The University of North Texas:

A University of Equitable Opportunities for Faculty?

A Report by the

Opportunity Analysis Committee
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Executive Summary

The University of North Texas (UNT) Opportunity Analysis Committee was charged with the task of examining the equitable distribution of resources in the support of faculty success. As a first step toward addressing this question, the Committee examined current diversity and support of diversity toward the pursuit of UNT's Four Bold Goals. Presented here is a highlight of the Committee's work presented across six areas associated with academic success:

1. Diversity of Students and Faculty
2. Diversity in Hiring of Faculty
3. Retention of Faculty
4. Equity in Salary for Faculty
5. Equity in Faculty Teaching Load
6. Equity in Success in Progress toward Promotion

In presenting this information, the OAC report is framed to identify the community and how aspects of the community may represent support for or institutional threats to faculty success and ultimately, the success of the faculty community at UNT.

This report represents a first effort to analyze data toward this end, and we thank the Provost and Senior Vice Provost for the opportunity to examine these issues. Further, we thank the Faculty Senate committees that brought these concerns forward. The report outlines some beginning depictions of our University that we believe can provide a foundation for further questions and exploration. This report is a quantitative depiction of the distribution of some of the University's resources according to gender and ethnicity. A brief summary of the challenges faced in addressing the Committee's charge are outlined. The report is not presented as an ending point, but rather a starting point for further discussion and examination.

A Beginning Focus on Quantitative Summaries

The Committee has prioritized data analysis under the focus of six areas of concern in supporting academic success. Analyses focused on how resources were distributed in supporting faculty teaching, research and scholarly productivity, and service to the University, faculty disciplines, and both UNT's geographic and professional communities. These six areas were examined as they related to the University's efforts to (i) prepare our students to succeed in a very diverse world and (ii) support our faculty in making contributions both internally and globally. The importance of diversity of faculty and diversity in the nature of support provided for faculty was viewed as an important component of the University's capacity to reach its Four Bold Goals. These Goals cannot be met without UNT embracing diversity and with it, different voices, perspectives, and intellectual heterogeneity.

The focus on quantifiable measures of the academic community at UNT meant that the Committee worked with available or extracted datasets from UNT and other sources. This focus on quantifiable, countable aspects of the academic environment at UNT does not provide a full

understanding of how opportunities and resources are distributed or perceived to be distributed. Yet quantitative analyses provide a good starting point for further exploration and discussion. Understanding and interpreting the data accurately is vital. One of the key challenges in working with the UNT data from a longitudinal perspective was changes in variables and associated data values in the different datasets. This was particularly the case with the variable of Ethnicity.

The analyses the Committee carried out and reported herein can provide a framework for ongoing and regular analysis of UNT data. We identified important and useful variables to use, and the next steps would be to state the requirements for ongoing reports to be generated. The next steps should address the areas in which quantifiable data are absent (e.g., Service activities) and where collected data entails sufficient variance as to be of little help in understanding faculty workload and contribution (e.g., student credit hours or dissertation theses hours as measures of Teaching).

We Share Similar Goals and Work, But We are All Different

Closer examination and comparison across Colleges or Departments of any of the tasks essential to the University emphasize that teaching, research and scholarly productivity, and service are required of all, but differ in their nature between disciplines. That the University is a dynamic, ever-changing entity became evident in our discussions amongst ourselves, with committees with whom we met, and in daily interactions with other faculty. With that, useful comparisons across faculty, disciplines, departments, colleges, and the University as a whole are a challenge. What contributes to success for faculty in one area may be a threat to faculty's success in other disciplines. How then do we measure faculty contribution so as to support faculty effort and assure equitable distribution of resources? How do we set upon a system that will allow us to measure what is needed to support our Four Bold Goals. We struggled with this question throughout and provide here a strong restatement of this reality as a necessary consideration in any work examining our University and Faculty's contribution to its functioning and success. This issue is address briefly in the section on Measuring Service and Teaching below.

Measuring Service and Teaching

As a Committee we found no Institutionally derived measure of service, despite that service is an essential component to the attainment of Bold Goals 1, 2, 3, and 4. This raises the question of whether we, as a University, can value and reward a component so essential to our success and growth. If we cannot measure or quantify engagement in service, whether to the University, our students, our Community, Globally, or Professionally, then faculty time dedicated to service may represent a threat to both faculty and University success. If, however, service is essential to our growth, then rewarding those faculty members who engage in this necessary task is essential as a mechanism to show that the work is valued and to compensate those who engage in the activity with great success. Without being able to measure these aspects of the University easily, it is difficult to identify what is needed to support faculty success, particularly in regard to support of faculty diversity and support/remuneration.

Similar considerations were made in regard to teaching. Surprisingly, however, was that there were equal concerns raised in working to quantify research and scholarship. These issues

are being actively addressed in policy discussions at the University level and with the inclusion of the faculty and Faculty Senate. These are challenging areas and worthy of close examination.

Do We Look Like Other Institutions; Do We Want to Look Like Other Institutions?

Of note was the challenge of examining our University in comparison to similar measures at other universities. Available educational data are limited; and thus, the comparison with other universities presented herein should be viewed with caution. This is evidenced in our comparisons of gender and ethnicity of UNT Colleges with other Institutions, as well as evidenced in other comparisons. We drew from the most closely related sources available within the scope of our task and timeframe. We invite others to examine these comparisons— seek other information and address additional concerns.

The information presented regarding our University community represents broad strokes. Next steps will require further examination of the issues presented at College and Department levels. However, what is presented here provides us the opportunity, as a community, to examine whether this is a reflection of the University we want to be. Many comparative measures presented show that, in comparison, we are fairly similar as a campus to other institutions. Next questions should focus in part on whether this will serve us well as we reach to meet our Four Bold Goals. Is this a campus to which we can successfully recruit other highly competent colleagues? These seem the questions to address in addition to how we look as an institution of higher education. We have provided some information from the UNT Climate Survey as a measure of faculty's sense of some of the demographics outlined [see for example the section on retention]. Further consideration and exploration of these concerns is essential to the growth and well-being of our University.

Moving Forward to Next Steps

As we move forward, essential to our success and to support of faculty is to develop systems that allow accurate accounting of faculty's efforts in support of teaching, research and scholarly productivity, and service across all levels. The more accurate is the determination of the time and commitment required to complete all these tasks, and the importance of the task for the University's functioning as a whole, the more plausible will be efforts to equitably support faculty's engagement across the various missions of the University. The capacity to accurately assess faculty effort in a manner that provides for recognition and compensation, and, therefore, provide the framework to grow a strong and well-functioning system that will support our students and our faculty's success, is a necessary component in moving toward our University's Four Bold Goals. Important to this assessment is to recognize the importance and contribution of work across the areas of teaching and mentorship of our students, service to our University at all levels that allow the Institution to function and thrive, and work that engages our faculty with the local and global community. This takes a diverse faculty, not only in gender and ethnicity, but in skill and talent. It requires, also, an administration and academic policy that allows for valuing of all tasks supporting this growth.

Acknowledgements

The Committee would like to thank all those committees and faculty and staff who helped in the process of putting together this report, either in the forming of questions, the gathering of data, or the efforts to provide a framework for examining our opportunities for and support of faculty at our University.

Faculty Senate Executive Committee
Faculty Senate Committee on the Status of Faculty of Color
Faculty Senate Committee on the Status of Gay, Lesbian, Bisexual, and Transgender Faculty
Faculty Senate Committee on the Status of Women

Mary Barton
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Introduction

Universities, as social institutions, have the role of contributing to the intellectual, scientific and social advancements while preparing future generations of scholars for the complexities of our global world. These aims greatly depend on the faculty community – the instructors, the scholars, the researchers, the librarians, and all the others involved in teaching, scholarship, and service. The university measures the success in achieving its goals by the excellence demonstrated by its faculty through scholarly production, teaching quality, and service. Thus, it is crucial that, in order to support the faculty in achieving increasing levels of excellence, a university should ensure equitable distribution of opportunities and the associated resources to all faculty members.

The University of North Texas (UNT), Office of the Provost, appointed a group of faculty members to conduct an opportunity analysis. The goal of this analysis was to identify strengths in the University's distribution of resources to support faculty, student, and University success, as well as identify potential and/or actual systemic threats to equitable distribution of resources and related opportunities for particular groups of faculty members (e.g., by rank, by discipline, by gender, by ethnicity, etc.). Using available institutional data from UNT data sources, the Opportunity Analysis Committee examined some of resource allocations and areas for future focus to strengthen our university community.

In the following sections, the committee presents information regarding the following academic concerns:

1. Diversity of Students and Faculty
2. Diversity in Hiring of Faculty
3. Retention of Faculty
4. Equity in Salary for Faculty
5. Equity in Faculty Teaching Load
6. Equity in Success in Progress toward Promotion

Data Resources

A variety of UNT and external datasets and resources were used in the analyses presented here. See Section 7 of this document for an overview and some caveats regarding the data available to the Opportunity Analysis Committee.

We highlight two primary datasets from the UNT Office of Institutional Research and Effectiveness, which we refer to as cohort datasets that were used extensively in our analysis:

- Faculty that were at UNT in 2006, with data about their increases in pay and rank through 2012
- Faculty that were at UNT in 2009, with data about their increases in pay and rank through 2012.

These datasets allowed us to track those hired in 2006 (using the variable HireDate) and their progress to tenure through 2012. The cohort datasets also allowed us other data to track over time. Section 7 lists the other resources we used in our analysis. Between and among the datasets the variables that were presented, as well as time periods covered, varied. For example, coding for ethnicity

varied in the number of categories presented. Throughout the document, faculty and student ethnicity classifications reflect the ethnicity categories within the specific data resources.

In the tables and figures that follow, we provide source information in the form of a brief title of the resource with a reference to the Resource Number as it is listed in Section 7.

1. Diversity of Student and Faculty

1.1 Diversity of Undergraduate Student Body

The diversity of the UNT undergraduate student body represents a positive opportunity for our Institution both in regard to our campus community, and the diversity of future graduating classes. In the past decade, the demographics of our student body have matched that of the State and the nation. This diversity provides an academic community positioned to impact the future leaders by graduating a diversity of students who reflect the demographic changes in our communities. With a diverse student body, there is the opportunity to teach our students how to learn, grow, and work across diversity.
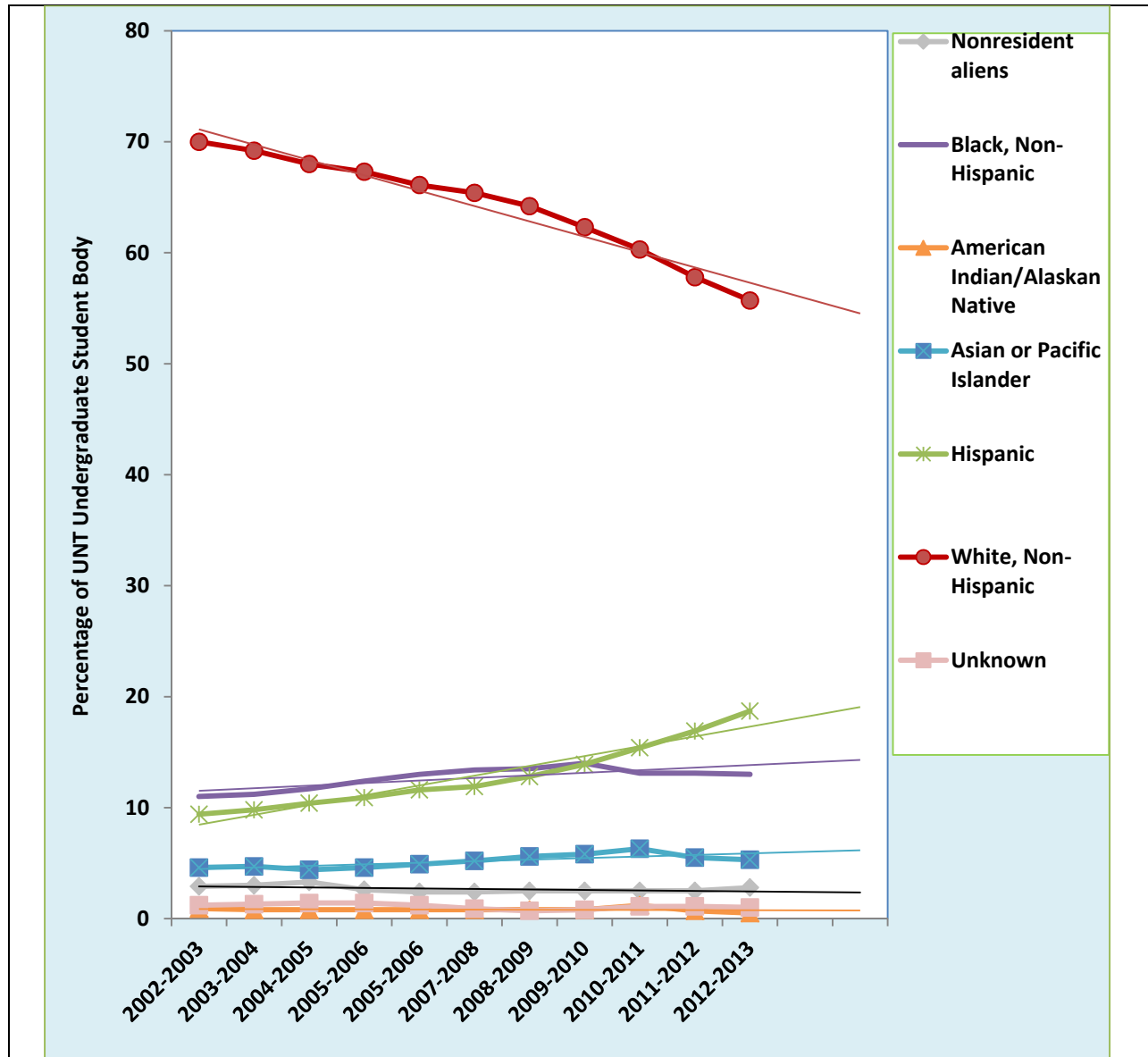
Figure 1. Ethnicity Distribution (%) of UNT Undergraduate Students from 2002 to 2013

SOURCE: Common Data Set (Resource 1)

Acad Year	Am. Indian / Alaskan Native % of Total	Asian or Pacific Islander % of Total	Black, Non-Hispanic % of Total	Hispanic % of Total	White, Non-Hispanic % of Total	Non- resident aliens % of Total	Unknown % of Total	Total students
2002 to 2003	200	1041	2487	2119	15825	666	280	22,618
	0.9%	4.6%	11.0%	9.4%	70.0%	2.9%	1.2%	
2003 to 2004	198	1,121	2,671	2,339	16,510	709	314	23,862
	0.8%	4.7%	11.2%	9.8%	69.2%	3.0%	1.3%	
2004 To 2005	202	1,072	2,831	2,536	16,500	803	330	24,274
	0.8%	4.4%	11.7%	10.4%	68.0%	3.3%	1.4%	
2005 to 2006	197	1,163	3,127	2,767	17,043	663	348	25,308
	0.8%	4.6%	12.4%	10.9%	67.3%	2.6%	1.4%	
2006 to 2007	203	1,300	3,459	3,093	17,572	639	332	26,598
	0.8%	4.9%	13.0%	11.6%	66.1%	2.4%	1.2%	
2007 to 2008	213	1,425	3,648	3,237	17,809	666	244	27,242
	0.8%	5.2%	13.4%	11.9%	65.4%	2.4%	0.9%	
2008 to 2009	214	1,544	3,756	3,559	17,823	685	198	27,779
	0.8%	5.6%	13.5%	12.8%	64.2%	2.5%	0.7%	
2009 to 2010	217	1,655	3,988	3,962	17,735	703	214	28,474
	0.8%	5.8%	14.0%	13.9%	62.3%	2.5%	0.8%	
2010 to 2011	353	1,776	3,703	4,356	17,066	705	324	28,283
	1.2%	6.3%	13.1%	15.4%	60.3%	2.5%	1.1%	
2011 to 2012	195	1,571	3,702	4,789	16,374	717	309	28,325
	0.7%	5.5%	13.1%	16.9%	57.8%	2.5%	1.1%	
2012 to 2013	149	1,548	3,772	5,408	16,141	819	278	28,956
	0.5%	5.3%	13.0%	18.7%	55.7%	2.8%	1.0%	
	Table 1. Number and Percentage of Undergraduate Students from 2002 to 2013.							
	SOURCE: Common Data Set (Resource 1).							

1.2 Faculty Diversity at UNT

An examination of hiring activities in the past decade, as well as an in-depth look at the nature of the pools of candidates and hires in 2012, suggest that unlike the strength of diversity in our student body, our faculty remains to be predominantly White and male. The trend line representing faculty diversity in the 2006 cohort to 2012 cohort data shows a decrease in the number of White faculty. The lack of increase in Black or Hispanic faculty present at UNT, however, poses a threat to UNT's capacity to meet the needs of its diverse student body, to engage in quality teaching and scholarly activities, mentor students, and engage in community partnerships when our constitution of our faculty does not keep pace with the demographic trends in the State and nationally.

The current makeup of our hiring pools, successful candidates, and retention of faculty suggest that an area of focus for resources is to support greater diversity in search pools, hiring practices, and increased efforts to support faculty who join our community.

Threats to Faculty Workloads
The lack of faculty diversity may present a potential threat , namely that the current faculty members of color or female faculty in male dominated disciplines assume increasing responsibilities for mentoring, advising, and engaging with students, as is evidenced in the Executive summary of the UNT 2012 Faculty Climate Survey. In addition, as Figure 1 indicates, as the diversity of students increases, faculty of color and faculty in disciplines with gender inequities will engage in more mentoring responsibilities. The result of this may be a constraint on these faculty members to accept and explore other opportunities in research, scholarship, and community engagement because of increasing service and teaching loads related to these students.

Threats to Students: Recruitment and Retention.
Discussions are needed about potential negative effects from a faculty that does not appropriately reflect the ethnic or gender profile of our students. Will students be less likely to choose UNT? Once they arrive here, do they find faculty mentors of color or same gender to help them in their own success as students of color? *[updated 4.14]*
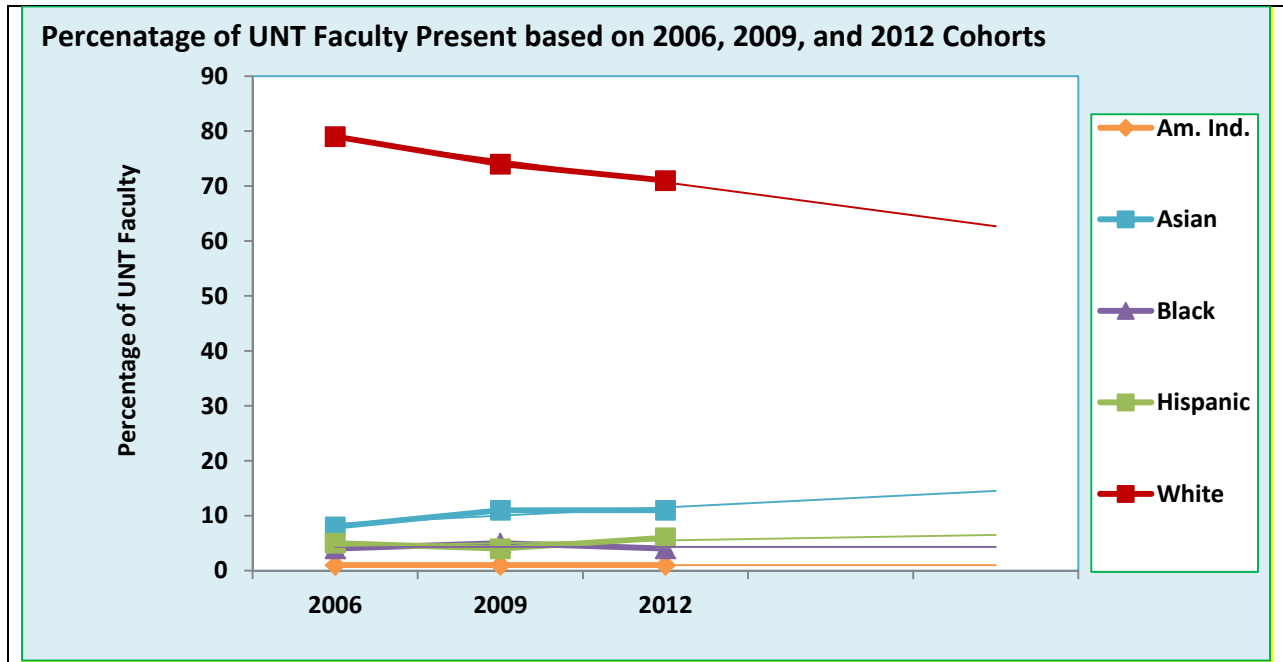
Figure 2. Ethnicity Distribution (%) of UNT Faculty for 2006, 2009, and 2012 Cohorts

SOURCE: UNT Faculty Cohort Data Sets (Resources 2, 3, 4)

Summative Note: In comparison to diversity of the UNT undergraduate student body, the diversity of UNT Faculty does not show an increasing trend in the percentage of Hispanic faculty members, although there is a decreasing trend in the percentage of White Faculty. Comparison of trends lines for American Indian, Asian, and Black faculty show a similar constancy in percentage of student and faculty. In regard to diversity across faculty and undergraduate student at present (2012), there is a notably lower percentage of Black faculty (4% in 2012) in comparison to the percentage of Black undergraduate students (13% in 2012), and a lower percentage of Hispanic faculty (5% in 2012) in comparison to the percentage of Hispanic undergraduate students (18.7% in 2012).

UNT Faculty Cohort 2006	UNT Faculty Cohort 2009	UNT Faculty Cohort 2012
31% 69%	37% 63%	33% 67%

Figure 3. Percentage of UNT Faculty by Gender for All Ranks for 2006-2007, 2009-2010, and 2012-2013 Academic Years.

SOURCE: UNT Faculty Cohort Data Sets (Resources 2, 3, 4)

Percentage of Faculty in All Ranks in 2009 in All NCES Institutions by Gender	Percentage of All Faculty in All Ranks in 2011 in All NCES Institutions by Gender
57% 43%	56% 44%

Figure 4. **Comparison** Percentage of Faculty by Gender at IES NCES Institutions in 2009 and 2011 [not reported 2007]

SOURCE: Digest of Educational Statistics (Resource 5)

Summative Note: In comparison to NCES comparison universities, faculty, UNT's faculty comprises a higher percentage of male faculty. Data for both NCES comparison university faculty and UNT faculty remained fairly consistent in proportion of male/female faculty over the time period shown.

