (year first FT academic job) for possible use in regression.

*Approximately 21% negative values*

**QC30**

12. Did you complete one or more post-docs before obtaining this appointment?

      **189**    Yes **(1)**
      **725**    No **(0)**
      **29**     Missing **(.)**

**QC30B**

If yes, how many? _____
Left as numeric response

      Observed Range: 2 (1 to 3)
      Mean = 1.22
      Median = 1
      Mode = 1
      Std Deviation = .48

**QC31**

13. How many years total did you spend as a post-doc? _____
Left as number of years as postdoc

      Observed Range:8 (1 to 9)
      Mean = 2.00
      Median = 2
      Mode = 2
      Std Deviation = 1.07

*\*\*Note: Many respondents' answers to QC30, QC30B, and QC31 were inconsistent.  Need to explore that maybe "postdoc" doesn't mean the same thing across universities, or perhaps "complete" postdoc has differing meaning.*

## D.  Your Future Career Path

**QD32**

1. If you are in a tenure-track position, how confident do you feel about receiving tenure at this institution:

      **213**    Very confident **(2)**
      **128**    Somewhat confident **(1)**
      **28**     Not confident **(0)**
      **12**     Don't know **(9)**
      **562**    Missing **(.)**

**QD33**

2. Do you expect to continue in an academic environment for more than the next five years?

      **800**    Yes **(1)**

**123** No **(0)**
**20** Missing **(.)**

**QD33Q**

3. If no, why not? _____

**131** Any response to QD33 **(1)**
**812** No response to QD33 **(0)**

(13 respondents generated additional explanation despite answering "yes" to item QD33; these were counted as responses to this item. 5 respondents used this question to comment on QD32 or the survey in general. These responses were counted as "no response" to this item, but were counted as responses and analyzed under item QE45 asking for feedback on survey in the quantitative analysis of who generated qualitative responses.)

**QD33NO**

Of the 123 respondents who answered "no" to QD33 **(123)**, explanations offered in QD33Q were sorted into 9 categories:

**74** Retirement **(1)**
**5** No reason given **(2)**
**10** Desirable position/tenure not available **(3)**
**8** Low salary/lack of funding **(4)**
**3** Discrimination **(5)**
**10** Department "politics"/academia "unhealthy"-environmental frustration
                **(6)**
**5** Offer outside academia more appealing **(7)**
**3** Conditional no, depends on other circumstances **(8)**
**5** Family/personal **(9)**

**QD33NO2**

Same question as above, but responses coded as either "retirement" **(1)** or "other" **(2)**

**QD34**

4. Do you expect to stay at your current institution?

**631** Yes **(1)**
**296** No **(0)**
**16** Missing **(.)**

*\*\*On these next items (QD35-QD37), many people (>50) answered these questions even if they answered "no" to #34. They may have been answering relative to a "no" answer on QD33, but seems presumptuous to assume…*

**QD35**

5. If you expect to leave your current institution, do you expect to move to:

**269** Another academic institution **(1)**

| | | |
|---|---|---|
| **17** | The private sector **(2)** | |
| **7** | The public sector **(3)** | |
| **59** | Other **(4)** | |
| **591** | Missing **(.)** | |

## QD36

6. If you expect to leave your current institution, when do you expect to make this move?

| | |
|---|---|
| **298** | Within 5 years **(1)** |
| **95** | More than 5 years from now **(0)** |
| **550** | Missing **(.)** |

## QD37 (A-J) *Not currently coded*

7. If you expect to leave your current institution, the following factors will be important in your decision:

|  | Agree Strongly |  |  | Disagree Strongly |  |
|---|---|---|---|---|---|
| Job offer from more prestigious institution | □ 1 | □ 2 | □ 3 | □ 4 | □ 5 |
| Salary considerations | □ 1 | □ 2 | □ 3 | □ 4 | □ 5 |
| Increases in household responsibilities | □ 1 | □ 2 | □ 3 | □ 4 | □ 5 |
| Increases in child/parental care responsibilities | □ 1 | □ 2 | □ 3 | □ 4 | □ 5 |
| Changes in job opportunities for spouse/partner | □ 1 | □ 2 | □ 3 | □ 4 | □ 5 |
| Instance of discrimination in the workplace | □ 1 | □ 2 | □ 3 | □ 4 | □ 5 |
| Heavy teaching demands | □ 1 | □ 2 | □ 3 | □ 4 | □ 5 |
| Other time pressures | □ 1 | □ 2 | □ 3 | □ 4 | □ 5 |
| Isolation/lack of departmental support | □ 1 | □ 2 | □ 3 | □ 4 | □ 5 |
| Other _____ | □ 1 | □ 2 | □ 3 | □ 4 | □ 5 |
| **\*V2 only\*** Offer from more prestigious institution | □ 1 | □ 2 | □ 3 | □ 4 | □ 5 |

## QD38

8. Do you anticipate an interruption (longer than your vacation) in your academic career in the future?

| | |
|---|---|
| **120** | Yes **(1)** |
| **766** | No **(0)** |
| **57** | Missing **(.)** |

## QD38WHENQ

If Yes, when? _____

All responses left in original form.

## QD38WHY

9. If Yes, what reason(s) do you anticipate for the interruption:_____

Of the 120 respondents who answered "yes" to QD38, explanations offered in the follow-up questions were sorted into 6 categories:

| | |
|---|---|
| **55** | Family/child care **(1)** |

| | |
|---|---|
| **21** | Retirement/sabbatical **(2)** |
| **25** | Lack of employment/tenure/funding/contract **(3)** |
| **4** | Health **(4)** |
| **10** | Pursuing other educational, research, or writing opportunities **(5)** |
| **5** | Other **(6)** |

**QD38FMWK**
Reasons above sorted into family **(1)** and work **(0)**.
Health & Other coded as "other/missing" **(.)**.

**QD38FMWK2**
Reasons above sorted into family **(1)** and work **(0)**.
Health, Other, & Retirement coded as "other/missing" **(.)**.

## E. General Reflections

**QE39 *Not currently coded***

1. The last time you felt discouraged in your position as a faculty member, what were the major reasons for feeling that way? *(Check all that apply)*
   ☐ Research not going well
   ☐ Interaction with other faculty
   ☐ Climate in the department
   ☐ Relationship with students
   ☐ Long-term career opportunities
   ☐ Interaction with administration
   ☐ Personal life
   ☐ Scheduling conflicts
   ☐ Other _____

**QE40ORIG**
2. If you had to come up with one or two changes that could improve your environment as a faculty member, what would they be? _____
Responses left in original form

**QE40Q**
Any response given for QE40?

| | |
|---|---|
| **861** | Yes **(1)** |
| **82** | No **(0)** |

*1 respondent used this question to comment on QB12 questions. This response was counted as "no response" to this item, but was counted as responses and analyzed under item QE45 asking for feedback on survey in the quantitative analysis of who generated qualitative responses. 2 other respondents distinguished in their comments between their answers to this item, and their comments on the survey. These were counted and analyzed separately in each item. This same approach was used in coding and categorizing all qualitative response questions.*

**QE40CAT**

Suggestions categorized according to following categories (responses were coded for all reasons that applied, many respondents generate multiple codes):

Time
> More time and support (non-monetary, including leave) for research **(3)**
> More/better time for family (including child care & leave) **(7)**
> Other more time (sabbatical, vacation, non-specific) **(23)**

Workload
> Reduce administrative work **(5)**
> Reduce teaching load **(9)**
> Reduce service requirements **(14)**
> Other less work (flexibility, non-specific, less emails, etc.) **(24)**
> Redistribute workload **(31)**

Space
> Improved physical space (windows, bigger space, stable office, etc.) **(10)**

Personnel
> Remove specific person **(1)**
> Spousal hiring (positive and negative) **(8)**
> New/changed administrators **(12)**

Structure/policies
> Change structure (unions, organization hierarchy, evaluations, etc.) **(11)**
> Availability of tenure-track positions **(15)**
> Smaller classes **(18)**

Interpersonal Interactions
> Increased academic/intellectual collaboration **(2)**
> Increased collegiality opportunities to casually interact **(4)**
> More mentoring/advice **(13)**
> Stopping racism/sexism/discrimination **(16)**
> "Respect" across departments, disciplines, "4 Anth areas", etc. **(22**)

Resources
> Increase compensation (salary & benefits) **(6)**
> More faculty (in Anthropology, or in "my area") **(17)**
> Increased grant support, stability, & flexibility **(25)**

Increased student (especially graduate) support **(28)**
More dept/univ resources (general, includes professional development) **(29)**

Other
Don't know, can't think of any, satisfied **(19)**
More "academic/intellectual" environment **(20)**
Better students **(21)**
Other ("recognition/appreciation", prestige, ethics, curriculum, etc.) **(30)**

**Each of these codes was then translated into an individual variable, for which each respondent received a code of 1 if they made a suggestion for improvement in this area of work environment and coded 0 if they did not. See QE40 variables below:
**Each of the QE40CAT codes was then translated into an individual variable, for which each respondent received a code of 1 if they made a suggestion for improvement in this area of work environment and coded 0 if they did not. See QE40 variables below:

**QE40TIME**
 **205** Suggestion for improvement in this area **(1)**
 **655** No suggestion for improvement in this area **(0)**
 **82** No response for this item **(.)**

**QE40WORK**
 **242** Suggestion for improvement in this area **(1)**
 **618** No suggestion for improvement in this area **(0)**
 **82** No response for this item **(.)**

**QE40SPACE**
 **35** Suggestion for improvement in this area **(1)**
 **825** No suggestion for improvement in this area **(0)**
 **82** No response for this item **(.)**

**QE40PEEPS**
 **170** Suggestion for improvement in this area **(1)**
 **690** No suggestion for improvement in this area **(0)**
 **82** No response for this item **(.)**

**QE40STRUC**
 **115** Suggestion for improvement in this area **(1)**
 **745** No suggestion for improvement in this area **(0)**
 **82** No response for this item **(.)**

**QE40INTR**
 **208** Suggestion for improvement in this area **(1)**
 **652** No suggestion for improvement in this area **(0)**

**82**      No response for this item **(.)**

## QE40RES

**211**      Suggestion for improvement in this area **(1)**

**649**      No suggestion for improvement in this area **(0)**

**82**      No response for this item **(.)**

## QE40OTH

**133**      Suggestion for improvement in this area **(1)**

**727**      No suggestion for improvement in this area **(0)**

**82**      No response for this item **(.)**

## QE41

3. Knowing what you know now, would you still choose this career path for yourself?

**98**      No **(0)**

**734**      Yes **(1)**

**62**      Unsure/Other **(3)**

**49**      Missing **(.)**

*Because Version 2 of this survey did not include the yes/no check boxes, responses for the bulk of respondents had to be categorized as yes/no after the fact. Responses which stated "yes" or "no" were categorized as such (even if they indicated that they would make some changes or keep some choices, in addition). Responses which indicated "probably" or "likely" yes/no were categorized as yes/no; but responses which indicated "maybe" yes/no were categorized as unsure/other.*

## QE41B

3. Knowing what you know now, would you still choose this career path for yourself?

   *Yes/No only; "unsure/other" coded as missing

**98**      No **(0)**

**734**      Yes **(1)**

**111**      Missing **(.)**

## QE41Q

Please explain your response_____

   Any explanation given (beyond yes/no/unsure; i.e. >1 word responses)?

**704**      Yes **(1)**

**239**      No **(0)**

## QE41ORIG

Qualitative responses in original form

## QE42

4. Do you believe that your gender has hindered your professional advancement?

**477** Yes **(1)**
**345** No **(0)**
**76** Yes & No/Other **(3)**
**45** Missing **(.)**

*Because Version 2 of this survey did not include the yes/no check boxes, responses for the bulk of respondents had to be categorized as yes/no after the fact. Responses which stated "yes" or "no" were categorized as such (even if they indicated this was only "sometimes" or "partially" true or true "only in" certain situations). Responses which indicated "probably" or "likely" yes/no were categorized as yes/no; but responses which indicated "maybe", "perhaps", or "possibly" yes/no were categorized as unsure.*

**QE42B**
Same question, but only counting clear "yes" and "no" responses; mixed responses counted as missing.

**QE42Q**
Please explain your response. _____
    Any explanation given (beyond yes/no/unsure; i.e. >1 word responses)?
**656** Yes **(1)**
**287** No **(0)**

**QE42ORIG**
    Please explain your response. _____
Responses left in original form

**QE43**
5.  Do you believe that your gender has provided you with an advantage in your professional advancement?
**590** Yes **(1)**
**213** No **(0)**
**60** Unsure/Other **(3)**
**80** Missing **(.)**

*Because Version 2 of this survey did not include the yes/no check boxes, responses for the bulk of respondents had to be categorized as yes/no after the fact. Responses which stated "yes" or "no" were categorized as such (even if they indicated this was only "sometimes" or "partially" true or true "only in" certain situations). Responses which indicated "probably" or "likely" yes/no were categorized as yes/no; but responses which indicated "maybe", "perhaps", or "possibly" yes/no were categorized as unsure.*

**QE43B**

Same question, but only counting clear "yes" and "no" responses; mixed responses counted as missing.

**QE43Q**

Please explain your response. _____

        Any explanation given (beyond yes/no/unsure; i.e. >1 word responses)?

