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THE MILLENNIUM PROJECT SUMMARY REPORT

PROJECT INTRODUCTION

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* presents action initiatives that are summarized in the **Action Agenda for a New Millennium** in the *Executive Summary* that will advance the university's goal of achieving an academic climate where all faculty, staff, and students can function to the best of their ability, unhindered by any impediments associated with considerations of gender, race/ethnicity, rank, or any other reason. The action initiatives are designed to transform the university into a diverse community, a fair community, and a hospitable community for all. While Phase 1 focuses on faculty, Phase 2, currently underway, focuses on classified staff and appointed personnel.

There are many areas where all faculty, regardless of gender, race/ethnicity or rank, share similar perspectives. There are also a number of other 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 and of faculty of color. The category of faculty of color includes the perspectives of both women and men.

The Report includes positive faculty comments about the University of Arizona, detailed in the section titled *Supports to Faculty Success*. **Significantly, the study also establishes that large numbers of female faculty and faculty of color experience a particularly challenging and sometimes hostile campus climate.** These findings are summarized in the section titled *Overcoming Impediments to Faculty Success*.

The lack of accountability and the diffusion of responsibility regarding diversity issues throughout the university hinders the achievement of an equitable climate for all. Moreover, the absence of adequate data on matters ranging from salary and performance to workload prevents effective 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 Report juxtaposes commonly-held myths about the campus work-life environment at the University of Arizona with the realities of faculty experience, as indicated both by campus and national statistics and by an analysis of data from individual interviews and focus groups involving faculty from all 15 colleges at the university. However, the *Report* does not provide detailed information on salaries, workload, and other climate issues for individual colleges.

The Report reveals a world where, when asked how they perceive the treatment of women, over 90% of male faculty say that women are treated fairly, while only 57% of female faculty believe the same, and where 87% of white faculty believe faculty of color are treated fairly, while only 56% of faculty of color believe that. This is a world where women faculty and faculty of color report that they are treated inequitably in matters ranging from salary and workload to access to resources and equitable application of university policies.

When compared to public universities in a national survey (see Table I-53 in *The Millennium Project Report in Detail*), faculty at the University of Arizona are **less** likely to believe that

- hiring more women faculty and administrators is an institutional priority;
- hiring more minority faculty and administrators is an institutional priority;
- and creating a multicultural environment is an institutional priority.

To transform the university into a more equitable place for all faculty, *The Millennium Project Summary Report* contains a series of Action Initiatives to address the problems uncovered by the campus study. These Action Initiatives appear throughout this report and are also listed in the **Action Agenda for a New Millennium**, included in the *Executive Summary*.

While erasing salary discrepancies and increasing numbers of women faculty and faculty of color in tenure-track and leadership positions will take determined action by university leaders, the more difficult yet necessary task is to alter patterns of more subtle discrimination so that all members of the faculty can realize their full potential. The changes *The Millennium Project Summary 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."

Consequently, the first item on the **Action Agenda for a New Millennium** is the establishment of a Millennium Project Oversight Committee to work with the President's Cabinet to see that new as well as current policies are implemented and enforced.

PROBLEM:
Lack of accountability and oversight on diversity issues.

ACTION INITIATIVE:
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.

ACTION INITIATIVE:
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.

ACTION INITIATIVE:
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.

ACTION INITIATIVE:
Schedule a comprehensive evaluation to 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.

PROBLEM:
Absence of adequate data on matters ranging from salary and performance to workload.

ACTION INITIATIVE:
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.

PROJECT BACKGROUND

Women faculty and faculty of color have consistently been under-represented in higher education. Those who do make it into the academy have often faced subtle, as well as overt discrimination. Indeed, one researcher revealed that race and gender affect the amount of compensation received, independent of whether personal and professional goals fit within institutional values and norms [14]. More recently, the Massachusetts Institute of Technology (MIT) acknowledged that female faculty in its school of science earn less salary, have smaller offices, and are less likely to be granted departmental awards and distinctions than their male counterparts [12]. One of the dangers to any type of discrimination is that even small differences can result in large disparities in salary, prestige, and promotion over time [25]; so it is critical to identify and address all forms of discrimination as quickly as possible.

Some academics may have the impression that women are making considerable progress. One reason for this is that there are more women than ever on college campuses. Because there were such small percentages of women in tenure-track positions in the past, even small increases seem noticeable [25]. Yet those small differences are just that: small. National data indicate that women are underrepresented at the top ranks; in fact, the numerical disparity of tenured women to men has not changed since the early 1980s [25]. The University of Arizona has been more successful than the national trend in improving the ratio of tenured women to men, but women are still overrepresented at the bottom ranks and tend to be involuntarily under-employed.

As a public research institution, the University of Arizona represents a large-scale model of the challenges facing faculty in higher education at the start of the second millennium. The institution has undertaken a systematic study of the actual experiences of women faculty and faculty of color to examine issues of campus climate related to equity and career advancement. Campus climate is defined as the current perceptions, attitudes, and expectations that define the institution and its members. Further, it: 1) is the common attitudes, beliefs, perceptions, behaviors, and/or observations that can be compared across groups over time; 2) focuses on current patterns of beliefs and behaviors; 3) is often ephemeral or malleable in character; and 4) focuses on interpersonal interactions [4, 15].

Environmental climates are actively constructed or interpreted by members; thus, one person may evaluate a setting as "friendly," "warm," and "unrestricted," whereas another person may evaluate that same environment as "distant," "cool," and "confining" [20]. The importance of this distinction is that such perceptions may affect how individuals respond to a given environment. Negative perceptions and interpretations are likely to contribute to dissatisfaction, instability, and the desire to leave a particular environment, while positive perceptions are more likely to be linked with satisfaction, stability, and the desire to remain in an environment [19].

A litany of research exists demonstrating the relationship between negative (or hostile) campus climates and the likelihood of women and racial/ethnic minorities leaving or being less successful in institutions of higher education, including more frequent

experiences of high stress and low satisfaction with the college or university [1, 2, 3, 5, 6, 7, 8, 9, 10, 13, 16, 17, 18, 21, 23, 24, 25].

Since perceptions of the institution are inextricably linked with a number of outcomes, such as retention rates of faculty [22], as well as with students' cognitive and affective development, including knowledge acquisition and critical thinking skills [11], **enhancing campus climate is directly related to improving the academic excellence of the institution**. Therefore, the Millennium Project was designed not merely to assess the campus climate, but, more importantly, to identify ways to rectify inequities. To that end, the Millennium Project examined numerous data sets and engaged hundreds of campus members in various discussions to develop the recommendations for positive institutional change highlighted in this report.

Commissioned by President Peter Likins, the Millennium Project is jointly supported by the Association for Women Faculty (AWF) and the Commission on the Status of Women (CSW). The Project was internally funded by President Likins, the CSW, the Provost, the vice-presidents, and the deans of the University of Arizona. The collaborative leadership for the Project has been 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, has served as Graduate Associate. The Millennium Project Campus Advisory Board, composed of representatives from different colleges, organizations, and leadership positions at the University of Arizona, and the 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, supported the overall development of the Project. In addition, the National Advisory Board, composed of scholars and administrators with national reputations in the areas of gender and higher education, provided oversight and direction to the Project. In particular, the National Board assisted with the Project design, methodology, and review of the data analysis.

PROJECT METHODS

The Project design evolved in consultation with the President and all three Advisory Boards. It became apparent in these meetings that, in order to comprehensively examine campus climate issues, the Millennium Project methodology had to assess both numerical and interview data.

Numerical data, including the gender/race distribution of faculty and administrative leaders, workload, and salary, came from existing campus data sources, particularly the UA Office of Decision and Planning Support. Survey data, drawn from a 1998-1999 national study of 378 institutions of higher education nationwide by the Higher Education Research Institute (HERI) at UCLA (837 UA faculty responses), allow comparisons with other universities.

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. These qualitative data were analyzed utilizing computer-aided software (NUD.IST—non-numeric unstructured data indexing searching theorizing). Focus groups included the following categories of faculty:

Women Only	Men Only
Academic Rank	**Academic Rank**
full professor	full professor
associate professor	associate professor
assistant professor	assistant professor
lecturer, non-tenure-track	lecturer, non-tenure-track
Race/Ethnicity	**Race/Ethnicity**
women of color	men of color
Academic Cluster	
engineering and physical sciences	
biological sciences and agricultural sciences	**Other Focus Groups**
social sciences and education	faculty with disabilities
humanities, arts, architecture and Arizona International College	lesbian, gay, bisexual faculty
law and business	mixed gender focus group
health professions--medicine, pharmacy, nursing	mixed gender focus group via computer

The total number of Project 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*). These faculty represent membership in all 15 of the university's colleges and professional schools, including over 80 departments and offices. The total demographic break-downs are as follows:[1]

Gender
214 Women (78%)
  59 Men (22%)
    1 no response

Race/Ethnicity
175 White, non-Hispanic (75%)
  55 non-white (24%)
        20 Hispanic
        16 Asian American/Pacific Islander
         8 African American/Black
         5 Multi-racial
         3 Native American
         3 Other
    3 no response

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[1] Data for race/ethnicity and rank do not include the administrative discussion groups, due to the fact that no demographic forms were completed during those discussion groups; therefore, *n=233*.

Academic Rank
58 Full Professors (25%)
53 Associate Professors (23%)
50 Assistant Professors (21%)
16 Lecturers (7%)
  3 Instructors (1%)
52 Other[2] (22%)
  1 no response

For a more detailed description of the methodology, please refer to *The Millennium Project Report in Detail.*

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[2] The category, "other" are predominantly academic professionals who are defined as appointed, non-faculty employees, who are involved with research or teaching programs, who require professional and intellectual freedom, and who report to a person below the level of vice-president, including librarians, those working with cooperative extensions, and researchers.

SUPPORTS TO FACULTY SUCCESS

Many faculty said they were willing to participate in the Millennium Project because they think highly of the university and have hopes that improvements will be made.[3]

Interview Data:

"It's a good university and that's the bottom line. At the same time, I think that changes can be made to make this a better place. I hope that this Project actually has some results in this respect." (male full professor)

"We want to leave this university more user-friendly for women and the diversity of others that come after us." (female full professor)

"He (Likins) is a president who is really, I think, in his heart of hearts, an equitable individual."[4]

Faculty also expressed their fundamental enjoyment of and commitment to intellectual research pursuits and teaching. They clearly love the research they are undertaking and many spoke with great passion about their scholarly activities. In addition, both men and women faculty enjoy their teaching and learning interactions with students.