UNT Faculty Cohort 2006

UNT Faculty Cohort 2009

UNT Faculty Cohort 2012

- Am.Ind.
- Asian
- Black
- Hispanic
- Intrntl.
- Not Disclosed
- White
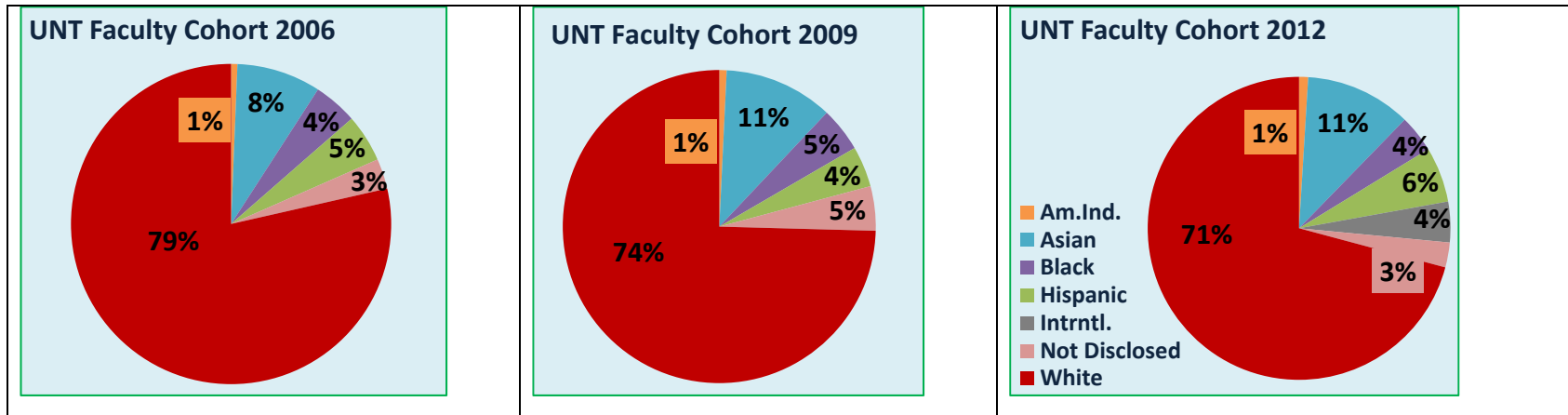
Figure 5. Faculty Diversity by Ethnicity for All Faculty at All Ranks at UNT fall 2006, 2009, and 2012

SOURCE: UNT Faculty Cohort Data Sets (Resources 2, 3, 4)

Percentage of All Faculty in All Ranks in 2007 at NCES institutions by Ethnicity

Percentage of Faculty in All Ranks in 2009 at NCES Institutions by Ethnicity

Percentage of All Faculty in All Ranks in 2011 at NCES Institutions by Ethnicity

- Am.Ind.
- Asian
- Black
- Hispanic
- Interntl
- Unknown
- White
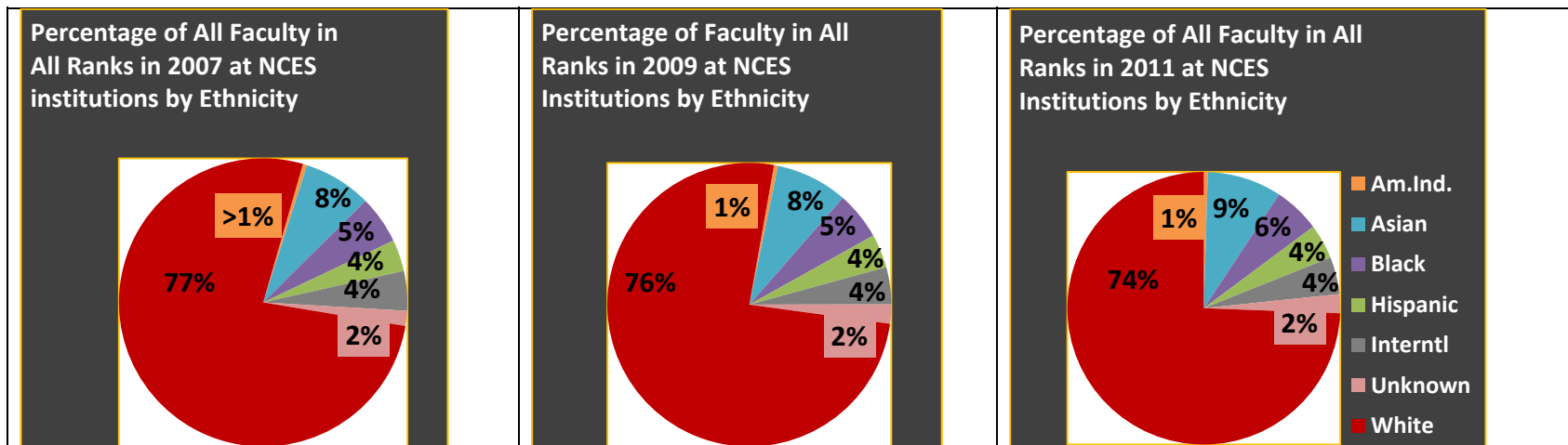
Figure 6. **Comparison** Faculty Diversity by Ethnicity for All Ranks at IES NCES Degree Granting Institutions fall 2007, 2009, 2011

SOURCE: Digest of Educational Statistics (Resource 5)

Summative Note: Data for both UNT and comparison data based on NCES data, show a decline in White faculty, with a larger decrease at UNT. Both at UNT and at comparison NCES universities, the percentage of Black and Hispanic faculty has remained fairly constant across the time period. At UNT, the percentage of Asian faculty has increased over the time period addressed.

Bars left to right: Undergraduates, Faculty, NCES Faculty, Texas Demographic, National Demographic

Percentage of Respective Populations

	Am.Ind.	Asian	Black	Hispanic	White
Undergraduate Students	0.5	5.3	13	18.7	55.7
Faculty	1	11	4	6	71
Faculty Comparison	1	9	6	4	74
Texas	1	4.2	12.3	38.2	44.5
National	1.2	5.1	13.1	16.9	63
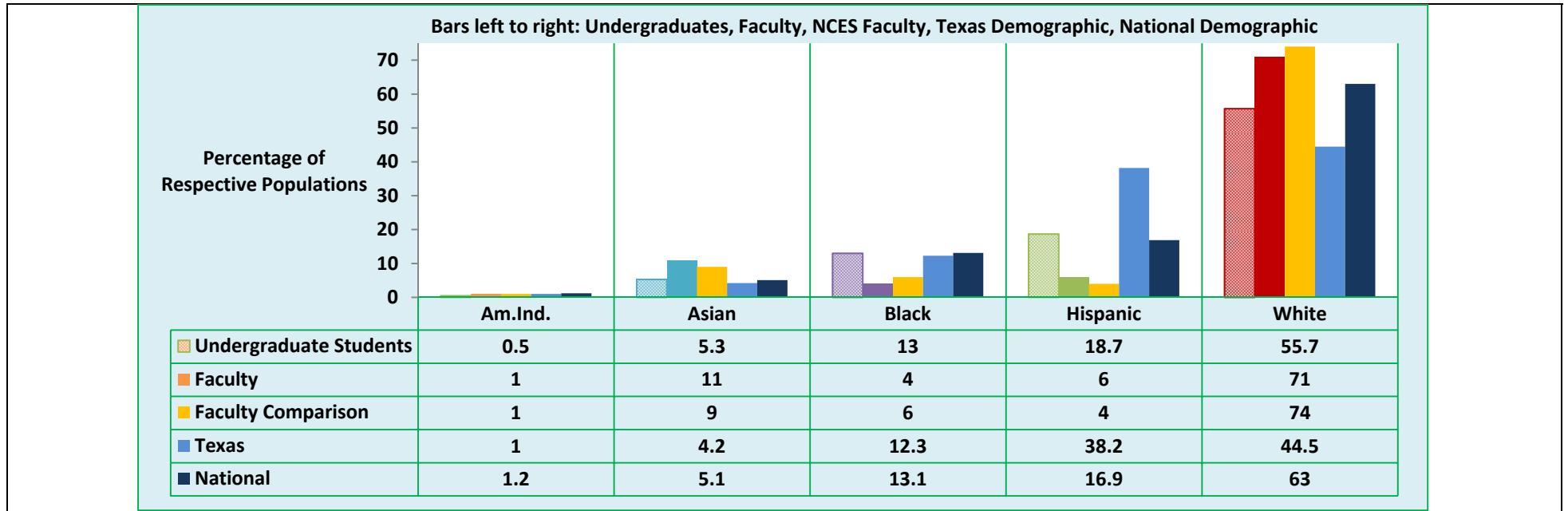
Figure 7. Percentage of UNT Undergraduate Students (2011-2012 student body), UNT Faculty (2012 cohort, all ranks), Population Demographics for Texas and the United States

SOURCE United States Census Bureau QuickFacts (Resource 6) and Digest of Educational Statistics (Resource 5)

Summative Note: UNT, similar to faculty at comparison institutions, remains predominantly White. Of note is the consistency of this demographic for the UNT faculty population. Although the percentage of Hispanic students at UNT is slightly higher than that of the National percentage, the Hispanic population in Texas is 19.5% higher than that of the UNT undergraduate student body. There has been a continued increase in the percentage of Hispanic undergraduate students; however, this is not reflected in the percentage of Hispanic faculty at UNT. Although the Texas and National demographic information reflects the entire population and not necessarily college-ready populations, the level of diversity of Hispanic students and faculty seems disproportionate to the immediate University communities from where many students are drawn. Additionally, the percentage of Hispanic faculty seems disproportionate in regard to meeting the needs of this growing population on campus—in regard to serving as advisers, mentors, and role models for the growing group of Hispanic students. At UNT the percentage of Native American undergraduate students is lower in comparison to State and National demographics. The consistency of a lack of diversity of University faculty overall seems of note and given the location of UNT an issue that we may be well positioned to address as a community.

1.3 Diversity of Faculty by College

The charts below show the ethnicity and gender distribution. This picture of the diversity of the University's faculty provides opportunity to address any threats to academic success and University success based on demographics of our faculty.

NOTE: In this section, the comparison data are drawn from *Digest of Educational Statistics* NECS Institution data for the 2003 academic year and compared to the fall 2012 UNT faculty cohort. 2003 was the last published NCES faculty data provided by field of study/discipline. Interpretation of comparisons should be made within the framework of this limitation. *Retrieved from:* http://nces.ed.gov/programs/digest/d12/tables/dt12_296.asp

Data are provided for the School of Journalism, although when information is drawn from the 2006 faculty cohort data, the information about faculty in Journalism is included in its former disciplinary home in the College of Arts and Sciences.

1.3.1 Business Faculty by Gender and Ethnicity

Table 2. Number of UNT Business Faculty by Ethnicity within Departments

SOURCE: UNT Faculty 2012 Cohort Data Set (Resource 4)

Figure 8. Percent of UNT Business Faculty by Gender and by Ethnicity

SOURCE: UNT Faculty 2012 Cohort Data Set (Resource 4)

Figure 9. Comparison Business Faculty by Gender and Ethnicity across IES NCES Institutions fall 2007, 2009, 2011

SOURCE: Digest of Educational Statistics (Resource 7)

Summative Note: In comparison with the gender and diversity of Business faculty in NCES degree granting institutions, UNT College of Business has a higher percentage of White male faculty.

1.3.2 Arts and Sciences Faculty by Gender and Ethnicity

Number UNT College of Arts Sciences Faculty in 2012 by Dept.

Legend: Am. Ind., Asian, Black, Hispanic, White, Interntl.

Departments: Biol., Chem., Com..., Danc..., Econ., Eng., Geog., Hist., Ling., Math., Phil..., Physi..., PoliS..., Psych., RTVF, Spch..., Wrld...

| Table 3. Number of UNT Arts and Sciences Faculty by Ethnicity within Departments |
| SOURCE: UNT Faculty 2012 Cohort Data Set (Resource 4) |

Female 27% / Male 73%

Am.Ind. 0%, Asian 7%, Black 2%, Hispanic 8%, Interntl. 3%, White 80%

| Figure 10. Percent of UNT Arts and Sciences Faculty by Gender and by Ethnicity |
| SOURCE: UNT Faculty 2012 Cohort Data Set (Resource 4) |

Summative Note: Comparisons of UNT Arts and Science faculty was completed across three disciplinary groups reported by NCES data: Humanities, Natural Science, and Social Science. Differences in the comparison data are marked by gender and ethnicity differences across humanities and STEM areas.

Figure 11. COMPARISON Humanities Faculty by Gender and Ethnicity across IES, NCES institutions

SOURCE: Digest of Educational Statistics (Resource 7).
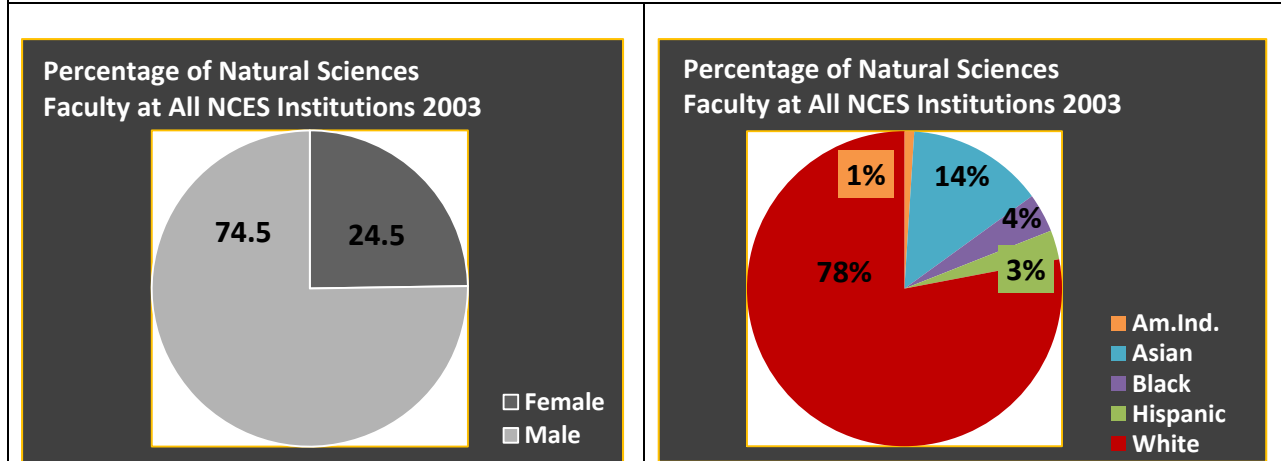
Figure 12. COMPARISON Natural Science Faculty by Gender and Ethnicity across IES, NCES institutions

SOURCE: Digest of Educational Statistics (Resource 7)

Figure 13. COMPARISON Social Science Faculty by Gender and Ethnicity across IES, NECS Institutions.

SOURCE: Digest of Educational Statistics (Resource 7)

1.3.3 Education Faculty by Gender and Ethnicity

Table 4. Number of UNT Education Faculty by Ethnicity within Departments
SOURCE: UNT Faculty 2012 Cohort Data Set (Resource 4)

Figure 14 Percent of UNT Education Faculty by Gender and by Ethnicity
SOURCE: UNT Faculty 2012 Cohort Data Set (Resource 4)

Figure 15. COMPARISON Education Faculty by Gender and Ethnicity across IES, NECS institutions
SOURCE: Digest of Educational Statistics (Resource 7)

Summative Notes: In comparison to Education faculty across NCES Institutions, the percentage of White faculty is lower, with the percentage of Black and Hispanic faculty higher.

1.3.4 Engineering Faculty by Gender and Ethnicity

Number of UNT Engineering Faculty in 2012 by Dept.

Table 5. Number of UNT Engineering Faculty by Ethnicity within Departments	
SOURCE: UNT Faculty 2012 Cohort Data Set (Resource 4)	

Figure 16. Percent of UNT Engineering Faculty by Gender and by Ethnicity

SOURCE: UNT Faculty 2012 Cohort Data Set (Resource 4)

Figure 17. COMPARISON Engineering Faculty by Gender and Ethnicity across IES, NCES institutions

SOURCE: Digest of Educational Statistics (Resource 7)

Summative Note: Engineering faculty at UNT is composed of a higher percentage of female faculty. Without the indicator of international status in the NCES faculty, it is difficult to determine how the ethnicity compares across groups, although UNT Engineering faculty is represented by a lower percentage of Black faculty.

1.3.5 Information Faculty by Gender and Ethnicity

Number of UNT Information Faculty in 2012 by Dept.
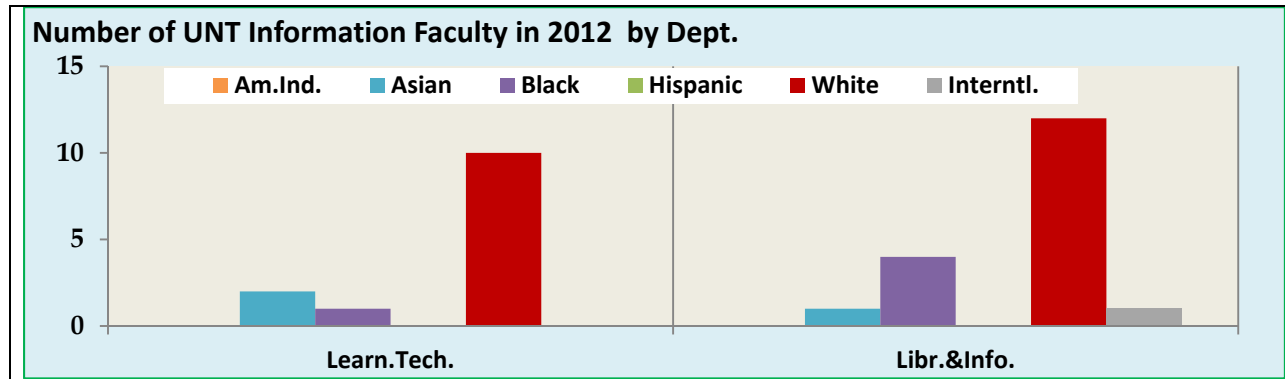
Table 6. Number of UNT Information Faculty by Ethnicity
SOURCE: UNT Faculty 2012 Cohort Data Set (Resource 4)
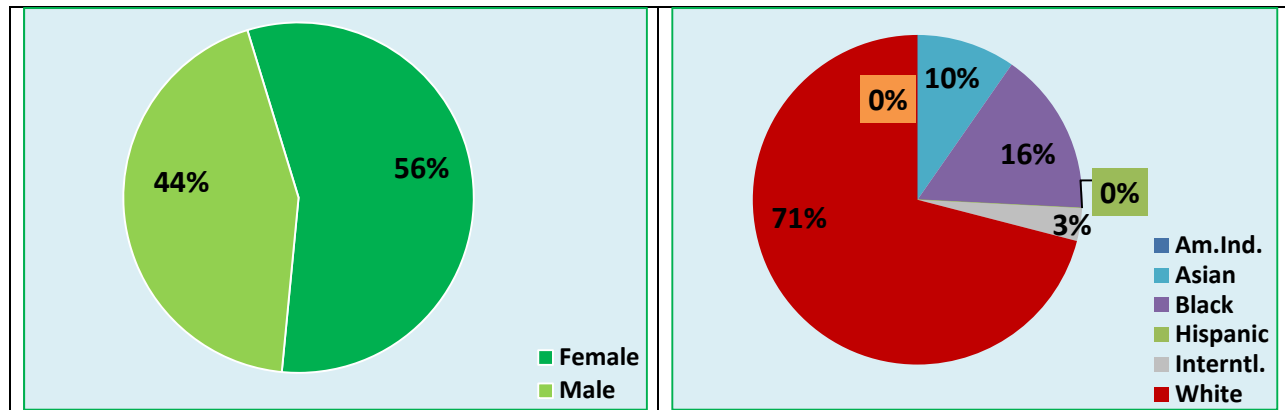
Figure 18. Percent of UNT Information Faculty by Gender and by Ethnicity
SOURCE: UNT Faculty 2012 Cohort Data Set (Resource 4)
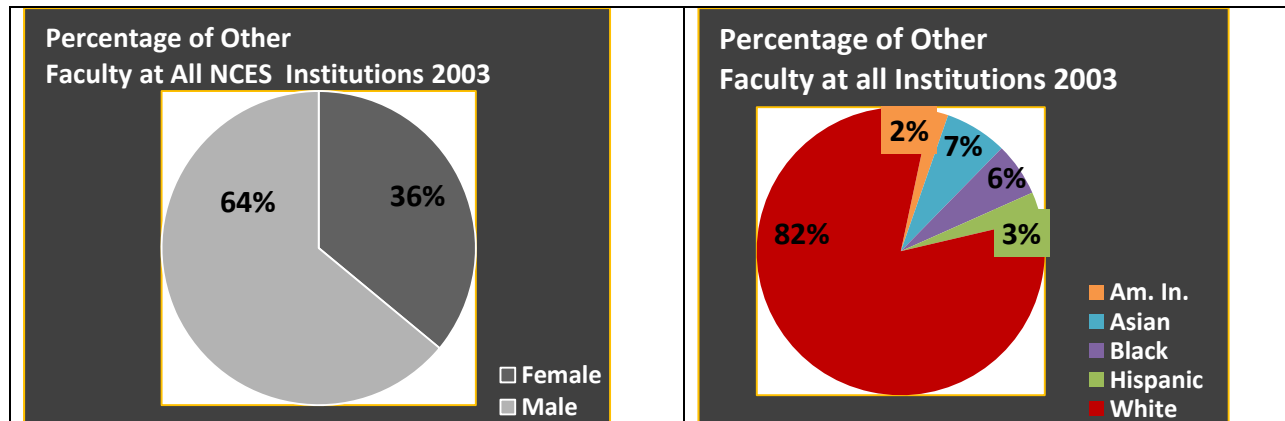
Figure 19.COMPARISON Information Faculty by Gender and Ethnicity across IES, NCES institutions
SOURCE: Digest of Educational Statistics (Resource 7)

Summative Note: Information Sciences were not separately reported in the NCES data. The comparison here represents NCES faculty in Natural Sciences. With that limitation, however, a comparison of faculty shows UNT to have a higher percentage of Black faculty in Information and lower percentage of White faculty. In regard to gender, there is a higher percentage of female faculty at the UNT campus.

