

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

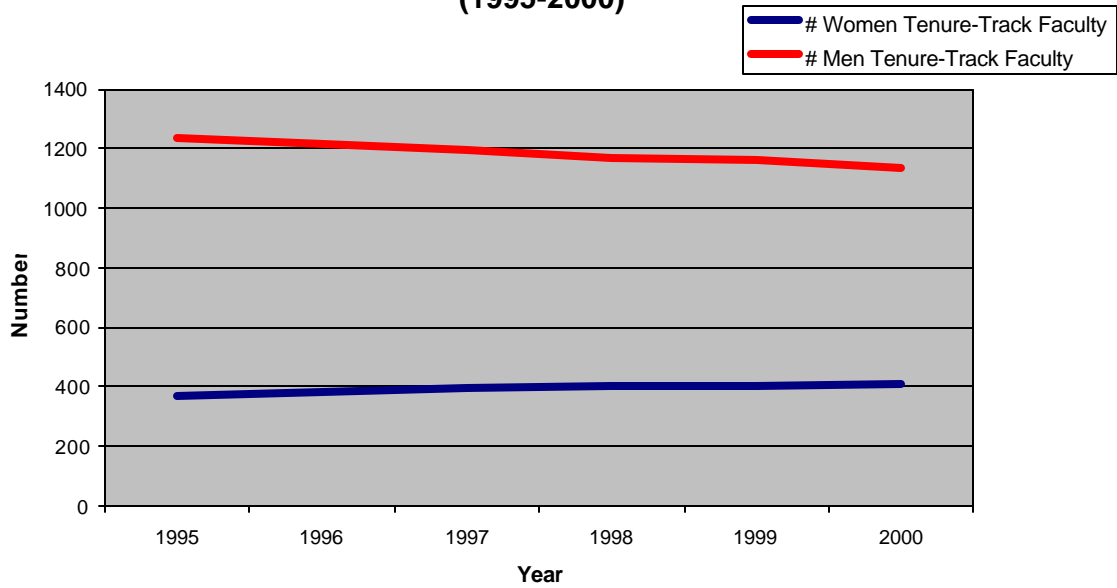
THE MYTH:

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

THE REALITY:

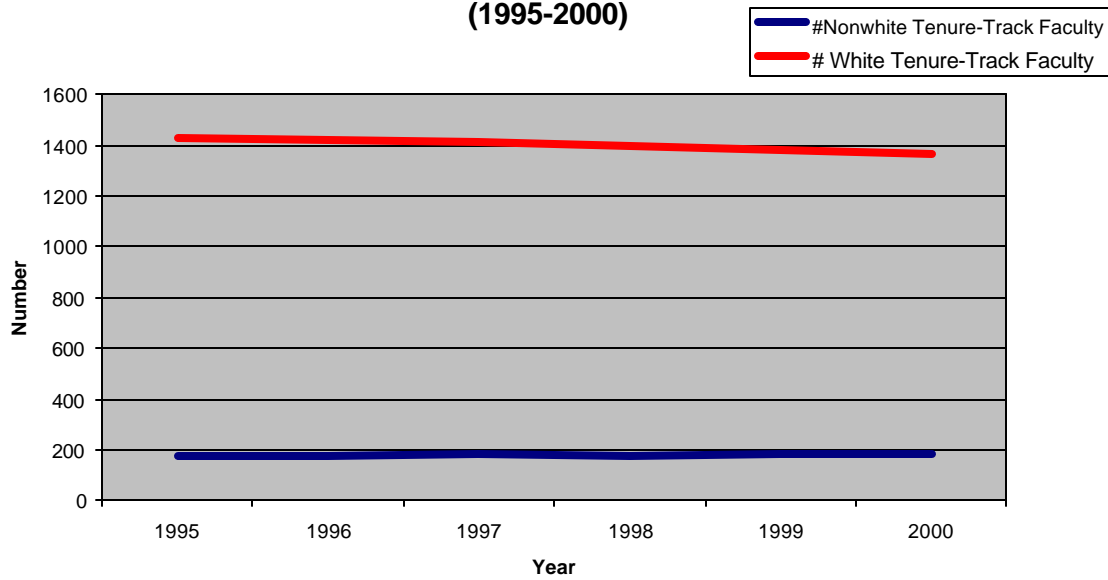
- The numbers of tenure-track faculty overall have declined slightly.
- Although the numbers of women have increased from 365 to 407 over the last six years, they still only represent 27% of the total tenure-track faculty.
- The numbers of faculty of color have remained stagnant.
- Among full-time tenure-track 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)