I.   INSTITUTIONAL SUPPORTS

In addition to a supportive research environment, faculty often identified the following as factors that enhanced work life:

- Teaching Center
- Library
- Women's Studies
- Lesbian, Gay, Bisexual Studies
- Association for Women Faculty
- Small Grants Program
- Work/Family Policies
- Spousal/Partner Hire Policy

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[3] It is quite likely that the Project does not reflect the voices of faculty who felt less hopeful about the possibility of change, as these two e-mails from faculty invited to participate in the Project suggest:

"After almost 30 years at the University of Arizona, I am $20,000 underpaid, with little hope that [compression] will ever help. I am told to look for another job to increase my pay. I have a dean that doesn't support me. What good will come of meeting with other women in the same fix?"
(female faculty member)

"I have given up on the place, so please leave me alone." (female faculty member)

[4] In some cases, quotes are not attributed to a particular person in order to assure the anonymity and protect the confidentiality of the respondent.

<u>Interview Data:</u>

"The University Teaching Center, when I started teaching, they were terrific and responded to questions and were very problem-focused or let you talk about your own interests or issues in the classroom." (female associate professor)

"The library has been very proactive and technologically at the cutting edge, I think." (male assistant professor)

"Lesbian, Gay, Bisexual Studies has been a tremendous source of life here for me. When I first got the job here, 'I'm going to where, Arizona? Exiled to Siberia?' It was a way for me to stay connected to an outside world because I came here from [a more diverse city], so I felt like I had just fallen off the edge of the earth." (female assistant professor)

"One formal policy that has made it even remotely feasible for me to get tenure is the extra year on the tenure clock for having a child. I figured out after the fact that having a child set me back much more than a year, but without that extra year it would be impossible. I would not have had a shot at it." (female faculty member)

II.   ADMINISTRATIVE SUPPORTS

Specific department chairs, assistant deans, deans, and other administrators were named as those providing supports to individual faculty. The people credited with facilitating faculty careers did so through both practical and personal venues, such as providing mentorship to new faculty, reducing new faculty teaching loads, providing start-up money and laboratory space for research, helping faculty balance teaching and research with service responsibilities, and finding travel money to support conference attendance.

<u>Interview Data:</u>

"[My chair's] view of the world is trying to make things happen for you. This gives you a sense of confidence and security." (female full professor)

"Two deans in our college were not only sensitive to the issues but truly pro-women. One of them was a man, but he's totally a feminist. It makes a helluva difference to the climate and work life." (female faculty member of color)

"In all my years here, [President Likins] has been the best and he's made me feel most positive about being a faculty." (female full professor)

III.   COLLEGIAL SUPPORTS

<u>Interview Data:</u>

"It's the people around you, the colleagues around you who actively support you on a day-to-day personal level and on some very direct levels such as immediate involvement in research and on-going research projects." (male assistant professor)

"I have a congenial department. The climate of collegiality has been a very important factor. People make an effort to make it possible for each other to do their work. I know it isn't true of all departments, but I think we've been blessed."
(female faculty member of color)

"I have all kinds of faculty who encourage me to persevere even though I'm ridiculously underpaid, but they keep saying, 'somehow, someway it's gonna pay off.' Of course, I'm still waiting. My colleagues have been very, very supportive." (female faculty member)

IV.   COMMUNITY AND FAMILY SUPPORTS

External to the institution, many faculty mentioned the support that they receive from husbands, wives, partners, and children; from churches and synagogues; and from other personal and professional community connections, both local and global. These connections beyond the borders of the campus provide faculty with renewal opportunities and encouragement.

<u>Interview Data:</u>

"Most of my other support is outside of the university." (female faculty member)

"What kept me going is being a mother. I had a life outside the university and this has been very important. (female faculty member of color)

"I'm very active in the community and they've been a real source of support as an Hispanic. They've made me feel comfortable in the environment."
(faculty member of color)

V.   PERSONAL SUPPORTS

A number of women faculty and faculty of color credited their ability to remain at the institution to sheer personal determination, resilience, perseverance, and fortitude. Many appear to draw strength from being able to pursue their own goals and aspirations. In particular, some women of color noted that they derived personal satisfaction and motivation from being successful despite being the "token minority" and in spite of racial and gender barriers.

<u>Interview Data:</u>

"We've created a culture where only the most resilient women reside. It's a culture in which any man can survive if they're even average, but it takes an extremely, incredibly resilient, tenacious woman to survive in the environment." (female faculty member)

"I will find a way to survive. But, I'm not going to sell my soul in order to eat what's on the plate that they feed me. We must decide what means the most to us in our lives."
(female faculty member)

OVERCOMING IMPEDIMENTS TO FACULTY SUCCESS

This section begins with impediments to faculty success identified both by numerical data and by faculty focus group, discussion group, and interview data. Current myths about these impediments are contrasted with the reality of faculty experiences, drawn from numerical data both from campus and from national sources, as well as from faculty responses in focus groups and interviews. Problems emerging from the data are addressed by action initiatives intended to transform the university climate into a diverse community, a fair community, and a hospitable community.

CREATING A DIVERSE COMMUNITY

I.   INCREASE REPRESENTATION OF WOMEN AND FACULTY OF COLOR IN TENURE-TRACK AND LEADERSHIP ROLES

THE FLATLINE

THE MYTH:
The university has dramatically increased the numbers of women faculty and faculty of color in the last several years.

THE REALITY:
- The numbers of tenure-track faculty overall have declined slightly.
- Although the numbers of women have increased from 365 to 407 over the last six years, they still only represent 27% of the total tenure-track faculty.
- The numbers of faculty of color have remained stagnant.
- Among full-time tenure-track faculty, women make up no more than 37% of all race/ethnicity categories (except American Indian).
- To use a medical analogy, at these rates of growth, the under-representation of women could be a "chronic condition" at the university for a long time, while the numbers of faculty of color are nearly "flatlining." This situation does not bode well for the health of a diverse community.

Chart 1: Numbers of Tenure-Track Faculty by Gender (1995-2000)

Legend:
- # Women Tenure-Track Faculty
- # Men Tenure-Track Faculty
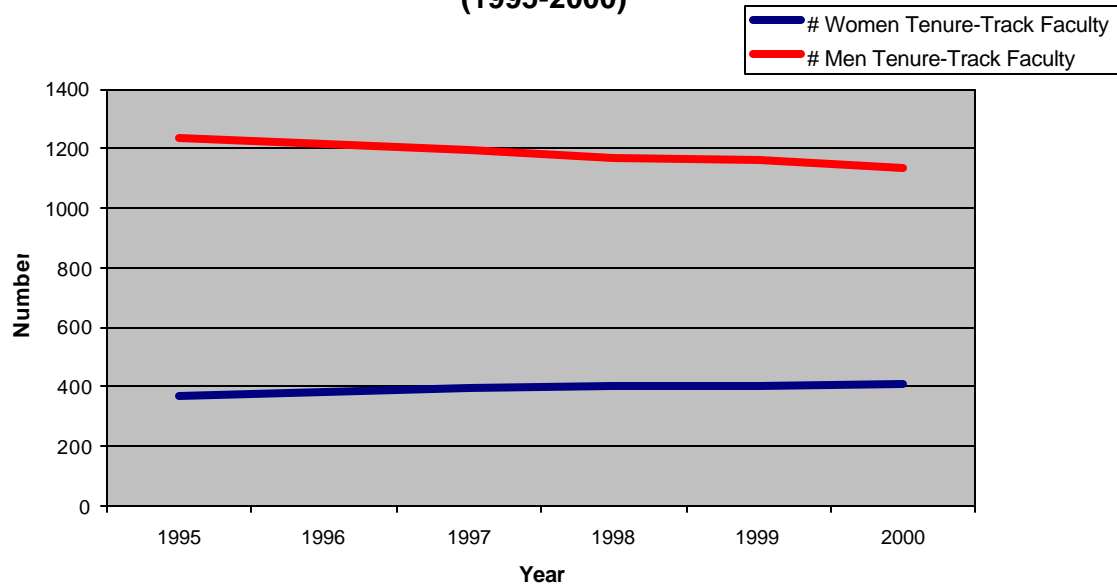
Data Source: IPEDS Fall Staff Survey, 1995-2000; Personnel Census Files, PSOS.
Data Source: IPEDS Fall Staff Survey, 1995-2000; Personnel Census Files, PSOS.

Chart 2: Numbers of Tenure-Track Faculty by Race/Ethnicity (1995-2000)

Legend:
- #Nonwhite Tenure-Track Faculty
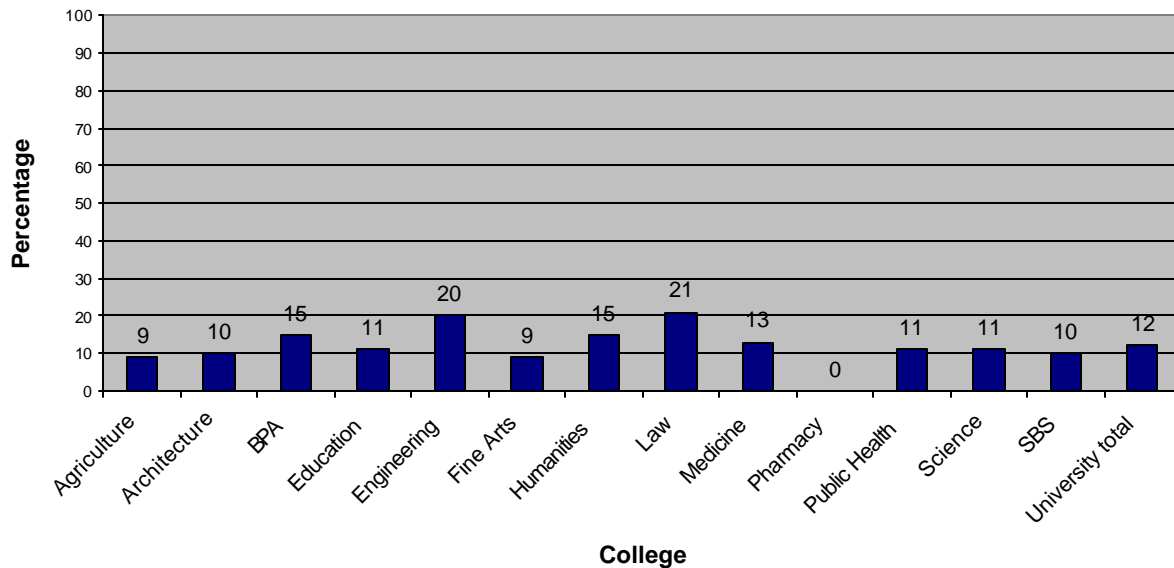- # White Tenure-Track Faculty
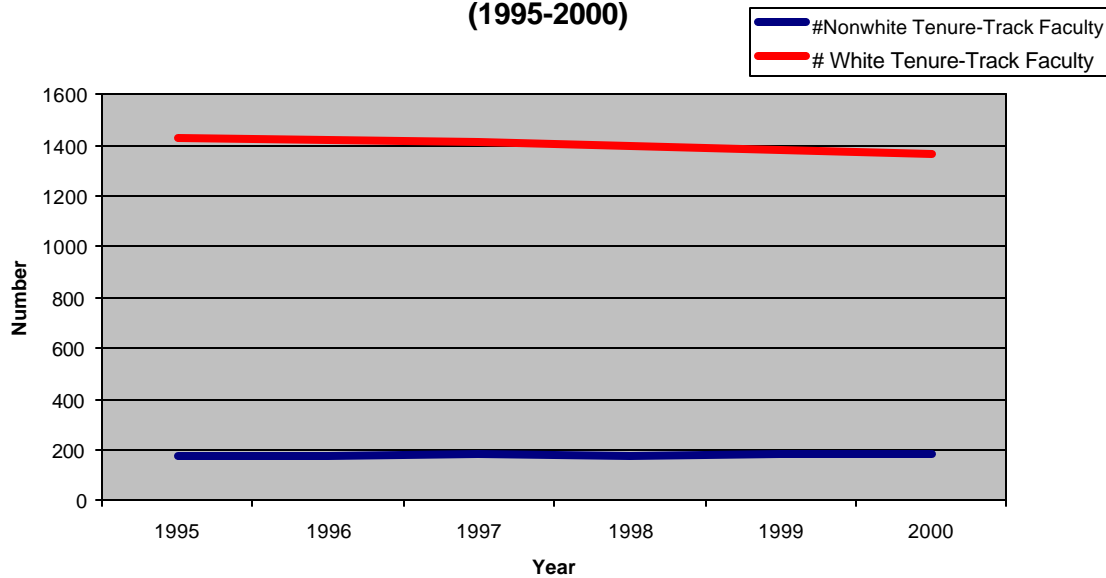
Data Source: UA DAPS, Fall 2000.