1.3.6 Merchandising, Hospitality, and Tourism (MHT) Faculty by Gender and Ethnicity

Number of UNT Merchand. Hosp.Tourism Faculty in 2012 by Dept.
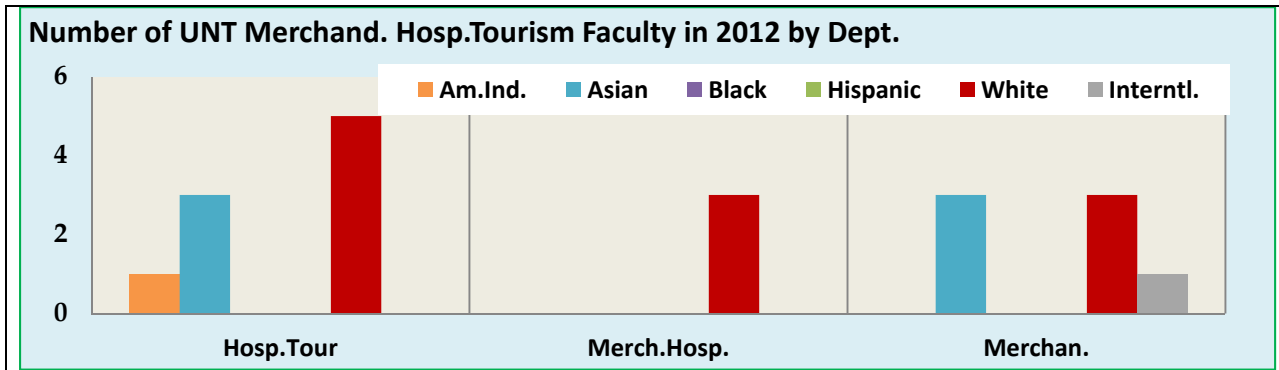
Table 7. Number of UNT MHT Faculty by Ethnicity

SOURCE: UNT Faculty 2012 Cohort Data Set (Resource 4)
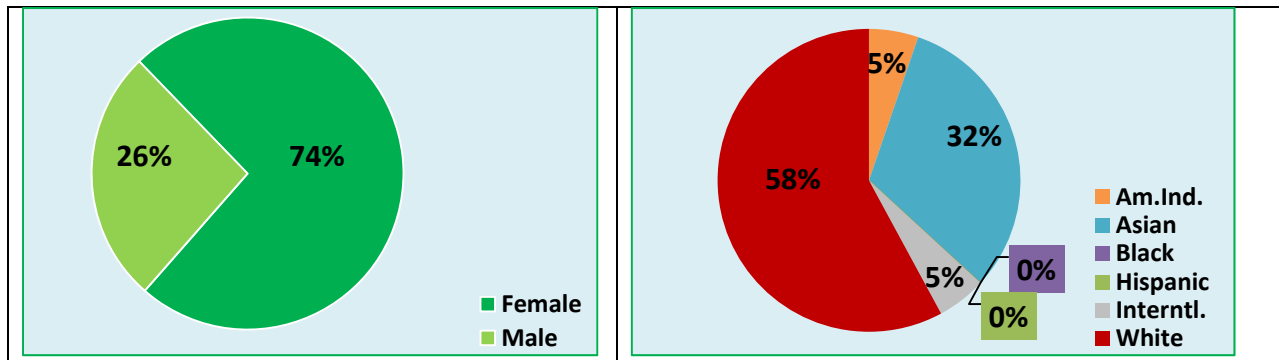
Figure 20. Percent of UNT MHT Faculty by Gender and by Ethnicity

SOURCE: UNT Faculty 2012 Cohort Data Set (Resource 4)
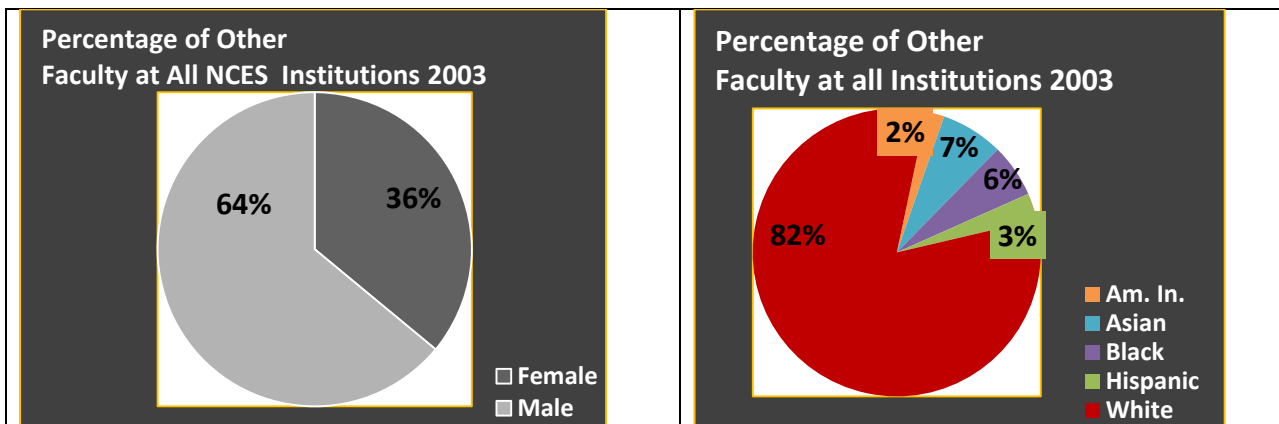
Figure 21.COMPARISON UNT MHT Faculty by Gender and Ethnicity across IES, NCES institutions

SOURCE: Digest of Educational Statistics (Resource 7)

Summative Note: Merchandising, Hospitality, and Tourism were not separately reported in the NCES data. The comparison here represents NCES faculty in Other departments. With that limitation, however, a comparison of faculty shows UNT to have a higher percentage of Black faculty in information and lower percentage of White faculty. In regard to gender, there is a higher percentage of female faculty at UNT in comparison to NECS faculty represented in the Other grouping.

1.3.7 Music Faculty by Gender and Ethnicity

Number of UNT Music: Faculty by Dept.
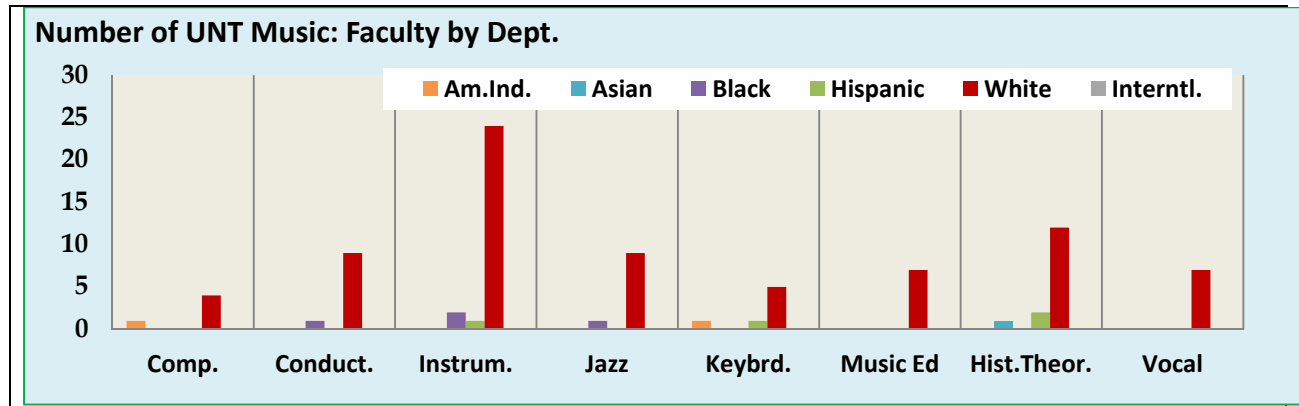
Table 8. Number of UNT Music Faculty by Ethnicity
SOURCE: UNT Faculty 2012 Cohort Data Set (Resource 4)
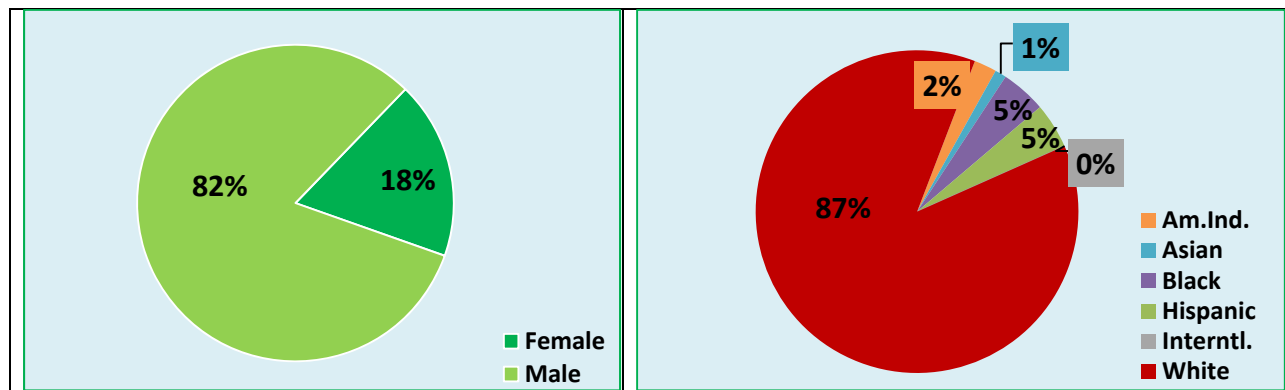
Figure 22. Percent of UNT Music Faculty by Gender and by Ethnicity
SOURCE: UNT Faculty 2012 Cohort Data Set (Resource 4)
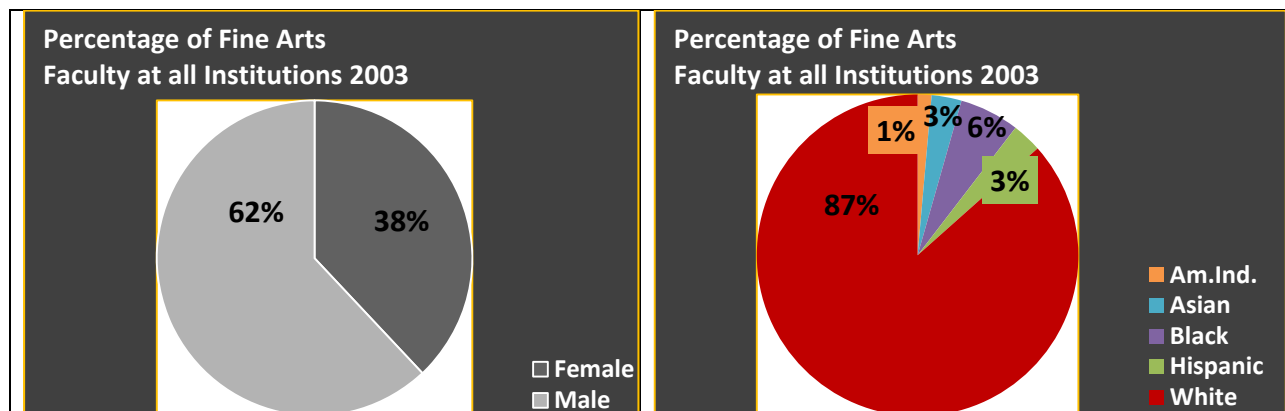
Figure 23. COMPARISON Music Faculty by Gender and Ethnicity across IES, NCES institutions
SOURCE: Digest of Educational Statistics (Resource 7)

Summative Note: There is a higher percentage of White UNT Music faculty in comparison to NCES faculty. Across ethnicity, the two groups of faculty are fairly comparable.

1.3.8 Public Affairs and Community Service Faculty by Gender and Ethnicity

Number UNT PACS Faculty in 2012 by Dept.

Table 9. Number of UNT Public Affairs and Community Service Faculty by Ethnicity

SOURCE: UNT Faculty 2012 Cohort Data Set (Resource 4)

Figure 24. Percent UNT Public Affairs and Community Service Faculty by Gender and by Ethnicity

SOURCE: UNT Faculty 2012 Cohort Data Set (Resource 4)

Percentage of Social Sciences Faculty at All NCES Institutions 2003

Figure 25. COMPARISON Social Sciences Faculty by Gender and Ethnicity across IES NECS institutions

SOURCE: Digest of Educational Statistics (Resource 7)

Summative Note: Comparisons here are made with Social Science faculty based on the overlap with some PACS areas. Comparisons should be made with this limitation as a caution. With this, UNT PACS faculty is represented by a higher percentage of female faculty; percentages of diversity in faculty across ethnicities is fairly similar.

Figure 26.COMPARISON Public Affairs and Community Service Faculty by Gender and Ethnicity across IES, NCES institutions

SOURCE: Digest of Educational Statistics (Resource 7)
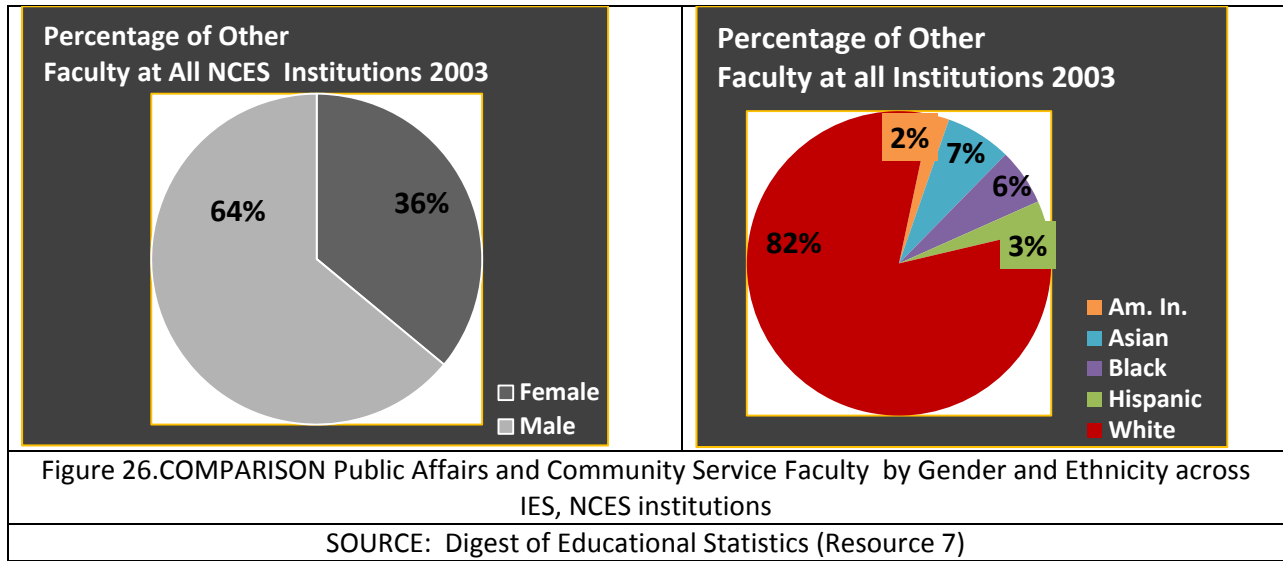
Summative Note: PACS disciplines are represented in NCES comparisons groups as Other, as well. With the same stated caution, similarly to comparisons to others represented in NCES Social Sciences Faculty, UNT's faculty is comprised of a higher percentage of female faculty.

1.3.9 Visual Arts and Design Faculty by Gender and Ethnicity

Number of UNT Visual Arts and Design Faculty in 2012 by Dept.
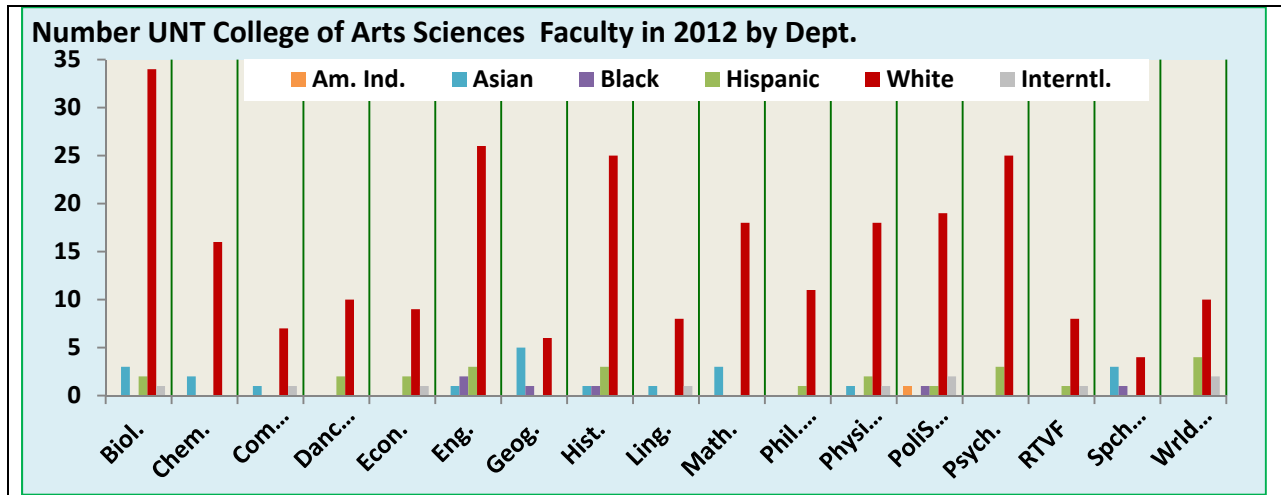
Table 10. Number of UNT Visual Arts and Design Faculty by Ethnicity
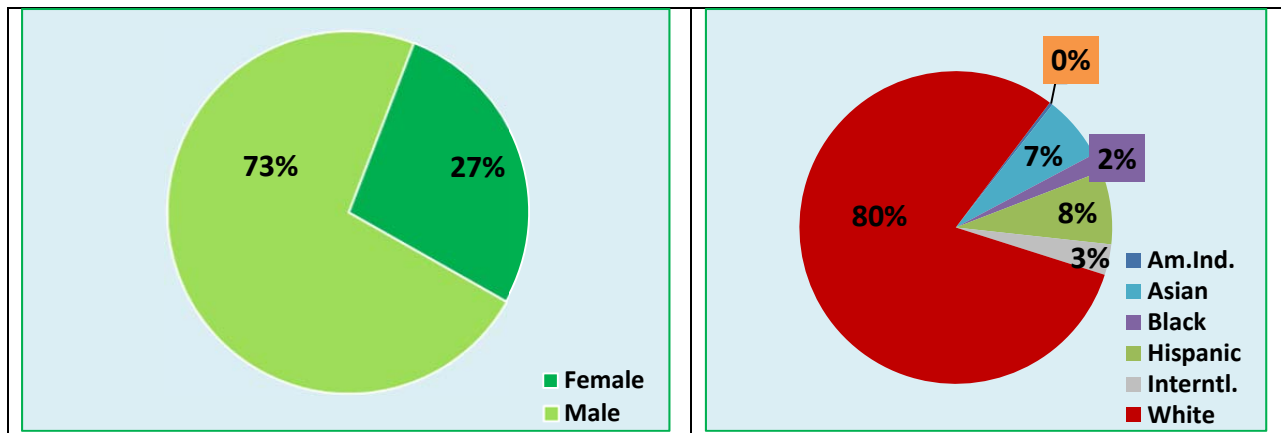
SOURCE: UNT Faculty 2012 Cohort Data Set (Resource 4)

Figure 27. Percent of UNT Visual Arts and Design Faculty by Gender and by Ethnicity

SOURCE: UNT Faculty 2012 Cohort Data Set (Resource 4)

Percentage of Fine Arts Faculty at All NCES Institutions 2003

Percentage of Fine Arts Faculty at All NCES Institutions 2003
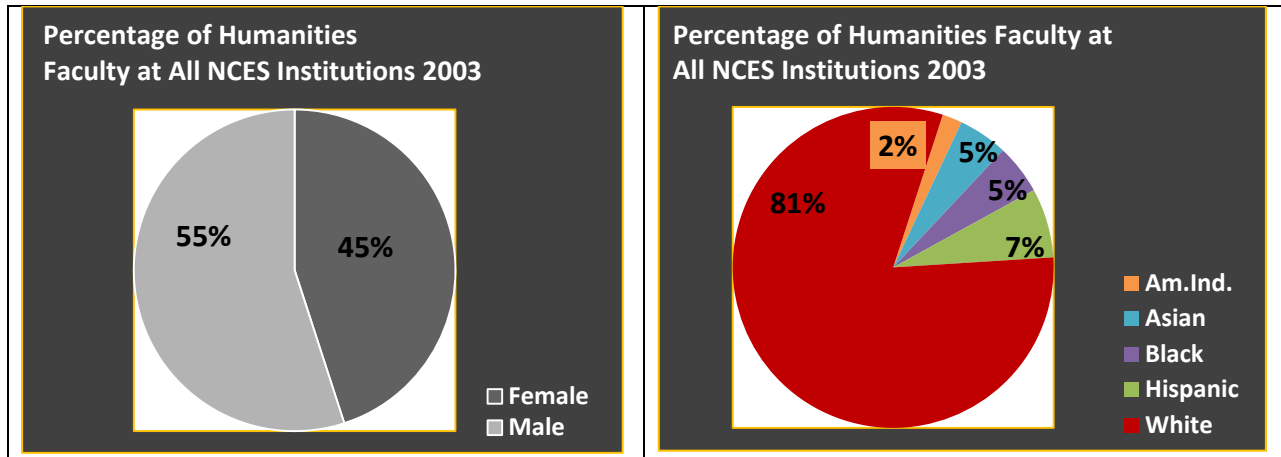
Figure 28. COMPARISON Fine Arts Faculty by Gender and Ethnicity across IES institutions

SOURCE: Digest of Educational Statistics (Resource 7)

**Summative Note:** The UNT Visual Arts and Design faculty are comprised of a lower percentage of Hispanic faculty in comparison to Fine Arts NCES Institutions faculty. Gender is fairly comparable across groups, with UNT having a slightly lower percentage of female faculty.