        **440**    Yes **(1)**

        **503**    No **(0)**

**QE43ORIG**

Please explain your response. _____

        Responses left in original form

**QE44Q**

6.  How can the AAA promote equitable and collegial working conditions?

        Any response given

        **693**    Yes **(1)**

        **250**    No **(0)**

**QE44EXP**

Same question, but response type categorized as:

        **250**    No response given **(0)**

        **536**    Suggestion given for AAA **(1)**

        **17**    AAA doing all they can, suggestion for others to improve **(3)**

        **95**    Don't know/no ideas **(4)**

        **43**    AAA can't or shouldn't **(5)**

        **2**    Other **(6)**

**QE44ORIG**

Same question, but responses left in original form

**QE45Q**

7.  If you have any comments or suggestions on the form or content of the survey, please write them below.

    Any response given

        **246**    Yes **(1)**

        **697**    No **(0)**

**QE45ORIG**

Same question, but responses left in original form

**NUMQUALRESP**

Total number of qualitative responses generated by respondent.

> Observed Range: 7 (0 to 7)
>
> Mean = 3.96
>
> Median = 4
>
> Mode = 5
>
> Std Deviation = 1.62

## F. Demographic Information

**QF46**

1. Gender:

> **660** Female **(0)**
>
> **277** Male **(1)**
>
> **1** Other **(3)**
>
> **5** Missing **(.)**

**QF47**

2. Age:

> **7** 20-29 **(1)**
>
> **214** 30-39 **(2)**
>
> **249** 40-49 **(3)**
>
> **308** 50-59 **(4)**
>
> **151** 60-69 **(5)**
>
> **6** 70-79 **(6)**
>
> **1** 80+ **(7)**
>
> **7** Missing **(.)**

**QF47B**

Age coded as under/over 50

> **470** < 50 years old **(0)**
>
> **466** ≥ 50 years old **(1)**
>
> **7** Missing **(.)**

**QF48**

3. Race*:

*\* Race and ethnic group categories taken from the "Racial and Ethnic Classifications Used in Census 2000 and Beyond" of the U.S. Census Bureau)*

> **721** White alone **(1)**
>
> **15** Black or African American alone **(2)**
>
> **5** American Indian and Alaska Native alone **(3)**
>
> **27** Asian alone **(4)**

| | |
|---|---|
| **2** | Native Hawaiian and other Pacific Islander alone **(5)** |
| **16** | Some other race alone **(6)** |
| **55** | Two or more races **(7)** |
| **89** | Decline to answer **(8)** |
| **13** | Missing **(.)** |

**QF48B**
(Race as White vs. non-White)

| | |
|---|---|
| **721** | White **(1)** |
| **120** | Non-White **(0)** |
| **102** | Missing **(.)** |

**QF48C**
(Race as single race vs. multi-racial)

| | |
|---|---|
| **786** | Single race **(0)** |
| **55** | Multi-racial **(1)** |
| **102** | Missing **(.)** |

**QF49**
4.  Ethnic Group*:
* *Race and ethnic group categories taken from the "Racial and Ethnic Classifications Used in Census 2000 and Beyond" of the U.S. Census Bureau)*

| | |
|---|---|
| **46** | Hispanic or Latino **(1)** |
| **612** | Not Hispanic or Latino **(0)** |
| **285** | Missing **(.)** |

**QF50**
5. Spouse/domestic partner:

| | |
|---|---|
| **220** | Single **(1)** |
| **689** | Spouse/domestic partner **(2)** |
| **21** | Other **(3)** |
| **13** | Missing **(.)** |

**QF51**
6. Do you have children:

| | |
|---|---|
| **362** | No **(0)** |
| **574** | Yes **(1)** |
| **7** | Missing **(.)** |

7.  If yes, what is the age of each child?　　1) _____　2) _____　3) _____　4) _____
　　　　　　　　　　　　　　　　　　　　　　5) _____　6) _____　7) _____　8) _____

(Responses left in original form.  Items 5411, 5422, 5433, 5444, 5455, 5466, 5477, & 5488)

**QF51B**

\# of children, left as numeral

Observed Range: 9 (0 to 9)

Mean = 1.12

Median = 1

Mode = 0

Std Deviation = 1.15

**QF52**

8. Are you the primary caregiver for:　　　☐ Children　　☐ Parents　　☐ Other individual(s)

(check all that apply)

Any category(ies) selected

**360**　Yes **(1)**

**583**　No **(0)**

**QF52A**

Primary caregiver for children

**309**　Yes **(1)**

**634**　No **(0)**

**QF52B**

Primary caregiver for parents

**54**　Yes **(1)**

**889**　No **(0)**

**QF52C**

Primary caregiver for other individuals

**32**　Yes **(1)**

**911**　No **(0)**

**QF53**

**NOT CODED**

9. If you have a spouse/domestic partner, is that person employed in:

☐ A tenure-track position at the same institution as you

☐ A tenure-track position at an institution within 50 miles of your institution

☐ A tenure-track position at an institution more than 50 miles from your institution

☐ A tenured position at the same institution as you

☐ A tenured position at an institution within 50 miles of your institution

☐ A tenured position at an institution more than 50 miles from your institution

☐ A non-tenure-track position

☐ The private sector

☐ The nonprofit or public sector

☐ Other

☐ Not employed

**Appendix C: Respondents' Suggestions for Improving Academic Climate**

This appendix contains a complete listing of all comments made by respondents in answering the question, "How can the AAA promote equitable and collegial working conditions?" Responses were grouped according to their substantive suggestions and counts are included for each category. Because many respondents included multiple suggestions in their responses and these suggestions were grouped separately according to their substance, the total of counts for each suggestion type greatly exceeds the total number of individual responses to this question. The response categories are organized from most to least frequent responses, followed by a final category of responses which did not readily fit into any of the thematic categories identified in other respondents' suggestions.

Please note that not all of these suggestions fall within the AAA's purview. For instance, the AAA does not censure departments. Instead, the AAA plays an advisory and educational role to departments.

*1. "Don't Know"*

This category was the most frequent response, and includes responses which do not appear to answer the item (such as "yes"). Although this answer may not be particularly helpful in terms of making changes, the specific wordings of each response and their association with respondents may be illuminating for some and are thus included. (95 responses)

"…" (1 response)
"?" (10 responses)
*"At this point, I'm not sure."* (1 response)
*"Beats me."* (1 response)
*"Don't know."* (18 responses)
*"don't know exactly"* (1 response)
*"Don't know - but somehow we must eliminate all forms of discrimination."* (1 response)
*"Do not know"* (1 response)
*"God knows."* (1 response)
*"Good question."* (1 response)
*"Good question; wish I had a suggestion for you."* (1 response)
*"I'd love to hear ideas about this, because I don't know!"* (1 response)
*"I'll have to mull this one over."* (1 response)

*"I'm not sure."* (3 responses)
*"I'm not sure - a lot of the issues I face are structural at the university level"* (1 response)
*"I am uncertain what the AAA can do to influence university policies"* (1 response)
*"I can't imagine."* (1 response)
*"I cannot think of anything."* (1 response)
*"I don't know"* (9 responses)
*"I do not know, as I work outside of the US."* (1 response)
*"I don't know how anthropology departments handle gender equity, so I can't answer this."* (1 response)
*"I don't know how that would work."* (1 response)
*"I don't know - it might just change with the generations. The men my age are hopeless."* (1 response)
*"I have no idea."* (2 responses)
*"I have no idea, but I hope you can!"* (1 response)
*"I honestly do not know."* (1 response)
*"I surely don't know."* (1 response)
*"I wish I knew."* (2 responses)
*"no comment"* (1 response)
*"No idea."* (4 responses)
*"no recommendation"* (1 response)
*"No suggestions come to mind"* (1 response)
*"None"* (1 response)
*"Not at all"* (1 response)
*"Not really."* (1 response1)
*"Not sure"* (13 responses)
*"not sure I have ideas right now"* (1 response)
*"Uncertain."* (1 response)
*"Will need to think about it"* (1 response)
*"Wish I knew"* (1 response)
*"Wish I knew ... wish I knew 25 years ago."* (1 response)
*"X"* (1 response)
*"Yes."* (1 response)

*2. "Anthropologists Are People Too!"*

This category represented the largest group of responses which indicated an idea or suggestion. Responses include the need for realistic expectations about time and workload and family-friendly work-life balance. (80 responses)

*"AAA can help by continuing to promote equity in hiring and pay and in showing the difficulty of finding two-spouse and trailing spouse positions. Encouraging depts to TALK among themselves." (Female, White, 50's)*

*"AAA can encourage universities to better coordinate tenure demands and motherhood by making stronger family leave policies that would not affect tenure decisions." (Female, White, 30's)*

*"Actively support faculty who are working to get domestic partner benefits at their institutions." (Female, White, 30's)*

*"Advocate reasonable, workable childcare at all workplaces (all day, every day, low cost, flexible times). Cost of healthcare based on salary; advocate CUPA salaries." (Female, White, 60's)*

*"Better pay for junior faculty so that you can actually survive off of an academic salary. Changing work hours so that departmental seminars, etc. do not take place in the evenings (childcare)." (Female, White, 30's)*

*"By promoting changes in the tenure system that do not penalize faculty (men and women) who choose to have balanced personal and career lives. The academy is a job not the priesthood." (Female, White, 40's)*

*"By promoting a bio-cultural approach to the world which includes an expectation that everyone will nurture members of subsequent generations whether children, students, or junior colleagues." (Female, White, 60's)*

*"Campaign with universities for child-friendly employment policies, including generous maternity AND paternity leave, plus university-sponsored and subsidized childcare which is of the highest quality" (Male, White, 30's)*

*"commitment to doing something about the tragedy of thwarted careers if two-career couples. Day care and tenure clock poli" (Female, White, 50's)*

*"Continue to push for childcare, domestic partner benefits, etc." (Female, White, 30's)*

*"Culture of competitive networking and high work hours precludes all but those who can afford nannies or have stay at home partners. Small colleges and state employers don't pay enough for live in help" (Female, White, 50's)*

*"Deal with issue of female professors with children." (Female, White, 30's)*

*"Develop a way to support dual career hires outside of the few universities that permit it." (Female, White, 50's)*

*"Do everything possible to encourage departments to be more open to dual-career couples. More mentoring merely promotes women as caretakers and in need of handholding." (Female, Declined to give race, 30's)*

*"Examine if hiring trailing spouses is really all that good an idea (my dept has 3 married couples!)." (Female, White, 50's)*

*"Encourage departments and universities to provide more support and tenure flexibility for women who wish to have a family and children in addition to a career." (Female, White, 40's)*

*"Encourage and support family-friendly employers and advocate for improved childcare arrangements--work to undermine the perception of "mommy-track" as a bad thing!" (Male, White, 30's)*

*"Encourage all universities to grant FEMA [sic FMLA] leaves to faculty (both sexes) with new children." (Male, White, 50's)*

*"Encourage employers to provide full maternity and child-care benefits. Encourage universities not to discriminate based on decisions in these realms. Also encourage faculty to make good choices." (Male, White, 30's)*

*"Encourage on site child care facilities on college campuses." (Female, White, 40's)*

*"Encourage institutions to stop the tenure clock for pregnancy" (Female, White, Age missing)*

*"Encourage flexibility in career timetables so that time off is more easily available." (Female, White, 50's)*

*"Encourage/lobby institutions for child care and flexibility for family issues." (Female, White, 50's)*

*"Encourage universities that do not have maternity leave to implement it.  Encourage child care support." (Female, White, 30's)*

*"Figure out an equitable disciplinary standard for two things: 1) m/paternity leave & tenure track expectations 2) m/paternity issues in childcare of infants and non-school age kids & TT expectations." (Female, White, 30's)*

*"family issues and the tenure clock are still a problem for women." (Male, White, 30's)*

*"Finding ways to help institutions support women who choose to have children early in their careers." (Female, White, 50's)*

*"First and most urgently, by contributing our professional clout and anthropological perspectives to demands for better and more affordable early childhood care/support-- without it, many women's careers are derailed, or at least slowed (with measurable eff" (Female, White, 30's)*

*"Generous family leave needs to be approved across universities and departments" (Female, White, 40's)*

*"Help senior AAA members realize the importance of spousal accommodations for healthy academic work. Chairs should be made aware of the costs of crappy accommodations. Push some model policies." (Male, Declined to give race, 30's)*

*"helping universities work towards better parental leave policies." (Female, White, 40's)*

*"I'm not sure that the AAA can have much affect on the primary issue I see: clarity in job expectations and overall reduction in the many responsibilities that academics are expected to uphold." (Male, White, 30's)*

*"I think colleges and universities need to create more welcoming environments for students with children (who are, of course, virtually all women!)." (Female, White, 50's)*

*"I think the challenges that faculty face combining home/work issues needs to be discussed widely. A lot of men still do not understand the ways that faculty -- usually women, but not always-- have to constantly negotiate and juggle family duties. Institut"* *(Female, White, 30's)*

*"I think the profession does fairly well. However, the one issue where I feel that the profession and universities could do a better job is in allowing women and men who have a central responsibility in child rearing to be given a somewhat more relaxed pr"* *(Male, Single other race, 50's)*

*"I wish I knew. Somehow smaller liberal arts colleges have to be persuaded that heavy teaching loads often result in less than top-knotch teaching."* *(Female, White, 50's)*

*"Keep emphasizing the unequal burdens that childcare places on women---not just in terms of tenure, but in long-term advancement because it reduces the ability to conduct field research and write."* *(Female, White, 30's)*

*"make maternity leave policies and tenure clock extensions a priority"* *(Female, Asian, 30's)*

*"Make sure member institutions provide adequate support to individuals with children and or spouse/partner issues. Especially not load women up with admin responsibilities just because there are few female faces around."* *(Male, White, 50's)*

