EXECUTIVE SUMMARY

The aim of the Millennium Project is to enhance the development of an institutional culture at the University of Arizona that fosters productivity, creativity, and academic excellence. *The Millennium Project Summary Report* distills the cumulative findings of the Millennium Project, identifying aspects of the campus climate that must change to further the university's goal of achieving an academic environment that will allow all faculty, staff, and students to be productive and unhindered by any impediments due to considerations of gender, race/ethnicity, rank, or any other reason.[1] While Phase 1 focuses on faculty, Phase 2, currently underway, focuses on classified staff and appointed personnel.

The Summary Report includes positive faculty comments about the University of Arizona, as well as observations regarding areas where faculty would like to see improvement. There are many areas where all faculty, regardless of gender, race/ethnicity or rank, share similar perspectives. There are also a number of areas where faculty differ by gender, race/ethnicity, and/or rank. Given that women of color often experience both gender and race discrimination, the perspectives of women of color are included in the categories of both women faculty and of faculty of color. The category of faculty of color includes the perspectives of both women and men.

Significantly, the study establishes that large numbers of female faculty and faculty of color experience a particularly challenging and sometimes hostile campus climate. The lack of accountability and the diffusion of responsibility throughout the university hinder the achievement of an equitable climate for all. Moreover, the absence of adequate data on matters ranging from salary and performance to workload prevents complete assessment of the disparate working conditions of faculty. Attention to data collection is the necessary first step in measuring and addressing problems of inequity.

The Summary Report proposes an ACTION AGENDA FOR A NEW MILLENNIUM that is grounded in the findings of the study. The Action Agenda is designed to address these problems and to transform the university into a DIVERSE COMMUNITY, a FAIR COMMUNITY, and a HOSPITABLE COMMUNITY for all.[2]

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[1] For a more comprehensive look at the cumulative findings of the Millennium Project, see *The Millennium Project Report in Detail,* available on the web through http://www.u.arizona.edu/~millen/index.html.

[2] Each bulleted item in the Action Agenda from the *Executive Summary* also appears as a boxed Action Initiative in response to a specific problem in the text of the narrative of *The Summary Report*.

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BACKGROUND AND METHODS

Commissioned by President Peter Likins, the Millennium Project is jointly sponsored by the university's Association for Women Faculty and the Commission on the Status of Women. Funding for the Millennium Project was provided by the Commission on the Status of Women and by the University of Arizona (UA) administration, including President Likins, the Provost, the vice-presidents, and the deans. The collaborative leadership for the Project was provided by Project Director Christine Cress (Portland State University); Association for Women Faculty Past President Naomi Miller, Co-Chair, and Commission on the Status of Women Immediate Past Chair Myra Dinnerstein, Co-Chair. The Steering Committee consisted of the two Co-Chairs, Mary Poulton, CSW Past Chair, and Kari McBride, Past Chair, Equity Committee, CSW. Jeni Hart, Center for the Study of Higher Education, served as Graduate Associate. In addition, the Millennium Project was supported by a Campus Advisory Board, composed of representatives from different colleges, organizations, and leadership positions at the University of Arizona; a Community Advisory Board, composed of leading members of the local community with a commitment to the excellence of higher education in the state of Arizona; and a National Advisory Board, composed of scholars and administrators with national reputations in the areas of gender and higher education.

Numerical data, including the gender/race distribution of faculty and administrative leaders, workload, salary, and perspectives on working conditions at the UA, were provided by:

- the UA Office of Decision and Planning Support;
- a 1998-1999 national survey of 378 institutions of higher education nationwide by the Higher Education Research Institute at UCLA (837 UA faculty responses), which allows for comparisons with other universities.

Individual interview and focus group data using an open-ended interview questionnaire provided the opportunity for faculty to express their views in detail, as did discussion groups of already existing campus communities, *e.g.*, Women in Academic Medicine, Women in Science, and Lesbian, Gay, Bisexual Studies.

- The total number of Project interview participants in all groups (Focus Groups, Individual Interviews, E-mail, Discussion Groups, Administrative Discussion Groups) was 274 individuals.
- Of those, 165 faculty were randomly selected and an additional 109 participated as members of an administrative *(n=41)* or organized discussion group *(n=68)*.
- The participants represented all 15 of the university's colleges and professional schools, including over 80 departments and offices. The participants included 214 women and 59 men, of whom 175 were white, non-Hispanics and 55 were people of color.

ACTION AGENDA FOR A NEW MILLENNIUM[3]

IMPLEMENTING THE AGENDA

1)   In consultation with the Millennium Project leadership, appoint a Millennium Project Oversight Committee to work with the President's Cabinet to monitor the implementation of the Action Agenda for a New Millennium.

2)   Fund a minimum of a 1.0 FTE position for a Project Oversight Coordinator to work in conjunction with the Millennium Project Oversight Committee, as well as an annual supporting budget for operations.

3)   Create and fund at minimum a 1.0 FTE position to ensure the collection and analysis of faculty data, in order to enable the assessment of the disparate working conditions of faculty. The results of the data collection and analysis process should be reported to the Millennium Project Oversight Committee and President's Cabinet, with periodic summaries of results being released to the faculty at large.

4)   Schedule an interim evaluation of the university's progress toward meeting the goals outlined in the Action Agenda for a New Millennium, to take place two years after the Millennium Project Report release, with the aim of identifying any further steps that need to be taken toward those goals.

5)   Schedule a comprehensive evaluation of the university's achievement of the goals outlined in the Action Agenda for a New Millennium, to take place no later than five years after the Millennium Project Report release, with the aim of articulating a continuing vision for the future.

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[3] In the following pages, highest priority initiatives are designated by roman numerals, whereas supporting initiatives are designated by bullets.