1.3.10 School of Journalism Faculty by Gender and Ethnicity

Number of UNT School of Journalism Faculty 2012 by Department
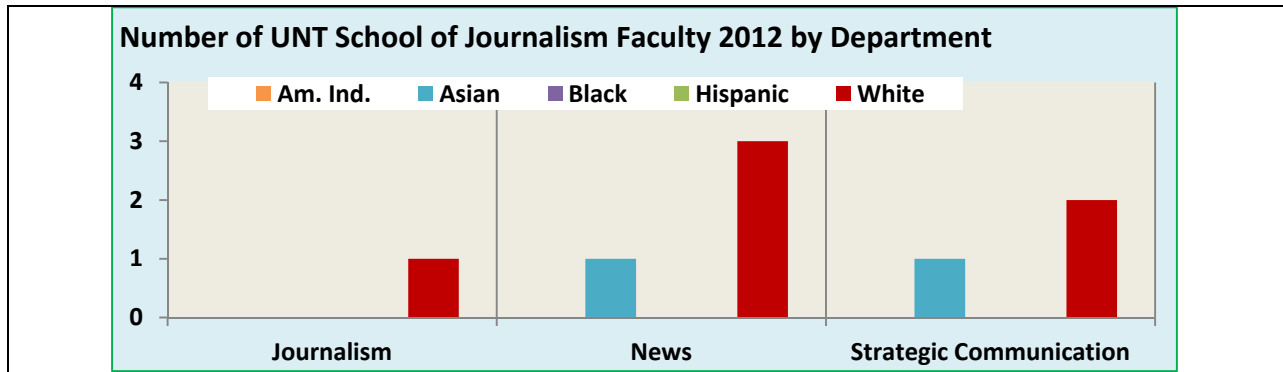
Table 11. Number of UNT School of Journalism Faculty by Ethnicity

SOURCE: UNT Faculty 2012 Cohort Data Set (Resource 4)
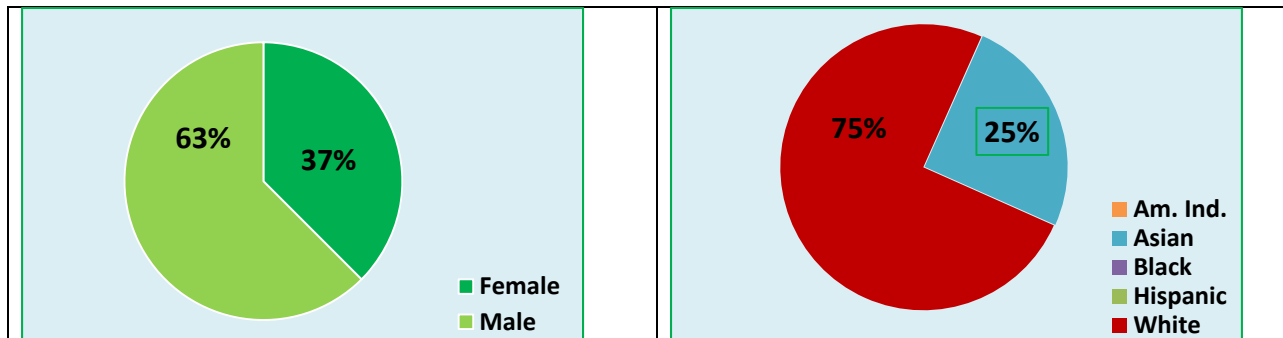
Figure 29. Percent of UNT School of Journalism Faculty by Gender and by Ethnicity

SOURCE: UNT Faculty 2012 Cohort Data Set (Resource 4)

Percentage of Other Faculty at All NCES Institutions 2003

Percentage of Other Faculty at all Institutions 2003
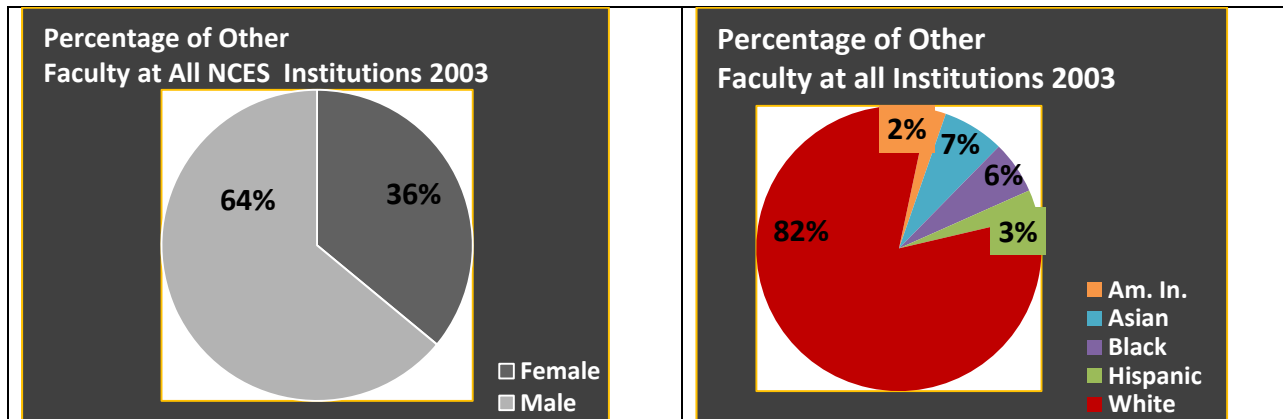
Figure 30.COMPARISON School of Journalism Faculty by Gender and Ethnicity across IES, NCES institutions
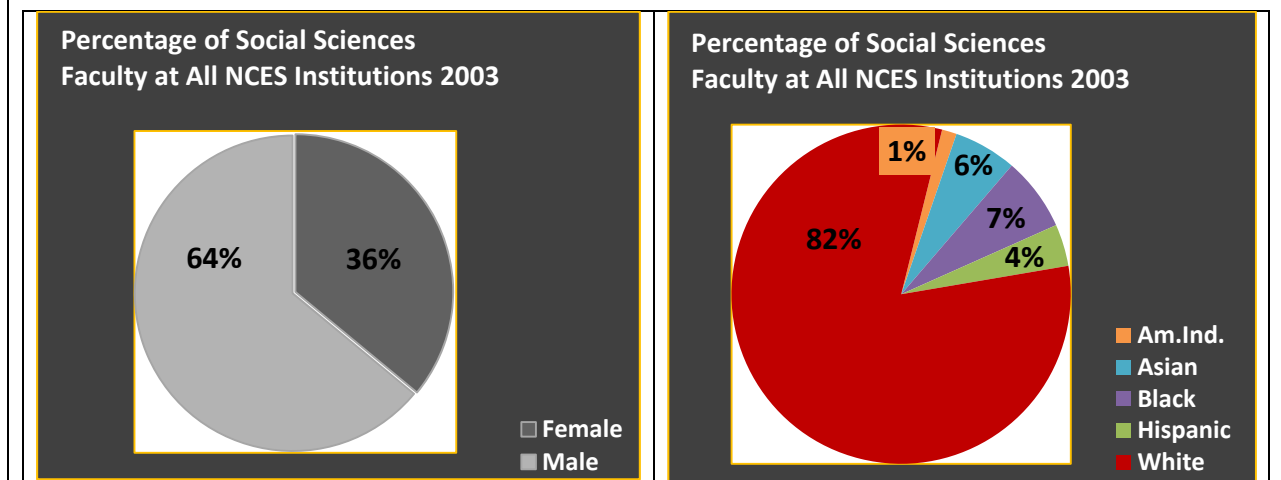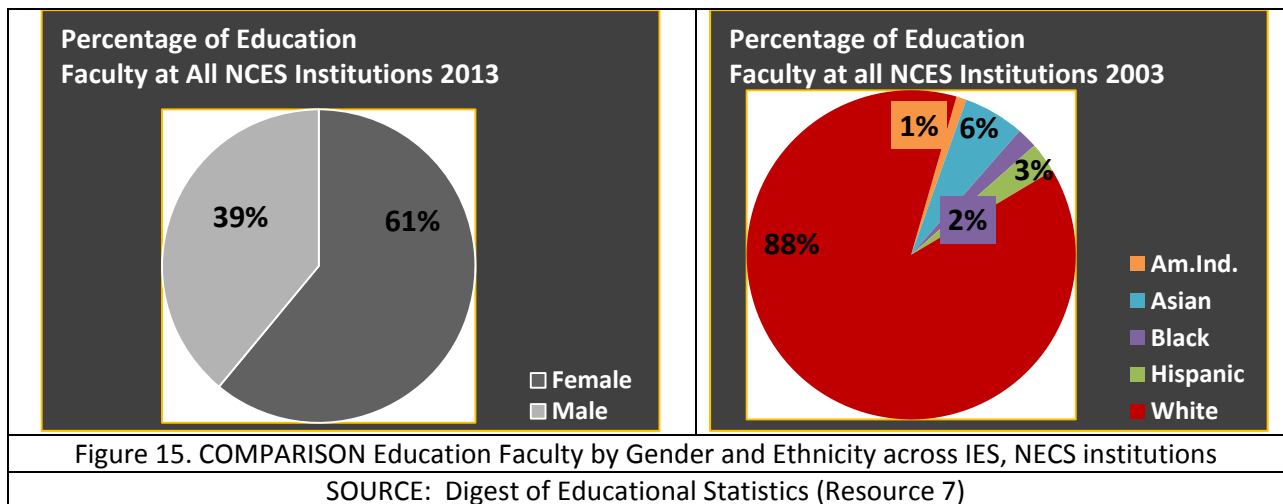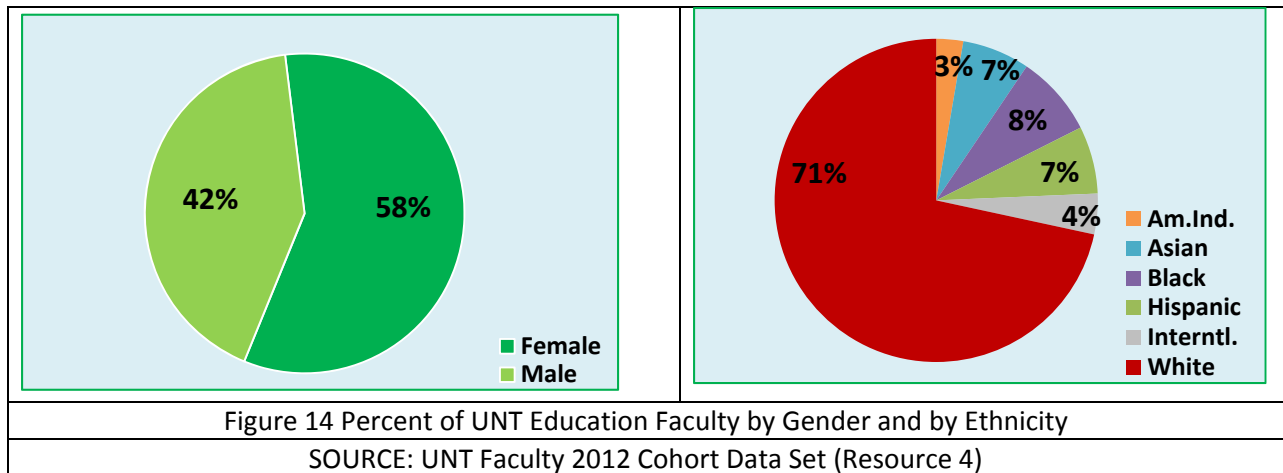
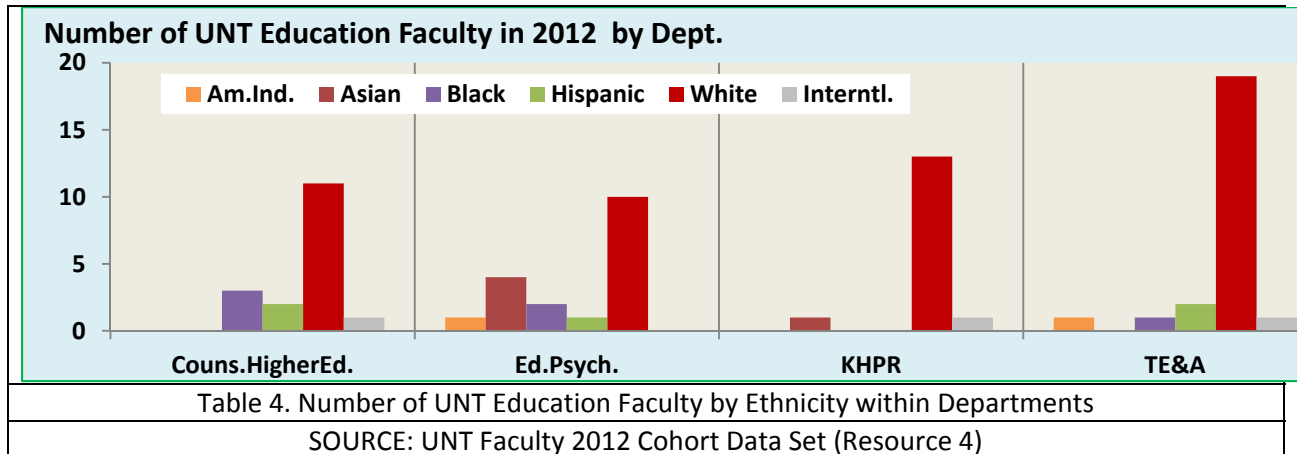SOURCE: Digest of Educational Statistics (Resource 7)
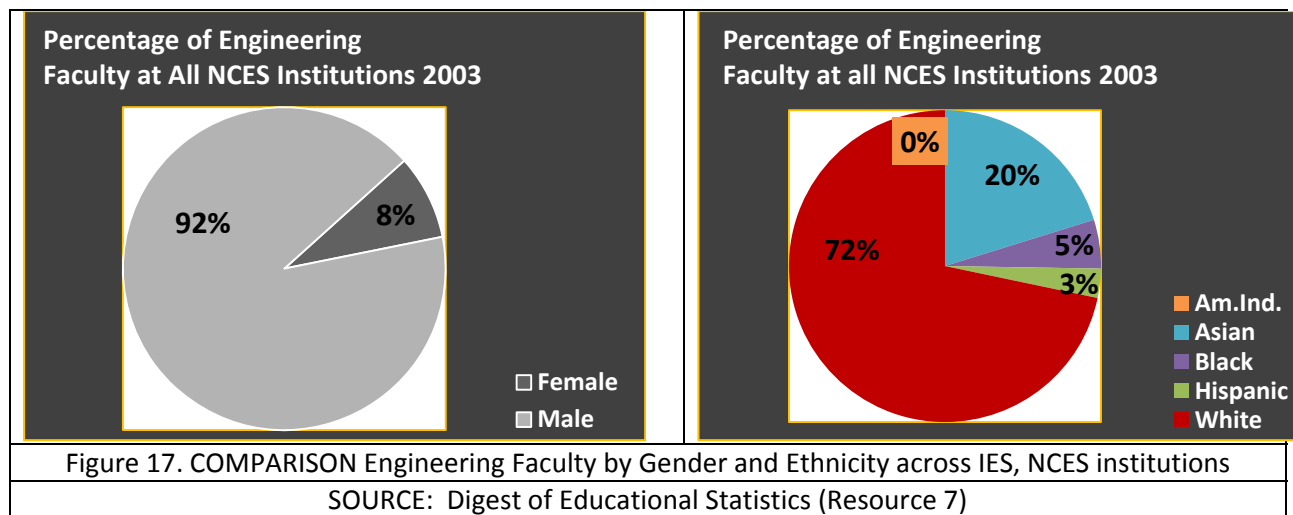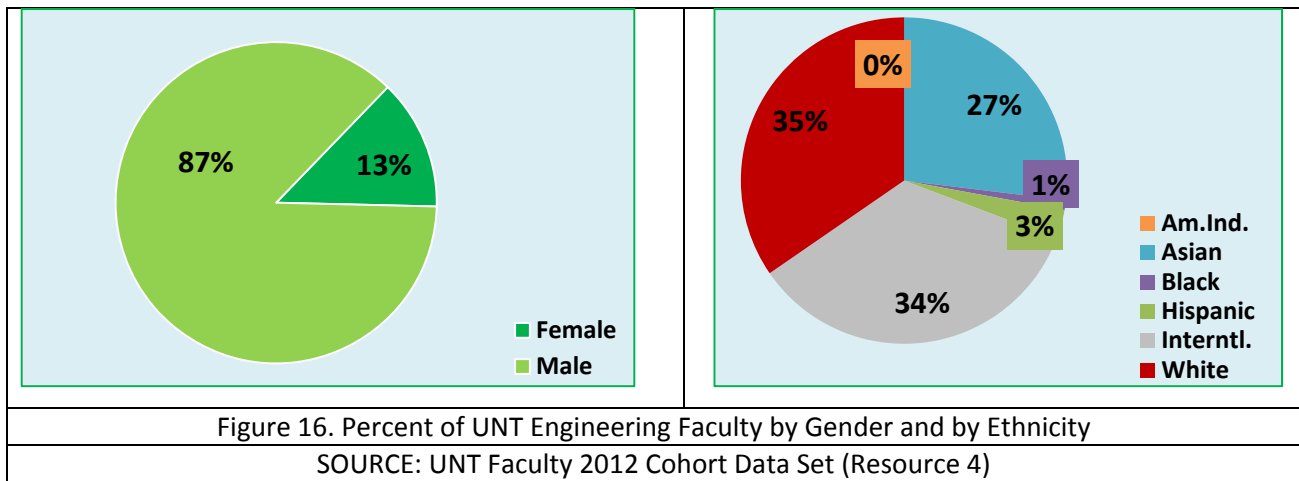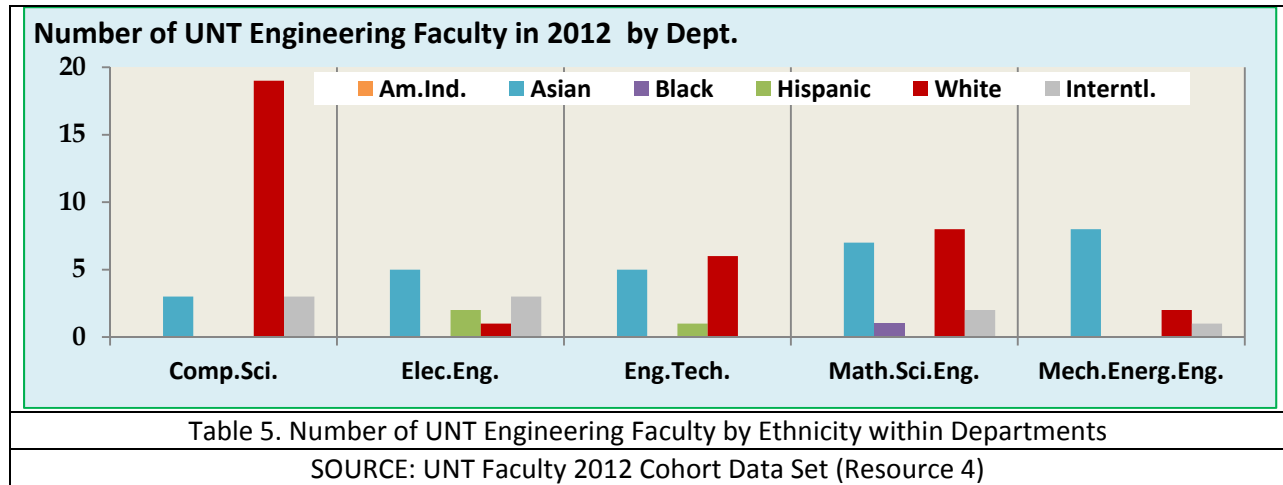
Summative Note. Journalism was not separately reported in the NCES data. The comparison here represents NCES Other faculty. With that limitation, however, a comparison of faculty shows UNT to significantly less diversity in comparison.

1.4 Key Points and Findings Related to Student and Faculty Diversity

- Across colleges, there is more diversity than with comparisons across University as a whole and all degree granting institutions.
- Some comparisons are affected by what constitutes the comparison departments. This is a consideration for the comparisons for the College of Information, College of Merchandising, Hospitality, and Tourism, as well as the College of Arts and Sciences and the Colleges of Music and Visual Arts and Design. *See Section 7 for detail regarding comparisons.*
- An additional concern regarding the comparison departments is that the data available was last provided for the academic year 2003. Findings regarding differences may reflect changes in ethnicity of university faculty across the discrepancy in time periods of the comparisons.
- With those cautions, there are some notes that can be made regarding the presented comparisons.
    - In comparison to all degree IES, NCES institutions, the:
        - UNT COB Faculty is represented by more White faculty.
        - UNT CAS Faculty is represented by more male faculty and fewer Black faculty.
        - UNT COE Faculty is fairly representative of the comparison departments.
        - UNT College of Engineer Faculty is represented by fewer White faculty and more International faculty.
   - UNT COI Faculty represents less diversity in regard to ethnicity and gender.
        - UNT CMHT Faculty is represented by more Asian and fewer male faculty.
        - UNT COM is represented by more male faculty.
        - UNT PACS is represented by fewer male faculty.
        - UNT CVAD is fairly representative of the comparison departments.

2. Diversity in Hiring of Faculty

A mechanism to address threats to academic success stemming from limited diversity of faculty on campus is the depth of recruitment pools attained during faculty searches. Support for both identifying candidates and support for successful hiring and retention of faculty from underrepresented groups is necessary.

Figure 31. 2011-2012 Faculty Hires by Gender and Ethnicity

SOURCE: UNT Affirmative Action Data (Resource 8)
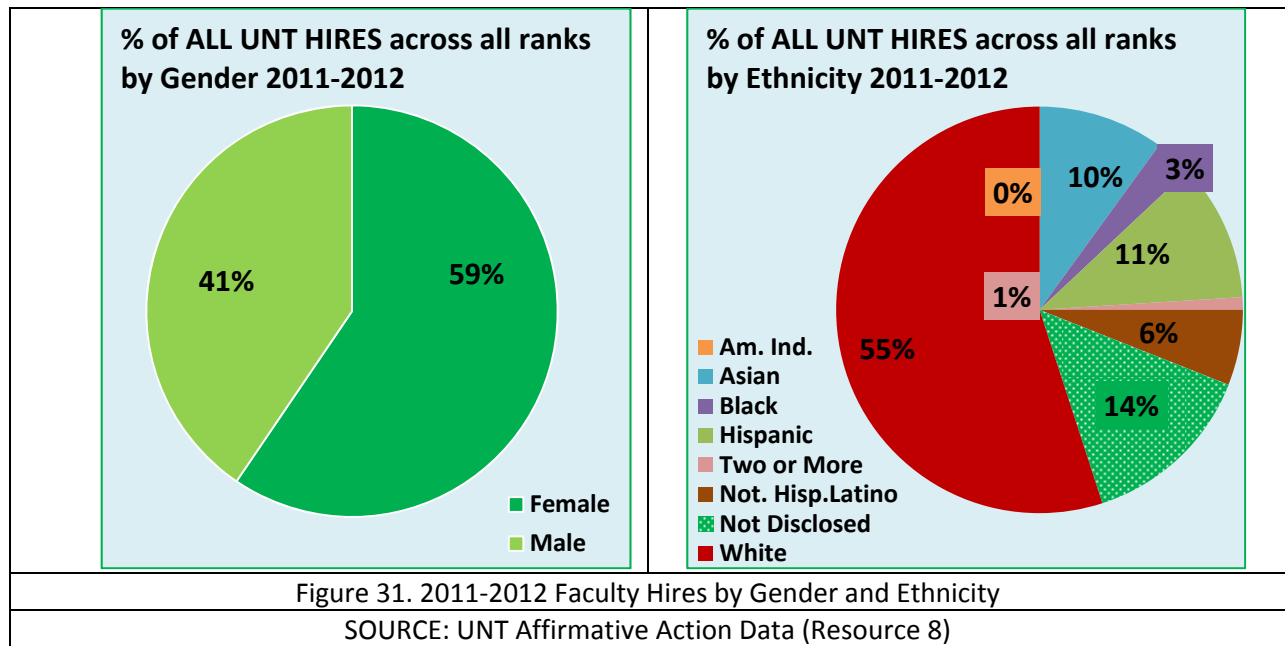
Summative Note regarding next charts: The trend lines indicating receipt of graduate level degrees depicts a difference between % of degrees earned by White male graduate students in the past decade and the number of White faculty hired at UNT with the later showing an increasing trend line and the former remaining flat. Similar differences are evident in the trend lines for Asian graduate students and the number of Asian faculty hired at UNT.
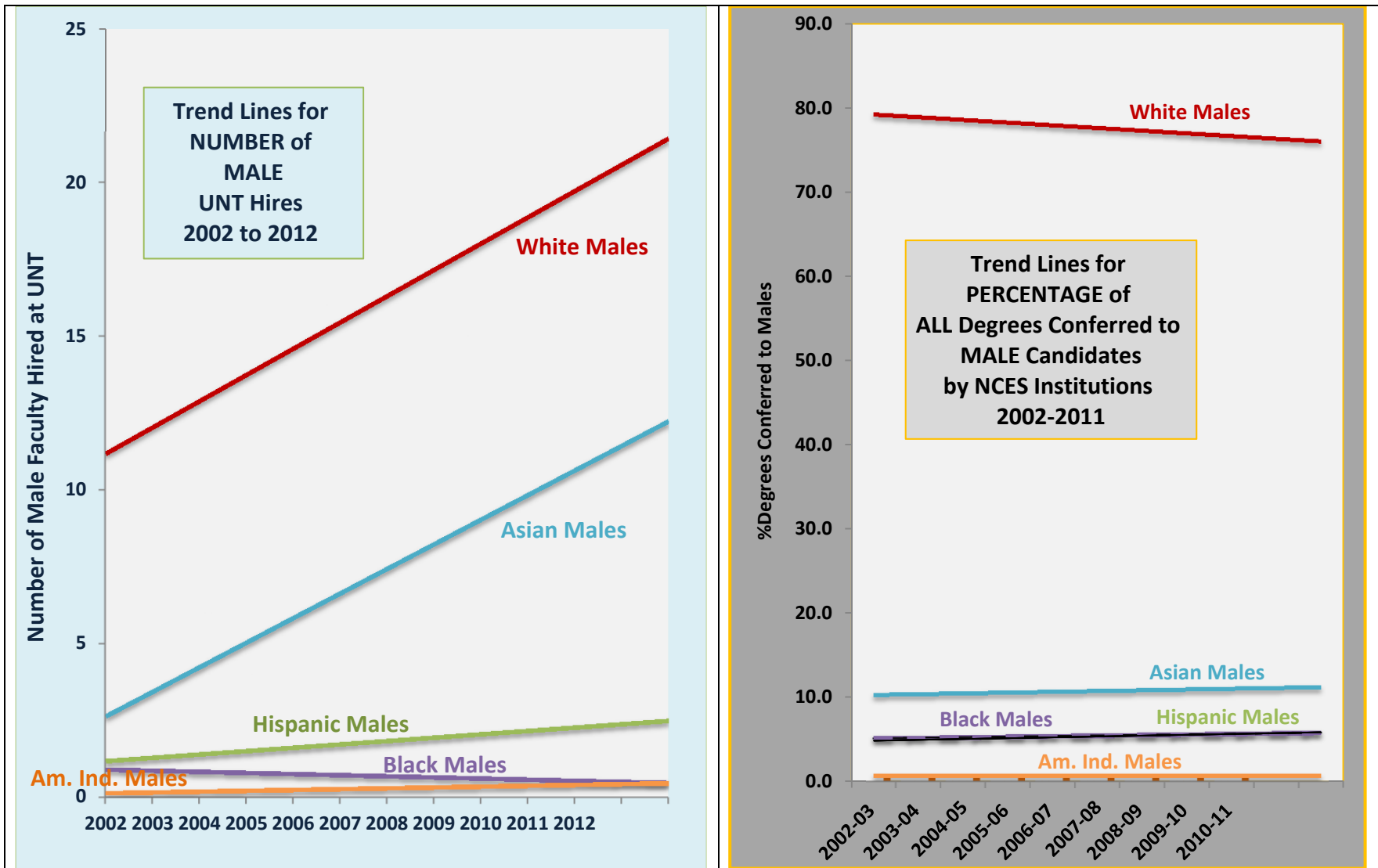
Figure 32. UNT Hiring Trends from 2002 to 2012 for Number of Males by Ethnicity and Percentage COMPARISON