*"make sure all college/universities have paid maternity leaves, stop the tenure clock during those times, consider part-time tenure track appts. for women w/ small children, promote dual career couples"* *(Female, White, 40's)*

*"more discussion about having children, child care, etc. My current institution is MUCH more supportive of this than the first one, which had no policy for childbirth leave, etc. My institution has childbirth le"* *(Female, White, 30's)*

*"More flexible scheduling of class load to accommodate child rearing, health issues, and commuting."* *(Female, White, 50's)*

*"More openness about workload at different institutions would be very valuable."* *(Female, White, 30's)*

*"Note that some family issues are no longer gender specific - dependent care, dual careers." (Male, White, 40's)*

*"On campus infant care and greater encouragement of spousal accommodation and hiring." (Female, White, 30's)*

*"Open discussions about realistic requirements for all faculty tenure. More discussion/pressure on institutions about child and parent-care issues." (Female, White, 30's)*

*"Policy papers or suggestions regarding workload for people with children, childcare, and salary equity that are distributed to all major universities and colleges." (Female, White, 30's)*

*"Promote child care, family leave, & partner benefit" (Female, White, 30's)*

*"Promote dual career opportunities, parental leave, extending the tenure clock, flexible tenure times" (Female, White, 50's)*

*"promote spousal hire possibilities for colleges and universities" (Male, Asian, 40's)*

*"promote spousal accommodations in anthro -- so many of us are married to other anthros" (Male, White, 30's)*

*"promote year-long maternity AND paternity leave, citing cross-cultural research in support of this." (Female, White, 40's)*

*"Publicize issues of parental work / family balance, and encourage departments to push for parental leave at universities." (Female, White, 40's)*

*"push for radical overhaul of family leave policies so that we can afford to take leaves. push for basic salary cost of living increases that are not dependent on what the market will pay out." (Female, White, 30's)*

*"push for policies to add time to tenure clock for faculty with young children" (Female, White, 30's)*

*"Push for meaningful, tenured, part-time positions." (Female, White, 50's)*

*"Push for long term contracts and lecturer recognition as more than "temps" through grant opportunities especially for non-tenure track working anthropologists." (Female, White, 30's)*

*"Push for equal access to maternity and paternity leave, on-campus child care, and stopping the tenure clock for new parents." (Female, White, 20's)*

*"push for child care on campus and longer tenure clocks for parents" (Female, Bi or Multiracial, 30's)*

*"Push for the greater flexibility in pursuing tenure that is now being discussed in the Chronicle of Higher Ed and elsewhere. Push for greater flexibility in combining raising a family and pursuing an academic tenured/tenure track position. Inform women" (Female, White, 40's)*

*"Support the creation of explicit policies on spousal hires. Support the development of explicit maternity leave and child care college - especially at smaller institutions, where administrations delude themselves that these things can be handled informally." (Male, White, 40's)*

*"Support flexibility in time in graduate school and time to tenure for both men and women, support paternity as well as maternity leaves" (Female, White, 50's)*

*"Support postdocs and writing grants that do not require residency, helping people live wherever they need to be while on leave." (Female, White, 30's)*

*"Support progressive family leave policies, part time tenure track options, stop-clocks, and plentiful high quality childcare options." (Female, White, 30's)*

*"taking a stronger stance on maternal leave policy, stopping tenure clock, better part time conditions, equal pay for equal work (adjuncts may be paid half what tenure track offers but work as hard)" (Female, White, 40's)*

*"tenure clocks, work-life issues, time for leaves" (Female, White, 50's)*

*"The AAA can lobby universities to provide adequate child care and flexible teaching schedules to accommodate obligations (including childcare or elder care that prevents teaching at night)." (Female, White, 30's)*

*"The AAA might consider offering scholarships for working parents, because I believe that raising children, more than issues of gender discrimination, are critical for most of my colleagues." (Female, Missing race, 30's)*

*"The issue of child care and home responsibilities falling more heavily on women could be addressed." (Female, White, 40's)*

*"The maternity issue thing is critical for junior faculty, esp since it takes so long to get thru grad school that I am sure I am not alone in needing adjustment to tenure clock or other policies" (Female, White, 30's)*

*"The primary block to women's advancement, I think, is the ever-increasing productivity demanded. It's increasingly difficult to combine family and work, which affects women more than men." (Female, White, 60's)*

*"The problem is that we are all idealist about men sharing childraising work, but it isn't happening. Also, totally inadequate allowances for breastfeeding are made." (Male, Declined to give race, 60's)*

*"The tenure system needs to be overhauled b/c many women will want to start having children at exactly the same moment when they are supposed to be most productive in their professional lives." (Female, White, 30's)*

*"Too many professional women, including academics & anthropologists, still see work versus family as either-or, and jump ship (if financially able to) when children come along. AAA must challenge this." (Female, White, 40's)*

*"try to encourage colleges and universities to reduce their 4 course per semester course loads" (Female, White, 50's)*

*"Understand that there is more than one way to have a career path and be a successful anthropologist. Dare to innovate and talk about these salient issues rather than constantly reinforcing status quo." (Female, White, 30's)*

*"unsure, other than lobbying for reduction in class size at our large 2-year college systems." (Male, White, 60's)*

*"work for change in structure of academic career track. Women must often launch careers and families at the same time. Dual career issues are crucial here too. Spearhead efforts to unionize faculty." (Female, Other single race, 40's)*

*"Working to create dialogue about the escalating tenure expectations and how those intersect with other life demands so that a one-size-fits-all tenure clock doesn't work for many people." (Female, White, 30's)*

*"Work on promoting flex-time and spousal hires to support academic couples." (Male, White, 40's)*

*3. "Get It in Writing!"*
This category of responses came in a close second for frequency with the category above. Responses include the need for further documentation and study of continuing gender (and other) discrimination and inequity. (74 responses)

*"aaa can promote or hire someone to write an ethnography about what gender relations in academia." (Female, Bi or Multiracial, 50's)*

*"Analyze the star system in itself and as a masculinist phenomenon anthropologically!" (Female, White, 40's)*

*"By continuing to collect this sort of information and making it available to deans and chairs." (Female, White, 30's)*

*"By providing a cross-institutional comparison of benefits like flexible daycare and extended tenure clocks, as well as showing \*how many faculty actually utilize them\*." (Female, White, 30's)*

*"by publicizing the results of surveys like this" (Male, White, 60's)*

*"By publishing figures on salary by gender and rank for departments throughout the country." (Male, White, 60's)*

*"By publishing salary data of men versus women across all ranks, especially in a survey that includes things such as number of publications and number of external grants (otherwise the men just say that women must be performing at a lower level). And, as I"* (Female, White, 50's)

*"By reporting the statistics across departments."* (Female, White, 50's)

*"collect & publish stats on salaries, positions, rank, etc by type of instit/dept/gender keep asking these survey Q's and following up to understand how gender affects faculty in anthro, to keep issue"* (Female, White, 30's)

*"Collect this sort of info"* (Female, White, 50's)

*"Collecting data like this and then disseminating results widely, including to those of us to participated in the survey."* (Female, White, 40's)

*"Conduct and publish research about gender issues in higher education."* (Female, Declined to give race, 50's)

*"conduct studies of salary by gender, ethnicity and years of service"* (Female, White, 60's)

*"continuing to expose and analyze problems of inequity"* (Female, White, 50's)

*"Continue to actively publish information about the career paths of men and women (salaries, hiring, completion of degrees)."* (Female, White, 30's)

*"Continue to collect data about and emphasize the importance of gender in our training, workplace, and professional association. Consider how class and elitism can block professional advancement."* (Male, White, 40's)

*"continue research on workplace conditions"* (Female, White, 50's)

*"Continue surveys of women like this one and disseminate them widely."* (Female, White, 50's)

*"Continue to support research showing women's experiences in the academic workplace."* (Female, White, 30's)

*"Convince male faculty that gender equity does not exist yet. The faculty in my department don't get it." (Female, White, 30's)*

*"Coordinate our ethnographic expertise to map and publicize the mechanisms that promote and detract from these goals." (Female, White, 40's)*

*"data on type of institution that are gender equitable." (Female, Asian, 40's)*

*"Disseminate more professional statistics the way the history association does to allow greater comparison." (Male, White, 40's)*

*"document the inequities. Publicize the results." (Female, White, 40's)*

*"Give women and men accurate information on working conditions in the field and in the university." (Male, Bi or Multiracial, 60's)*

*"I am not sure, maybe make the results of this survey available to all institutions." (Female, White, 30's)*

*"I suppose these surveys are a way to start, you get feedback from the base." (Male, White, 40's)*

*"I think that the most important thing that AAA can do is document and publicize instances of inequitable conditions, so that these things are not rendered invisible." (Female, White, 40's)*

*"Investigate working conditions and make available the findings to administrators, faculty senates, and professors." (Female, Black or African-American, 50's)*

*"It starts in graduate school and I strongly, strongly urge you to organize a self-study by anthropology departments of how they protect their U.S. minority doctoral students from racism (and sexism) by white faculty, particularly those who teach in biolo" (Male, Asian, 50's)*

*"Keep getting and disseminating good data" (Male, White, 40's)*

*"Keep on speaking truth, being curious, raising questions, seeking information." (Male, White, 60's)*

*"Keep taking stock of statistics." (Female, White, 40's)*

*"Keep telling men that harassment and seduction are completely unacceptable. And neither trophies nor funny." (Female, White, 50's)*

*"Keep the facts and data of discrimination out there. Don't let chilly climates become "women's" or "minority" issues." (Female, White, 40's)*

*"make salaries more visible" (Female, Bi or Multiracial, 30's)*

*"More research should be done to demonstrate that this stills exists within academia and within institutions." (Female, Bi or Multiracial, 20's)*

*"Perhaps broad FGDs, surveys, etc. that highlight gend" (Female, White, 30's)*

*"Perhaps by soliciting more open ended and flexible questions in your survey?!! The assumption that you have a fully employed survey population makes my eyes pop out." (Female, White, 40's)*

*"Perhaps discuss cases involving gender discrimination more often in the AAA newsletter." (Female, White, 40's)*

*"perhaps doing anthropological studies of working conditions and publicizing the results" (Female, White, 30's)*

*"Please show us the result of this survey. It will help us understand the general tendency of the working conditions and our situation." (Male, Asian, 60's)*

*"Promote and publish more research on subtle effects of gender discrimination in academic and applied settings." (Female, White, 50's)*

*"provide info to all dept chairs on gender inequities." (Female, White, 50's)*

*"Provide ratings of equitable and collegial working conditions by institution." (Male, White, 30's)*

*"Providing information to institutions on salary equity, rank equity, etc. with which to change the system." (Male, White, 50's)*

*"Publicize inequity issues" (Female, Declined to give race, 40's)*

*"Publish a list of commonly felt discriminations, such as women colleagues being held to higher standards in tenure and award decisions. Research and publish skewing of universi" (Female, White, 60's)*

*"Publish (and advertise) data relevant to this cause. On salaries, on teaching evals, etc. I've also heard that women's salaries are lower largely due to failure to negotiate. I need to have clearer salary data available to me so that I can best negotia" (Female, White, 30's)*

*"publish data on pay, tenure for comparison" (Female, Bi or Multiracial, 30's)*

*"publish papers on how discrimination works" (Female, White, 60's)*

*"Publish the results of surveys on gender data in hiring in types of schools, in ranks (visiting, part-time, asst, assoc, prof), and salary based on these categories and gender." (Female, White, 50's)*

*"publish up to date data on salaries broken down by institution type and gender so that we can use it in our arguments with deans and others for salary adjustments based on equity considerations" (Male, White, 30's)*

*"Publish widely the results of this survey and others of similar content." (Female, White, 60's)*

*"Publishing clear, substantial analyses of gender and racial "equity" issues (probably funding the research as well)" (Male, White, 60's)*

*"Rate departments so that applicants can be better informed of conditions." (Female, Declined to give race, 40's)*

*"Publish survey results. Perhaps an exposé in AN about the brutality of the market, gender, etc based on interviews with scholars." (Female, White, 30's)*

*"Research, carefully, and publication. AAA forums." (Male, White, 40's)*

*"Revive affirmative action and reporting from departments on their searches. In other words, do what used to be required of all schools--and do it for race and ethnicity as well as gender." (Female, White, 60's)*

*"Sexism is not dead. AAA has not done anything in a long time to promote better working conditions for women, once we have jobs. Faculty still need to be educated about discrimination of all forms." (Female, White, 50's)*

*"Simply by keeping up awareness, perhaps featuring signal cases of sex/race discrimination or harassment in the AAA newsletter." (Male, White, 40's)*

*"surveys such as this?" (Male, White, 50's)*

*"Surveys" (Female, White, 40's)*

*"Take a random selection of faculty members and profile them (even if anonymously) about their achievements, professional advancements, salary etc. Knowing what is being given to all promotes equity." (Female, White, 50's)*

*"regular surveys of conditions such as this (which ought be appreciated as a form of anthro research on uni. culture)" (Male, White, 50's)*

*"The best help i can think of is by providing accurate data on job conditions." (Male, White, 60's)*

*"The most important service of the AAA is to produce annual statistics on the pool of available PhDs by gender and subfield as well as data on employment. This needs to be done yearly." (Male, White, 30's)*

*"This kind of survey helps - it asks the right questions." (Male, White, 40's)*

*"This kind of research should be useful in identifying gender differences among faculty." (Female, White, 40's)*

*"Track how many men and women are in what positions at various institutions."*
*(Female, White, 40's)*

*"unsure but surveys like this can document working conditions which is first step in promoting more equity in the academic workplace." (Female, White, 40's)*