Data Source: IPEDS Fall Staff Survey, 1995-2000; Personnel Census Files, PSOS.
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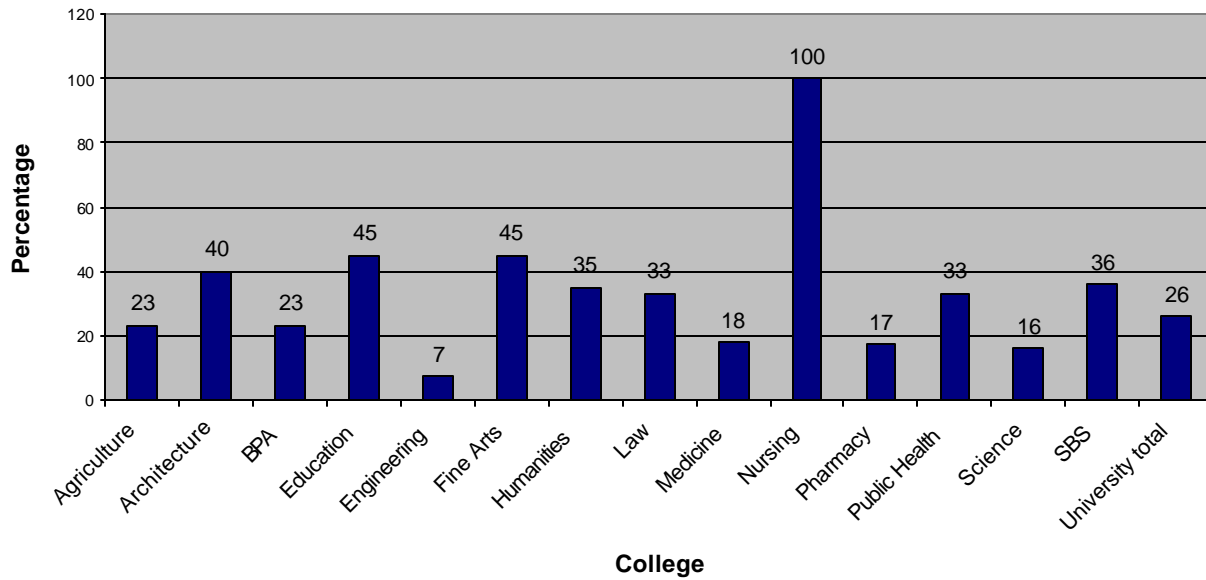
Chart 2: Numbers of Tenure-Track Faculty by Race/Ethnicity (1995-2000)



Data Source: UA DAPS, Fall 2000.