The following charts show the percentages of tenure-track women faculty and faculty of color by college.

Chart 3: Percentage of Women Faculty by College
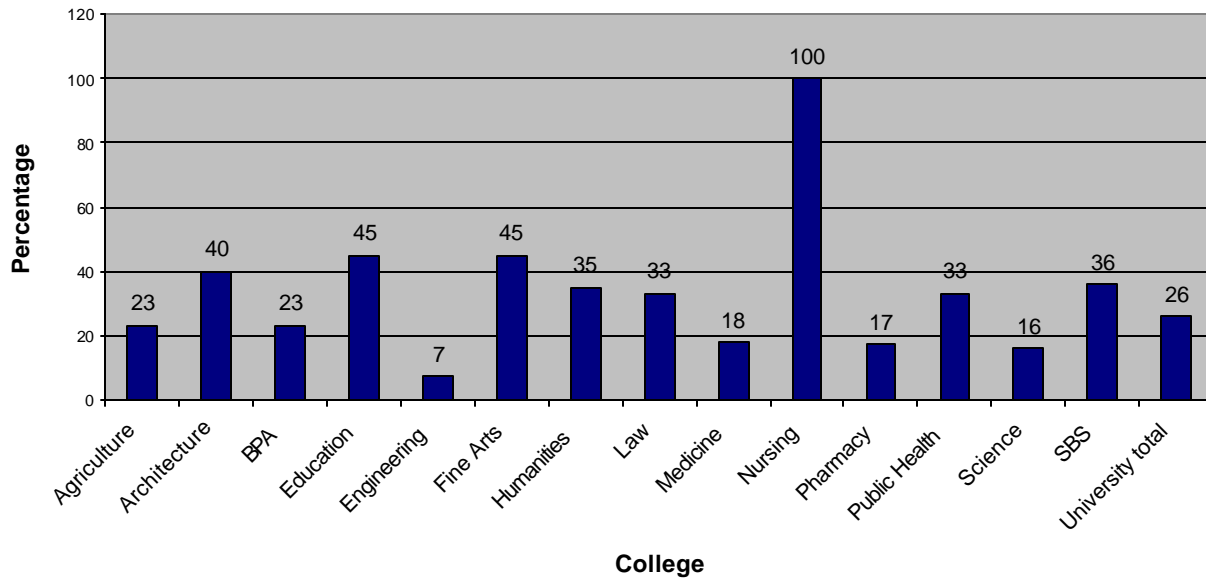
Data Source: UA DAPS, Fall 2000

Chart 4: Percentage of Faculty of Color by College

Data Source: UA DAPS, Fall 2000

Table 1: Full Time Faculty by Race/Ethnicity and Gender

Non-Resident Alien		Black		American Indian		Asian/ Pacific Islander		Hispanic		Race/ Ethnicity Unknown		White(non-Hispanic)	
Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men
19	58	10	17	10	10	28	82	31	61	11	19	514	1124

Data Source: IPEDS Fall Staff Survey, 2000

Interview Data:

"When I first came, I kept feeling like I was the only one. There was nobody else in my field. There was nobody else to talk to. It would have been nice to have a mentor. I feel like a lot of times, I just sort of figured it out and was lucky."

"The other issue is advancement and professional development among faculty. It's not enough to have a minority faculty being hired, but how about the efforts to retain them in their role and providing opportunity to grow further?" (male faculty member of color)

"The age-old thing of hiring women of color. There's a sense of isolation. It would be great if there was more than one of us across departments. We've been saying that for thirty years."

"Continuing to hire more women makes a huge difference. I've seen the percentage of women in my department go from10% to 25% and it just makes a huge difference. Just in the last two or three years I had the experience of running into a couple of women in the hallway at the same time and having a conversation with them.   Psychologically it makes a huge difference." (female full professor)

"After you recruit and get your ethnic individual or female in, then there is no support system to help them survive. So, it's one thing to recruit, but if you're really committed to diversity, you have to have some mechanism to help them, to retain them."
(female associate professor)

"How do we make the importance of people of color a priority among competing priorities? How do we express or communicate the need in a larger national interest that students in the pipeline will affect our very own survival? You must make it part of the promotion and tenure process, part of the renewal of contracts for administrators. We have to provide perks in terms of financial support for this kind of implementation to make it worth their while. Right now, they're not getting anything out of giving their time to help somebody else. Male or female, Black or White, Asian, or Hispanic. They don't get anything out of it."

"I got this e-mail from one of the young faculty who left. I said 'How do you feel about leaving?' She said, 'I'm very, very relieved.' She said she couldn't put up with the patriarchy anymore." (faculty member)

LEADERSHIP

THE MYTH:
Women faculty and faculty of color will advance into positions of leadership as a matter
of course.

THE REALITY:
- Although more women are assuming vice-presidential positions, of the 104 department heads and directors, only 17 are women and 12 are faculty of color.
- In the College of Medicine alone, there is not a single department head or center director who is a woman. Further, the GRACE Project[5] documents no significant gender differences in aspiration to leadership positions among College of Medicine Faculty (61% of women v. 57% of men).

Table 2: Numbers of Departmental Administrative Faculty by Gender and Race/Ethnicity

	Department Heads and Directors
Women	17 (16.3%)
Men	87 (83.7%
Faculty of Color*	12 (11.5%)
White Faculty	92 (88.5%)
TOTAL	104 (100%)

*Includes one nonresident alien.
Data Source: UA Fact Book, 2000-2001

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[5] 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.

Interview Data:

"Out of all the departments [in this college], there are no women heads. The distribution of women and minorities across the campus is limited as you go up the ranks. That's an increasing problem and concern. That affects who's invited into the conversation and who makes these very key decisions." (female faculty member)

"With women in particular, I think it's harder to move up the ladder because if I look at my history, all the men I started with are now in director roles. If you're a person of color, sometimes expectations are different and you have to work harder, and if you make a mistake, it's noticed more. Other times, you are just like an invisible person amongst all these other people. They don't think about you. So the way I've tried to deal with it is I have to work harder and produce more and it's still a struggle."
(female faculty member of color)

PROBLEM:
Under-representation of women faculty and faculty of color in tenure-track and leadership positions.

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

ACTION INITIATIVE:
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.

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

PROBLEM:
Retention of faculty.

ACTION INITIATIVE:
Implement and sustain a systematic centralized exit interview process in order to determine why faculty leave, along the lines of 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

THE PIPELINE

THE MYTH:
The reason there are so few women and people of color in the full professor ranks and in administrative posts is that the "pipeline" that feeds those positions includes only small numbers of women and people of color.

THE REALITY:
- Although there are women and people of color in the pipeline, they are still under-represented at the highest ranks.
- The numbers of women and people of color decline steadily (except at the graduate level for people of color, due in large part to the numbers of nonresident aliens) as the rank becomes more advanced.

Chart 5: Gender Pipeline
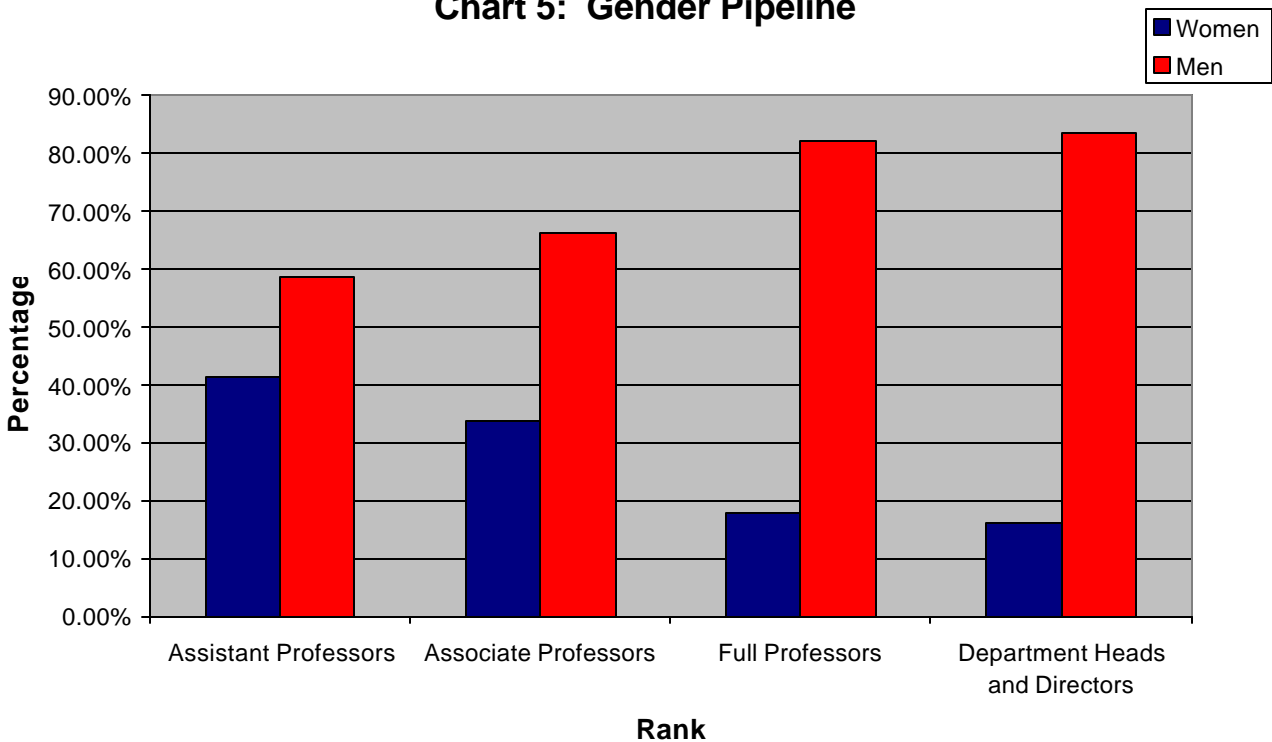
Data Source: UA Fact Book, 2000-2001