*"We just need to stay on top of "chilly climate" issues and not think that everything has been settled. Parts of academe are still unfriendly; eternal vigilance!" (Female, White, 50's)*

*"why not try ethnography rather than surveys?" (Male, White, 60's)*

*"White [sic: write] paper/statement on gender and workplace; send this to the chronicle of higher ed" (Female, White, 30's)*

*4. "Show Me the Way"*
   This category includes responses which express a desire for specific, policy and leadership oriented resources.  Some examples include uniform disciplinary standards, sample policies, specific trainings/workshops, and best practices distributed by the AAA. (59 responses)

*"AAA can encourage institutions to follow guidelines for transparency in expectations for tenure and promot. and track gender in tenure and promotion." (Female, White, 30's)*

*"AAA can make universities accountable. It can provide a set of criteria for departments to follow and support its members when issues come up." (Female, Other single race, 30's)*

*"Anthropologists are not usually the problem (except older male colleagues who think they're feminists); maybe AAA could provide some suggestions for NON-anthropological administrators." (Female, Missing race, 40's)*

*"By contesting audit practices and unfair promotion and tenure procedures." (Female, Declined to give race, 50's)*

*"By engaging in a discussion on performance standards which are outdated." (Female, White, 50's)*

*"By explicit publications and discussions about how departments should be run; decision-making protocols, etc."* (Female, Other single race, Missing age)

*"By promoting some sort of set of guidelines or rules for search committees to keep in mind when hiring for new positions."* (Male, Other single race, 30's)

*"casting a light on actual practices"* (Male, White, 60's)

*"Clear policies to share with all institutions"* (Female, White, 40's)

*"clearly defining what it sees as minimal time for research, teaching, and service work, so that institutions can be challenged when they exceed those."* (Male, Bi or Multiracial, 30's)

*"comprise a code of ethics for the treatment of junior faculty, no screaming, bullying, physical or sexual abuse, no service burdens that put them in conflict with senior faculty and administration"* (Female, White, 30's)

*"continue to develop and disseminate policy pertaining to this issue"* (Female, White, 30's)

*"create recommendations for universities and other institutions?"* (Female, White, 30's)

*"Develop an evidence-based practice, strategy, or device that dampens egotism"* (Male, White, 50's)

*"Develop "anthropology" standard salary and T&P guidelines that institutions could reference."* (Female, White, 40's)

*"Develop guidelines - which we can share with our administration (particularly). Many smaller university administrators are failed academics and just have no idea."* (Female, Declined to give race, 60's)

*"Developing policy templates that newer universities can use, regarding graduate student policies, research policies, etc."* (Female, White, 50's)

*"Disseminate information about issues such as mentoring junior faculty and developing effective ways of supporting their research and writing."* (Female, White, 40's)

*"Educate administrators on institutional patterns of discrimination." (Female, White, 50's)*

*"Enact guidelines/code of ethics for academic departments" (Male, White, 30's)*

*"expose inequalities; provide information on how to solve these" (Female, White, 50's)*

*"Gender sensitivity & conflict resolution training for all" (Female, White, 50's)*

*"hard to say; it's usually up to the individual institutions and departments. Perhaps some models for mentoring." (Female, White, 60's)*

*"I can benefit from any suggestions on how to maximize academic achievement and be of service to others at the same time. Even something simple like a weekly schedule of someone who has figured it out" (Female, Bi or Multiracial, 60's)*

*"I can use resources that relate to benchmarks and expectations in other small colleges." (Female, White, 50's)*

*"I don't know. Maybe feature articles about some of the better departments?" (Female, White, 30's)*

*"I think AAA should advocate best practices in the workplace.   The museum association does this through a series of legal and human resources workshops, as well as workshops on governance that help museum professionals deal with non-profit broads and thei" (Female, Bi or Multiracial, 50's)*

*"I think departmental chairs could be involved in workshops at the annual meetings that aimed at this topic. Chairs are very important in setting the tone. I am also researching this topic now for NSF!" (Female, White, 60's)*

*"In providing guidelines in what to look for an academic mentor. Also, as I junior faculty member I think it would be helpful to get guidance in applying for large research grants." (Female, White, 40's)*

*"Issuing an up-to-date statement about what the AAA sees as equitable and collegial working conditions would be very helpful.  Greater specificity (i.e. naming or describing*

*"good" and "bad" situations/behavior) is extremely helpful to junior faculty." (Female, White, 30's)*

*"It would be great if COSWA could exert oversight and peer pressure, not just censure, by surveying departments on hiring, promotion, and family benefit histories" (Female, White, 50's)*

*"Keep providing information of gender issues to departments; providing a curriculum that could be used in a proseminar for graduate students entering the field." (Male, Declined to give race, 50's)*

*"list of recommendations" (Female, White, 40's)*

*"Make us aware of situations and issues of women in academia so we can learn from them; promote opportunities for continuing education, workshops, etc., and." (Female, Bi or Multiracial, 30's)*

*"maybe publicizing best practices?" (Female, White, 50's)*

*"Offer education on mentoring and administering other faculty members." (Female, White, 60's)*

*"Perhaps by offering workshops led by senior faculty to junior faculty and grad students about the challenges new professionals will face, and strategies for dealing with those challenges." (Male, White, 50's)*

*"Promote transparent standards of promotion and merit and accountability. No secrecy." (Female, White, 60's)*

*"Provide "best practices" policy for university day care?" (Female, White, 60's)*

*"Provide faculty with lists of what they should be expected to do as part of the conditions of employment. Maybe an information session each year for sensitivity training for chairs." (Female, White, 50's)*

*"Provide guidelines for tenure and promotion" (Female, White, 30's)*

*"provide models/examples of how other institutions have successfully created sociology/anthropology departments that doesn't privilege the sociologists" (Female, White, 40's)*

*"providing a forum for people to share ideas and experiences" (Female, White, 50's)*

*"publish on how depts. work that have collegial working conditions." (Female, White, 60's)*

*"Recommend a salary scale by rank for clusterings of peer institutions and criteria correlated with them" (Female, White, 50's)*

*"strategic ideas about issues like negotiation for salary and research support, etc. would be helpful." (Female, White, 60's)*

*"Send out guidelines for comportment to all members of the AAA, especially dept chairs and ask them to introduce codes of proper conduct at dept meetings." (Female, White, 40's)*

*"Sharing "best practices" in stemming or illuminating sexism in the academy." (Female, White, 50's)*

*"STANDARD POLICIES FOR ANNUAL EVALUATION, FACULTY MENTORING" (Female, Declined to give race, 30's)*

*"Teach women the skills they need....supervising staff, conflict resolution...." (Female, White, 50's)*

*"The AAA might investigate (or compare) how universities deal with trailing spouse issues, and other "permanent residents" who are not tenure-track." (Female, White, 40's)*

*"The biggest thing is pushing for clear standards for evaluation of academic work. In my opinion many of the women in my department have achieved considerably more than the men, yet this is not recognized publicly." (Male, Black or African-American, 30's)*

*"training sessions to faculty on institutional policies and evaluation procedures that take into consideration gender." (Female, Missing race, 30's)*

*"Workshops" (Female, White, 40's)*

*"workshops at AAA's about what to expect and how women survive in academia for junior faculty/instructors (and even senior graduate students) given by senior women anthropologists" (Female, White, 30's)*

*"Workshops for department chairs?" (Female, White, 30's)*

*"Workshops for graduate students about the realities of gendered-relationships in the world of work, both inside and outside of academia. Workshops for dept chairs on improving workplace climate." (Female, White, 50's)*

*"Workshops on gender considerations/relations in the hiring process." (Female, White, 30's)*

*"Workshops on gender dynamics in classrooms headed by female faculty would be most helpful." (Female, White, 30's)*

*5. "People Who Live in Glass Houses"*
    This category includes responses which expressed a need for AAA to change itself first. Sample changes may be to AA conferences, staff, policies, or procedures. (54 responses)

 **"***Also AAA can promote women in the profession through affirmative action policies in terms of professional conference pres" (Female, White, 40's)*

*"Assist in pulling women into committees, into networked subgroups. One way would be for more of the sub-organizations of AAA to form newsgroups for all members." (Female, White, 60's)*

*"By abandoning its current policies. The AAA has become a political as much as an academic enterprise, and that it refuses to recognize this development is quite discouraging." (Male, White, 60's)*

*"By example and incorporating some of the above concerns in your principles of ethics, as is done with other organizations, such as the AIA (archaeological.org), where treatment of colleagues is include" (Female, White, 60's)*

*"By following non-discriminatory policies in its own hiring practices" (Male, Asian, 30's)*

*"By improving the structure and organizational leadership of AAA. Before the AAA can improve the working conditions elsewhere, it needs to do a better job within its own organization." (Male, White, 40's)*

*"By including more sessions in the general meetings aimed at women's studies/gender studies." (Female, White, 30's)*

*"by maintaining equality within the institution" (Female, Bi or Multiracial, 50's)*

*"By modeling it." (Female, Declined to give race, 50's)*

*"By not charging such high fees for everything." (Female, White, 30's)*

*"By setting the example when dealing with issues such as labour disputes at hotels." (Female, White, 20's)*

*"By the constructive presence of women in AAA positions and activities." (Female, White, 50's)*

*"By working harder to be, infrastructurally and practically, more international in scope and functioning." (Female, White, 40's)*

*"By working to get women in more power positions - editors of top journals..." (Female, White, 40's)*

*"continue advancing women into roles of power and influence" (Female, White, 30's)*

*"Continue to expect that women, students, foreigners, etc. will take leadership roles. I noticed on the ballot that I couldn't just "vote for the woman" - and no one could do the reverse. Very slick." (Female, White, 40's)*

*"Citations are still a major way in which women's research can be barred from having a significant impact in the discipline. Continue to monitor the gender-specific citation data in AAA publications." (Female, White, 40's)*

*"COSWA and related committees working with, especially, the office that works with departments and institutions" (Male, Declined to give race, 60's)*

*"Craft a AAA policy statement (a la the AAUP) supporting civility, collegiality and equity." (Male, White, 40's)*

*"cut the single moms some slack on the skyrocketing membership fees!" (Female, American Indian or Native Alaskan, 40's)*

*"Discontinue the El-Dorado-Task-Force type witch hunts and don't make narrow, biased people like the Tedlocks or Susman AA Editor." (Male, White, 70's)*

*"Discourage sexism, racism, and elitism in the AAA." (Female, White, 60's)*

*"do a better job of organizing association meetings and handling concerns of the membership" (Male, White, 50's)*

*"Don't distract everyone with tons of surveys and navel gazing about the AAA." (Male, White, 30's)*

*"Encourage respect by not declining articles that "trash" those of differing views. We can often learn from those who seem to be quite different. Respectful disagreement should be encouraged." (Female, White, 50's)*

*"Find way to create conference panels that do not rely on networks of friends. Make a prominent, easy to use space on the website to post panel announcements. Should not be by section." (Female, White, 40's)*

*"I did try to request some information from AAA regarding loads last year but received no response to my e-mail queries." (Male, Bi or Multiracial, 60's)*

*"i don't know. it may be a generational thing. but electing women to office and having them speak for the discipline is the best thing i can think of for now." (Female, White, 50's)*

*"Increase the number of women in high status positions." (Female, White, 30's)*

*"Insure ability to participate in meetings for working parents." (Female, White, 30's)*

*"It has become quite the corporate model. It reinforces the same star system and the same ideas. It needs to seriously challenge itself and its own hierarchical structure" (Female, Other single race, 30's)*

*"It has not done much so far" (Male, White, 50's)*

*"Let's reduce the elitism in the field, whether male or female. What a hypocritical bunch of pseudo-egalitarians. Let's start by getting rid of special presidential and other invited panels at AAAs." (Male, White, 40's)*

*"lower fees have more variety in program format at the annual meeting" (Female, White, 50's)*

*"Lower your fees so that we have more money for travel and research" (Other gender, Bi or Multiracial, 50's)*

*"Not being in an anthropology department, I am not sure if I can answer that. But making opportunities for women to take leadership roles, be speakers and receive awards would be advantageous." (Female, White, 50's)*

*"Not sure --AAA can be a more equitable institution, more open. less political." (Female, White, 50's)*

*"Organize panels at the AAA meetings on these issues" (Female, White, 50's)*

*"Possibly develop a column in the Anthropology newsletter that addresses professional issues related to gender and ethnicity." (Female, White, 40's)*

*"Post clear policy statements on website and all official publications. Improve access to panel participation at annual meetings." (Female, White, 50's)*

*"Promote good candidates for administrative posts." (Female, White, 50's)*

*"Promote more women and people of color to all AAA positions" (Female, White, 50's)*

*"Recruit women to key AAA administrative and decision-making positions." (Female, White, 30's)*

*"reduce fees of all sorts for students and younger faculty" (Male, White, 70's)*

*"Reduce rates of AAA membership and conferences!!!!!" (Female, White, 30's)*

*"Revamp annual meetings to value, showcase many ways of being an anthropologist. Don't relegate teaching to community colleges; place civic engagement on agenda; analyze structures of academia." (Female, White, 50's)*

**"***State position on family leave policies and acquire data from different universities to back up position, which we then can take back to our home institutions.  Make sure annual meeting hotels and facilities are family friendly." (Female, White, 30's)*

**"***stop: 1-AAA elitist hypocrisy" (Female, Declined to give race, 60's)*

**"***strongly promote non-sexist language policies in its publications" (Female, Bi or Multiracial, 50's)*

*"Support graduate student research and encourage their participation at AAA meetings." (Female, White, 50's)*

