

TABLE OF CONTENTS

	PAGE(S)
Executive Summary	1-7
Action Agenda for a New Millennium	3-7
Summary Report	
Project Introduction	1-3
Project Background	4-5
Project Methods	5-7
Supports to Faculty Success	8-11
Institutional Supports	8-9
Administrative Supports	9
Collegial Supports	10
Community and Family Supports	10
Personal Supports	11
Overcoming Impediments to Faculty Success	12-41
Creating a Diverse Community	12-25
Increase Representation of Women and Faculty of Color in Tenure-Track Positions and Leadership Roles	12-17
Adopt Policies to Ensure that Diversity is a True Institutional Priority	18-25
Creating a Fair Community	26-37
Identify and Rectify Salary Inequities	29-31
Apply Policies and Procedures Consistently	31-35
Distribute Faculty Workload Equally	35-37
Creating a Hospitable Community	38-41
Address Subtle Discrimination and Sexual Harassment	38-40
Provide Quality Mentoring for Interested Faculty	41
Project Conclusion	42
Project References	43-44
Appendix	45-50
The GRACE Project of the UA College of Medicine: Summary of Results and Preliminary Solutions	

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

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 Other² (22%)
1 no response

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

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

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.

Interview Data:

“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.

Interview Data:

“[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

Interview Data:

“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, someday 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.

Interview Data:

“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.

Interview Data:

“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)