Table 3: Number of Faculty by Rank and Gender (1995-2000)

| Year	# Women Full	# Men Full	# Women Associate	# Men Associate	# Women Assistant	# Men Assistant	Total # Women	Total # Men
1995	100 (12%)	710 (88%)	131 (29%)	328 (71%)	134 (42%)	182 (58%)	365 (23%)	1220 (77%)
1996	105 (13%)	697 (87%)	141 (30%)	334 (70%)	136 (44%)	170 (56%)	382 (24%)	1201 (76%)
1997	106 (13%)	689 (87%)	155 (32%)	337 (68%)	134 (45%)	161 (55%)	395 (25%)	1187 (75%)
1998	111 (14%)	687 (86%)	166 (35%)	314 (65%)	125 (44%)	157 (56%)	402 (26%)	1158 (74%)
1999	124 (15%)	679 (85%)	154 (34%)	303 (66%)	123 (42%)	173 (58%)	401 (26%)	1155 (74%)
2000	135 (17%)	666 (83%)	148 (34%)	290 (66%)	124 (41%)	175 (59%)	407 (27%)	1131 (73%)

Tenure-track faculty only. Data sources: DAPS, IPEDS Fall Staff Survey, Personnel Census Files

Chart 6: Chart 6: Race Pipeline
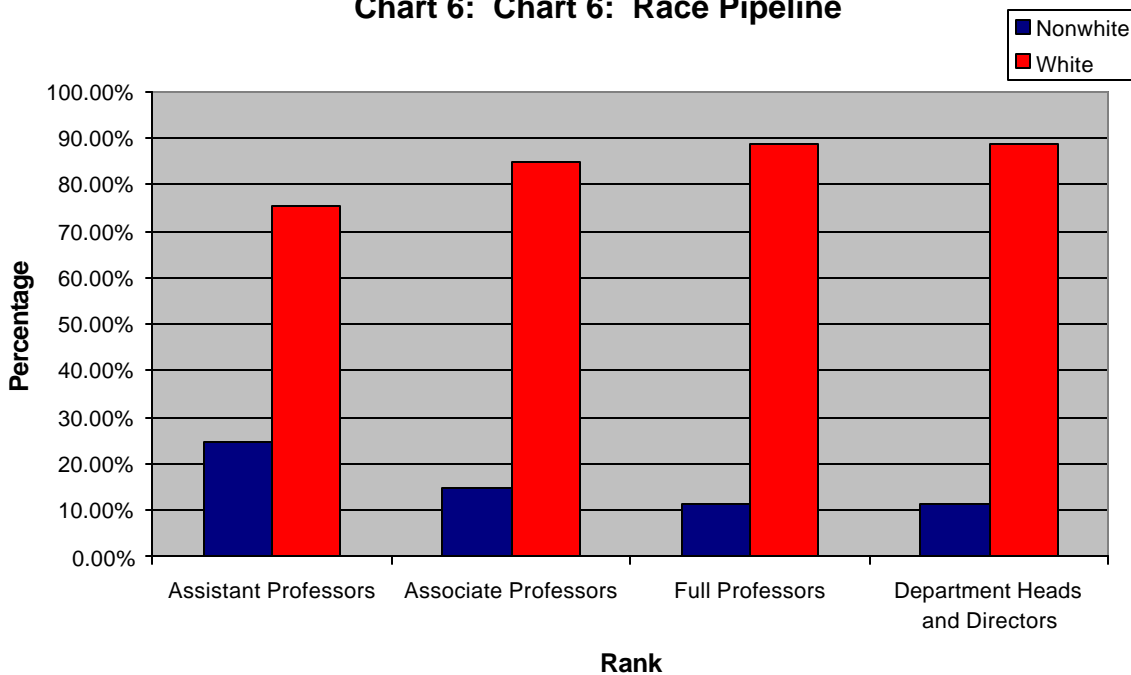
N.B., Only individuals who report race/ethnicity are included in percentages. Nonresident aliens are included in nonwhite percentages; however, among graduate students (including law, medicine, and pharmacy), over 50% of the nonwhite students are nonresident aliens. In all other categories, nonresident aliens make up less than 10%.

Data Source: UA Fact Book, 2000-2001

Table 4: Number of Faculty by Rank and Race/Ethnicity (1995-2000)

Year	#Full nonwhite	# Full white	# Associate Nonwhite	# Associate White	# Assistant Nonwhite	# Assistant White	Total # Nonwhite	Total # White
1995	54 (7%)	756 (93%)	54 (12%)	405 (88%)	68 (22%)	248 (78%)	176 (11%)	1409 (89%)
1996	58 (7%)	744 (93%)	57 (12%)	418 (88%)	59 (19%)	247 (81%)	174 (11%)	1409 (89%)
1997	65 (8%)	730 (92%)	63 (13%)	429 (87%)	54 (18%)	241 (82%)	182 (12%)	1400 (88%)
1998	73 (9%)	725 (91%)	61 (13%)	419 (87%)	41 (15%)	241 (85%)	175 (11%)	1385 (89%)
1999	78 (10%)	725 (90%)	61 (13%)	396 (87%)	42 (14%)	254 (86%)	181 (12%)	1375 (88%)
2000	82 (10%)	719 (90%)	57 (13%)	381 (87%)	43 (14%)	256 (86%)	182 (12%)	1356 (88%)

Tenure-track faculty only, excluding lecturers on tenure-track. Data Sources: DAPS, IPEDS Fall Staff Survey, Personnel Census Files

EFFECT OF LOW NUMBERS OF WOMEN AND FACULTY OF COLOR ON STUDENTS

THE MYTH:
Women students and students of color find sufficient representative role models within the diverse University of Arizona faculty.
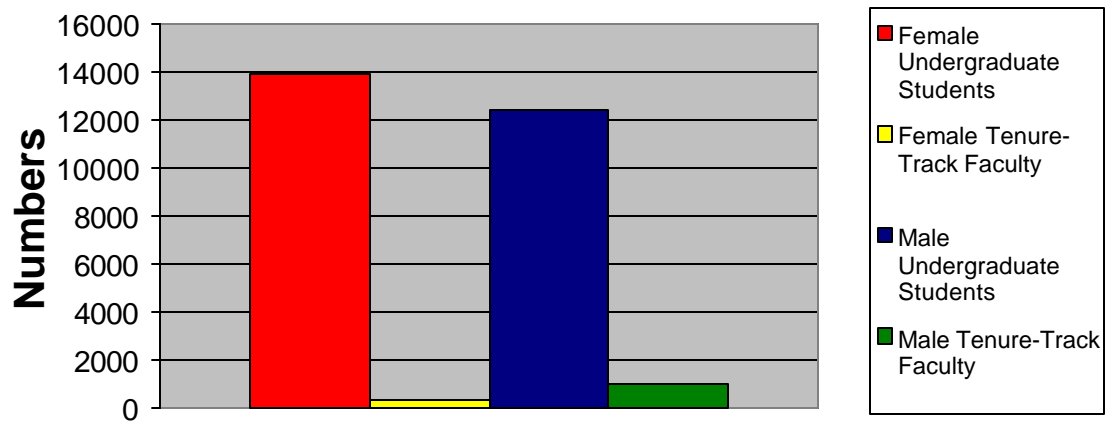
THE REALITY:
- While this report focuses particularly on faculty problems, students are also affected by the under-representation of women faculty and faculty of color.
- The ratio between undergraduate students to tenure-track faculty is approximately 18:1.
- Women undergraduate students to women tenure-track faculty is a ratio of approximately 35:1.
- Men undergraduate students to men tenure-track faculty is a ratio of approximately 12:1.
- Nonwhite undergraduate students to nonwhite tenure-track faculty is a ratio of approximately 36:1.
- White undergraduate students to white tenure-track faculty is a ratio of approximately 15:1.
- While students often seek out role models of both similar race/ethnicity *and* gender among faculty, existing data make it impossible to compare student and faculty numbers in this way.

Table 5: Undergraduate Student/Faculty Ratios

	Women	Men	Non-White	White	Total
Women	35:1				
Men		12:1			
Non-White			36:1		
White				15:1	
Total					18:1

Data Source: UA FactBook, 2000-2001

Chart 7: Faculty Student Ratios by Gender

Data Source: UA FactBook, 2000-2001

Chart 8: Faculty Student Ratios by Race/Ethnicity
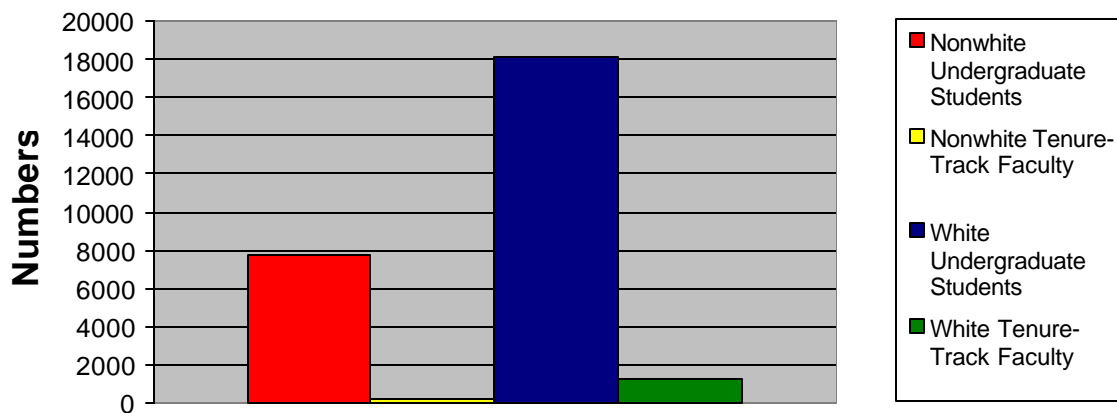
Data Source: UA FactBook, 2000-2001

VALUE OF DIVERSITY

THE MYTH:
Diversity is a priority in the university community.