**"***The AAA, especially organizations like COSWA, already does a lot in terms of gender. Economics and race/ethnicity are a bigger concern. It should start by making meeting attendance less expensive." (Female, Declined to give race, 30's)*

*"The AAA should have a committee on professionalism and professional standard dealing with issues like what is the minimal requirement to teach anthropology, minimal requirements to be in different ranks" (Male, Asian, 60's)*

**"***There is no excuse for AfA not having a journal in which we can publish articles, which would help us get tenure.  Write more articles for the Anthro News, web site, etc. talking about these problems and remind senior members who have control over tenure" (Female, White, 50's)*

**"***Work with journal editor to demand more equitable treatment of women anthropologists." (Female, White, 50's)*

*6. "You're No Good"*

    This category includes responses which indicate that the respondent does not believe that AAA is the most appropriate or effective body to promote this. Responses include both those which predict the AAA having no impact/power in this realm and those which assert that the AAA could actually do damage in this area. (52 responses)

*"can't" (Male, White, 60's)*

*"Damned if I know. AAA cant influence univ admins" (Male, Other single race, 50's)*

*"Have no clue. All my circumstances, good and bad, feel very local and in no way related to what AAA does. Can't say AAA has ever helped or guided me in all the decades I've" (Female, Declined to give race, 60's)*

*"I'm not sure it can." (Female, White, 60's)*

*"I'm not sure it can, since these are very specific to the workplace and individual environment." (Female, White, 40's)*

*"I'm not sure that it can do very much given our present national government" (Male, White, 60's)*

*"I'm not sure that AAA can do anything directly. The place of employment determines this environment to a great degree." (Male, White, 50's)*

*"I'm not sure it can. That is up to faculty and their collective struggle at each institution." (Male, White, 60's)*

*"I'm not sure what the AAA can do." (Female, White, 50's)*

*"I'm not sure there is much a national organization can do"   (Female, White, 40's)*

*"I'm not sure that this is AAA's job" (Female, White, 20's)*

*"I'm not sure, since this is an institutional issue and AAA has little influence over individual institutions" (Female, White, 40's)*

*"It's hard to do with such a diverse field and so many individualists." (Female, White, 60's)*

*"I am not sure. People in my experience do not listen to what the AAA has to say on issues of ethics, work conditions, etc. " (Female, White, 40's)*

*"I really don't know. It seems to me that the problems in my own department are mostly based in individual bad or irritating behavior and you can't police or control that from the AAA." (Female, White, 50's)*

*"I do not know. I don't suspect the organization has much power." (Male, White, 40's)*

*"I don't know that it can. These conditions have more to do with state and local factors than with factors that can be affected by a professional organization." (Female, White, 40's)*

*"I don't know with respect to where I work. Its a culture impervious to any organization." (Female, White, 60's)*

*"I don't think you can. The problems I deal with have to do with perceived power of individuals- it's not something a professional organization could address" (Female, White, 50's)*

*"I don't think you can. It's more of a matter for our faculty associations. Perhaps all you can do is build an awareness of our working conditions." (Female, White, 40's)*

*"I don't think the AAA should be promoting equitable and collegial working conditions." (Male, White, 50's)*

*"I don't think that it can as these are a function of local politics and personalities more than anything else." (Male, White, 50's)*

*"I doubt that AAA could have any particular impact on the local college." (Male, Declined to give race, 60's)*

*"I dont think AAA has the power to do much." (Male, White, 50's)*

*"I dont know as it can. It is not an accrediting or licensing agency and Boards of Trustees or even department heads and deans do not answer to the AAA." (Male, White, 60's)*

*"I doubt that the AAA would have much impact on the institutional structure of universities, especially in the current "economic downsizing" and culture of consumption that pervades such institutions." (Female, White, 40's)*

*"I have no idea. I am a Canadian and see what the AAA does as contributing little to my professional life." (Female, White, 50's)*

*"In a department that is primarily noted for its physical anthropology over cultural, there are few members of my department who are members of the AAA, so I am not sure that in my case, there would be anything AAA could do to impact this department, but I" (Female, White, 40's)*

*"It can't." (Female, Black or African-American, 40's), (Female, White, 50's), (Female, Declined to give race, 30's)*

*"It can't, and probably shouldn't try." (Male, White, 40's)*

*"It cannot." (Male, White, 50's), (Female, Declined to give race, 40's), (Male, White, 60's)*

*"it really cannot; that is up to the individual institutions. the AAA really has very little influence." (Male, Missing race, 50's)*

*"N/A Our institutional issues are budgetary, not issues of discrimination." (Female, Declined to give race, 50's)*

*"nobody can in today's political climate" (Female, White, 60's)*

*"not sure what AAA can do on this front" (Female, White, 40's)*

*"Not sure they can as a 'remote' organization attempting to influence local departments/institutions." (Male, White, 40's)*

*"Not sure the AAA can influence such local situations." (Male, Bi or Multiracial, 50's)*

*"Should this be the job of the AAA?" (Male, White, 60's)*

*"Since I am not in an Anthropology department, there is not anything AAA could do." (Female, White, 50's)*

*"somehow I don't think this is something that can be done at the level of the AAA." (Female, Declined to give race, 60's)*

*"that is beyond the AAA's control" (Female, White, 30's)*

*"The AAA has very limited power. It's done well to ensure that both women and men have access to prominent positions and should continue to do so. I could do more to encourage research on gender in the academy and to publicize cases of abuse or equity fa" (Female, White, 60's)*

*"The AAA has had very little impact on my institution's consciousness as it is not a traditional university environment or structure" (Female, White, 50's)*

*"The AAA probably would make things worse (viz. the Yanomami brouhaha)... perhaps behind the scenes efforts are more effective in" (Male, White, 50's)*

*"There is a minimum that 3A can do beyond encouraging gender education as central to the anthropological enterprise." (Male, White, 40's)*

*"These should be promoted by the universities." (Male, White, 40's)*

*"Whatever it can do, it cannot affect the conditions of members who teach abroad, as I do." (Male, White, 50's)*

*"you can provide that only for the AAA staff; you can only make recommendations to universities" (Female, White, 40's)*

*7. "Tell It Sister"*

This category includes responses that suggest general, non-specific awareness raising and education. This category also includes responses which expressed a desire to respond to "backlash" and prove discrimination still exists,

but in a much more general and non-research/data specific way than in the category on research and documentation. (50 responses)

*"A working paper that would be distributed to administrators who are sometimes clueless." (Female, White, 50's)*

*"As anthropologists we are beholden to understand discrimination and gender in discrimination. We need much more frank dialogue about this in a climate of inquiry as well as action" (Male, White, 50's)*

*"Awareness raising" (Female, White, 60's)*

*"By continuing attention to gender issues. Gender is not a major institution at my current job, but it was at my graduate institution.' (Female, White, 30's)*

*"By continuing to encourage departments to take this issues seriously. I think the AAA has done quite a good job on this issue in the past." (Female, White, 50's)*

*"By encouraging awareness of such issues" (Male, White, 50's)*

*"By making public issues of discrimination (by gender, nationality, race) in the workplace.' (Female, White, 50's)*

*"By raising awareness and sensitivity." (Male, White, 60's)*

*"By speaking out when public voices are raised against them - resisting the backlash." (Female, White, 60's)*

*"Celebrate the diverse achievements of women in print and online." (Female, White, 60's)*

*"Challenge the men and women of anthropology to recognise and not judge the difference in gender world views. We seem to think we are above such differences, and we are not.' (Female, White, 60's)*

*"Communication, which already is good." (Female, White, 70's)*

*"Concentrate on getting campus administration to pay attention to diversity issues."
(Female, White, 60's)*

*"Continue to discuss gender as an issue." (Female, Black or African-American, 30's)*

*"Continue to draw attention and support various kinds of work/family balance programs
and pushing for diversity in the academic workplaces and of course minority fellowships,
etc." (Male, White, 60's)*

*"Continue to highlight that senior colleagues need to do the kinds of watching out for
junior colleagues that you listed earlier in this list." (Female, White, 50's)*

*"Continue to make women's issues a topic of discussion/investigation. Support stopping
the tenure clock, and equitable hiring policies." (Female, White, 60's)*

*"Continue to squeak the wheel--it is up to individuals to ensure that committees on
which we serve are gender-blind or affirmatively active" (Male, White, 60's)*

*"CONTINUE TO TAKE A STAND ON GENDER ISSUES." (Female, Bi or
Multiracial, 50's)*

*"Continuous awareness-raising and promoting publication opportunities for women"
(Female, White, 50's)*

*"Debate Working on institutional actions" (Female, Other single race, 30's)*

*"Discussing it in publications and meetings. Have a committee about it." (Female,
White, 40's)*

*"Education." (Female, Asian, 30's)*

*"education and investigation" (Female, White, 50's)*

*"Education and sharing information between individuals and departments" (Male,
White, 50's)*

*"Education beyond AAA/anthro/humanities departments...e.g., university
administration." (Female, White, 40's)*

*"Educate college administrators (and non-collegial sociologists!)??" (Male, Declined to give race, 50's)*

*"expose the pathologies thriving in large bureaucracies and small groups, and discuss whether there are better tactics/strategies than ignoring both!" (Female, Declined to give race, 70's)*

*"Have fora to discuss such issues as expectations for tenure, mentoring, childcare, family leave, etc." (Female, Asian, 30's)*

*"Have some articles in the newsletter directed to new faculty." (Female, White, 40's)*

*"Having discipline-wide discussions about the politics of race and gender within the academia. What is expected of whom. Why do certain people get to teach certain kinds of courses etc." (Female, White, 50's)*

*"Highlight continuing gender discrimination-current backlash (e.g. gender-biased language -titles in major Anthropology publications {"man"]. Sensitize gender- oblivious male-colleagues (all colors!!)" (Female, White, 60's)*

*"I'm not sure--haven't given it much thought. Certainly raising awareness" (Female, White, 50's)*

*"I suppose by continually keeping the issue on the discipline's agenda (by writing pieces for the AN, organizing panels or workshops at the AAA, etc.)." (Female, White, 50's)*

*"Increase the national discussion on equality, the importance of collegial department conditions, the need for significant and meaningful mentoring, etc. Visibility of these issues will help." (Female, White, 30's)*

*"inform me about national issues and trends; inform me about rights; public education "(Male, White, 50's)*

*"Just keep raising consciousness through official statements and surveys and investigations of institutions. Problems need to be communicated to college administrators directly from the AAA." (Female, White, 50's)*

*"Just keeping it out front as important." (Female, Black or African-American, 50's)*

*"making university administrators aware of what they're doing...making female faculty take a leadership role in this endeavor." (Female, Other single race, 40's)*

*"more education for junior faculty through AAA" (Female, White, 40's)*

*"More open discussion with senior faculty/department administrators about service expectations, to raise awareness of potential cultural bias towards younger women on this count." (Female, White, 30's)*

*"No idea. Just keep hammering, making noise. I for one try to never let go, and pass on that attitude to my students." (Female, White, 50's)*

*"Offering a public space for discussion of gender discrimination cases in a way that does not jeopardize non-tenured faculty" (Female, Declined to give race, 40's)*

*"Somehow get across the idea that men are not better than women." (Female, White, 60's)*

*"Raise consciousness among male faculty." (Female, White, 50's)*

*"Regular columns about "chilly climate" issues in Newsletter" (Female, White, 60's)*

*"talk about gender, ethnicity AND CLASS educate on subtle forms of discrimination / marginalization" (Female, White, 30's)*

*"Through education concerning chilly climate issues" (Female, White, 40's)*

*"Through its ethics columns" (Male, White, 50's)*

*"Try to promote discussion about why all of a sudden people are whining that boys must be doing poorly because we have "feminized" education!!!" (Female, White, 60's)*

*8. "Stop the Madness!"*

    This category includes responses that indicate a desire for AAA to take a more prominent role in confronting problem situations (such as legal advocacy). This category also includes responses which indicate a desire for support in

publicizing and combating inequitable policies and institutions on a large scale, such as institutional rating, accreditation, or censure. (47 responses)

*"AAA can serve as an advocate or "friend of the court" in cases of dispute." (Female, Declined to give race, 50's)*

*"active support for egregious cases" (Female, White, 40's)*

*"Address inequities wherever they occur in academics." (Female, White, 50's)*

*"Also track institutions that are women friendly." (Female, White, 30's)*

*"As before when AAA censured departments, the action made colleagues unable to ignore or deny problems due to outsider commentary. this should be done in our case" (Female, Declined to give race, 60's)*

*"by blacklisting departments publically who allow women to be tortured in their work environments. having a legal fund to help women sue individuals and institutions" (Female, Declined to give race, 40's)*

*"by highlighting departments and schools that seem to have systematic difficulties in this area" (Male, White, 60's)*

*"By investigating allegations of unequity and censuring in a public way (i.e. in the AN) those institutions that have been found to be culpable." (Male, White, 30's)*

*"By "outing" institutions and departments like mine in a very public way....admin hates bad press" (Female, White, 40's)*

*"By responding promptly to complaints of discrimination and inequity" (Male, White, 60's)*

*"By threatening to disclose those departments in which complaints and/or difficulties become frequent." (Male, White, 30's)*

*"Censor out-of-control departments, take seriously complaints, investigate them, get rid of distinctions like "borderline racism or sexism." Just like you cannot be a little bit pregnant, you cannot be a little bit racist or sexist." (Female, Bi or Multiracial, 40's)*

*"Censure sexist inst"* (Female, White, 50's)

*"censuring departments that do not comply remains a strong tool."* (Female, White, 60's)