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CREATING A DIVERSE COMMUNITY

I.   Increase representation of women faculty and faculty of color in tenure-track positions and leadership roles.

✔ Establish an annual reporting process to track the numbers of women faculty and faculty of color recruited and retained in each college.

✔ Offer substantive rewards to colleges that increase numbers of women faculty and faculty of color in tenure-track positions, through incentives such as receiving a new line from the Provost or other resources.

✔ Make each college and its dean accountable for increasing the numbers of women faculty and faculty of color in leadership positions.

✔ Implement and sustain a systematic centralized exit interview process in order to determine why faculty leave, following up on the pilot Exit Interview Study conducted by the Provost's Office (1999-2000), and institute a process for applying what is learned from the analysis to improve the climate for all faculty.

II.   Adopt policies to ensure that diversity is a true institutional priority.

✔ Initiate a "critical mass" program to support the hiring of tenure-track women faculty and faculty of color in departments that house an unusually small proportion of such faculty.

✔ To address the relative isolation of faculty of color and junior faculty, establish a program that provides resources and support for networking groups of faculty of color, junior faculty, and other groups, akin to the University of Michigan's Women of Color in the Academy Project.

✔ Educate promotion and tenure and search committees about the criteria for newly emerging research areas (*e.g.,* feminist studies, race/ethnicity studies, sexuality studies, community-based and applied research) and about multiple models for faculty success.

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CREATING A FAIR COMMUNITY

I.   Identify and rectify salary inequities.

✔ Identify funds for the College of Medicine to rectify salar disparities documented in the GRACE Project[4] of the University of Arizona College of Medicine report.

✔ Immediately establish a salary equity review process by carrying out the University Compensation Advisory Team (UCAT) recommendation for an annual faculty salary monitoring report. The establishment of the equity review should be supported by a system for addressing any salary inequities that are identified.

✔ To get detailed information on a college by college basis, each college should conduct a salary and climate study modeled on the GRACE Project of the College of Medicine (see Appendix in this report for a summary of the methodology and findings). Each college should subsequently establish a plan to correct any inequities that are identified.

✔ Provide resources not only to retain accomplished faculty who receive outside offers, but also to compensate similarly accomplished faculty who do not seek outside offers.

II.   Apply policies and procedures consistently.

Hiring Process

✔ Promote equity within the hiring process by requiring each department to provide a comprehensive list of negotiable items available as a part of start-up packages to new hires.

✔ Systematically monitor all start-up packages by reviewing letters of offer across departments and colleges.

Access to Resources and Policies

✔ Make internal resources for research and faculty development activities equally visible and available to all.

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[4] The GRACE (Generating Respect for All in a Climate of academic Excellence) Project is a comprehensive study designed to investigate causes of, and implement solutions to, the disparity between male and female faculty in the College of Medicine. See Appendix in this report and http://www.medicine.arizona.edu/grace/ for more information.

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✔ Publicize existing policies (*e.g.,* alternative duties, sexual harassment, sick childcare, maternity leave) and ensure equitable enforcement and application in every department through oversight and education.

Review Process

✔ Given the difficulty of achieving blind review through all performance review processes, develop a "second-look" review mechanism for women faculty and faculty of color to ensure fair treatment of individuals in these groups.

✔ Mandate representation of all ranks of faculty in the annual review process.

Grievance Process

✔ Investigate patterns of complaints in the handling of grievances to determine what, if any, remedial action needs to be taken.

III. Distribute faculty workload equitably.

✔ Establish an annual departmental reporting process to compare faculty teaching and service responsibilities. Pay particular attention to the workload for women and faculty of color, recognizing the burden of informal advising assumed by those faculty.

✔ Develop a college-based system of rewards, including compensatory release time and research support for faculty with extraordinary teaching and service responsibilities.

✔ Publicize the new pilot Research Career Development Fund, designed to provide special support from the Provost's Office for research and creative activity by faculty who have assumed unusually heavy teaching and service loads.

✔ Evaluate mechanisms for implementing a part-time tenure-track option to enable faculty to achieve their greatest potential by having the choice of a part-time or full-time path toward tenure that will accommodate a variety of work-life circumstances.

CREATING A HOSPITABLE COMMUNITY

I. Address subtle discrimination and sexual harassment.

✔ Make clear that subtle discrimination and other disrespectful behavior will not be tolerated at any level, and require administrators to take this into account for all evaluations and merit raises.

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✔ Require training for all deans, department heads, and directors on a continuing basis, to prevent sexual harassment and subtle discrimination. Encourage administrators to educate their faculty in turn.

✔ Thoroughly investigate patterns of complaints against any administrator and discipline discriminatory administrators, removing them from positions of leadership if necessary.

II. Provide quality mentoring for interested faculty.

✔ Create a faculty mentoring program, akin to the Faculty Fellows program, that would encourage application from interested mentors who would be supported in their mentoring roles by resources in their units and would receive additional compensation from the Provost's Office for their efforts.

CONCLUSION

The changes *The Millennium Project Report* proposes will not be realized without institutional accountability to ensure that they are carried out. As one faculty member observed,

> "What is needed is someone who will enforce the policies that exist. There is just so much disregard of the current policies. Nobody has a way of checking on whether things are being enforced. So get these results to the President soon, and make sure that there's someone in there who is equitable and will enforce the policies."

The Millennium Project **Action Agenda for a New Millennium** will inevitably evolve as the larger university community begins to work on improving the campus climate. The goals of the Millennium Project can only be realized through continuing dialogue among all members of the campus community. Moreover, the Millennium Project can be deemed a success only if the university administration, working in concert with the faculty, moves forward to address the range of recommendations outlined in the Report.

To conclude with the words of one faculty member interviewed for the Project: "Don't let this Millennium Project sit in a big folder and not be acted upon!"

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