THE REALITY:

- Seven out of ten women faculty believe that enhancing knowledge and appreciation of race/ethnicity is a very important or essential goal for undergraduates.
- Only four out of ten male faculty believe that enhancing knowledge and appreciation of other racial/ethnic groups is a very important or essential undergraduate goal.
- Two out of every ten male faculty indicated that this goal is "not important."
- Sixty-seven percent of faculty of color responded affirmatively that enhancing students' knowledge and appreciation of racial/ethnic groups is essential or very important.
- Thirty-five percent of white faculty indicated that this goal is essential or very important.
- Interview data reflect the fact that women of color often experience gender *and* race/ethnicity discrimination.

Table 6: ENHANCE KNOWLEDGE AND APPRECIATION OF RACE/ETHNICITY (IN %)								
	Female	*Male*	**Full Prof**		**Assoc Prof**		**Assist Prof**	
			Female	*Male*	*Female*	*Male*	*Female*	*Male*
Not Important	3.2	20.9	0.0	21.4	4.4	21.4	5.1	17.6
Some Important	28.0	41.8	32.2	42.4	23.5	38.8	28.8	45.1
Very Important	34.9	25.0	42.4	25.5	36.8	27.6	25.4	17.6
Essential	33.9	12.2	25.4	10.7	35.3	12.2	40.7	19.6
P-Value		0.00/ 0.00*		0.00		0.00		0.01
Source: HERI (see Table I-4 in *The Millennium Project Report in Detail*)								

*adjusted for race/ethnicity

Table 7: ENHANCE KNOWLEDGE AND APPRECIATION OF RACE/ETHNICITY (IN %)	Faculty of Color	White Faculty	Full Prof		Assoc Prof		Assist Prof	
			Faculty of Color	White Faculty	Faculty of Color	White Faculty	Faculty of Color	White Faculty
Not Important	12.5	15.6	12.9	17.9	8.3	15.2	17.6	9.7
Some Important	20.8	39.5	19.4	42.3	33.3	32.4	5.9	41.9
Very Important	36.1	27.1	35.5	28.5	37.5	29.7	35.3	19.4
Essential	30.6	17.8	32.3	11.3	20.8	22.8	41.2	29.0
P-Value		0.00/ 0.00*		0.00		0.77		0.04

Source: HERI (see Table I-5 in *The Millennium Project Report in Detail*)

* adjusted for gender

Interview Data:

"They ignore you except when they have to show that they have diversity. Then you're a showpiece. There are pictures on the wall of all the people of color. Otherwise, we're invisible." (female faculty member of color)

"At the very highest levels, at the department chair levels, diversity is a non-issue. As a woman of color, and the only woman of color, you're looked at because it's a group phenomenon. You're the person who's creating dis-equilibrium and it's better for you to keep your mouth shut because if you say something, you're viewed as a troublemaker or a problem." (female faculty member of color)

"The institution would like to have the appearance of diversity and multiculturalism, while maintaining what the current faculty view as academic excellence. We're merely replicating the status quo. That is not true academic excellence."
(male faculty member of color)

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PROBLEM:
Isolation of faculty of color and junior faculty.

ACTION INITIATIVE:
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.

ACTION INITIATIVE:
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.

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LACK OF APPRECIATION FOR DIVERSE SCHOLARSHIP AND PEDAGOGY

THE MYTH:
A range of scholarship and pedagogy is valued.

THE REALITY:
- Women faculty are less likely than men to believe that their research is valued by faculty in their department, and this is particularly true at the full professor rank.
- Faculty of color are less likely than white faculty to believe that their research is valued in their department. About one-third of all faculty of color feel alienated from their department due to their research interests and choices.

Table 8: Research Valued by Faculty in Own Department (in %)

	Women	**Men**	**Faculty of Color**	**White Faculty**
Disagree	29.8	19.9	33.8	21.5
Agree	70.2	80.1	66.2	78.5
P-Value	.05/.08*		.05/.08*	

*Adjusted for academic rank

Data Source: HERI (see Tables I-17 & I-18 in *The Millennium Project Report in Detail)*

Interview Data:

"I was told explicitly by the chair that gender has no place in our core curriculum. First of all, it's not rigorous, second of all, it's not something our students are interested in, and thirdly, it's not considered academic." (female faculty member)

"I was disillusioned about how my department treated African American faculty. There was an African American faculty member who recently left, whose research was belittled by both the school and department because she was interested in research pertaining to racial issues. I was just shocked to hear the feedback that she would get on her research and she ended up leaving and going to another university." (female faculty member)

"There are gender issues in teacher ratings. Studies have shown that women as a group get lower teacher ratings. Some techniques that men use we can't use, or the students think we're a bitch. Men can do stuff that will embarrass students and they'll be seen like the big man for doing that, but we absolutely can't." (female faculty member)

PROBLEM:
Marginalization of certain research areas and methods.

ACTION INITIATIVE:
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.


CREATING A FAIR COMMUNITY

THE MYTH:
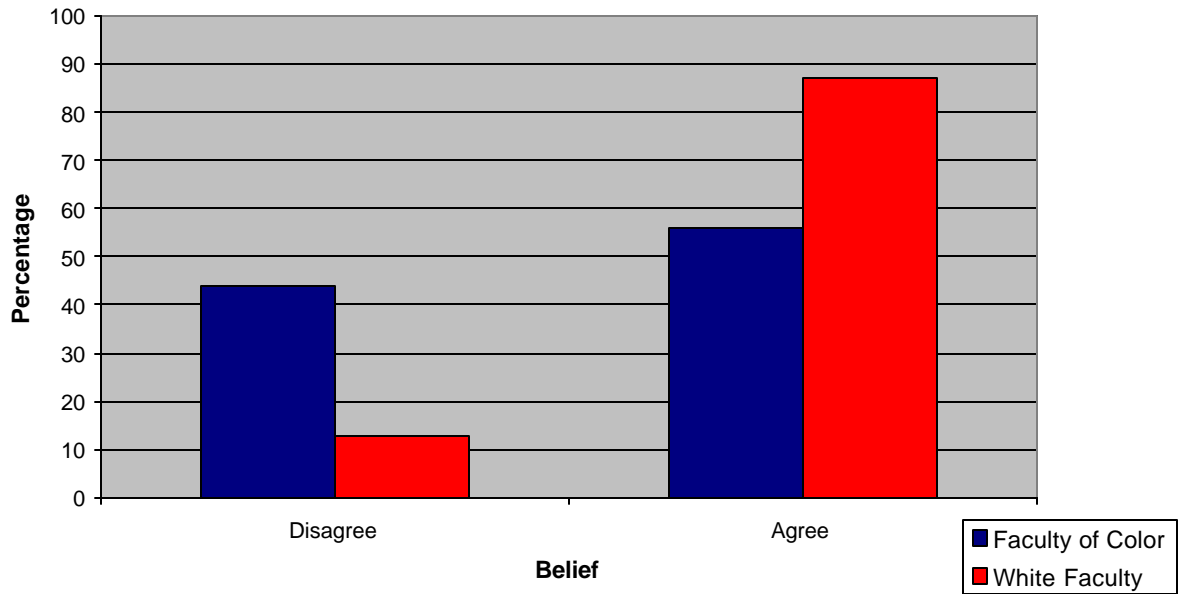All faculty are treated fairly.

THE REALITY:
- Over 90% of male faculty believe there is fairness with respect to the treatment of women faculty on campus, while 57% of women faculty believe women are treated fairly, although this is less true for assistant professors.
- Almost 90% of white faculty believe that faculty of color are treated equitably, while 56% of faculty of color believe that faculty of color are treated fairly on campus.
- It appears that all faculty believe that lesbian/gay/bisexual faculty are even less likely to be treated fairly at the institution than women faculty. Women faculty, in general, were more likely than men faculty to believe that sexual orientation does make a difference with respect to fair treatment at the institution.
- Some faculty with disabilities felt that their requests for assistance or accommodation were met with resistance or disbelief by the institution.

Chart: 9 Women Faculty Treated Fairly (In %)
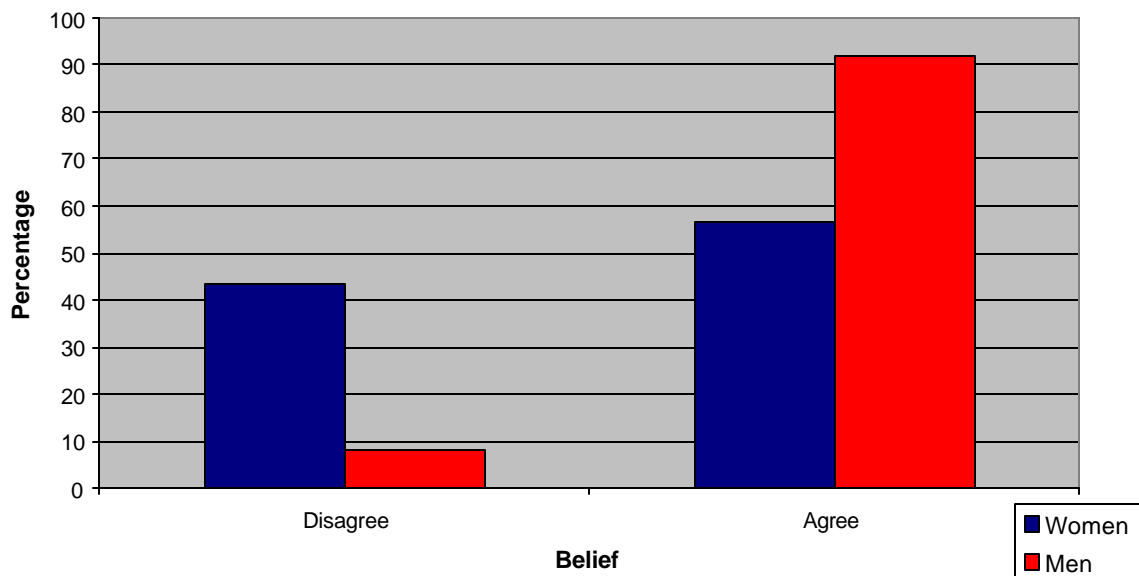
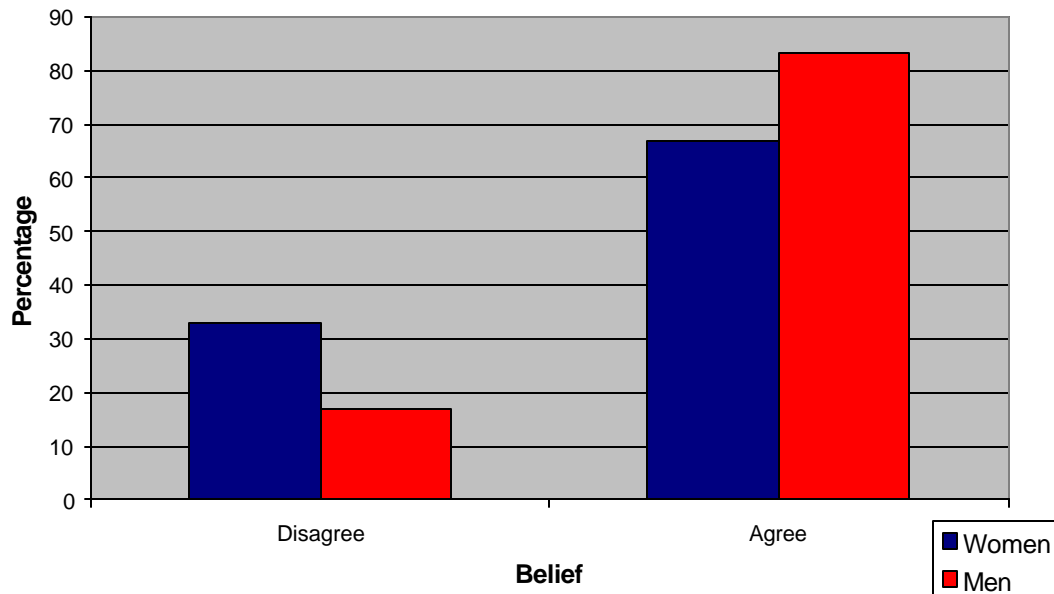
Data Source: HERI ($p \leq 0.00$) (see Table I-12 in *The Millennium Project Report in Detail*)