*"Compete in the "accreditation" or certification markets. Other social sciences often gain resources, visibility, and status over anthropology based on our lack of willingness to judge our own programs."* (Male, White, 60's)

*"create ombudsperson to hear complaints and act as mediator"* (Male, White, 60's)

*"creating a list of unhealthy environments"* (Female, Bi or Multiracial, 50's)

*"Do censured institutions appear in the AAA guide as such? As for helping daily faculty experiences, it's hard to have a vision for a nat'l organization with no power to materially sanction offenders."* (Female, White, 30's)

*"Enact a way for the AAA to censure departments like mine that are so unethical and discriminatory."* (Female, Declined to give race, 40's)

*"Establish a legal aid fund to help bring action in favor of aggrieved females."* (Female, White, 60's)

*"Establish a mechanism to support junior faculty when they are mistreated. I had a legal case, but it was too costly to pursue. There should be some other alternative. Perhaps an ombudsperson?"* (Female, American Indian or Native Alaskan, 40's)

*"establishing legal system within the organization for consultation with various cases and advising"* (Female, Asian, 60's)

*"Fire sexist individuals and censor institutions that have under a 15% composition of female faculty."* (Female, Asian, 30's)

*"Give us backing when we need it. For example, if I had your backing on the problem of a person trying to force my university to hire her outside of normal hiring procedures and practices, I could have stopped the behaviour. If successful, this case will a"* (Female, Bi or Multiracial, 60's)

*"Hard to see how it can influence department or university internal workings, other to censure cases of shown abuse" (Female, Bi or Multiracial, 50's)*

*"I'm not certain the AAA can be effective without some form of accreditation mechanism. Otherwise, academic departments, and the institutions in which they reside, will most often continue to operate in a business as usual mode. AAA can certainly provide" (Male, White, 50's)*

*"I don't know. Frankly I think this is mainly a matter of local universities complying with the law. I think censure of departments that have hostile work environments is still a good idea." (Male, Bi or Multiracial, 60's)*

*"if there are noticeable patterns in discrimination, censure those places." (Female, White, 50's)*

*"investigate and censure schools which treat faculty unfairly." (Female, White, 50's)*

*"investigate and publicize both egregious events and others in which good collaboration has been beneficial." (Male, White, 50's)*

*"Investigate departments when complaints are received." (Female, White, 50's)*

*"Keep censoring institutions who are not hiring and promoting women." (Female, White, 60's)*

*"keep COSWA active sanction departments that have discriminatory hiring policies sanction departments that house proven sexual harassers" (Female, White, 40's)*

*"keep ferreting out instances of blatant and subtle gender bias. I see a big backlash now, even in schools of education, which is where I am teaching." (Female, White, 60's)*

*"Keep up with the censure process  I am lucky I wish more of my colleagues were as lucky as I am" (Female, White, 50's)*

*"More pressure on inhospitable departments. Needs to work with AAUP on this." (Female, Asian, 30's)*

*"more review of colleges and anthropology departments where members have felt lack of support"* *(Female, Bi or Multiracial, 50's)*

*"More support in challenging tenure decisions"* *(Female, White, 50's)*

*"One way the AAA can be effective is to take a stand against male faculty being involved sexually with female students. It was a problem in the '80s and still is at some institutions."* *(Female, White, 40's)*

*"Probably not much it can do other than endorse fair practices resolutions and support individuals who are getting shafted."* *(Male, Declined to give race, 60's)*

*"Provide advocates for junior faculty to ask questions about tenure (content and procedures). Provide legal assistance to women who need information."* *(Female, White, 30's)*

*"Provide links to sites that provide advice for those who feel they are being bullied or harassed."* *(Female, White, 50's)*

*"SET UP A "RATE MY DEPARTMENT.COM" LIKE 'RATE MY PROFESSORS'"* *(Female, Declined to give race, 40's)*

*"Somehow they would need to impose something maybe sanctions on departments that are not equitable. I don't know how they would do that though."* *(Female,Black or African-American, 50's)*

*"The AAA could accredit specific programs like professional associations do in other disciplines (Business, Psychology)"* *(Female, White, 50's)*

*"Try to sponsor programs to raise awareness and provide support for colleagues in these situations."* *(Female, White, 30's)*

*"work with the AAUP to censure schools that do not enforce equitable and collegial working conditions"* *(Male, Declined to give race, 30's)*

*9. "Free To Be Me"*

This category includes responses which argue for increased recognition and support of alternative career paths, differing theoretical or paradigmatic perspectives, and neglected courses of study. (45 responses)

*"A critical issue with the AAA today is the need not to privilege subareas or topics that are "gender dominant" toward one gender or another." (Male, Declined to give race, 50's)*

*"Address the status and treatment of non-tenure and adjunct teachers." (Female, White, 40's)*

*"By decolonising the discipline in its perspective that continues (sadly) to see 'the field' and 'real anthropology' as something that must focus on the world outside the metropolis. And by circulating materials and examples where departments and institut" (Male, Bi or Multiracial, 50's)*

*"By recognizing those of us who do not have a PhD, but who still work as anthropologists. By recognizing community colleges. By recognizing class issues." (Female, White, 30's)*

*"By urging subdisciplines that are still male-oriented, like archaeology, to be less dismissive of females." (Female, White, 60's)*

*"Continue to address, in AN, perhaps in panels, the lack of understanding across subfields" (Female, White, 40's)*

*"Continue to publish statistics on the differing career paths of men and women." (Female, White, 50's)*

*"Do even more to promote the work of minoritized scholars in the discipline, it is not just about being a woman, but being women of a certain class and race that may hinder advancement." (Female, American Indian or Native Alaskan, 30's)*

*"Don't make the assumption that all anthropologists have PhD's. Acknowledge and involve anthropologists working in a variety of academic and non-academic settings particularly medicine/health care." (Female, Declined to give race, 50's)*

*"Encourage rapprochement between scientists and political activists in the Association." (Male, White, 60's)*

*"For those of us in non-tenure track positions, expansion of research career supports would be most beneficial. Our working conditions are dependent upon the durability of our status." (Male, White, 50's)*

*"Four field anthropology can result in a gendered division of labor in academic departments. Gendered behavior and male bias is often excused under the guise of "natural" subfield differences." (Female, White, 40's)*

*"Giving more support to applied anthropologists" (Male, White, 60's)*

*"Help us better understand alternative male and female career paths." (Male, White, 50's)*

*"I'm not sure when there are such huge institutional factors at play, although perhaps pushing a more integrated approach to anthropology as a whole rather than myriad subdivisions." (Male, White, 40's)*

*"I don't know.  I do know that the balance between teaching and grant-driven research in universities is going to be an important issue. I hate to see a second class of professors created that does teaching only and is populated primarily by trailing spouse" (Female, White, 40's)*

*"I think the AAA should include more voices from "less privileged" colleges such as state colleges and community colleges." (Female, Asian, 30's)*

*"I think the problem is less gender than class related, i.e., academic classes of haves and have nots, the adjuncts being the have nots. Sadly, those who put up with adjuncting are usually really good and impassioned teachers who'd settle for a lousy salary" (Female, White, 40's)*

*"I think the range of activities that AAA offers helps promote and shows the value of different types of anthro work and anthro projects.  Perhaps stressing more the interdisciplinary nature of anthropology would be one area.  What discipline other than an" (Female, White, 50's)*

*"It can confront the interpersonal and inter-paradigmatic squabbling head on -- writing about it, talking about it and trying  instead to encourage our collective quest." (Female, White, 60's)*

*"Let colleges know that anthropology is more than archaeology." (Male, Declined to give race, 50's)*

*"More attention and support to those of us in the no-man's land between Ph.D. and tenure-track jobs who may or may not have a secure relationship with a university. I feel like I don't really belong in AAA because I don't have a "real" university affiliati" (Female, White, 30's)*

*"More programs and recognition of community college professors and the role they play in preparing students for the university." (Male, White, 40's)*

*"More recognition of the need of non-tenure track faculty (not my situation, but that of many colleagues and of my husband), serious attention to continuing racism and sexism in the profession" (Female, White, 50's)*

*"no more advocacy of one theoretical orientation at the expense of others" (Male, Declined to give race, 70's)*

*"Prioritize the narratives of women" (Female, Bi or Multiracial, 30's)*

*"Probably by moving away from being a big defender of the 4 field approach to anthropology, which has been baneful to every department I've ever been in.  Emphasize autonomy." (Male, White, 40's)*

*"promote awareness of problem of adjunct faculty w/o benefits taking up teaching responsibilities throughout country (doesn't affect me directly), promote more supportive peer review rather than attacks and turf wars" (Female, White, 30's)*

*"Promote non-academic career paths for graduate students, given the academic job market." (Male, Asian, 30's)*

*"protecting the rights of non tenured and older anthropologists" (Female, White, 50's)*

*"provide and encourage more support (and esteem) for non Ph.Ds" (Female, White, 50's)*

*"Reach out to anthros working in other kinds of departments as well as outside the academy. Keep working against sexism in evaluating CVs in searches, in evaluating merits, promotions, & tenure." (Female, White, 50's)*

*"recognize a rare creature like anthropologists who study themselves." (Female, Asian, 30's)*

*"Recognize differences and work towards promoting balances in departments." (Female, Declined to give race, 60's)*

*"Recognized that there is an advanced degree between the B.A. and Ph.D." (Female, White, 40's)*

*"remind members of anthro departments that their reaching out to anthropologists in other areas might be a life-line!" (Female, White, 50's)*

*"Show more interest in the non-tenure track faculty who are now the most prevalent academic employees in most universities." (Male, White, 50's)*

*"showcase many ways of being an anthropologist. Don't relegate teaching to community colleges" (Female, White, 50's)*

*"Somehow manage to re-incorporate archaeology and physical anthropology. Right now AAA is primarily for socio-cultural anthropology." (Male, White, 60's)*

*"start advocating for those who are professionally vulnerable in the academy - non-tenure track, temporary, and adjunct professors." (Female, White, 30's)*

*"Stop marginalizing the AFA" (Female, White, 30's)*

*"support faculty in small departments with primary teaching assignments" (Female, White, 50's)*

*"The AAA needs to put pressure on ALL anthropologists to be aware of TONS more issues. But realistically, the AAA is mainly concerned with Socio-Cut. anth not the other disciplines." (Female, Declined to give race, 30's)*

*"This is hard to say since I do not serve in person in a US anthropological establishment." (Male, White, 60's)*

*"Valuing of museum work and other applied anthropology. My administrative and grant writing experience and the research I did on museum exhibitions should not be worth less than a recent dissertation." (Female, White, 50's)*

10. *"Support Your Troops"*
    This category includes responses which call for the AAA to provide more opportunities for collegial networking (including collaboration) and mentoring programs/networks. (39 responses)

*"A mentoring organization would be useful for people who don't get much mentoring at their own institution." (Female, White, 30's)*

*"a prize for outstanding mentoring of women." (Female, White, 30's)*

*"Better mentoring.  It's such a competitive field that it is difficult to ask for help or advice without appearing weak or stupid." (Female, Bi or Multiracial, 40's)*

*"- By providing a mentoring network for junior faculty, especially for minoritized populations - By providing more opportunities for collaborative interdisciplinary work" (Female, Bi or Multiracial, 30's)*

*"Continue to promote networking opportunities for women." (Female, White, 50's)*

*"Create informal network of jr. faculty-- can ask for advice, particularly people who were not working in the same institution as myself." (Female, Asian, 40's)*

*"Encourage interaction among members of departments" (Female, White, 50's)*

*"encouraging mentoring of younger faculty" (Female, White, 60's)*

*"encouraging mentoring programs." (Female, White, 40's)*

*"Establishing a mentor program for female professionals. Assigning senior faculty members to individuals to provide online support and guidance on grant writing, publishing, and daily work issues." (Female, Native Hawaiian or Pacific Islander, 30's)*

*"foster collaborative work" (Female, Black or African-American, 50's)*

*"Have lots of chances for older professionals to talk to and mentor younger ones" (Female, White, 40's)*

*"help women establish support groups at their own universities- especially around tenure, work/family issues, working towards good maternity leave policies, partner hiring policies; something needs to be done about making part-time salaries hiring and get" (Female, White, 60's)*

*"I do not know... may more networking" (Female, Other single race, 30's)*

*"I have no idea... so much of it is just a reflection of the gender inequity in society - mentoring and support services for women in academia." (Female, White, 50's)*

*"I think a publication for younger faculty/graduate students as well as networking workshops on equity issues that would help women feel less isolated." (Female, White, 30's)*

*"I wish I knew the answer to this one. I used to feel horrible and lonely at the AAA meetings as an older woman student new to anthropology, but since I've become a professor I find the AAAs friendlier. Why don't we have an AAA "dating service" (homo and" (Female, White, 60's)*

*"In an ivy institution like mine it is not at all clear how outside agencies can have any impact at all. The key issue is cross-departmental alliances among feminist faculty." (Female, White, 50's)*

*"it can create a mentorship group." (Female, Other single race, 30's)*

*"Mentoring, mentoring, mentoring (mainly chairs and senior people have to get involved)" (Female, White, 40's)*

*"Mentoring, networking, training for leadership." (Female, White, 50's)*

*"mentoring to junior faculty is essential - they don't always get it at their home institutions" (Female, White, 40's)*

*"Mentor young women as much as possible." (Female, White, 60's)*

*"mentor junior women to stop making nice, playing the eternal peacemaker, volunteering for every damn committee, and undermining their own voices with un-assertive speech and body lang in meetings." (Female, White, 40's)*

*"Mentor and develop young women, particularly women of color, into the academy. See what the CAE within AAA is doing in this area right now." (Female, White, 60's)*