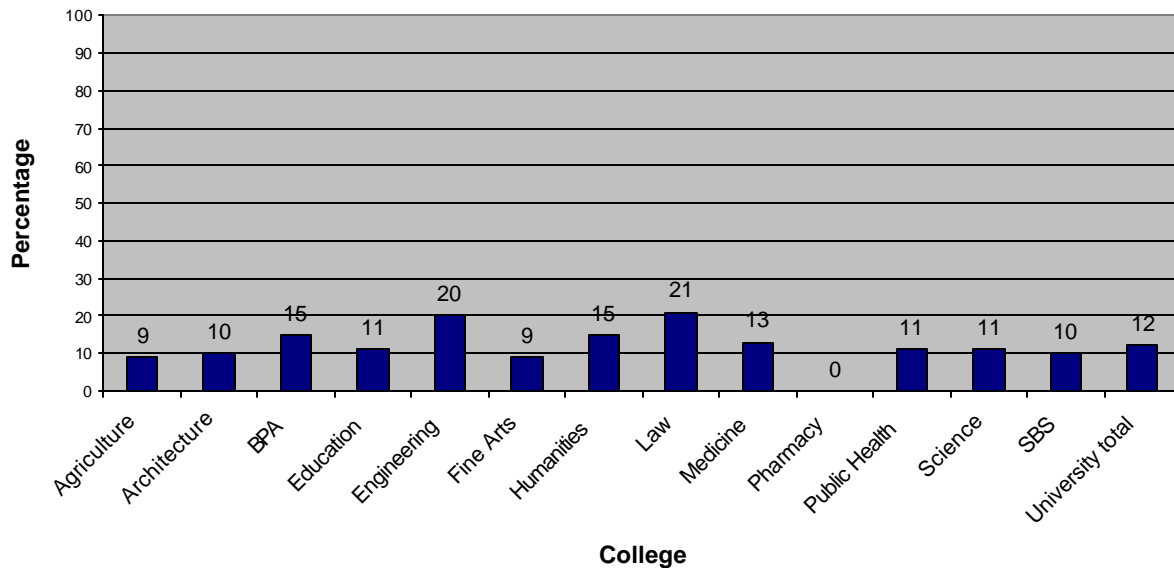
The following charts show the percentages of tenure-track women faculty and faculty of color by college.

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 from 10% 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 Project⁵ 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

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

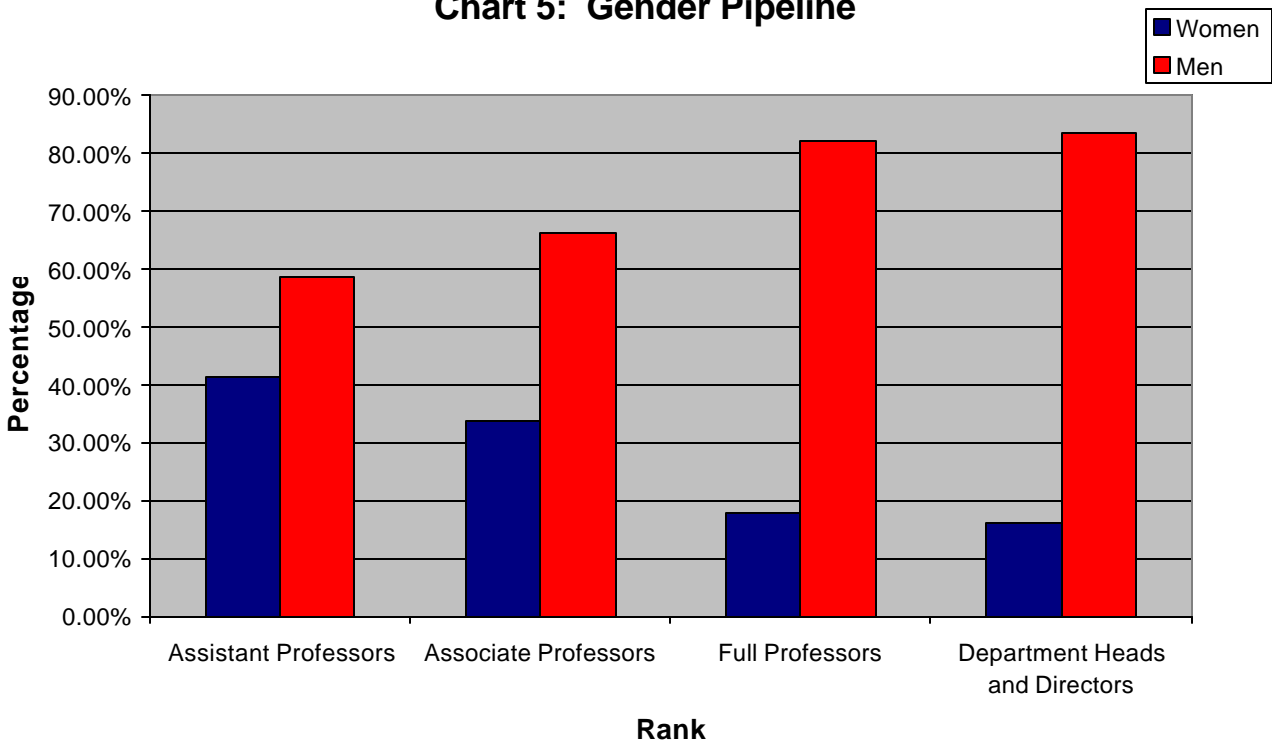
THE MYTH:

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



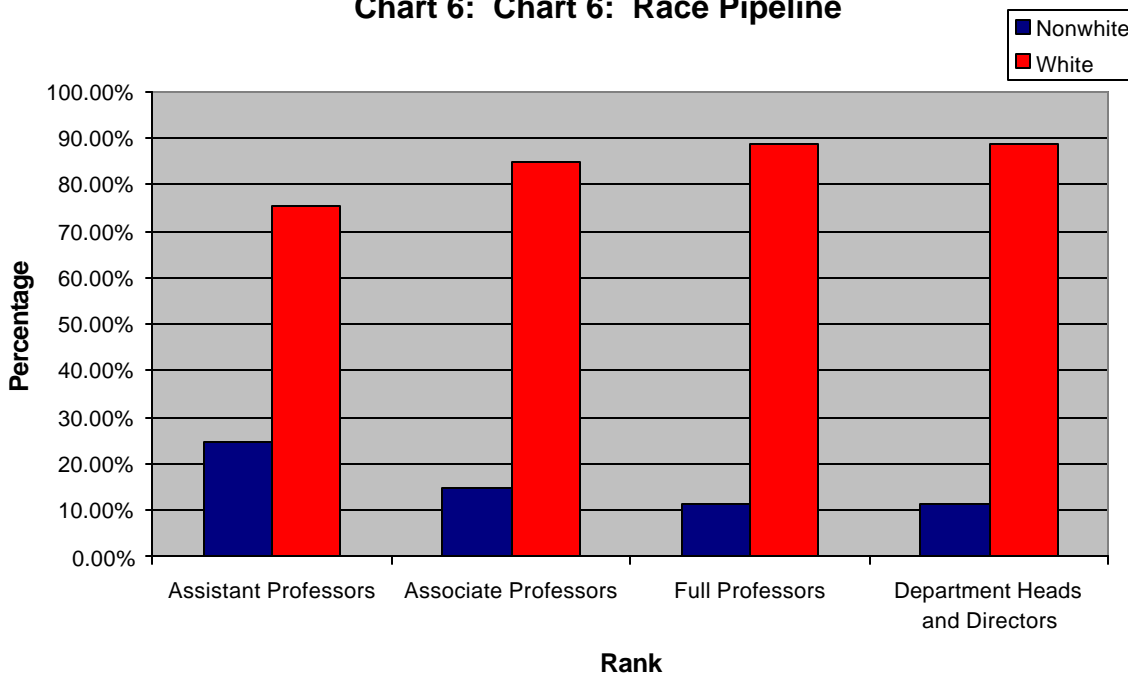
Data Source: UA Fact Book, 2000-2001

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:

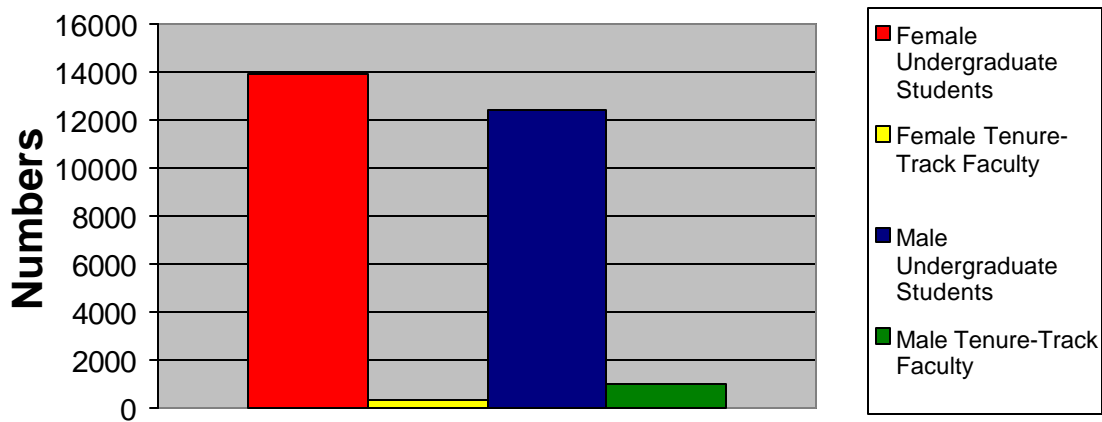
- While this report focuses particularly on faculty problems, students are also affected by the under-representation of women faculty and faculty of color.
- The ratio between undergraduate students to tenure-track faculty is approximately 18:1.
- Women undergraduate students to women tenure-track faculty 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