Chart 10: Faculty of Color Treated Fairly (In %)
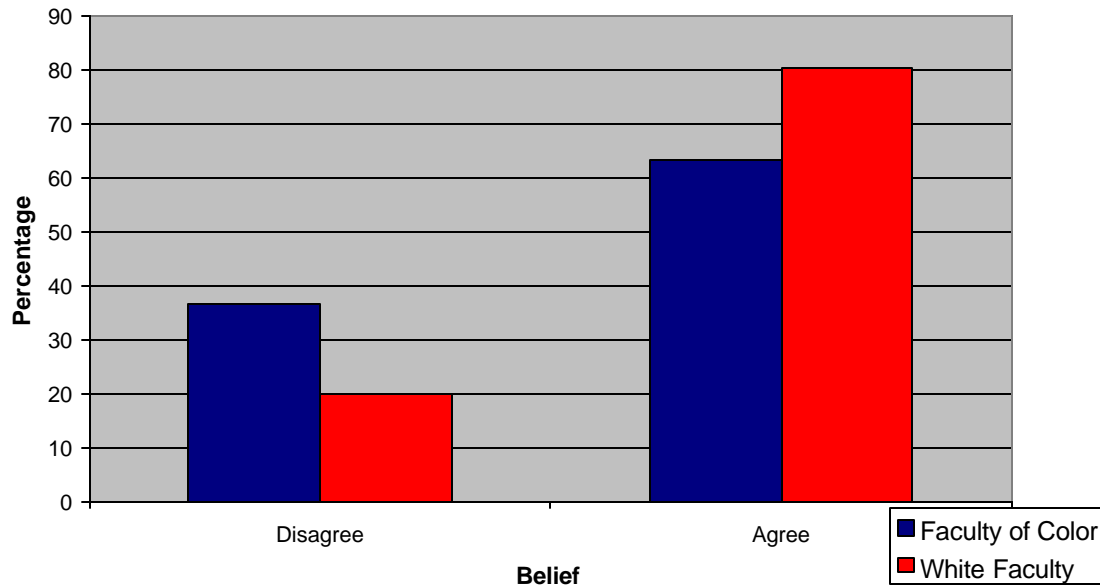

Data Source: HERI (p ≤ 0.00) (see Table I-12 in *The Millennium Project Report in Detail*)

Chart 11: Gay/Lesbian Faculty Treated Fairly (In %)

Data Source: HERI (p ≤ 0.00) (see Table I-12 in *The Millennium Project Report in Detail*)

Chart 12: Gay/Lesbian Faculty Treated Fairly (In %)

Data Source: HERI (p ≤ 0.00) (see Table I-12 in *The Millennium Project Report in Detail*)

"I think women and minorities are particularly under-recognized. I feel like we've been airlifted onto the Titanic and we just got hit with an iceberg. And the men are already in the lifeboats." (female faculty member)

"I've heard all kinds of comments in the department. In the middle of the meeting, there was one faculty member who stood up and said, 'We shouldn't have any more women, we have enough.' And I was the only one." (female faculty member)

"I've never heard anything from the deans or anybody about the climate for gay and lesbian people. The word is never even said. It might make things a little bit more open if somebody from above would say something and verbalize that gay and lesbian faculty exist. To say the word 'lesbian' will not make your tongue fall off." (lesbian faculty member)

"I know she was not hired because she's an 'out' lesbian. That was a factor in what was going on even when it was quite explicit that she was the best candidate. It was explained in terms of problems with collegiality."

"I used a motorized wheelchair. I can get around the office without that, but I can't walk down the hallway. There has been no accommodation. Even trying to get a laptop computer to accommodate me—everything has been a battle."
(faculty member with disability)

"People are more likely to realize you need accommodation if you're in a wheelchair. If you don't at least have a cast or cane, you might be out of luck." (faculty member with disability)

I.   IDENTIFY AND RECTIFY SALARY INEQUITIES

THE MYTH:
All faculty receive equal pay for equal work.

THE REALITY:
- Raw University of Arizona data indicate that women full professors earned on average $9,079 less per year than their male counterparts.
- While the gap is least prominent at the associate level, overall, women faculty earn 82.6% of what male faculty earn.[6] This compares unfavorably with other 4-year institutions where women earned between 91 and 95 cents for every dollar earned by men in the same academic rank.
- In the College of Medicine, in nearly all ranks in both the clinical science and basic science departments, women earn significantly less than men (up to $34,000 less at full professor, clinical science department), adjusting for publications, years in rank, and whether a section or department head.

Table 9: UA Faculty Salaries by Rank and Gender (2000)

	Women Average Salary	Men Average Salary	All Faculty Average Salary
Professor	$77,435	$86,514	$84,855
Associate	$58,542	$60,879	$60,028
Assistant	$49,611	$53,734	$52,027
Lecturer	$44,814	$50,261	$47,785
TOTAL	$60,806	$73,584	$69,870

Salaries include combination of 9 and 12 month contracts, with 12 month converted.
Data Source: DAPS summary of AAUDE & Oklahoma State (UA main campus only) and AAUP & IPEDS (excluding College of Medicine)

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[6] Certainly, a number of factors need to be considered regarding monetary compensation, including number of years at the institution, publication record, academic discipline, *etc*. Unfortunately, the scope of the Millennium Project did not allow for a comprehensive salary study, nor is there yet an institutional mechanism in place to monitor faculty salaries at a level of analysis that includes all critical variables.

Table 10: College of Medicine Gender Differences in Salary by Rank and Department Type (2000)

Rank	Clinical Science Departments	Basic Science Departments
Full Professor	-$34,133*	-$23,976**
Associate Professor	-$11,599	-$8,250*
Assistant Professor	-$9,648*	$5,181

* p ≤ .05, ** p ≤ .001

Salaries are adjusted for rank, years in rank, track, degree (Ph.D. or M.D.), specialty, and administrative responsibility. A positive difference shows salary advantage to women.
Data Source: UA Generating Respect for All in a Climate of academic Excellence (GRACE) Project

Interview Data:

"When I left the department head role and went into a nine-month position, there were three women who did that at the same time. We all got screwed royally. What was so appalling about it was that there were males stepping down at the same time; the men are all still earning their 12-month salaries." (female full professor)

"The problem is that although our state salaries are published, there is this incentive system or a bonus. The inequities in salary are hidden. Overtly, men and women [may seem to] get the same on paper, but I know darned well that's not the case since the deans and chairs distribute other incentives and bonuses."

"I think a lot of our male colleagues, senior male colleagues and administrators, think there's not a problem. But when you start comparing salaries, they speak for themselves." (female full professor)

"I have not gone and looked for outside offers and I don't want to play that game. Why do I want to waste my time and the ethics of dealing with whomever else I would be applying to? And all the people I would be asking to write letters. I think a lot of other women share the view that this is a very masculine strategy for achieving success. I think this strategy is a major source of demoralization for women in the university."
(female faculty member)

PROBLEM:
Salary inequities.

ACTION INITIATIVE:
Identify funds for the College of Medicine to rectify salary disparities documented in the GRACE Project of the University of Arizona College of Medicine report.

ACTION INITIATIVE:
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.

ACTION INITIATIVE:
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.

PROBLEM:
Inadequate retention strategies.

ACTION INITIATIVE:
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 FAIRLY AND CONSISTENTLY

THE MYTH:
University policies and procedures are applied consistently.

THE REALITY:
- Although there are a number of policies already in place that can improve the work-life of faculty, such as family leave and alternative duties, these policies are applied haphazardly from department to department and college to college, depending upon the individual decisions of heads or deans.
- Women faculty and faculty of color have less access to resources because they are often cut out of networks and informal bargaining.
- Faculty feel the promotion and tenure process causes undue stress.
- Many faculty feel grievance procedures and processes on campus are inadequate or create further problems.

<u>Interview Data:</u>

<u>HIRING PRACTICES</u>

"I thought I was being hired for a professional career. I didn't know I had to wheel and deal like I was at a used car lot." (female assistant professor)

"I thought I was getting a good offer when I came here and now I've discovered that there are people doing the same job, have the same stature, and are making $20,000 more than me. The only people who ever seem to get that adjustment are people who go and get outside job offers. I really don't want to play that game. It's unjust and unethical." (female full professor)

<u>KNOWLEDGE OF AND ACCESS TO RESOURCES AND NETWORKS</u>

"Isolation is a very, very, very serious problem for me within the department for several reasons—not getting the information, collaborative opportunities on grants, understanding of research that may be more diversity-oriented."
(female faculty member of color)

"There needs to be a way that faculty who become disabled can find out what is available on campus, who to talk to, because that's almost an impossible task. There is just not an awareness. It needs to be addressed at the institutional level."
(faculty member with disability)

"The kinds of things that are the result of the lack of a salary structure and individual initiative-based salary negotiating actually do magnify gender- and ethnicity-related inequities. To the extent that those barriers may be asymmetric over gender and ethnic background, you're going to end up getting gaps that are widened."
(male full professor)

"He puts money into helping his male colleagues, all the time. There's like a boys' club that you are not going to be part of. They always get together before the meetings and prearrange the votes. They prearrange what's going to happen with all the resources that he has. It's not a faculty decision, it's just a decision of this club."
(female faculty member of color)

"There is a definite culture of favoritism. We've talked about it as junior faculty. We don't know what to do but it's a definite hindrance. It's a definite barrier to achieving tenure, to finding research cohorts or collaborators. It is definitely a problem in terms of finding resources on campus to assist in research. It's pervasive."
(female faculty member)

"I'm the last one to know something because the guys are talking down the hall or go out for beers; so, you know where decisions really get made. It's very, very subtle."
(female faculty member)

UNIVERSITY POLICIES

"With regard to the alternative duty policy, university-wide I think what is flawed about the policy is that it is up for negotiation between you and your chair. I was lucky that I had a supportive chair." (female assistant professor)

"The family medical leave as a university-wide policy is really positive, but it is applied differentially." (female faculty member)

"To a certain extent, what it teaches you is that you have to play these little games and assert your rights to enact the policy. You have to find out how from somebody and then maybe you get something. Otherwise, you're at the mercy of the men in power." (female faculty member)

PROMOTION AND REVIEW PROCESSES

"I think that the whole process is demeaning and does not lend itself to productivity or to academic excellence."