*"more effective mentoring for graduate students." (Female, White, 50's)*

*"More mentoring programs for young women" (Female, White, 30's)*

*"more workshops for new faculty members at AAAs, mentoring of young faculty who may not understand how the games are played." (Female, Declined to give race, 40's)*

*"networking lunches/roundtables." (Female, White, 40's)*

*"Not sure- training senior colleagues how to have better social skills (e.g. invite new faculty to lunch or coffee AT LEAST ONCE." (Female, Native Hawaiian or Pacific Islander, 30's)*

*"Opportunities for collaborative research projects" (Female, White, 50's)*

*"promote collaborative projects (as opposed to traditional individual reward system)" (Female, White, 50's)*

*"Promote mentoring." (Female, White, 60's)*

*"Provide a forum for women's networking outside of meetings." (Female, White, 40's)*

*"Provide departments and other professional societies with good models for mentoring junior faculty." (Female, White, 50's)*

*"Provide mentoring, promote awareness of both subtle and not so subtle gender inequities. Establish opportunities for networking." (Female, Asian, 30's)*

*"providing specific suggestions on how to mentor; improve communication" (Female, White, 40's)*

*"promote mentoring!" (Female, White, 50's)*

*"Through supportive networks, maybe mentorship etc." (Female, Declined to give race, 50's)*

*11. "Culture Shock"*
This category includes responses that ask AAA to take an active role in modifying the culture of anthropologists. This category also includes responses which indicate a need for changes in individual anthropologist's beliefs, values, attitudes, and behavior. (32 responses)

*"AAA could underline for our men \*and\* women colleagues the difficulties faced by women and ask for elasticity in the light of excellence and brilliance." (Female, White, 40's)*

*"Anthropology departments are often dysfunctional and unhappy settings; the "culture" needs to be improved somehow" (Female, White, 40's)*

*"Beats me. I think the generation with that resists collegiality with women is retiring soon." (Female, White, 40's)*

*"Being more careful with affirmative action issues, and combating the you must be a member of the group to study it approach of some." (Male, White, 50's)*

*"Better the vocabulary for successful narratives for all!" (Male, White, 40's)*

*"By genuinely supporting freedom of expression and opportunity independent of race and gender; by promoting intellectual diversity as opposed to diversity of skin color and gender." (Missing gender, Missing race, Missing age)*

*"By increasing understanding of the culture of communities. Some academic communities, such as mine, are generally collegial and equitable, others are not. We should study the conditions responsible" (Female, White, 60's)*

*"Emphasize that feminism requires friendly cooperation, communication, not back-stabbing rivalry." (Female, White, 50's)*

*"Encourage more women to enter R-1's to change the climate by prese" (Female, White, 30's)*

*"For whom? For the members? I do not know the internal workings of AAA to answer this but a good start would be by paying attention to the way in which patron client relations that determine inclusion and exclusion at many levels. Think anthropologically a" (Female, Bi or Multiracial, 40's)*

*"Good question. Reframing the workplace, not only in academia but in American life generally, show be a feminist priority." (Female, White, 50's)*

*"Help senior faculty to work through their (often years of) differences, and provide genuine social opportunities for the department as a whole--including new faculty. Right now we are all forced to kind of fend for ourselves in climates which may not be" (Female, White, 30's)*

*"higher degrees of professionalism and less "entitlement" feelings amongst faculty, especially younger ones." (Male, White, 50's)*

*"I think that it has to come from the individual faculty members themselves. The academy draws precious few who care about this, insecurity reigns supreme, leading to corrosive politics and positioning" (Female, White, 30's)*

*"in the profession, less stridency, name calling, acrimony, moralistic posturing' (Male, White, 60's)*

*"let old white men die off." (Female, White, 50's)*

*"limit competitive nature between and among women of color faculty/grad students" (Female, Bi or Multiracial, 30's)*

*"Make an effort to encourage more men to get into anthropology. The "feminization" of our discipline could become more problematic (unfortunately)." (Female, White, 50's)*

*"Make sure sexism ends from all perspectives. Make sure that there is a climate of tolerance and difference." (Male, White, 60's)*

*"Promote good work. Promote individuals who are equitable and create collegial working conditions." (Male, White, 40's)*

*"Promote non gendered points of views and position. Gender, race etc should not be a consideration in appointments and promotions." (Male, American Indian or Native Alaskan, 50's)*

*"Promote people as people not as sex/gender individuals." (Female, Declined to give race, 40's)*

*"Resist a climate that views younger (especially tenure-track and untenured) female academics as 'short skirts' in departments: these people need to be treated professionally, but too often they're patronized." (Male, White, 40's)*

*"retrain the old boy's club" (Female, Declined to give race, 30's)*

*"Take arrogant white men less seriously in their inflated self-promotion.' (Female, White, 50's)*

*"There should be emphasis on collegiality, understanding of the value of collaborative work, and a clear and open commitment to ideals of a quality life measurable beyond refereed publications." (Female, Declined to give race, 30's)*

*"This is difficult because much of the gender or racial discrimination that takes place is going on at the level of the individual in interpersonal relationships or in closed door faculty meetings." (Female, White, 30's)*

*"to be less politically correct" (Male, White, 50's)*

*"Try to stop the infighting in departments." (Female, White, 50's)*

*"Train academics to be professional and business like in their interactions with others and instill a sense of responsibility to the people who pay the bills. Academic elitism has no place in the univ" (Male, Declined to give race, 60's)*

*"What can you do to stop unethical creeps who are in our profession and who like to play power games with 'little girls' (our young undergrads)?? Hell even my university can't/won't stop it...can you?!" (Female, White, 40's)*

*"work to diminish the culture of moralistic carping and judgementalism that has become important in our profession during the past couple of decades or so" (Male, White, 60's)*

*12. "Tricky, Tricky, Tenure System…"*
   This category includes responses which identify the disparity between tenured (and tenure-track) faculty and non-tenured (and adjunct) faculty as a main source of problems.  This category also includes responses which focus on professional promotion and development" (12 responses)

*"Deal with the 2 tier system that allows tenure track faculty to succeed on the backs and low wages of adjunct faculty and lecturers" (Female, White, 50's)*

*"Encourage greater promotion of women to very senior positions." (Female, White, 40's)*

*"Encourage more full jobs with benefits and less part time outsourcing." (Female, White, 50's)*

*"Fight for use of full time faculty instead of many temporaries." (Female, White, 50's)*

*"Fight the movement towards temps, adjuncts, and non-tenure-track positions among all universities." (Male, White, 40's)*

*"Force employers to open process - on tenure, hiring etc." (Male, Asian, 40's)*

*"I think the main issue is part-time employment that exploits the labor market in academia and, I suspect, impacts primarily women." (Male, Bi or Multiracial, 60's)*

*"One thing to do is also work very hard on the problems of contingent faculty and trailing spouses.  Trailing spouses are more often trailing wives.  I'd be interested in encouraging shared tenure lines, reducing the number of adjuncts, who still skew stro" (Female, White, 50's)*

*"professional development" (Male, White, 50's)*

*"With AAUP, support full-time tenure track appointments instead of adjunct positions?" (Female, White, 60's)*

*"Work against trend to fewer tenure track lines" (Female, Other single race, 40's)*

*"Work to increase the number of academic jobs, and to promote the value of anthropology outside of academia. More jobs will mean better working conditions for men and women." (Female, White, 50's)*

13.  *"Put Your Money Where Your Mouth Is"*
    This category includes responses which express a need for greater funding availability, support, and guidance. (12 responses)

*"by trying to make funding available for WRITING which does not require you to go anywhere--this affects mothers of school aged children in particular, although it also affects fathers" (Female, White, 40's)*

*"Campaign for better funding opportunities for junior faculty." (Female, White, 30's)*

*"campaigning for equal pay for equal work. Why are anthropologists' salaries lower than those of all other social sciences? We worry about hotel workers, but who will speak up for us?"(Female, Declined to give race, 40's)*

*"Developing a funding pool for North American research would provide an outlet for doing ethnographic work in the US that is often more readily possible when parenting children."(Female, White, 30's)*

*"Ensure that starting salaries are equitable" (Female, White, 40's)*

*"Help with access to grants, especially for people at small liberal arts colleges without grad programs." (Female, White, 40's)*

*"Helping to locate funding opportunities for research." (Female, White, 50's)*

**"make it easier for people to get support for research and teaching!" (Male, White, 30's)*

*"need for more grants funding the work of anthropology" (Female, Declined to give race, 60's)*

*"provide more information on grants" (Female, Black or African-American, 50's)*

*"SUBVENTIONS FOR PUBLICATIONS." (Female, Declined to give race, 40's)*

*"Support women's scholarship, make research and curriculum development funding available." (Female, White, 40's)*

*14. "The Kids Are Alright"*
This category includes responses which state that AAA is already doing a great job and should continue its work along the same lines. (12 responses)

*"do what you are doing now but more so" (Female, White, 60's)*

*"Doing fine as it is." (Female, Declined to give race, 40's)*

*"I think it is doing its best now." (Female, Bi or Multiracial, 40's)*

*"I think the AAA does a good job already" (Female, White, 50's)*

*"I think you are doing all you can." (Female, White, 50's)*

*"I think working conditions are equitable and collegial." (Female, White, 40's)*

*"it's doing a good job" (Female, White, 40's)*

*"It already is doing a good job on this topic" (Male, White, 50's)*

*"It already does to the best of my knowledge" (Male, White, 50's)*

*"keep doing what you do" (Male, White, 60's)*

*"Pay scales may still be off, but this comes from administration, not anthropology departments. I have not felt gender inequity in my experience." (Female, White, 40's)*

*"You are doing fine, I believe." (Male, White, 50's)*

*15. "Join the Party"*

This category includes responses that indicate AAA needs to network with other organizations that are already doing this work effectively. (11 responses)

*"Activities of AFA and SOLGA are helpful and should be supported by AAA." (Female, White, 60's)*

*"By working collaboratively with other professional associations to create policies that will be conducive to women's career advancement, including child care and parental leave policies. "(Female, Bi or Multiracial, 40's)*

*"Join with other orgs. to put pressure on colleges and univs to create more flexible opportunities for women, parents of all genders and sexualities, and dual career couples. From tenure evals to hires" (Male, Declined to give race, 30's)*

*"Other anthropologists aren't the problem. Voice more support for AAUP?" (Male, Bi or Multiracial, 40's)*

*"Other organizations do this quite well. Perhaps the AAA should work more directly with them as it continues to research and publish about the careers of women anthropologists." (Female, White, 30's)*

*"support initiatives along these lines aimed broadly at academia; anthropology is not in any special circumstance on these issues" (Male, Declined to give race, 40's)*

*"the AAA should work with the AAUP to ensure that academic freedom is protected for scholars working in the field of Middle Eastern Studies." (Female, White, 40's)*

*"The AAUP has a good handle on the issues for work/life conflict for women and what good policies look like. Partnering with them seems a good plan." (Female, White, 40's)*

*"Work closely with AAUP and other professional organizations to develop effective standards." (Male, Declined to give race, 40's)*

*"Work with other professional associations to advocate for graduate funding on a par with hard sciences, for pay and benefits that support college instructors at least as fully as K-12 instructors." (Female, Declined to give race, 50's)*

*"working with the AAUP to censure universities that do not have or promote equitable and collegial working conditions" (Male, Bi or Multiracial, 30's)*

*16. "Oldies but Goodies"*
   This category includes responses which indicate a need for renewed emphasis on traditional remedies for inequity, such as feminist theory and unions. (11 responses)

*"by encouraging more participation in the feminist sub-section." (Female, White, 40's)*

*"Faculty unions provide the most direct and relevant support." (Male, Bi or Multiracial, 60's)*

*"Help faculty to unionize." (Female, White, 40's)*

*"I don't know that the AAA can do this--unless you facilitate unionizing somehow." (Female, White, 30's)*

*"keep pushing good feminist anthropology" (Male, White, 40's)*

*"Place more emphasis on, and integrate, feminist values in a variety of ways." (Female, White, 50's)*

 *"SINGLE ACADEMIC UNION FOR ALL USA ANTHRO DEPTS." (Female, Declined to give race, 40's)*

*"Slow the production of Ph.Ds. The AMA (medicine) does this." (Female, White, 30's)*

*"Spearhead efforts to unionize faculty" (Female, Other single race, 40's)*

*"Support graduate student unions." (Male, White, 40's)*

*"Unsure -- colleges maintain their distance. Perhaps support teacher unions - ours was busted long ago." (Male, White, 40's)*

*17. "Change the World"*

This category includes responses which indicate that AAA needs to work towards changing the entire world rather than the intra-disciplinary world. (7 responses)

*"AAA can do more to advance and publicize anthropology. We need to make anthropology a viable career choice economically. We need to increase tenure-track positions." (Female, Bi or Multiracial, 50's)*

*"continue supporting legislation that provides sanctions for infractions and positively promotes gender equality" (Female, White, 50's)*

*"Gee, I don't know. Change the entire world? There are many many problems: contingent faculty, bias against teaching insts., the pressure to market, competition between colleagues, what can you do?" (Female, White, 50's)*

*"My university president, college dean and department chair all are women, and the student body is 60% women. Promote more-equitable education at the K-12 level." (Male, White, 60's)*

*"pressure on state govts to increase state university budgeting" (Male, Declined to give race, 40's)*

*"Take a stance opposing the CIA." (Female, Asian, 50's)*

*"work for social change in the US; support equity for women; teach women to be assertive and to marry a feminist/supportive man, etc. etc." (Female, White, 60's)*

*18. "Potpourri"*

This final category includes all of the remaining responses which could not be readily categorized with more than one or two other responses.