SOURCE: UNT Faculty Cohorts (Resources 2, 3, 4) and Digest of Educational Statistics (Resource 5)
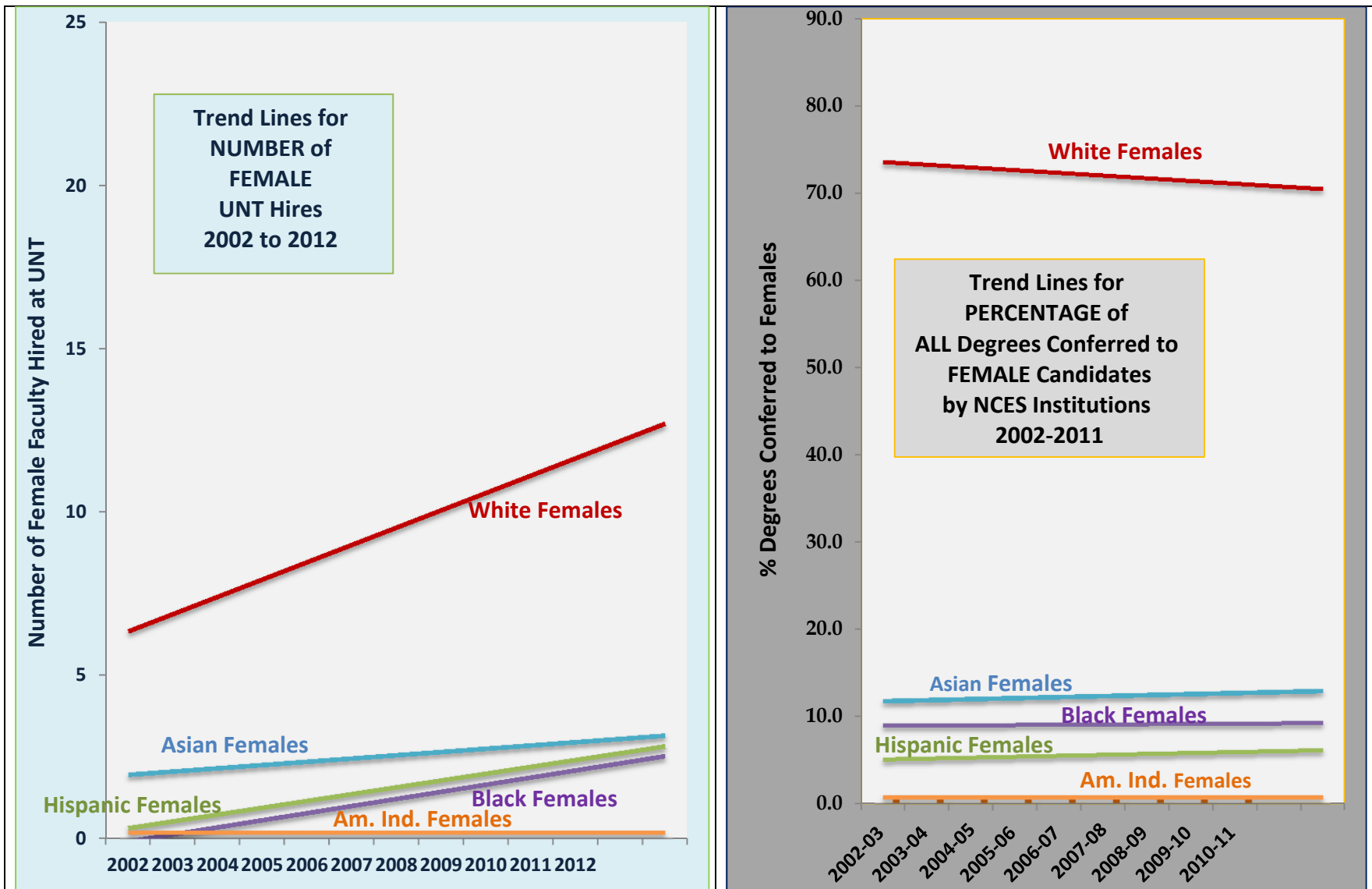
Figure 33. UNT Hiring Trends from 2002 to 2012 for Number of Female by Ethnicity and Percentage COMPARISON

SOURCE: UNT Faculty Cohorts (Resources 2, 3, 4) and Digest of Educational Statistics (Resource 5)

% of All UNT Female Faculty Hired in 2006 by Ethnicity	% of All UNT Male Faculty Hired in 2006 by Ethnicity

Figure 34. 2006 Faculty Hires by Gender and Ethnicity

SOURCE: UNT Faculty 2006 Cohort Data Set (Resource 2)

2.1 Percentage of UNT Search Applicants and Hires by Gender 2011-2012

% UNT TENURE-TRACK, TENURED APPLICANTS
[1,347 Applicants for 50 Searches]

58% Male   42% Female

■ Female
■ Male

% UNT TENURE-TRACK, TENURED HIRES
[50 Faculty Hired]

56% Male   44% Female

■ Female
■ Male
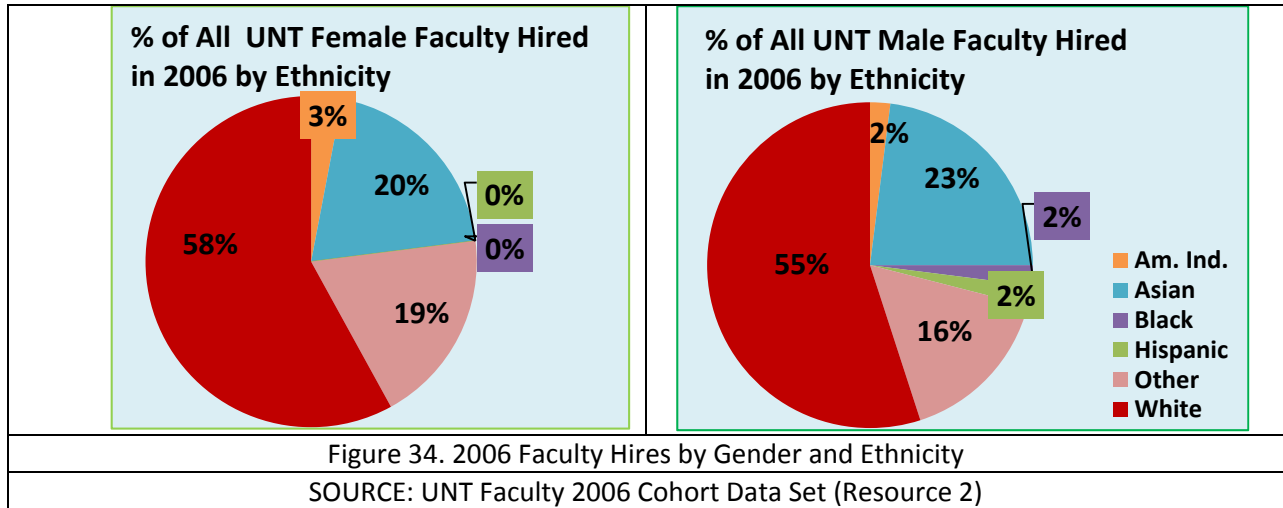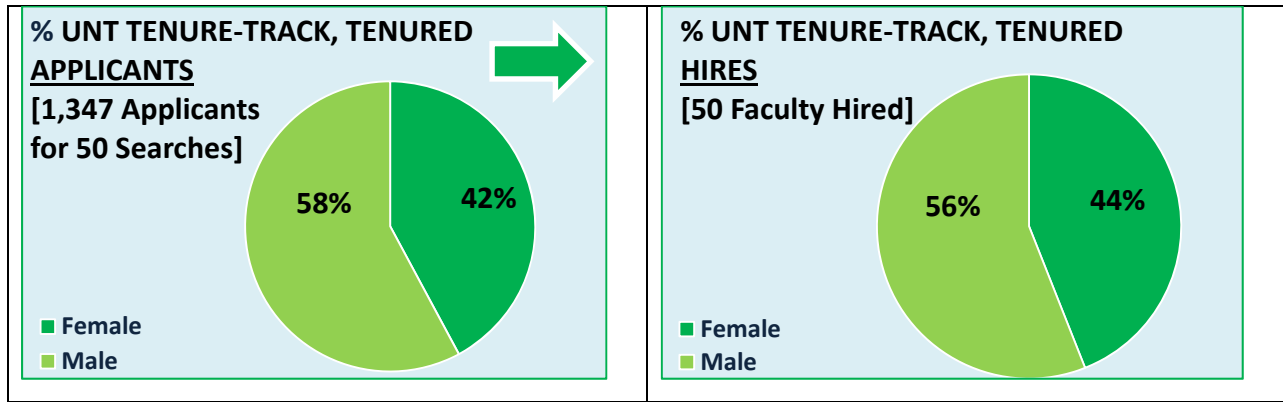
Figure 35. UNT Tenure Track Positions: Percentage of Applicants and Hires by Gender 2011-2012

SOURCE: UNT Affirmative Action Data (Resource 8)

% UNT LECTURER APPLICANTS
[309 Applicants for 27 Searches]

65% Male   35% Female

■ Female
■ Male

% UNT LECTURER HIRES
[27 Faculty Hired]

63% Male   37% Female

■ Female
■ Male
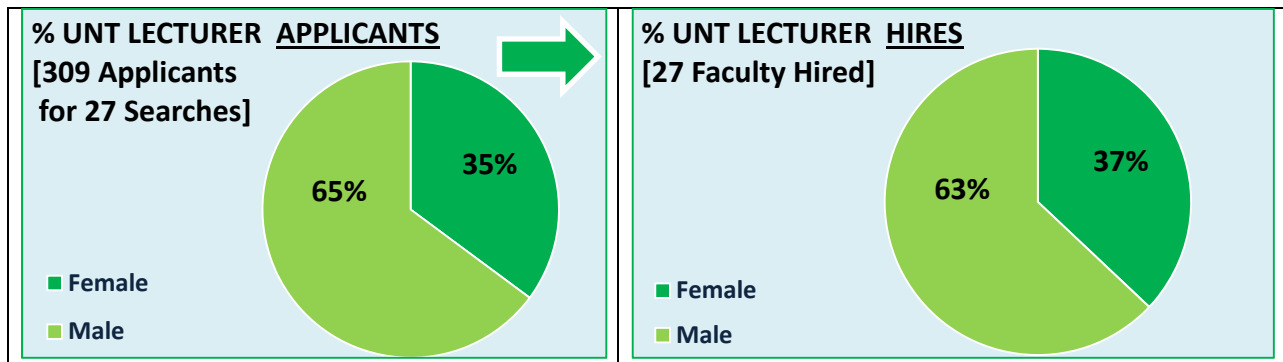
Figure 36. UNT Lecturer Positions: Percentage of Applicants and Hires by Gender 2011-2012

SOURCE: UNT Affirmative Action Data (Resource 8)

% Degrees Conferred in 2010-2011 ALL NCES Institutions

49% Male   51% Female
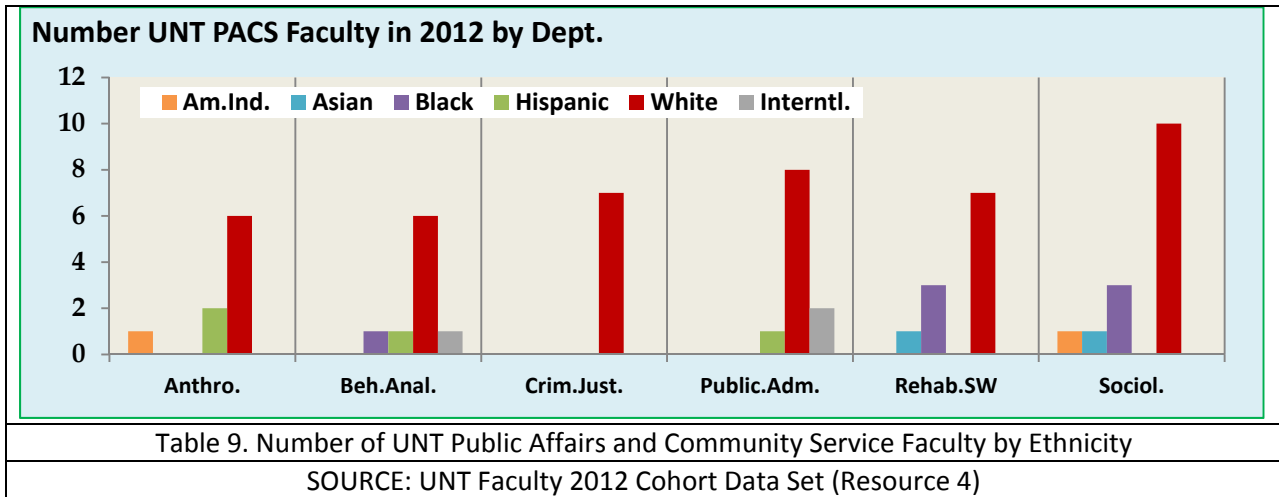
☐ Female
☐ Male
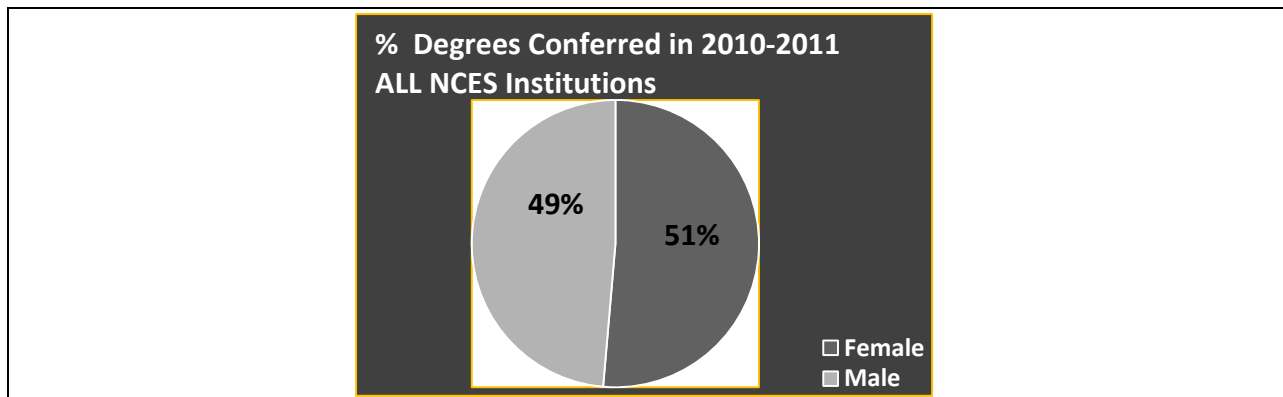
Figure 37. COMPARISON % Degrees Conferred Across all Fields 2010-2011 in NCES Institutions

SOURCE: Digest of Educational Statistics (Resource 9)

Summative Note: Across both Tenure-Track, Tenured searches and Lecturer searches in 2011-2012, the hires represented the gender distribution of the pool. Greater diversity of gender in the pools may support more diversity in faculty hires and reflect the more equally distributed gender distribution of conferred degrees in IES, NCES Institutions.

2.2 Percentage of UNT Search Applicants and Hires by Ethnicity 2011-2012

% UNT Tenure-Track, Tenured Applicants 2011-2012

Legend:
- Am.Ind.
- Asian
- Black
- Hispanic
- Two or More
- Not Hispanic.Latino
- Not Disclosed
- White

Pie chart values: 0%, 23%, 4%, 2%, 2%, 7%, 14%, 48%

% UNT Tenure-Track, Tenure Hires by Ethnicity 2011-2012 [50 Hires]

Legend:
- Am.Ind.
- Asian
- Black
- Hispanic
- Two or More
- Not Hispanic.Latino
- Not Disclosed
- White

Pie chart values: 0%, 12%, 4%, 10%, 8%, 10%, 2%, 54%
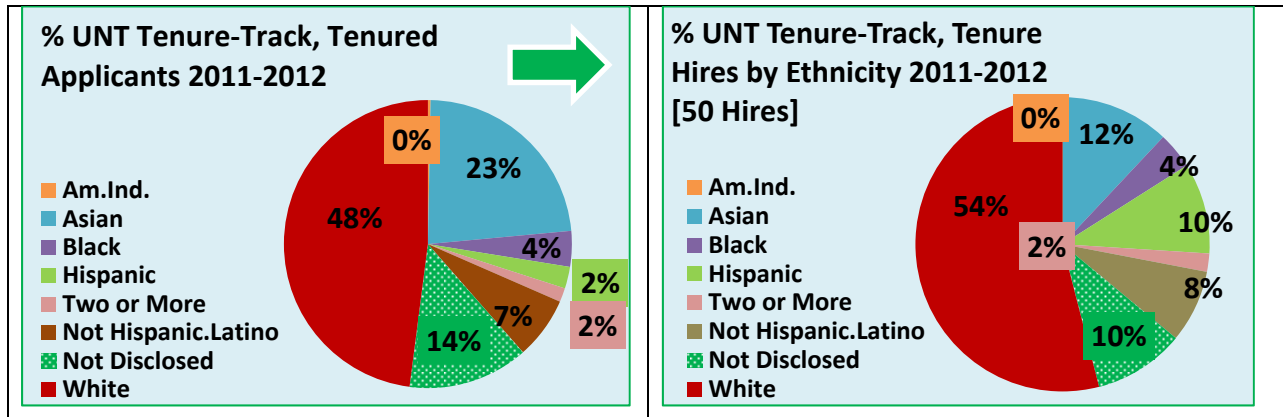
Figure 38. UNT Tenure Track Positions: Percentage of Applicants and Hires by Ethnicity 2011-2012

SOURCE: UNT Affirmative Action Data (Resource 8)

% UNT Lecturer Applicants 2011-2012

Legend:
- Am.Ind.
- Asian
- Black
- Hispanic
- Two or More
- Not Hispanic.Latino
- Not Disclosed
- White

Pie chart values: 0%, 15%, 5%, 5%, 1%, 2%, 19%, 53%

% UNT Lecturer Hires by Ethnicity 2011-2012 [27 Hires]

Legend:
- Am.Ind.
- Asian
- Black
- Hispanic
- Two or More
- Not Hispanic.Latino
- Not Disclosed
- White

Pie chart values: 0%, 7%, 7%, 11%, 4%, 0%, 19%, 52%
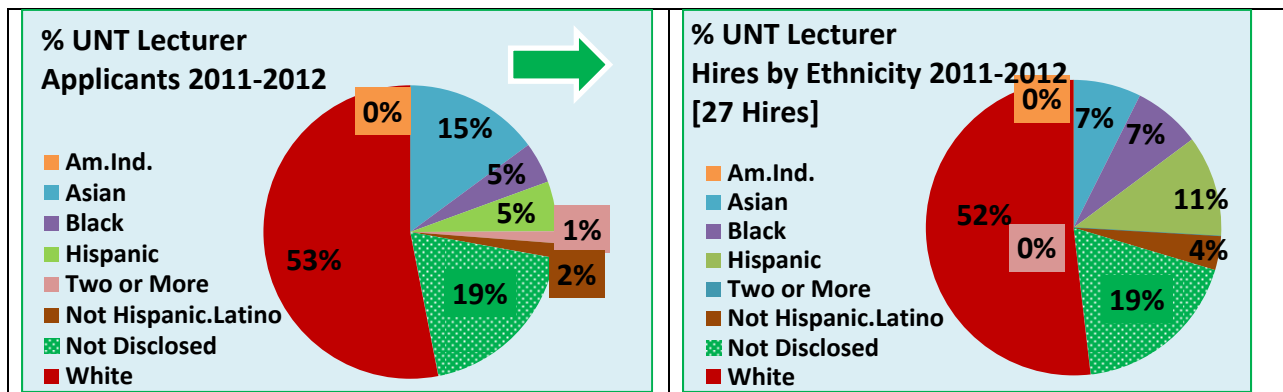
Figure 39. UNT Lecture Positions: Percentage of Applicants and Hires by Ethnicity 2011-2012

SOURCE: UNT Affirmative Action Data (Resource 8)

% of all Degrees Conferred Across All Fields in 2010 by Ethnicity

Legend:
- Am.Ind.
- Asian
- Black
- Hispanic
- Intrntl.
- Two.More
- White

Pie chart values: 0%, 10%, 7%, 5%, 12%, 1%, 65%
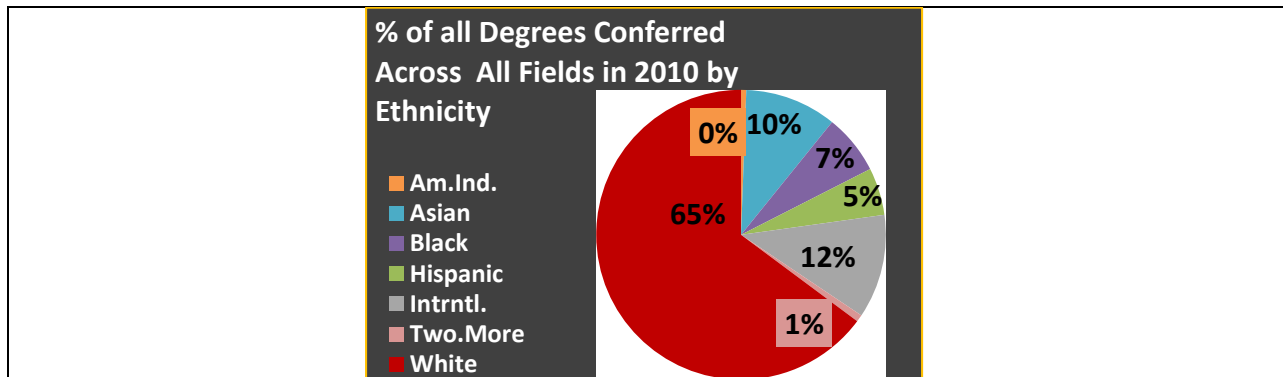
Figure 40. COMPARISON % Degrees Conferred All Fields by Ethnicity 2010-2011 in NCES Institutions

SOURCE: Digest of Educational Statistics (Resource 9)

Summative Note: In comparison to the ethnicity of graduate students earning degrees in 2010, the percentage of White faculty members hired was lower than the percentage of White graduate students earning graduate degrees. Conversely, there was a higher percentage of Hispanic faculty hired in comparison to the percentage of Hispanic graduate students earning degrees based on the 2010 NCES data from IES, NCES Institutions.