"I'm concerned we are losing good faculty. There are some very talented young faculty but the hurdles are so darned high. It's harder now. I'm not sure I'd be accepted on the faculty now." (male full professor)

"I have not pursued a tenure-track career. I have a friend who spent six years at two different institutions, never receiving tenure. Who needs that kind of lifestyle? What self-respecting, intelligent person would subject their career to the whims of a discipline that has primarily male scholars who run in their own circles?"

"The pressure on new faculty is often an inhibitor. Many new faculty have fresh ideas, new uses for technology, creative ideas to share. However, when this is not seen as contributing to their success in gaining tenure, then those efforts to be 'cutting edge' are discouraged."

GRIEVANCES

"What I hear over and over again is concern about the grievance process. Even if you follow the procedures and go to the top, the grievance process just does not work because women are expected to be quiet, be nice, and ride the wave." (female faculty member)

"If it's something that has to do with a woman being treated differently than a man, and the people you're going to are men, which is quite often the case, I find that they are almost unable to hear the problem that's being raised without being defensive and thinking that you are misreading things somehow or another." (female faculty member)

"If there's a problem then go to one's immediate supervisor, and then to one's department head, and then to one's dean, and then the dean refers them back to the department head who refers them back to the section head, and the section head confronts the individual faculty member and asks if there's a problem or agrees if there's not a problem. So it's really a circular process and it actually doesn't resolve anything."
(male faculty member of color)

"People file harassment complaints against somebody and the next thing they know that person that was charged is appointed to be the chair of the committee that writes the harassment guidelines for the college. It's going to take more than just bringing in new attitudes. It's going to be appointing the right people. It's going to be putting people on notice that they're going to be scrutinized for their behavior regarding these issues and following through on that."

PROBLEM:
Inconsistent hiring practices, particularly with regard to start-up packages within departments and colleges.

ACTION INITIATIVE:
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.

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

PROBLEM:
Inconsistent access to resources and policies.

ACTION INITIATIVE:
Make internal resources for research and faculty development activities equally visible and available to all.

ACTION INITIATIVE:
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.

PROBLEM:
Inconsistent faculty experiences within the review process.

ACTION INITIATIVE:
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.

ACTION INITIATIVE:
Mandate representation of all ranks of faculty in the annual review process.

PROBLEM:
Inconsistent handling of grievances.

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

III. DISTRIBUTE FACULTY WORKLOAD EQUALLY

THE MYTH:
Workload is evenly distributed among all faculty.

THE REALITY:

- Across the board, women teach more independent study units than men at each rank, and more than 70% of those independent study courses are taught to graduate students, which require more preparation and contact hours than courses taught to lower division students.
- If the regular units and independent study units are combined at each rank, women at each rank teach more units per Full-Time Faculty Equivalent (FTE).[7]
- Women are twice as likely as men to report committee work as an extensive source of stress, including four out of every ten female associate and full professors.

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[7] However, data from DAPS show that men teach larger courses, especially at the lower undergraduate division, than women.

Table 11: Regular and Independent Study Units Taught by Rank and Gender
(1999-2000)

	Regular Units per FTE Faculty	Independent Study Units per FTE Faculty	Total Teaching Units per FTE Faculty
Female Full	4.53	4.04	8.57
Male Full	3.75	3.59	7.34
Female Associate	4.19	5.5	9.69
Male Associate	4.94	4.19	9.13
Female Assistant	4.2	3.35	7.55
Male Assistant	4.19	2.59	6.78

Data Source: DAPS, UA

Table 12: Source of Stress-- Committee Work (IN %)	Female	Male	Full Prof		Assoc Prof		Assist Prof	
			Female	*Male*	*Female*	*Male*	*Female*	*Male*
Not At All	25.3	38.4	20.3	44.3	13.9	26.0	44.1	34.6
Somewhat	53.2	49.7	54.2	44.7	61.1	61.0	42.4	51.9
Extensive	21.6	11.8	25.4	11.0	25.0	13.0	13.6	13.5
P-Value		0.00 / 0.00*		0.00		0.04		0.56
Source: HERI (see Table I-46 in *The Millennium Project Report in Detail*)								

* adjusted for academic rank

Interview Data:

"Sometimes I look at my white, straight male colleagues in the department and I am just astonished at how little work they do. Because students aren't seeking them out. Because they serve on one committee a year. They hold one office hour a week. I must spend 15 hours a week talking to students outside of class. I mean that certainly comes out of my hide." (female faculty member)

"Women, but it also applies to gays and lesbians and people of color, have an extra load because we're making up for the years of not being here, so to speak. Our invisibility or nonexistence in the institution for many years is having to be made up for by us. Adequate assessment of the real extended work load is critical." (female faculty member)

"I keep being told you don't really need to spend this much time working with students. We have a faculty member, a man, a white male in our department, who really thinks that the only thing you should count toward merit is publications, NOT teaching or service. I think, for many women, teaching is an interpersonal connection that we value and the lack of university rewards is a difficult barrier to fight against all the time."
(female faculty member of color)

"One of the things that has always been striking to me here at the university, and I've been at other universities, is the disproportionately [smaller] amount of service and teaching men do as compared to the increased amount women do."
(female associate professor)

"People of color, and women, especially a woman of color, get put on every damn committee."

PROBLEM:
Unequal workloads.

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

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

ACTION INITIATIVE:
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.

ACTION INITIATIVE:
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

THE MYTH:
All faculty are treated with respect in the academic workplace.

THE REALITY:

- Subtle discrimination involves sometimes unconscious sexism, often expressed by making off-handed remarks, ignoring the ideas of some groups, and expecting women to take on the role of nurturer and other stereotypical gender roles.
- Subtle discrimination is insidious and damaging because, if complaints are made, they are often dismissed as making something out of nothing.
- At least one in ten female faculty report experiencing severe or extensive duress over subtle discrimination.
- Forty-six percent of all women faculty indicate that subtle discrimination is a source of stress, while only thirteen percent of male faculty indicate that they have suffered somewhat or extensively from subtle discrimination.
- Nearly half of all faculty of color on campus report experiencing stress due to subtle discrimination.
- In virtually every discussion and focus group of women and in numerous individual interviews, specific and often graphic incidents of sexual harassment were described.
- It is important to note that the 1982 University of Arizona sexual harassment policy was revised in December 2000, after the Millennium Project data were gathered.

SUBTLE DISCRIMINATION

Table 13: Source of Stress— Subtle Discrimination (IN %)	Female	Male	Full Prof		Assoc Prof		Assist Prof	
			Female	Male	Female	Male	Female	Male
Not At All	56.8	87.1	59.3	87.4	51.4	84.8	61.0	90.2
Somewhat	31.1	8.1	28.8	8.1	36.1	9.1	27.1	5.9
Extensive	12.1	4.8	11.9	4.5	12.5	6.1	11.9	3.9
P-Value		0.00 / 0.00*		0.00		0.00		0.00
Source: HERI (see Table I-51 in *The Millennium Project Report in Detail*)								

* adjusted for academic rank and race/ethnicity

Table 14: Subtle Discrimination (IN %)	Faculty of Color	White Faculty	Full Prof		Assoc Faculty		Assist Faculty	
			Faculty of Color	White Faculty	Faculty of Color	White Faculty	Faculty of Color	White Faculty
Not At All	52.9	80.3	53.1	85.1	56.5	72.2	46.7	78.9
Somewhat	21.4	14.9	18.8	11.2	26.1	20.5	20.0	16.8
Extensive	25.7	4.8	28.1	3.6	17.4	7.3	33.3	4.2
P-Value		0.00 / 0.00*		0.00		0.07		0.00
Source: HERI (see Table I-52 in *The Millennium Project Report in Detail*)								

* adjusted for academic rank

Interview Data:

"As minority faculty members, we go through the very polite discrimination. High-level polite discrimination, depending on the people. Someone said to me, 'I don't even think of you as Black.'" (faculty member of color)

"You say something. Silence. Fifteen seconds later, the man to your right says the very same things and 'isn't he just so brilliant?'" It sounds like a silly example, of course, but the consequences are much bigger. It's marginalizing. Feeling invisible and having no voice." (female faculty member)

"A man just has to smile and recognize a student's name and he sort of glows all over. But there is a kind of transference of expectations with women, particularly older women. We are supposed to give motherly love and it's supposed to be unconditional and we're supposed to be able to give unlimited amounts of time and caring." (female full professor)

"The women are expected to comply with what the male full professor wants them to do. This is not sexual harassment but it is gender politics. Women must simply conform to a role, work hard, keep their mouth shut, not complain, do whatever it is that they say to do, think their research is the most wonderful thing in the world, [subordinate] your ideas to theirs. Then women get along and they do fine. If they don't comply, they make it hard for her." (female faculty member)

<u>SEXUAL HARASSMENT</u>

"I told my male colleague that we were getting some new resources. He said, 'Oh I see you've been sucking the chair's cock again.' I couldn't talk about that for two years. It's kind of hard for me to talk about it now. Quite frankly, it's been downhill from there."
(female faculty member)

"When I was an assistant professor going up for tenure, an associate dean made me an offer I wasn't supposed to be able to refuse."

"He told me, 'I'd like to see the way your hair sticks to your body when you're coming out of the shower.'' (female faculty member)

"The dean didn't really want to have to deal with this, but he made it clear to me that if there was sexual harassment going on that they would get on it. Unfortunately, this is a small profession and women that have made any sexual harassment claims at other universities are pariahs. They can't get other jobs. No one will work with them. They can't get funding. I basically told the dean's office that I felt physically threatened, but I didn't feel like I could handle fighting him on a sexual harassment claim. It's probably the biggest mistake I made, but at the time, it was the only choice I felt I had."
(female faculty member)

PROBLEM:
Subtle discrimination and sexual harassment.

ACTION INITIATIVE:
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.

ACTION INITIATIVE:
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.

ACTION INITIATIVE:
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

THE MYTH:
There are adequate mentors to support interested faculty.

THE REALITY:
- Faculty who reported not having a mentor indicated that their path to career success was more difficult.
- Many faculty expressed that it was difficult to establish a supportive mentoring relationship.