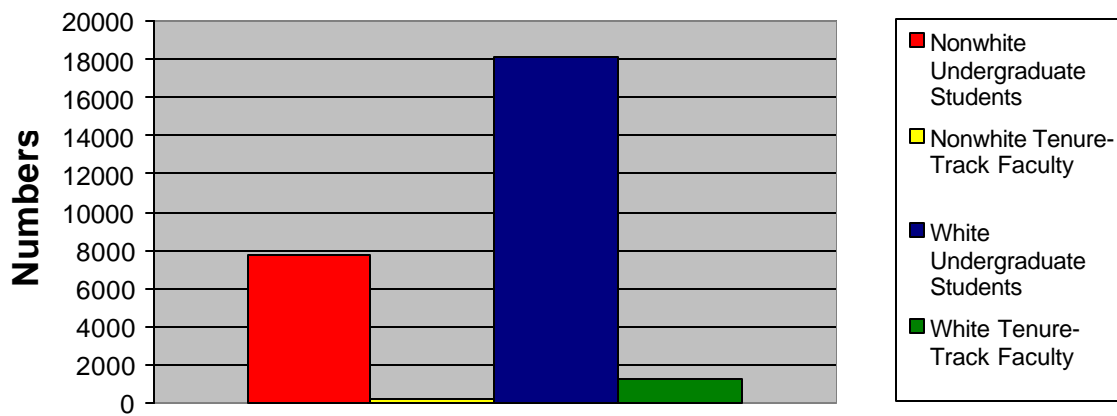
Data Source: UA FactBook, 2000-2001

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 %)								
	<i>Female</i>	<i>Male</i>	Full Prof		Assoc Prof		Assist Prof	
			<i>Female</i>	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>	<i>Male</i>
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)

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.

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

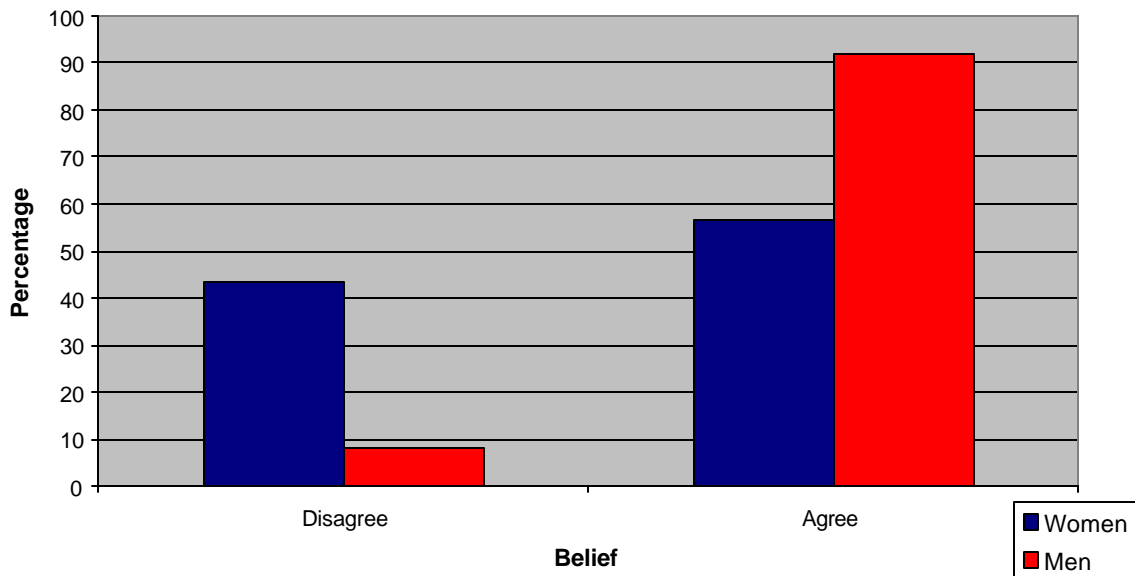
THE MYTH:

All faculty are treated fairly.