*"There should be an open discussion about the ethics of the academic exploitation of grads and post-grads with uncertain job prospects. We pride ourselves on our politics but turn a blind eye on this." (Female, White, 30's)*

*"The AAA can only do this by working at the level of deans, provosts, vice-presidents, etc. Doing it through individual departments or people is a waste of time."* (Female, White, 50's)

*"The AAA can admit that COSWA should be disbanded and focus on efforts to maintain reasonable gender balance in the profession, especially cultural anthropology."* (Male, Missing race, 50's)

*"Taking a stronger lead in working with academic institutions, not just anthropology departments, in fostering that kind of environment. This should be applied, too, to practitioner anthropologists."* (Female, White, 60's)

*"supporting the demands for same-sex partner benefits at all academic institutions. By being more actively engaged in the politics and workings of anthropology departments nation-wi"* (Male, Asian, 30's)

*"Support gender equity in hiring and promotion. Support and educate on diversity in faculty appointments and student body."* (Female, White, 50's)

*"stop: 1-AAA elitist hypocrisy 2-promoting + hiring only young women 3-spoiling women married to other faculty members 4-domination of the old tenured faculty hags 5-rewarding departments' sexism NOTE: also on 33 and 44, survey does not reflect reality of huge gap bw marr/unmarr women, non fac women "not spoiled""* (Female, Declined to give race, 60's)

*"Start with graduate school experiences."* (Female, Declined to give race, 40's)

*"Stand against inflated tenure requirements and bias in service and teaching expectations. Discourage departmental splits - women end up being bullied."* (Female, White, 50's)

*"Squash post-modernism and support scientific anthropology"* (Male, Bi or Multiracial, 50's)

*"Send questionnaires to administrators with power, not to faculty. Sanction them in the newsletter if they don't comply. Let them know that a professional organization is looking."* (Male, Bi or Multiracial, 60's)

*"encourage citation of female-authored works provided the quality of the research is high"*
*(Female, Declined to give race, 30's)*

*"recognize that the gender inequities of the past are a thing of the past." (Male, White, 40's)*

*"Promote the hiring of returning adults, especially women." (Female, White, 50's)*

*"QUIT THE EMPHASIS ON HIRING CUTE YOUNG THINGS QUIT PRETENDING THAT WOMEN HELP WOMEN STOP REWARDING DEPARTMENTS THAT ONLY HIRE YOUNG FACULTY STOP PRETENDING THAT WOMEN HELP WOMEN " (Female, Declined to give race, 60's)*

*"Public recognition of scholarly contributions from outside an individual's institution are very important; AAA and its sections do a very good job at this already, but perhaps more could be done." (Female, White, 50's)*

*"Provide funds to support women faculty who have families at the same time they are trying to get tenure; encourage institutions to support better policies for junior women faculty; encourage discussion about how faculty with stay-home spouses may be more p"*
*(Female, White, 40's)*

*Provide a context in which faculty and students can learn about their rights and responsibilities. For grad students, provide a reference point for collegiality outside their department." (Female, White, 40's)*

*"promoting the hiring of women who are just done with their phds", (Male, White, 30's)*

*"Promote women in leadership positions' (Female, Black or African-American, 30's)*

*"Anti-racist work." (Female, White, 60's)*

*"Not sure if the AAA can subvert engrained sexism, but it can try or continue to institutionally nudge departments" (Female, Black or African-American, 50's)*

*"make anthro as prestigious here as in other countries. understanding the concept of culture and ethnocentrism; concepts of Jeffrey Fish" (Female, Declined to give race, 60's)*

*"More information provided to membership on how to deal with gender inequity issues"* *(Female, White, 40's)*

*"More guidance; perhaps some sessions at AAA meetings on professional advancement for women; also a website where people can exchange syllabi and talk about teaching"* *(Female, White, 40's)*

*"More active outreach to department chairs and to Deans. If the deans know someone outside is watching, they might pay more attention to the job the dept. is doing."* *(Male, Asian, 40's)*

*"Make this field a player. Don't bemoan that no one makes use of anthro. knowledge-make it accessible and advertize its uses. The prosperity of the field promotes the generosity of the individual."* *(Female, Declined to give race, 50's)*

*"Make senior faculty who are running departments and administrations understand that it is a waste of social resources and their own graduate ed. to let people like myself get pushed out of higher ed."* *(Female, White, 30's)*

*"Look at the abuse of spousal hiring; in my old Dept. the joke was "if you're not sleeping with an anthropologist, forget it!" read anthropologist = male and sleeping as heterosexual"* *(Female, Missing race, 40's)*

*"Lobby Universities to encourage more men to learn and take on administrative duties and to support spouses if they want to retain faculty."* *(Female, White, 40's)*

*"Just keep on working at it. The discipline is rapidly become "feminized" if that is one concern. Collegiality is an issue in all academic environments I see. Maybe more emphasis there."* *(Male, Declined to give race, 60's)*

*"It would help me to have some AAA guidance re: learning goals & outcomes for teaching undergraduate anthropology. Colleagues in sociology seem to have quite a bit of information to work with."* *(Female, White, 30's)*

*"Issue strong policy statements on fair and equitable working conditions, including allowing for TIME to conduct research."* *(Female, White, 50's)*

*"Investigate the idea that women and men are not equally able to fulfill tenure requirements because of women's child/home responsibilities (build awareness)" (Female, White, 50's)*

*"insist on its own affirmative action programs for race/ethnicity and gender for member departments" (Female, White, 60's)*

*"Insist AAUP guidelines re hiring procedures be followed. Insist that females be paid equally for equal work-At both institutions at which I've worked, women faculty are paid less than male peers." (Female, White, 40's)*

*"Informal gatherings" (Female, White, 60's)*

*"I would ask that people think very carefully about dual-career and family support programs in universities. They may be very positive for people in couples or with children, but they may impose burdens on departments/programs, and they may impose burdens" (Female, White, 50's)*

*"I think that it is a mistake to address gender equity without considering ethnic background. My experience as a Mexican-American female is much different from Euro- and Af-Am female colleagues." (Female, Declined to give race, 50's)*

*"I guess I look to universities, not professional organizations, for that--but for sure the AAA can monitor data, track crises, issue statements, etc." (Male, White, 40's)*

*"I feel that the system is improving in general but feel that women have to work harder and get less credit than men for similar tasks" (Female, White, 30's)*

*"I am not sure the AAA is in a position to intervene in the working conditions of other institutions. The AAA could publish neutral reports on grievance proceedings that have been undertaken to address problems in Universities, as a way to air the issues." (Male, White, 30's)*

*"I am not sure that AAA can have much effect. University's are pretty well set up to identify and respond to unequitable conditions. Academic advancement promotes individuals who are not very collegial" (Male, White, 50's)*

*"I am fortunate to be in a very equitably run department." (Female, White, 40's)*

*"I'm not sure how the AAA can do this, i think it is more up to the workplace. The annual meeting does provide a forum for discussion that people may not have in their dept. due to other faculty's interests etc."*

*"How can anyone or any group promote collegiality? Equitable treatment can be monitored and including leading women in AAA leadership roles is a good way to "model" equity in achievement." (Female, White, 40's)*

*"Help women and members of minorities start and finish PhDs in Anthropology at good departments." (Male, White, 30's)*

*"Help me figure out how to get my work published." (Female, White, 40's)*

*"Hard to say. Perhaps by promoting the idea that women can also be in leadership positions" (Female, White, 60's)*

*"Focus on the core values and lessons of Anthropology." (Male, Other single race, 60's)*

*"Facilitate discussions on this topic with young professionals who are beginning their careers; lobby higher ed organizations to examine and modify their policies as needed to support gender equity in the workplace through policy change (part-time tenure po" (Female, White, 60's)*

*"Encouraging more women to go into academia, to serve on important committees and to take an active role in University politics." (Female, White, 50's)*

*"Encourage faculty to train grad students in the issues of contemporary colleges and universities. Rein in intolerance for different theoretical approaches. That can make academic life ugly." (Male, White, 60's)*

*"Encourage departments to mentor their students rather than admitting lots of students and letting them fend for themselves. There are too many PhD's and not enough jobs and this creates a problem." (Female, Bi or Multiracial, 40's)*

*"Emphasize diversity in faculty, student and applied professional recruitment and support advancement." (Female, White, 60's)*

*"Emphasize character over politics and gender." (Male, Bi or Multiracial, 50's)*

*"create something like baseball's or football's system of restricting how and when people can move. it makes people very competitive, unrooted, and uncommitted to people other than themselves." (Male, White, 30's)*

*"... address the issue of inequities in service loads for senior women. Invite guest columns, convene panels, etc." (Female, White, 40's)*

*"By serious conversation on what collegiality is." (Female, White, 60's)*

*"Otherwise by just being benevolent and watchful." (Male, White, 60's)*

*"By placing women in positions of power and encouraging gender related work." (Female, White, 50's)*

*"by paying more attention to the problems of young faculty especially from minorities" (Male, Bi or Multiracial, 60's)*

*"by helping graduate training function more effectively as a model for future employment" (Male, White, 30's)*

*"By developing a greater understanding of the complexities of gender & sex as they intersect with other dimensions of identity & subjectivity" (Male, White, 40's)*

*"By continuing to foster a climate of equality." (Male, White, 40's)*

*"By asking its membership whether that should be one of its primary goals." (Male, White, 60's)*

*"Begin with graduate programs. Urge them to tailor the number of PhDs they award to the demands of the job market." (Male, White, 50's)*

*"Because I am the only Anthropologist and the only Sociologist on Campus I get along well with all members of both the Anthropology and Sociology Departments." (Male, Declined to give race, 60's)*

*"Be more vocal about protecting the needs of junior faculty, especially women who choose to become mothers." (Female, White, 30's)*

*"Although I haven't experienced this myself, I know many women junior faculty feel that they take on more than their share of departmental and institutional service responsibilities." (Female, White, 30's)*

*"advocating for it at institutions on behalf of members" (Male, Black or African-American, 30's)*

*"advocacy" (Male, Bi or Multiracial, 30's)*

*"Advice and advocacy to part timers Advice to those seeking promotion Advice to those seeking administrative appointments" (Female, White, 50's)*

*"Active support for feminist anthropology through provision of guidance, institutional watch-dogs, grants, or any other support for women scholars. This ossified system changes but slowly." (Male, White, 50's)*

*"AAA has no enforcement power, so suasion is the only way (and it has its limits). More programs and attention to subtle effects of old boys network for dept chairs/others in administration." (Female, White, 50's)*

*"AAA has little input on specific issues that we face in working at a particular college. AAA, can provide us with educational opportunities and workshops." (Female, Asian, 50's)*

*"? Continue to be reflexive, and truthful--avoid the PC." (Male, White, 50's)*

**Appendix D:  Recommendations for Design of Future COSWA Academic Climate Surveys**

    This appendix offers recommendations from lead quantitative analyst Maia Cudhea for future iterations of the survey.  The recommendations are partly based on her own expertise, and partly based on a careful perusal of respondents' answers to item QE45 ("If you have any comments or suggestions on the form or content of the survey, please write them below").

*1.  Keep Doing an Academic Climate Survey!*
Many survey respondents highlighted the importance of tracking this kind of information, and expressed appreciation to COSWA/AAA for conducting the survey.

*2.  Instrument Content*
Utilize the results (particularly qualitative responses) of this iteration of the survey to expand the topics covered on future surveys.  In particular, add questions about:
- Types and amounts of departmental service
- Interactions with students
- Work-family conflicts
- Changes in experience of academic climate over the course of a career
- Historical changes in experience of academic climate, across generations.

Expand the analysis of gender in relation to other dimensions of identity and privilege.  Although this analysis includes race and gender, future surveys could also take into account sexuality, foreign origin, class, age, and other salient social identities.

Redesign the instrument to "feel" more like an interview.  Conversational wording can help to accomplish this.

Provide more explanation for the design of questions about respondents' race and ethnicity.

*3. Methodological Issues*
First, it would be best to use randomized sampling.   In the first version of the survey, we sent an email to all faculty members of AAA in order to ensure that

we would get as many responses as possible – in other words, we used a convenience sample. However, the generalizability of the results of a convenience sample is always tenuous, since people with strong views on the subject are more likely to complete the survey.

Using a random sample from within the AAA faculty member population would require some more work in order to encourage a high response rate. Chosen respondents could be sent a personalized message explaining the rationale for a random sample and highlighting their important role in the survey process.

Secondly, it would be best to design the survey with the participation of the person who will be doing the quantitative analysis; this will help to head off many issues before they become problems.

*4. Instrument Delivery*
Enable automatic skipping of irrelevant questions (based on prior responses).

Develop a more efficient and more flexible way of taking a complete career history through closed-ended questions. This was, by far, the most frequent issue highlighted by respondents who felt marginalized by this flaw and felt that it demonstrated bias.

Ensure that respondents can save responses to return at a later time. This change will also help to alleviate concerns about the time required to complete the survey.

Ensure that the introduction to the survey specifies respondent confidentiality, survey purposes, and (approximate) expected date and destination of results.

Create an interface which allows respondents to "qualify" answers to questions that they do not find applicable or complete. This could be accomplished by including a (short, perhaps 100-150 character) text box on every closed-ended question. This will help to make the survey feel more like an interview, and alleviate the frustrations that sometimes result from closed-ended survey questions.

Double-check the length of responses permitted for all open-ended questions. Many survey programs automatically limit responses to 200 characters or so. The limit can usually be expanded if you know to look for that setting.