Interview Data:

"I don't feel as successful as I could have been if I had been part of a group, had I not been toiling and reinventing the wheel all by myself. Mentoring is very subtle. People will tell you, I will help you, but then you go back and ask them and they give you answers that you know good and well are not complete, are not well thought out, or do not come from a perspective of really wanting to encourage you and help you. It becomes extremely difficult." (faculty member of color)

"Mentorship is instrumental rather than merely interpersonal. It's at a very practical level. If you get a senior researcher with recognition and you're now the second name, then your name starts being put around." (male assistant professor)

PROBLEM:
Uneven mentoring systems.

ACTION INITIATIVE:
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.

PROJECT CONCLUSION

The primary goal of this report is to identify action initiatives that make up the **Action Agenda for a New Millennium** in order to foster a responsive university climate where all faculty are valued equally and treated with respect. To that end, *The Millennium Project Summary Report* calls for an increase in the number of tenure-track women faculty and faculty of color at all ranks, including leadership positions; the analysis and reallocation of workload responsibilities; the assurance of fair treatment; equal access to resources; and the implementation of existing policies and the initiation of new policies and procedures.

The changes *The Millennium 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 Report* **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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APPENDIX

The GRACE Project of the UA College of Medicine:
Summary of Results and Preliminary Solutions

The GRACE Project (Generating Respect for All in a Climate of academic Excellence) was designed to investigate causes of the disparity between women and men faculty in the College of Medicine (COM) in track assignment, promotion to higher ranks, and leadership positions. The project was conducted by the Dean's Committee on Women Faculty, which was composed of men and women faculty from all COM departments. The COM administration provided access to personnel data and funding for a part-time research assistant.

Methods

Three approaches were utilized to test a series of hypotheses.

- Data regarding rank and salary were obtained from the Appointed Personnel database to provide quantitative information about the status of women faculty at the College of Medicine. Data were obtained for FY 1999-2000 on the 413 faculty in the COM who were ≥50% time on the tenure, clinical suffix or research track and assistant, associate, and full professors located in Tucson. Comparisons between salaries of women and men faculty were adjusted for rank, years at that rank, track, degree, "specialty," whether section or department head, and, on a subset, publications and clinical revenues.

- Faculty members were surveyed (n=198) using an on-line, structured questionnaire to identify demographic factors, behaviors, attitudes and experiences that foster productivity, advancement and leadership in the COM.

- Ethnographic interviews were conducted with a representative sample of men and women at the COM (n=54). Topics included reasons behind career choices and personal definitions of success, advice received, promotion experiences, leadership opportunities, interaction with department leaders, and treatment.

Results have been presented to and discussed with the COM dean, the faculty and the university administration.

Results (of rank/salary and survey analyses)

I. Salary and Resources

Hypothesis 1: Women faculty in the College of Medicine are paid equally and have equal access to resources.

The Facts: Salary

- The average salary for women was 89% of the average salary for men, after adjusting for rank, track, degree, specialty, etc. as described above.
- Adjusted average salary was $14,000 less for women than men in clinical departments, and $7,000 less in basic science departments.
- The salary differential increased with rank, from $9,600 for assistant professors to $30,300 for full professors in clinical departments, and from $7,500 for assistant to $24,000 for full professors in basic science departments.
- The gender difference in salary existed for virtually all departments.
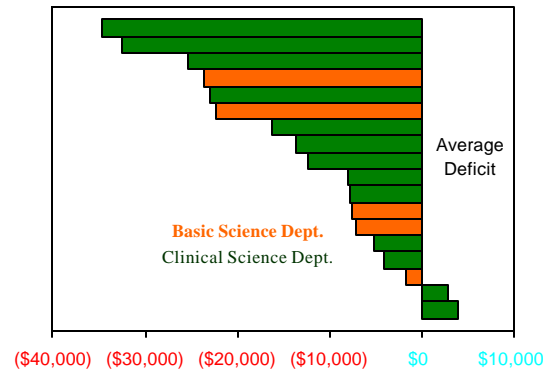
The Facts: Resources

- There were no gender differences (either overall or when adjusted for rank) in perceived difficulty of obtaining secretarial or technical support, operating resources, or office space.
- However, women full professors were significantly more likely to share research space with other faculty *(women - 73%, men - 40%; p<.05)*

II. Gender Differences in Rank and Track

Hypothesis 2a: The distribution of women in the COM reflects the "pool" of available women.

The Facts: Rank and Track Assignment

- The percent women in the COM declined with rank, from 45% of assistant professors to 25% of associate professors, and 14% of full professors.
- Women were also less represented on the tenure-track. They were 45% of the research faculty, 39% of the clinical faculty, and 26% of faculty on the tenure-track.
- The majority of men (55%) were promoted, tenured associate or full professors, while only 22% of women in the COM had this distinction.

- The lack of women at higher ranks and on the tenure-track could not be explained by the "pipeline effect" since 27% of assistant professors nationwide in 1989 were women, while only 22% of associate and 11% of full professors at the COM were women, ten years later.

Hypothesis 2b: There are fewer women at more advanced ranks because they are less committed to their careers (and therefore less productive) than are men.

The Facts: Career Commitment and Productivity

- There were **no** reported differences between women and men in 1) importance of career advancement; 2) importance of balancing work with personal life; 3) extent to which work and personal life conflict; or 4) desire to work part-time (among full time faculty).
- There were also no significant gender differences in the self-reported number of publications when adjusting for rank and track (*mean peer-reviewed publications: 37 women, 46 for men; p=.25*).

The Facts: Promotion

- Despite the lack of gender differences in productivity or reported commitment, the time to promotion to associate professor tended to be greater for women than men (*6.0 years vs. 5.1 years, p<.10*), after adjusting for track and publications.
- Women on the tenure-track were more likely to have considered changing tracks (*46% vs. 9%, p<.00001*), but were no more likely to delay the tenure clock.

III. Leadership Skills and Opportunities

Hypothesis 3: Women don't have the "right stuff" to be leaders.

The Facts: Leadership Potential

There were **no** significant gender differences in:

- Aspiration to a leadership position *(women - 61%, men - 57%.)*.
- Importance of having a leadership position *(1-5 scale, 5 as "very important": women - 3.0, men - 3.3)*.
- Perception that they had the qualities of a good leader *(women - 91%, men - 95%)*.
- Willingness to take on time consuming tasks *(1-6 scale, 6 as "very willing": women - 4.33, men - 4.55)*.
- Perception of being undermined in a leadership role *(women - 42%, men - 44%)*.

The Facts: Leadership Opportunity

However, women were significantly less likely **to be asked** to serve as a:

- Committee chair *(women - 48%, men - 68%; p<.006).*
- Section or division head *(women - 12%, men - 45%; p<.00001).*
- Department head *(women - 6%, men - 26%; p<.0007).*
- Comparisons for section and department head were statistically significant when analyses were limited to associate and full professors.

The Facts: Leadership Experience

- Women felt significantly less effective in influencing departmental decisions *(1-6 scale, 6 as "very effective": women - 3.6, men - 4.2, p<.01).*
- Women were less likely to have decision-making authority over promotion of colleagues *(women - 27%, men - 48%; p<.005)* or over allocation of resources *(women - 22%, men - 47%; p<.0006).*
- Women were less likely to offer advice to the department chair *(1-5 scale, 5 as "always": women - 2.7, men - 3.2, p<.001).*
- Gender differences in decision-making authority and advice to the chair remained significant when analyses were limited to associate and full professors.

IV. Gender Discrimination

Hypothesis 4a: Women and men are treated equally by colleagues and supervisors.

The Facts: Differential Treatment by Collegues and Supervisors

- There were **no** gender differences in frequency of 1) colleagues/supervisors questioning one's expertise or authority; 2) being criticized by colleagues or supervisors on appearance or style of communication, or 3) respectful treatment by staff.
- Nevertheless, women were less likely to feel like they "fit in" *(women - 72%, men - 85%, p<.03).*
- Women were significantly less likely to feel they were given appropriate credit for their work *(1-6 scale, 6 as "always": women - 4.2, men – 4.5; p<.06).*
- Women were significantly more likely to report that safety concerns had deterred them from working at certain times *(women - 10.1%, men - 1.6%; p<.01)*, or in certain places *(women - 11.6%, men - 4.7%; p<.07).*

Hypothesis 4b: There is little discrimination in the College of Medicine, but when it occurs, the system responds effectively.

The Facts: Differential Treatment by Department and College

- Women were significantly more likely to state that their department treated men and women differently, either somewhat or to a great extent *(women - 54%, men - 21%; p<.00001)*.
- Women were significantly more likely to report they had been discriminated against *(women - 32%, men - 5%; p<.00001)*.
- More women than men felt that the COM responds inappropriately to charges of discrimination *(women - 68%, men - 15%, p<.00001)*.

Summary of Problems/Preliminary Solutions

Some proposed solutions to the problems identified through the GRACE Project follow. It is anticipated that there will be an Advisory Council of Women Faculty that will oversee the collection, analysis and reporting of data and the implementation of solutions. Accountability for improvement in the status of women faculty will reside with the department heads and deans. Rewards, in the form of additional discretionary funds, faculty lines and research support for faculty, will be apportioned to those deans and department heads that demonstrate significant progress in the equitable support, promotion, and retention of women faculty, and the advancement of women leaders.

I. <u>Salary and Resources</u>: Women are less likely than men to receive the rewards of the system, such as salary or research space.

- Track and report salary by gender, with funds from the administration.
- Track and report resources provided to faculty members, including space and start-up packages, by gender.
- Rectify differences in salary, space and support for women faculty.

II. <u>Rank and Track</u>: Women are underrepresented at higher ranks and on the tenure-track, despite the lack of differences in commitment or productivity.

- Monitor and report gender differences in distribution of faculty by rank and track.
- Track gender differences in recruitment and retention of faculty.
- Collect exit interview data on all COM faculty.
- Create a structure for appropriate, effective mentoring of faculty.

III.   <u>Leadership</u>: Women are interested in, and capable of taking on leadership positions, but are rarely given the opportunity.

- Track and report gender distribution of leadership appointments within departments and colleges of the Arizona Health Sciences Center.
- Educate search committees for leadership positions about subtle discrimination.
- Train existing leaders in alternate leadership styles.
- Foster leadership development in all faculty.

IV.   <u>Gender Discrimination</u>: Discrimination against women faculty is common, and few feel the COM adequately addresses discrimination.

- Educate leadership and faculty about subtle discrimination.
- Research perceptions of discrimination and the institutional handling of discrimination among women and men faculty.
- Address issues of life/work balance to enhance the working environment for all.
- Facilitate peer-peer and faculty-leadership interaction to identify creative solutions to the issue of discrimination (Promote Equity Awareness and Climate Enhancement, PEACE).

Conclusion

The GRACE Project has documented substantial differences in the treatment of men and women faculty in the College of Medicine. Current objectives are to 1) continue with analysis of the data collected, particularly the ethnographic interviews with faculty and department chairs, and 2) continue to meet with faculty and administration to identify additional strategies for solving the problems identified. The ultimate goal of the project is to achieve parity for women and men faculty in an environment of academic excellence.