THE REALITY:

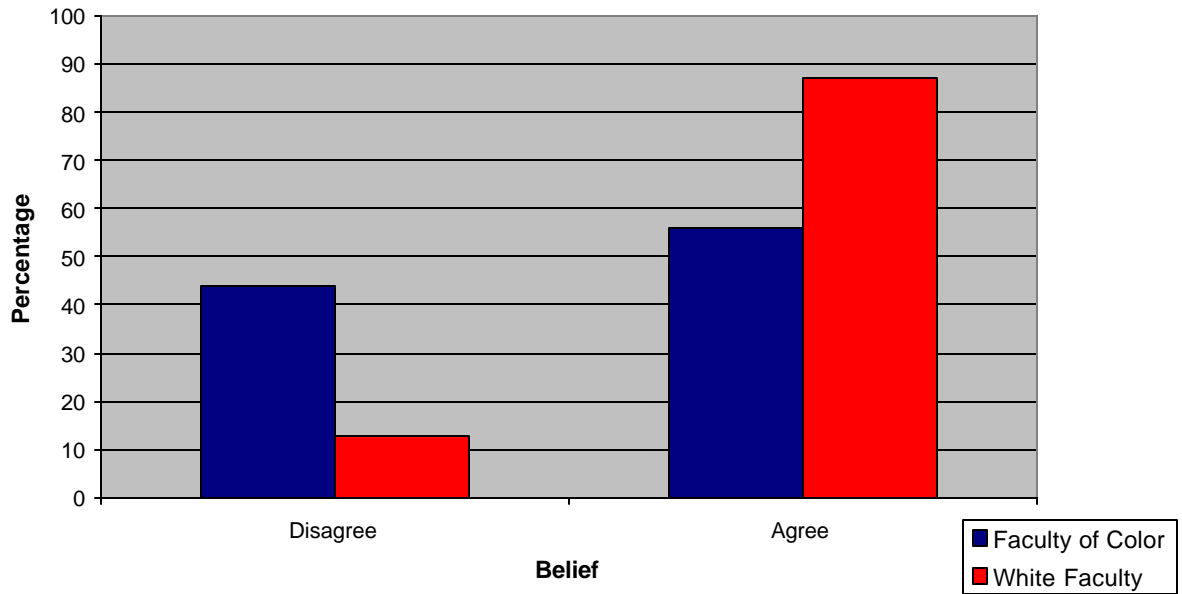
- Over 90% of male faculty believe there is fairness with respect to the treatment of women faculty on campus, while 57% of women faculty believe women are treated fairly, although this is less true for assistant professors.
- Almost 90% of white faculty believe that faculty of color are treated equitably, 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 %)