2.3 Number of Candidates by Gender within each Search Rank, Reported in Comparison to Total Candidates in the Pool

Assistant Professor Level Searches 2011-2012
Applicants and Hires by Gender

	Female	Male
Hired	10	16
Applicants	359	451
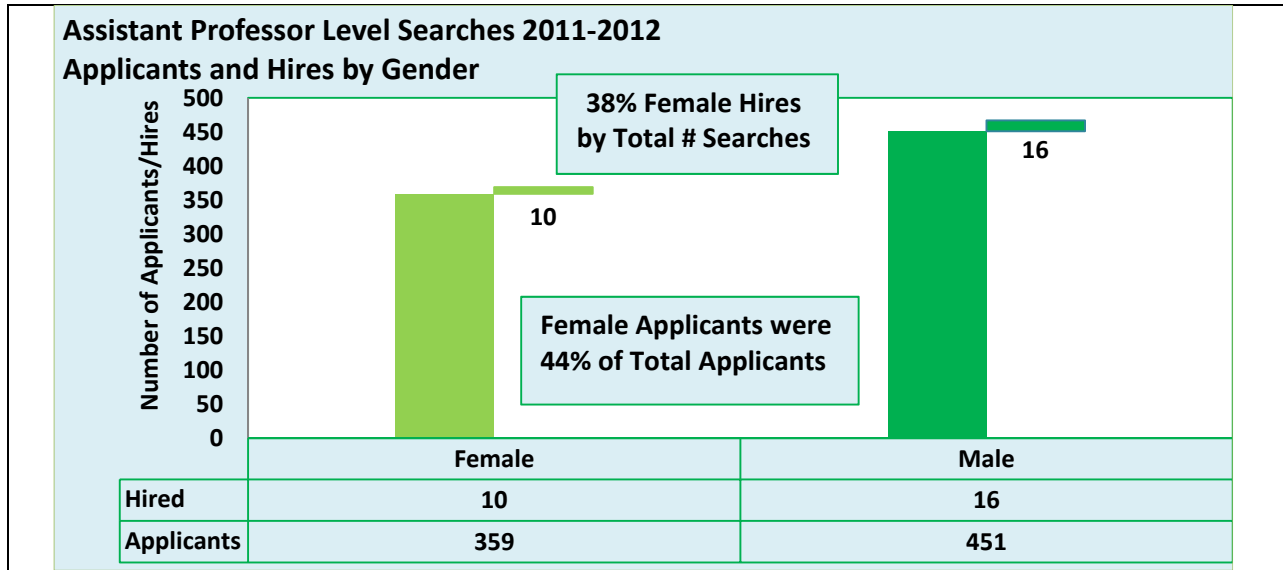
Figure 41. Assistant Professor Applicants and Hires by Gender

SOURCE: UNT Affirmative Action Data (Resource 8)

Associate Professor Level Searches 2011-2012
Applicants and Hires by Gender

	Female	Male
Hired	1	3
Applicants	7	55
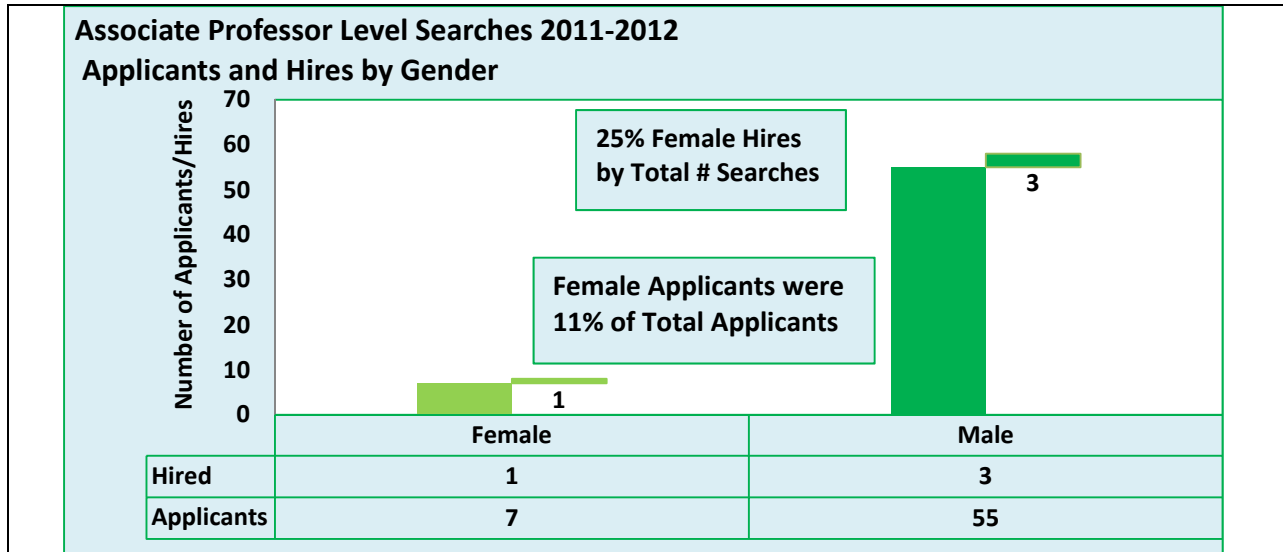
Figure 42. Associate Professor Applicants and Hires by Gender

SOURCE: UNT Affirmative Action Data (Resource 9)

Assistant/Associate Professor Level Searches 2011-2012
Applicants and Hires by Gender

	Female	Male
Hired	4	5
Applicants	85	147
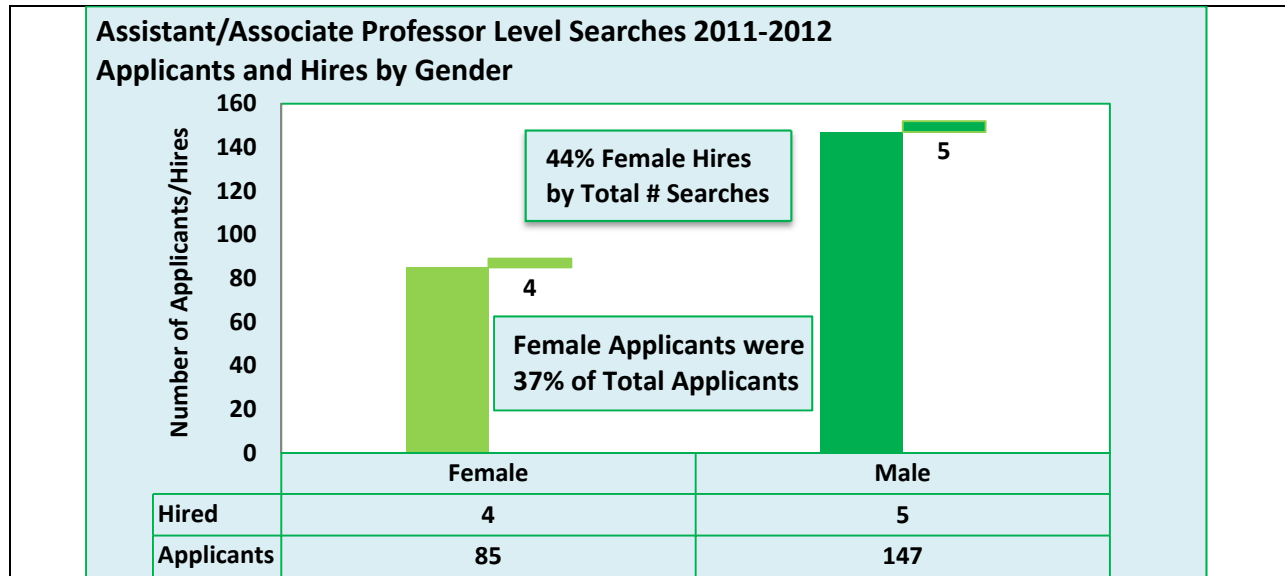
Figure 43. Assistant/Associate Professor Applicants and Hires by Gender

SOURCE: UNT Affirmative Action Data (Resource 9)

Open Rank Level Searches 2011-2012
Applicants and Hires by Gender

	Female	Male
Hired	5	2
Applicants	114	329
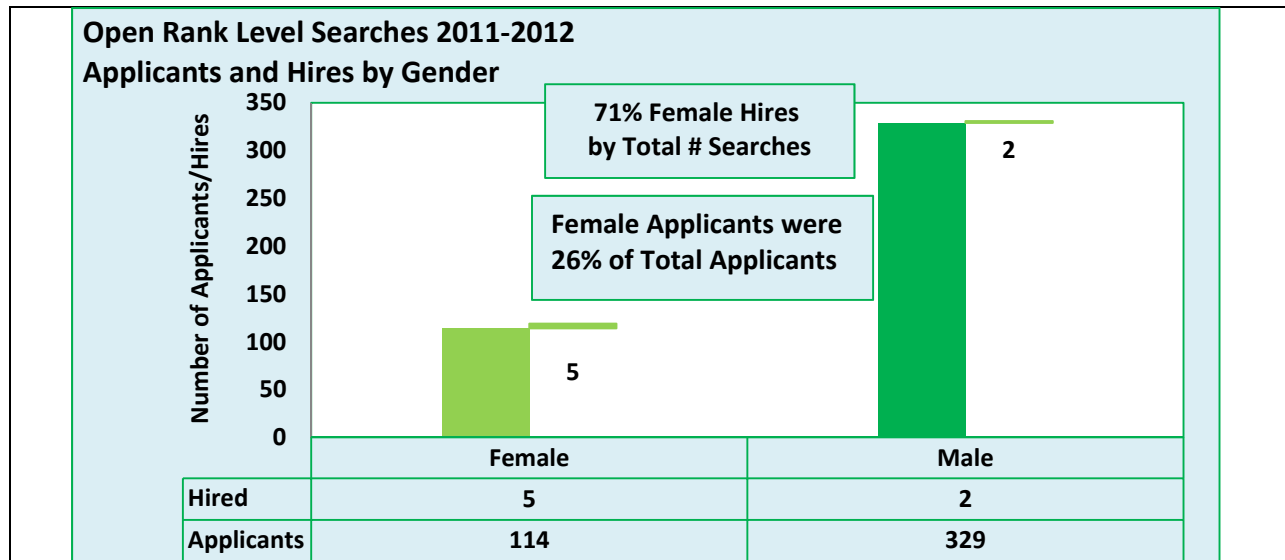
Figure 44. Open Rank Applicants and Hires by Gender

SOURCE: UNT Affirmative Action Data (Resource 9)

Lecturer Level Searches 2011-2012
Applicants and Hires by Gender

41% Female Hires
by Total # Searches

Female Applicants were
37% of Total Applicants

	Females	Males
Hired	11	16
Applicants	100	173
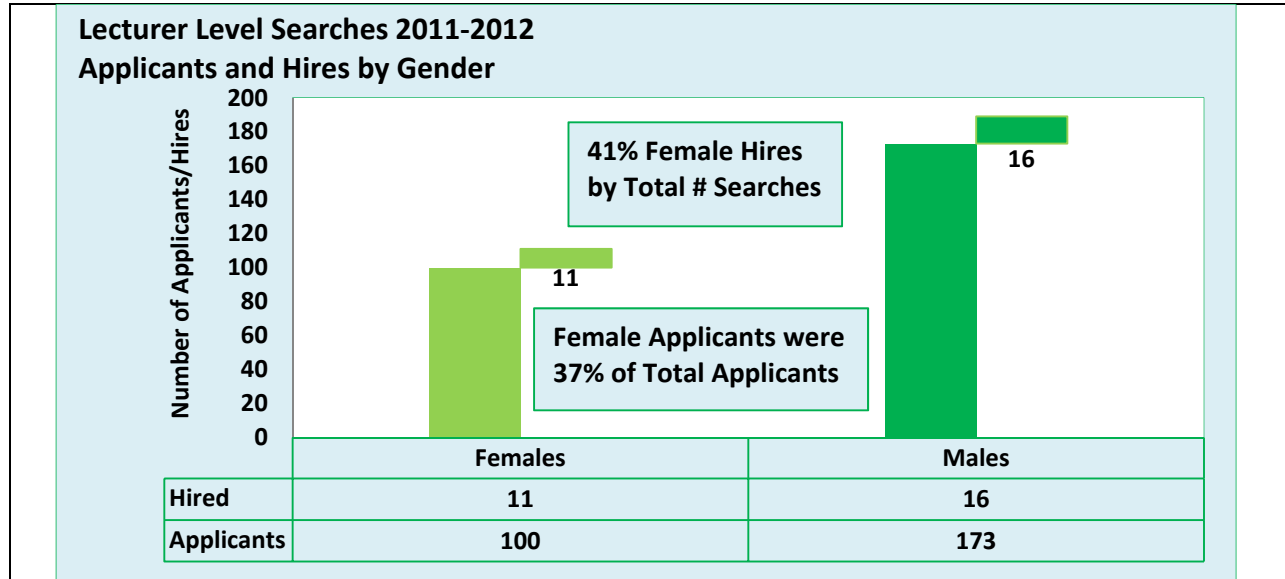
Figure 45. Lecturer Applicants and Hires by Gender

SOURCE: UNT Affirmative Action Data (Resource 9)

Visiting Level Position Searches 2011-2012
Applicants and Hires by Gender

40% Female Hires

Female Applicants were
33% of Total Applicants

	Female	Male
Hired	2	3
Applicants	35	70
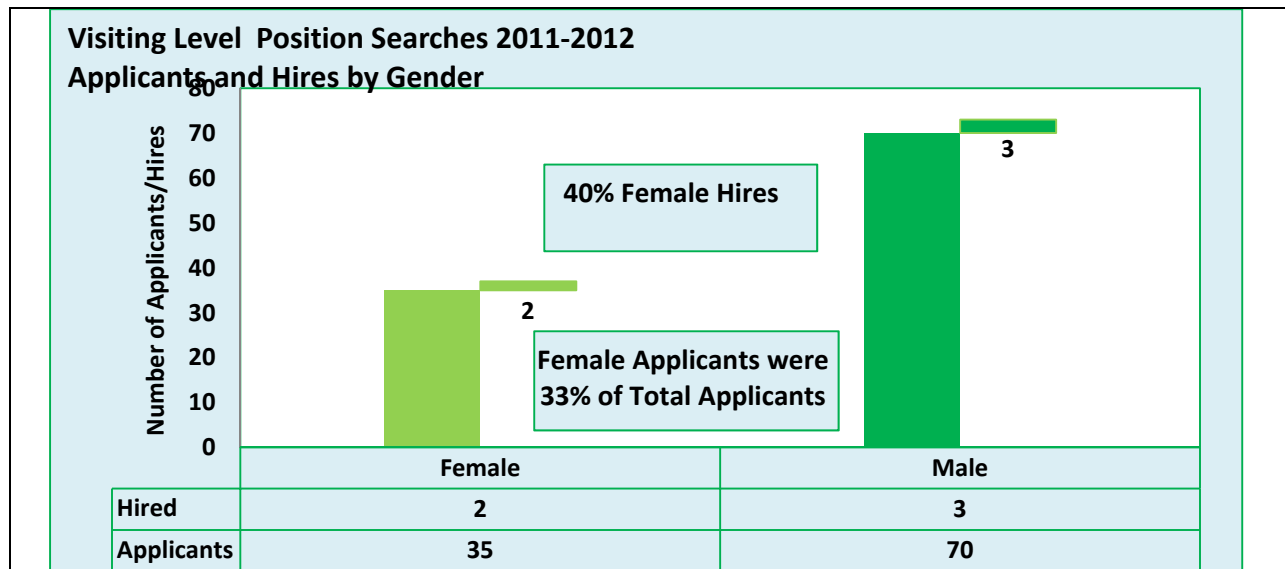
Figure 46. Visiting Position Applicants and Hires by Gender

SOURCE: UNT Affirmative Action Data (Resource 9)

Research Cluster Search Applicants and Hires by Gender Academic Year 2011-2012

0% Female Hires by Total # Searches

Female Applicants were 10% of Total Applicants

	Female	Male
Hired	0	8
Applicants	13	121
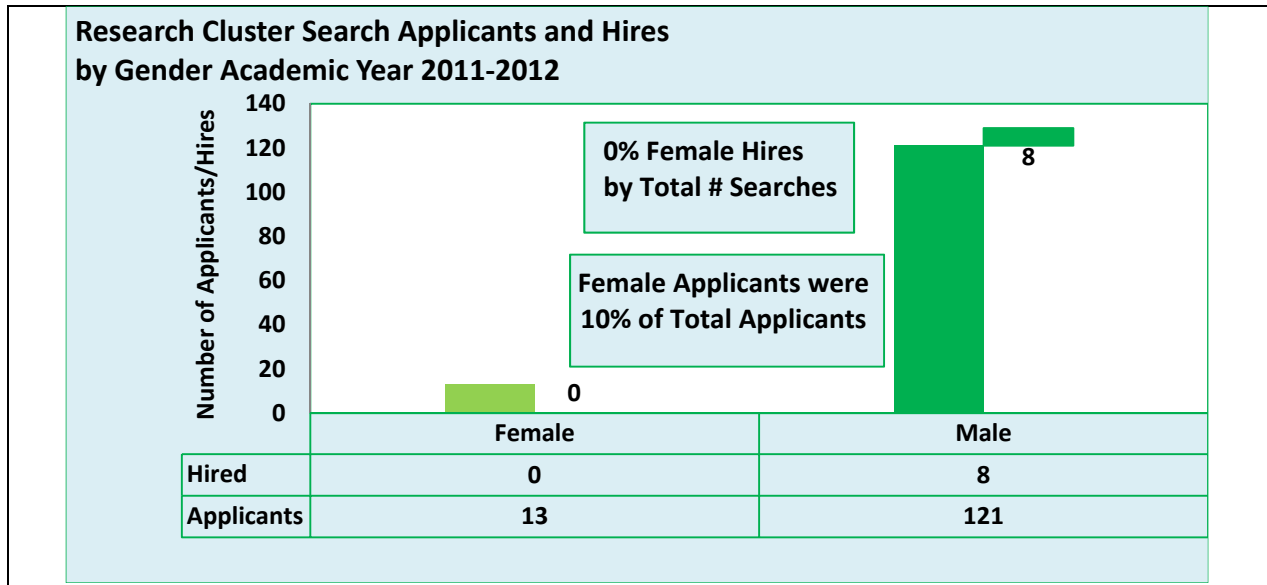
Figure 47. Research Cluster Applicants and Hires by Gender

SOURCE: UNT Affirmative Action Data (Resource 9)

Administrative Level Searches 2011-2012 Applicants and Hires by Gender

33% Female Hires by Total # Searches

Female Applicants were 11% of Total Applicants

	Female	Male
Hired	2	4
Applicants	8	64
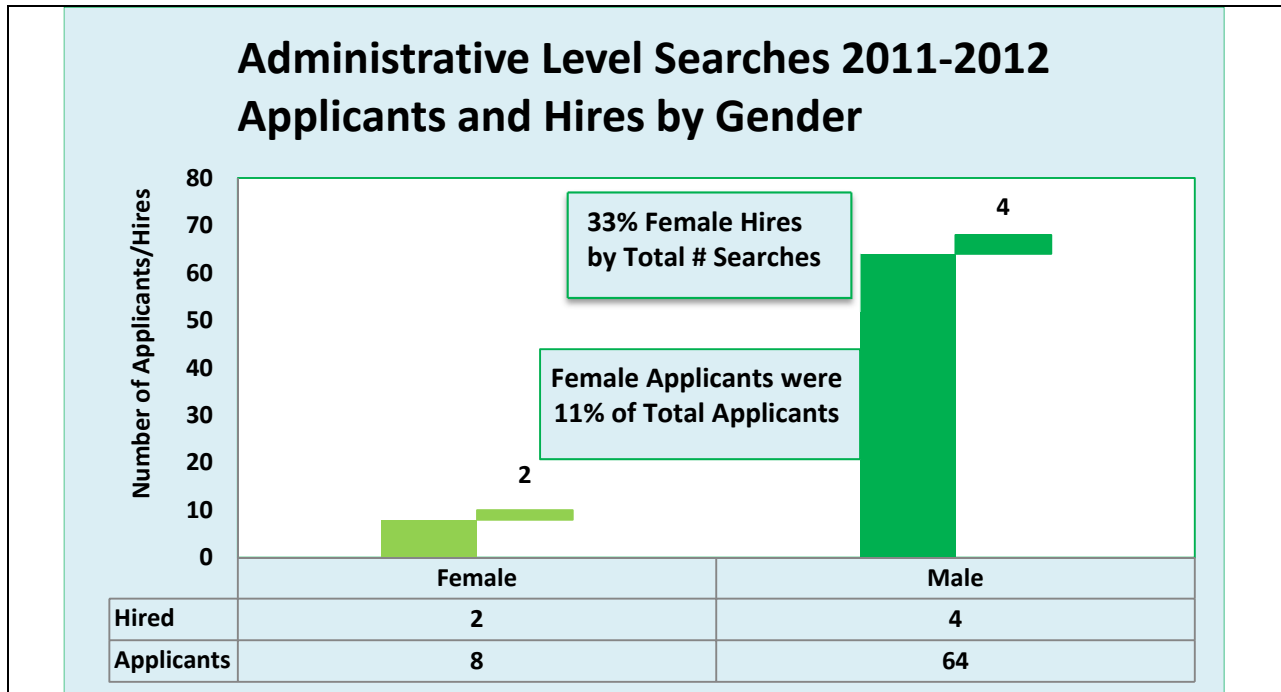
Figure 48. Administrative Position Applicants and Hires by Gender