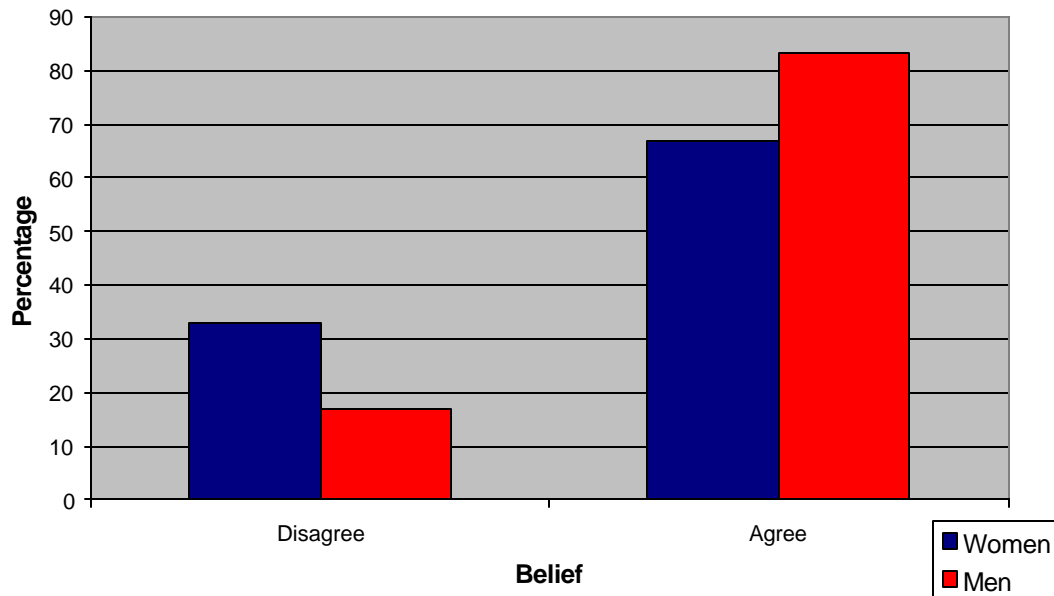
Data Source: HERI ($p \leq 0.00$) (see Table I-12 in *The Millennium Project Report in Detail*)

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

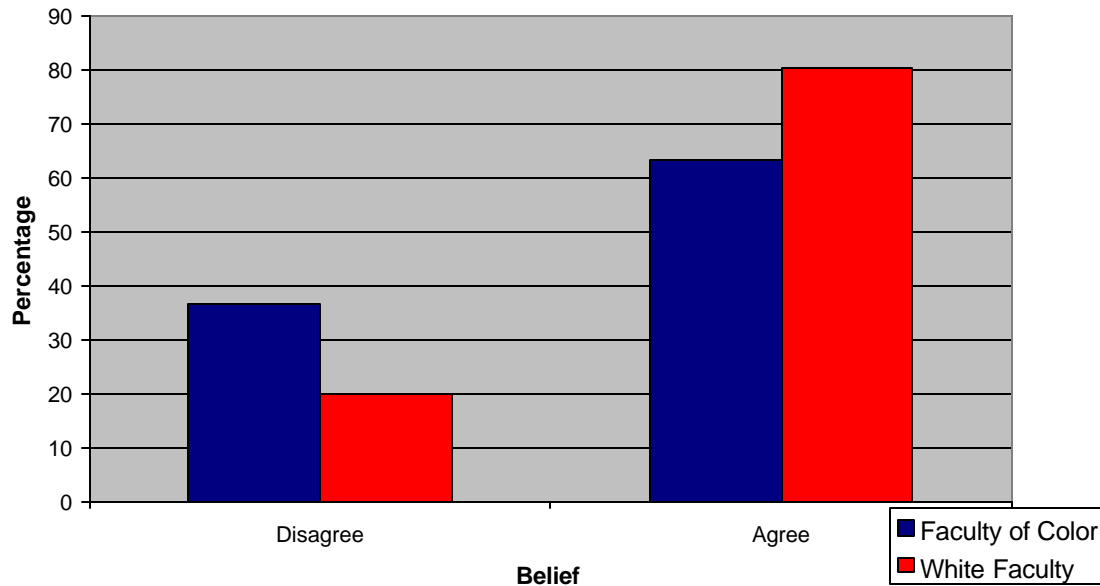


Data Source: HERI ($p \leq 0.00$) (see Table I-12 in *The Millennium Project Report in Detail*)

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



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

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

Data Source: HERI ($p \leq 0.00$) (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)

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

* $p \leq .05$, ** $p \leq .001$

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.

Interview Data:

HIRING PRACTICES

“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)

KNOWLEDGE OF AND ACCESS TO RESOURCES AND NETWORKS

“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.

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 %)								
	<i>Female</i>	<i>Male</i>	Full Prof		Assoc Prof		Assist Prof	
			<i>Female</i>	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>	<i>Male</i>
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 %)								
	<i>Female</i>	<i>Male</i>	Full Prof		Assoc Prof		Assist Prof	
			<i>Female</i>	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>	<i>Male</i>
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)

SEXUAL HARASSMENT

“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.