SOURCE: UNT Affirmative Action Data (Resource 9)

2.4 Key Points and Findings Related to Faculty Hiring

Both the applicant pools and candidate hires in academic years 2011-2012 were predominantly male across all ranks. However, there was a higher percentage of female hires in comparison to percentage of female applicants in all pools excepting the Assistant Professor level searches and the Research Cluster hires. *[updated 4.14]*

3. Retention of Faculty

3.1. Retention of Faculty hired in 2006 and their status in 2012

	Native Am	Asian	African Am	Hispanic	White	Other Ethnicity
Hired	1	12	1	1	24	7
At UNT 2012	0	8	0	1	18	6
Female	1	7	0	0	12	2
Male	0	5	1	1	12	5
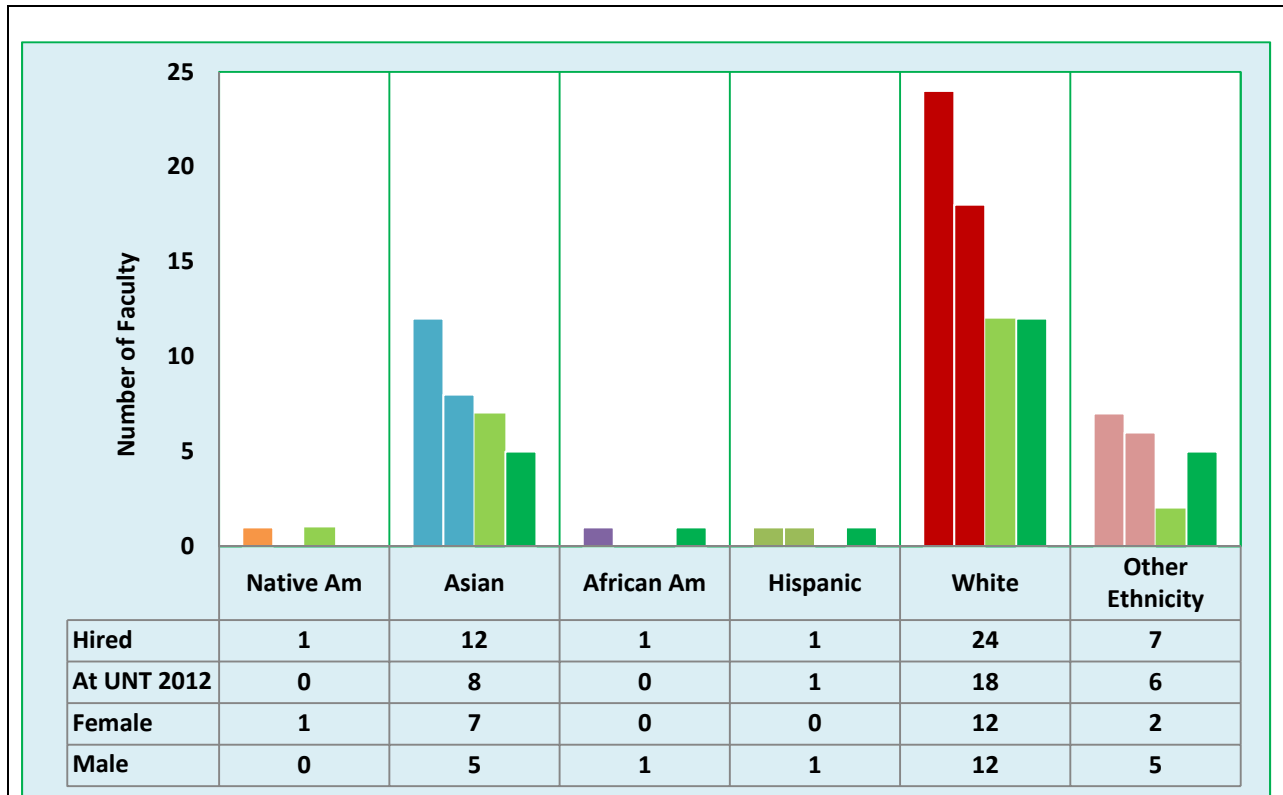
Figure 49. Overview of Hires and Retention from 2006 through 2012

SOURCE: UNT Faculty 2006 Cohorts (Resource 2)

Summative Note: 40% of Asian Faculty hired in 2006 were no longer present in 2012; 25% of White faculty hired were not present in 2012. Both the African American and the Hispanic faculty hired in 2006 were not present in 2012. *[updated 4.14]*

Numer of Female UNT Faculty Hired 2006 and Number Remaining in 2012 by Retention Rate

	Native Am	Asian	Black	Hispanic	White	Other Ethnicity
Hired	1	7	0	0	12	2
At UNT 2012	0	4	0	0	9	1
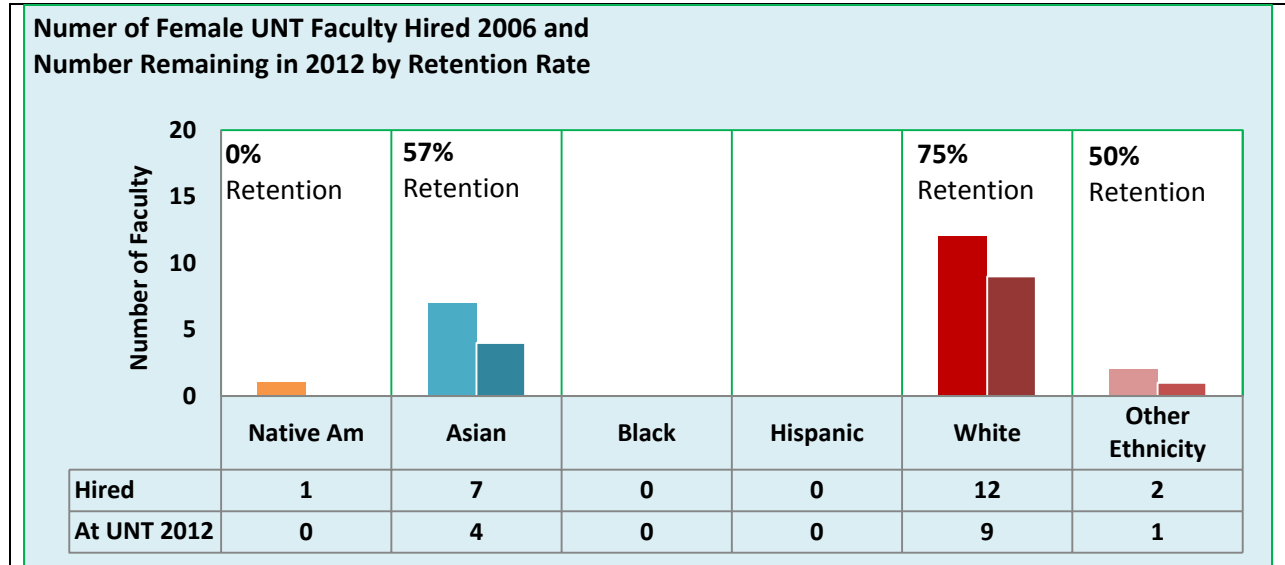
Figure 50. Female by Ethnicity Hires in 2006 and at UNT in 2012

SOURCE: UNT Faculty 2006 Cohorts (Resource 2)

Number of Male UNT Faculty Hired 2006 and Number Remaining in 2012 by Rentention Rate

	Native Am	Asian	Black	Hispanic	White	Other Ethnicity
Hired	0	5	1	1	12	5
At UNT 2012	0	4	0	1	9	5
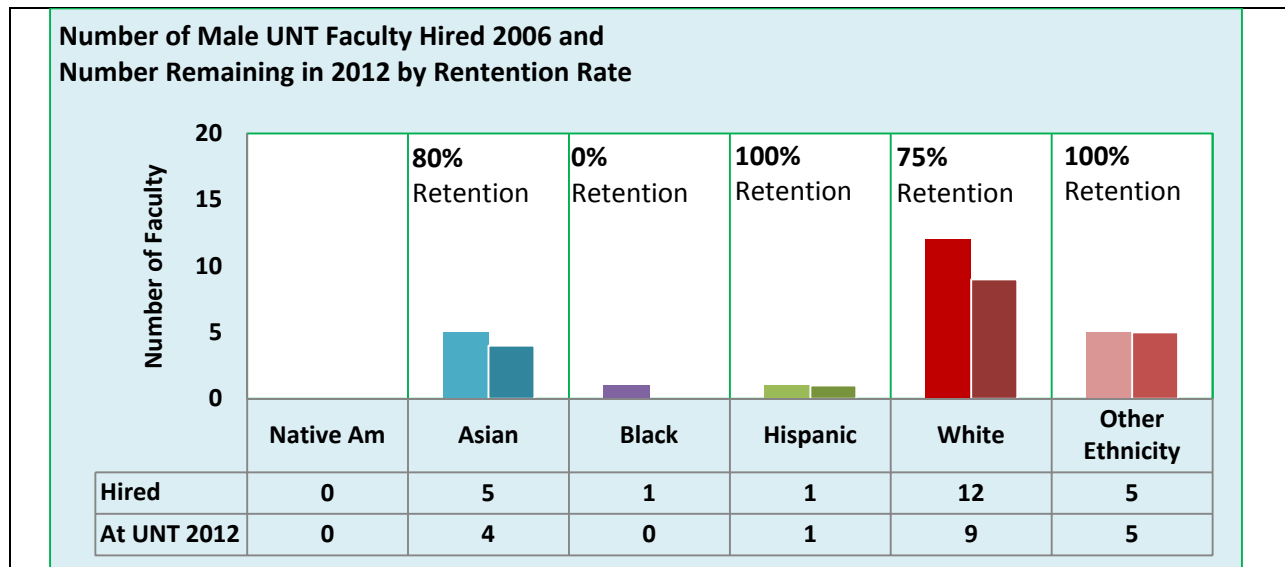
Figure 51. Male by Ethnicity Hires in 2006 and at UNT in 2012

SOURCE: UNT Faculty 2006 Cohorts (Resource 2)

Summative Note. Retention for Native American Indian, Asian, and White faculty was higher for female in comparison to female faculty hired in 2006. *[updated 4.14]*

3.2 Retention of Faculty at all ranks from 2006 to 2012

Tracking All American Indian Faculty Present at UNT in 2006 Cohort to Their Status in 2012
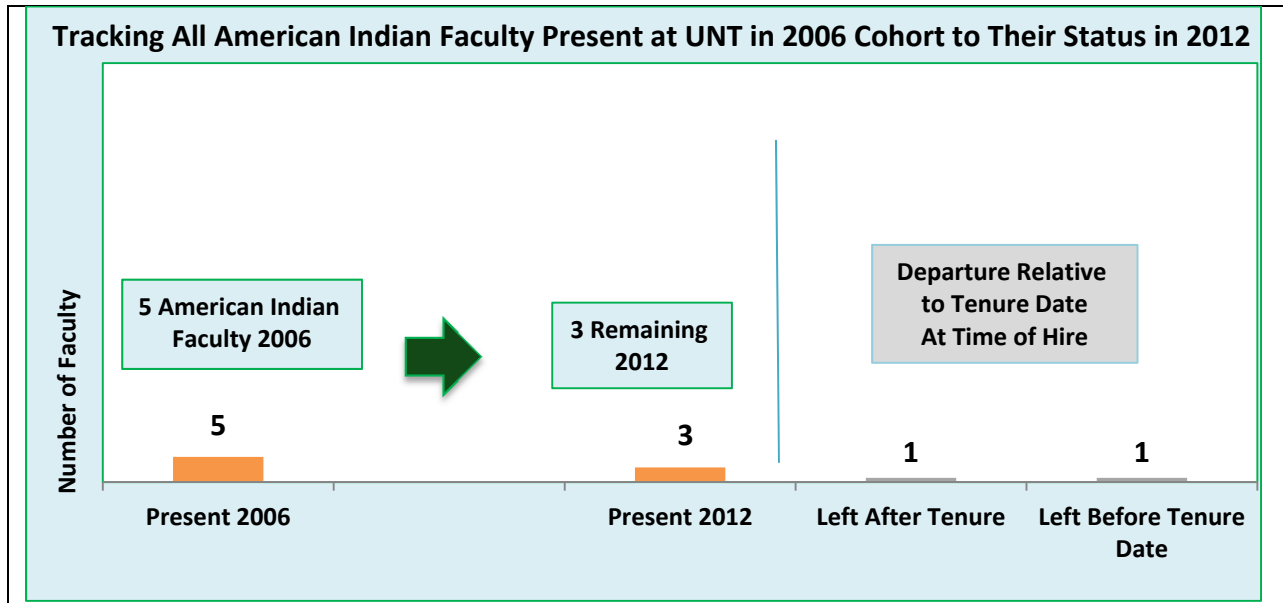
Figure 52. American Indian Faculty Present in 2006 and Status in 2012

SOURCE: UNT Faculty 2006 Cohorts (Resource 2)

Tracking All Asian Faculty Present at UNT in 2006 Cohort to Their Status in 2012
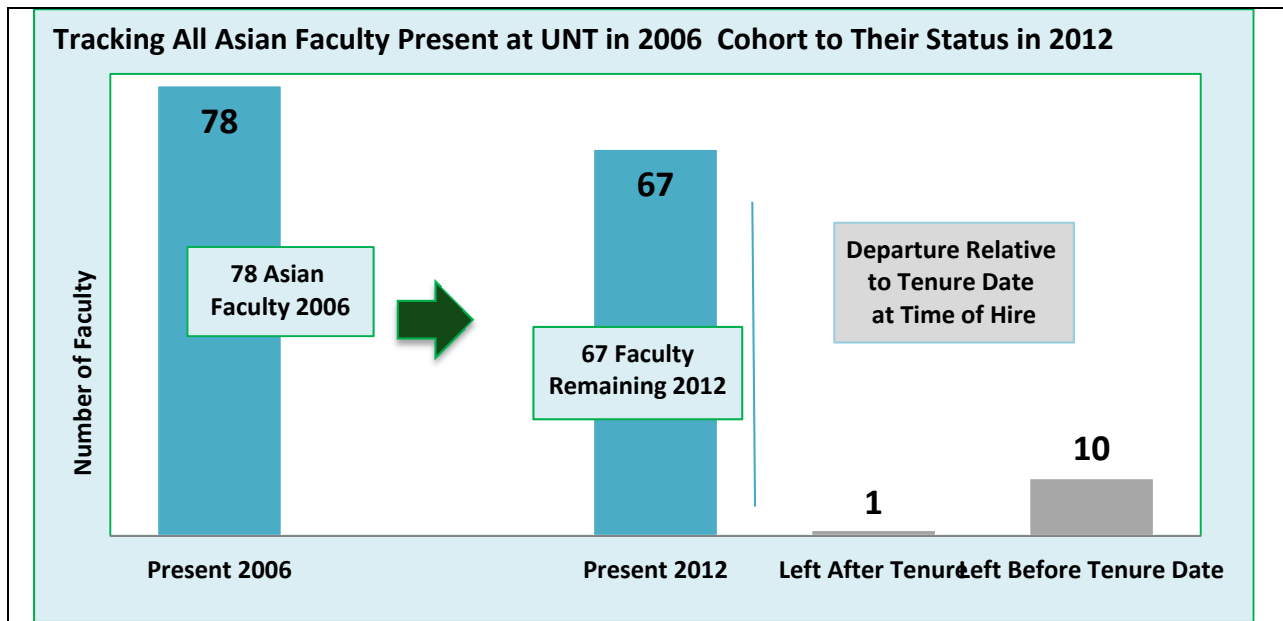
Figure 53. Asian Faculty Present in 2006 and Status in 2012

SOURCE: UNT Faculty 2006 Cohorts (Resource 2)

Tracking All Black Faculty Present at UNT in 2006 Cohort to Their Status in 2012

Number of Faculty

47 Black Faculty 2006

36 Faculty Remaining

Departaure Relative to Tenure Date

47

36

9

2

Present 2006   Present 2012   Left After Tenure   Left Before Tenure Date

Figure 54. Black Faculty Present in 2006 and Status in 2012

SOURCE: UNT Faculty 2006 Cohorts (Resource 2)

Tracking Hispanic Faculty Present at UNT in 2006 to Their Status in 2012

Number of Faculty

46 Hispanic Faculty

38 Faculty Remaining

Departure Relative to Tenure Date at Time of Hire

46

38

6

4

Present 2006   Present 2012   Left After Tenure   Left Before Tenure Date

Figure 55. Hispanic Faculty Present in 2006 and Status in 2012

SOURCE: UNT Faculty 2006 Cohorts (Resource 2)

Tracking White Faculty Present at UNT in 2006 to Their Status in 2012

398

398 White
Faculty
2006

299

299 Faculty
Remaining
2012

Departure Relative
to Tenure Date
at Time of Hire

76

23

Present in 2006   Present in 2012   Left After Tenure   Left Before
                                                                   Tenure Date

Figure 56. White Faculty Present in 2006 and Status in 2012
SOURCE: UNT Faculty 2006 Cohorts (Resource 2)

3.2 Key Points and Findings Related to Faculty Retention

The data on the retention of faculty is from data provided by the Provost Office on the 2006 cohort. Only tenured and tenure track faculty are counted. faculty members who retired between 2006 and 2012 are counted among the faculty who "Left After Tenure".   There is a 22.82% attrition rate of Tenured, Tenure-Track faculty from 2006 to 2012.

4. Equitable Distribution of Salaries

Lower salaries for faculty members other than White male faculty are associated with a threat in opportunity to access benefits of diverse faculty and diversity of faculty as representative of student body. In the following charts, current levels of salary and merit benefits are provided across gender, ethnicity, and department.

Rank/ Gender	2006 Avg. Salary	2006 Avg. Merit (%)	2007 Avg. Salary	2007 Avg. Merit (%)	2008 Avg. Salary	2008 2006 Avg. Merit (%)	2009 Avg. Salary	2009 Avg. Merit (%)	2010 Avg. Salary	2010 Avg. Merit (%)	2011 Avg. Salary	2011 Avg. Merit (%)	2012 Avg. Salary	2012 Avg. Merit (%)
Asst. Female	$52,173	n/a	$58,705	$4,367 (7.44)	$61,677	$2,314 (3.75)	$62,838	$1,532 (2.44)	$62,767	n/a	$63,553	n/a	$68,656	$3,684 (5.37)
Asst. Male	$57,436	n/a	$65,623	$4,332 (6.60)	$68,503	$2,421 (3.53)	$72,151	$1,612 (2.23)	$68,896	n/a	$65,404	n/a	$44,666	$1,305 (2.92)
Assc. Female	$67,396	n/a	$77,576	$6,037 (7.78)	$81,164	$3,366 (4.15)	$81,310	$1,851 (2.28)	$81,175	n/a	$78,589	n/a	$ 80,871	$2,910 (3.60)
Assc. Male	$69,169	n/a	$78,867	$5,422 (6.88)	$83,835	$3,153 (3.76)	$84,625	$1,766 (2.09)	$85,430	n/a	$84,797	n/a	$86,703	$2,835 (3.27)
Full Female	$88,224	n/a	$98,050	$7,150 (7.29)	$106,608	$4,660 (4.37)	$111,468	$2,774 (2.49)	$112,006	n/a	$109,327	n/a	$111,995	$3,699 (3.30)
Full Male	$92,671	n/a	$104,429	$6,312 (6.04)	$110,505	$4,154 (3.76)	$112,853	$2,355 (2.09)	$113,640	n/a	$113,380	n/a	$115,539	$3,414 (2.95)

Table 12. Average Salaries and Merit Increases for Faculty by Rank and Gender for 2006 to 2012

SOURCE: UNT Faculty 2006 Cohorts (Resource 2)

Salaries at Time of Hire in 2006 and Salaries in 2012 by Ethnicity
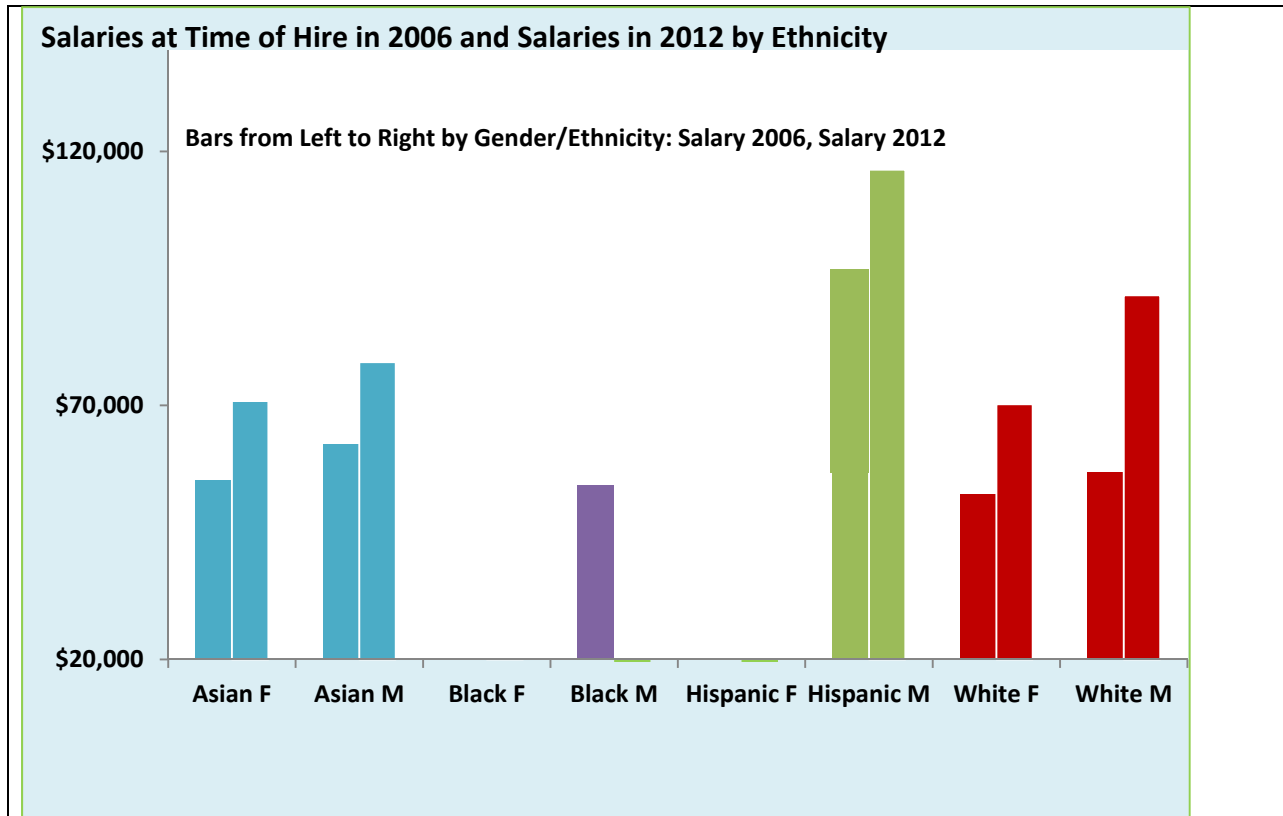
Figure 57. Salary for Assistant Professors Hired in 2006, Charted by Salary at Time of Hire and in 2012.
Reported by Ethnicity

SOURCE: UNT Faculty 2006 Cohorts (Resource 2)

[updated 4.14]

[Note only colleges with hires in 2006 are presented]

College of Arts & Sciences

- Female: Hired 2006 $46,669 | Salary 2012 $61,922
- Male: Hired 2006 $46,413 | Salary 2012 $74,736

■ Hired 2006
■ Salary 2012

College of Business

- Female: Hired 2006 $95,000 | Salary 2012 $113,531
- Male: Hired 2006 $84,585 | Salary 2012 $116,380

■ Hired 2006
■ Salary 2012

College of Education

- Female: Hired 2006 $40,500 | Salary 2012 $65,205
- Male: Hired 2006 $49,000 | Salary 2012 $64,014

■ Hired 2006
■ Salary 2012

College of Engineering

- Female: Salary 2012 $70,000
- Male: Hired 2006 $87,027 | Salary 2012 $113,522

■ Hired 2006
■ Salary 2012

College of Music

- Female: Hired 2006 $29,208 | Salary 2012 $51,357
- Male: Hired 2006 $42,000 | Salary 2012 $59,859

■ Hired 2006
■ Salary 2012

College of PACS

- Female: Hired 2006 $49,611 | Salary 2012 $68,653
- Male: Hired 2006 $38,000 | Salary 2012 $68,250

■ Hired 2006
■ Salary 2012

Figure 58. Salary Distribution by College of Faculty Hired as Assistant Professors in 2006.

SOURCE: UNT Faculty 2006 Cohorts (Resource 2)

4.2 Average Salaries for All Faculty in 2006 Cohort by College and Gender in Academic Years 2006 and 2012

Please note that all data in the following figure are from UNT faculty 2006 Cohorts (Resource 2)

College of Arts and Sciences [Humanities]:
Salary and Increases for All Faculty 2006/2012

Female Salary Increase .87% of Male Salary Increase

	Female	Male
Salary 2006	$43,147	$59,685
Salary 2012	$64,412	$84,004
Salary Increase	$21,265	$24,319

College of Arts and Sciences [Sciences]:
Salary and Increases for All Faculty 2006/2012

Female Salary Increase .59% of Male Salary Increase

	Female	Male
Salary 2006	$61,985	$81,395
Salary 2012	$74,011	$101,626
Salary Increase	$12,026	$20,231

College of Business: Salary and Increases
Salary and Increases for All Faculty
2006/2012

Female Salary Increase 1.32% of Male Salary Increase

	Female	Male
Salary 2006	$89,737	$92,587
Salary 2012	$133,457	$125,729
Salary Increase	$43,720	$33,142
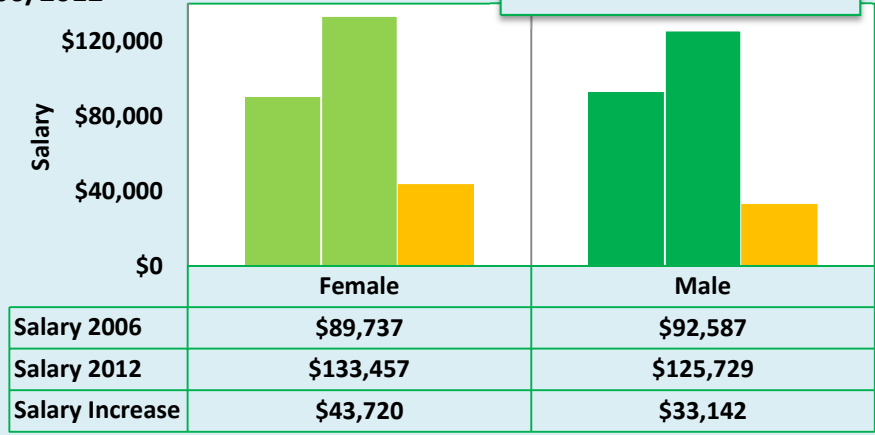
College of Education:
Salary and Increases for All Faculty 2006/2012

Female Salary Increase .88% of Male Salary Increase

	Female	Male
Salary 2006	$54,317	$60,392
Salary 2012	$79,734	$89,225
Salary Increase	$25,417	$28,833

College of Engineering:
Salary and Increases for All Faculty 2006/2012

Female Salary Increase 1.04% of Male Salary Increase

	Female	Male
Salary 2006	$86,006	$84,062
Salary 2012	$113,461	$110,360
Salary Increase	$27,455	$26,298

College of Information:
Salary and Increases for All Faculty 2006/2012

Female Salary Increase 3.7% of Male Salary Increase

	Female	Male
Salary 2006	$72,856	$86,200
Salary 2012	$92,063	$91,346
Salary Increase	$19,207	$5,146

College of Merchandising.Hospitality.Tourism
Salary and Increases for All Faculty 2006/2012

Female Salary Increase .71% of Male Salary Increase

	Female	Male
In 2006	$67,216	$64,009
In 2012	$101,002	$111,580
Increase in Salary	$33,786	$47,571

College of Music:
Salary and Increases for All Faculty 2006/2012

Female Salary Increase .97% of Male Salary Increase

	Female	Male
Salary 2006	$51,912	$62,899
Salary 2012	$71,281	$82,796
Salary Increase	$19,369	$19,897

College of Public Affairs Community Service:
Salary and Increases for All Faculty 2006/2012

Female Salary Increase .89% of Male Salary Increase

	Female	Male
■ Salary 2006	$57,302	$83,060
■ Salary 2012	$62,921	$89,390
■ Salary Increase	$5,619	$6,330

College of Visual Art.Design:
Salaries Increase All Faculty 2006 and 2012

Female Increase .84% of Male Increase

	Female	Male
■ Salary 2006	$49,419	$63,471
■ Salary 2012	$72,748	$91,163
■ Salary Increase	$23,329	$27,692

Figure 59. Salary Change from 2006 to 2012 by Gender

SOURCE: UNT Faculty 2006 Cohorts (Resource 2)

[updated 4.14]

4.3 Average 2006 Faculty Cohort Salaries by Rank and Gender through 2012 with Increases

| Figure 60. Assistant Professors Average Salaries 2006-2012 |
| SOURCE: UNT Faculty 2006 Cohorts (Resource 2) |

| Figure 61. Associate Professors Average Salaries 2006-2012 |
| SOURCE: UNT Faculty 2006 Cohorts (Resource 2) |

Figure 62. Full Professors Average Salaries 2006-2012
SOURCE: UNT Faculty 2006 Cohorts (Resource 2)

4.4 What Threats May Exist Related to Salaries and Merit Increases

We examined data related to faculty salaries and merit increases for the period of 2006-2012, and produced summary data in the form of yearly average salaries by gender, and dollar amounts and percentage increases for merit in the three years during this period in which merit was distributed [see Table 12 and Figures 57 through 62 above present summary salary and merit information].

The figures illustrate the constancy of female average salaries lower than those of males. The figures show the "male advantage" on a yearly basis (difference between the male and female average salaries). Interestingly, the average merit raises, both in absolute dollar amounts and as percent of the average salaries, favor females in almost every year. Yet, the raises were not sufficient to overcome the systemic lower average salary of females. Data presented herein represent merit increases and no other types of increases, such as market and equity adjustments. It appears that the level of adjustments across all types; however, do not overcome the advantage males have in their salaries.

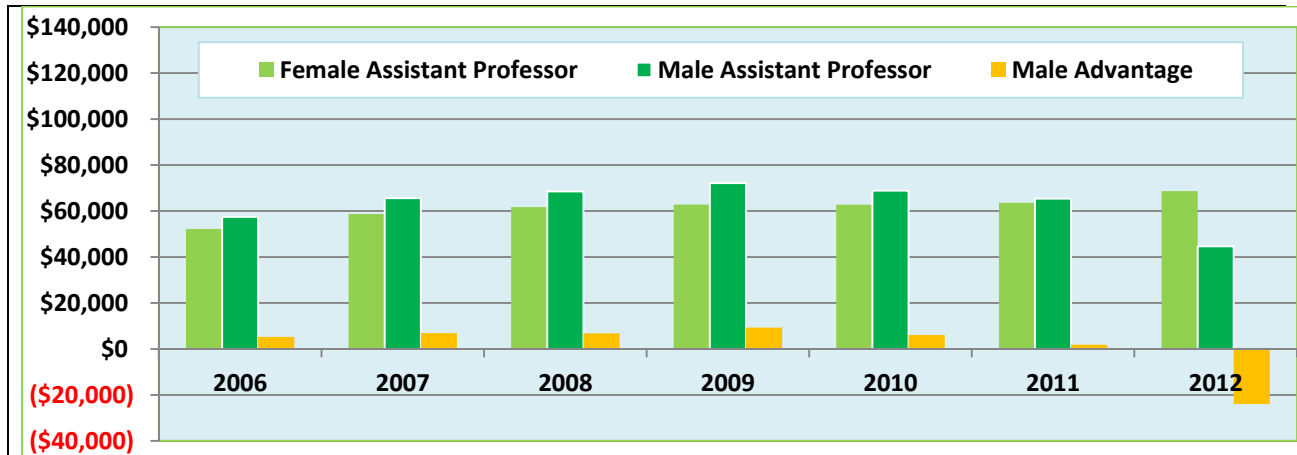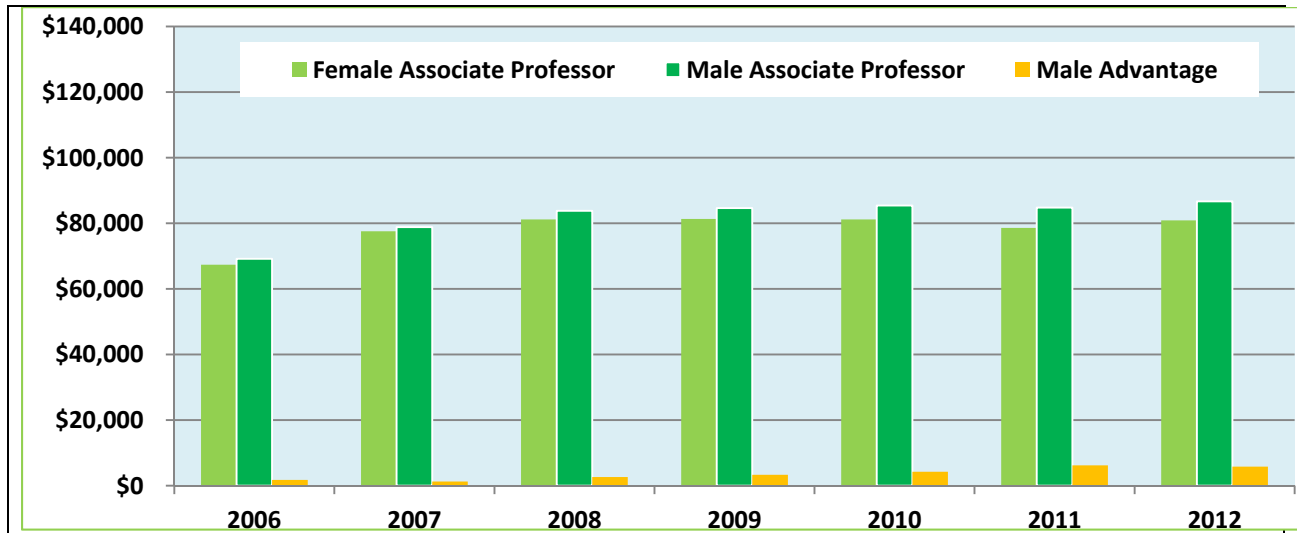Recruitment Threats Related to Salaries. The information related to UNT faculty salaries show continuing, albeit increasing, discrepancies between average salaries of males and females. A very wide variance in individual faculty salaries, by gender, discipline, and ethnicities exists. Summarizing by using the average salaries may provide a useful picture. But such ongoing differences between male and female salaries may present threats to recruiting highly-qualified females in appropriate numbers and with appropriate and equitable salaries.

4.5 Key Points and Findings Related to Equitable Distribution of Salaries

Equitable distribution of salaries is important for recruitment and retention of faculty. The data presented here identify differences in salary by gender that may provide a threat to academic success. Merit increases for female faculty does not ameliorate lower entry level salaries across time in an academic position; however, higher merit raises for female faculty suggest a level of work and contribution to the University that may not be accurately reflected in salary levels.

5. Equity in Teaching Load

5.1 Undergraduate Teaching Load for Newly Hired Faculty

Teaching loads are variable across colleges, departments, and courses. They represent one opportunity for faculty to contribute to the overall academic success of undergraduate and graduate students. Below we provide some beginning outlines of threats to equitable distribution of faculty teaching loads. This is an important area to explore farther as the importance of success in this area contributes to the University's academic strengths and success.

Average Student Credit Hours Generated by All UNT Assistant Professors Hired 2006 by Gender and Ethnicity

	Am. Ind.	Asian	Black	Hispanic	White
Male	0	159	267	696	454
Female	753	392	0	0	769
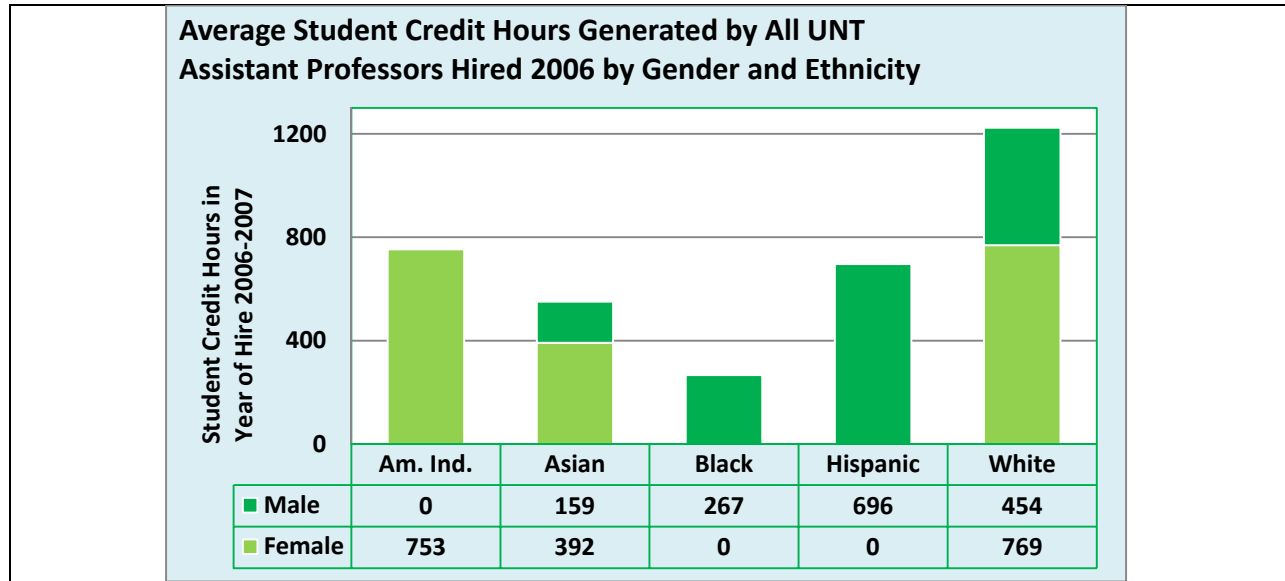
Figure 63. Faculty's Student Credit Hours Taught in First Year as Assistant Professor by Gender and Ethnicity

SOURCE: UNT Faculty 2006 Cohorts (Resource 2)

Average Student Credit Hours Generated by All UNT Assistant Professors Hired 2006 by Ethnicity

T = Tenured
NT = Not Tenured

Legend:
- 2006 Hire.Tenured 2012
- 2006 Hire.Not Tenured 2012
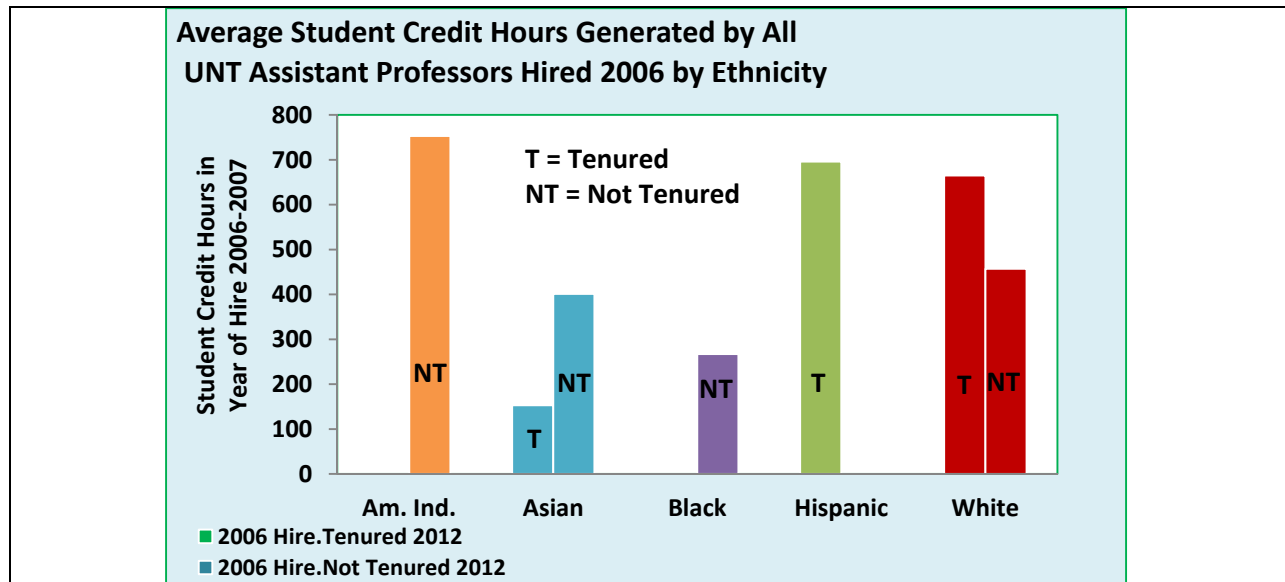
Figure 64. Student Credit Hours Generated by Assistant Professor Hired in 2006 by Ethnicity and Tenure Status in 2012

SOURCE: UNT Faculty 2006 Cohorts (Resource 2)

5.2 Key Points and Findings Related to Equitable Teaching Loads

The importance of teaching is evidenced across the University's Bold Goals, however, in accessing equity of distribution of resources in support for faculty success, this committee relied on the available teaching markers of student credit hours and dissertation and theses hours generated. Given the nature teaching responsibility across departments and disciplines, these markers of teaching load may accurately represent faculty work and effort. To both value and reward teaching, and support faculty as they engage in this important aspect of the University community, it is imperative that clearer measures of teaching load be established. *[Updated 4.14]*

6. Equity in Support for Progress toward Promotion.

We were interested in examining trends and/or patterns in the time in rank of Assistant Professor to tenure and promotion to Associate Professors, and from Associate Professors to Full Professors. The 2006 Cohort Dataset (i.e., all faculty members that were at UNT in 2006) provided a variety of data points used, including:

- Hire Date: The date when the person was hired at UNT.
- Rank Date: The date when a faculty member's rank changed.
- F06_RankDesc: The current rank in 2006.
- F06_StatusDesc: The tenure status in F06
- F06_TenureYear: The year when tenure was granted

We made two assumptions for the analysis: (1) On the date of Hire, the faculty member was appointed at the rank of Assistant Professor. In this 2006 Cohort dataset, there is not any data regarding the rank at the time of hire. (2) We can determine the time in rank between one rank and another by the difference in Hire Date and Rank Date, if the faculty member was listed as an Associate Professor in the 2006 Cohort dataset. For all faculty members that had the rank of Associate Professor in 2006 (Female 105; Male 155), we then calculated the time between the date they achieved that rank and when they were hired. Table 13 presents the years in rank for this group of faculty members. We assume that when the year in rank is 0, the person was hired as an Associate professor.

6.1 Years in Rank Overall from Assistant to Associate Professor

Years in Rank	Count	% of Total		Years in Rank	Count	% of Total
0	45	17.3%		7.63	2	0.8%
0.08	1	0.4%		8	11	4.2%
0.33	1	0.4%		8.63	1	0.4%
1	4	1.5%		9	5	1.9%
2	3	1.2%		10	2	0.8%
3	3	1.2%		12	2	0.8%
4	13	5.0%		13	1	0.4%
5	15	5.8%		16	1	0.4%
5	1	0.4%		19	1	0.4%
6	101	38.8%		20	1	0.4%
6.63	7	2.7%		29	1	0.4%
6.88	1	0.4%		31	1	0.4%
7	36	13.8%		**Total**	**260**	

Table 13. Years in Rank from Assistant to Associate Professor
SOURCE: UNT Faculty 2006 Cohorts (Resource 2)

Tables 14 and 15 show years in rank by gender and ethnicity.

	Year in Rank for Females	Year in Rank for Males	Total
Total Number of Assistants:	105	155	260
Minimum	0	0	
Maximum	13	31	
Average	5.6	5.2	
Table 14. Years in Rank as Assistant by Gender			
SOURCE: UNT Faculty 2006 Cohorts (Resource 2)			

	American Indian	Asian	Black	Hispanic	White	Other	Total
Total Number of Assistants:	2	19	16	12	204	7	260
Minimum	0	0	0	0	0	0	
Maximum	6	7	6.25	19	31	6	
Average	3	4.6	4.7	5.25	5.6	3.6	
Table 15. Years in Rank as Assistant by Ethnicity							
SOURCE: UNT Faculty 2006 Cohorts (Resource 2)							

6.2 Years in Rank Overall as Associate Professor

We did similar analyses but with the data we had we could only indicate how long a faculty member had held the rank of Associate Professor by 2006. In 2006 there were 260 Associate Professors. We could identify in the dataset the year when a faculty member had been promoted to Associate, and the difference between than at 2006 (the year of the dataset) is the years in rank as an Associate professor. Table 16 presents the count data for years in rank.

Years As Associate	Count	% of Total
0.625	1	0.4%
1	22	8.5%
1.625	1	0.4%
1.92	1	0.4%
2	15	5.8%
3	16	6.2%
4	22	8.5%
4.075	1	0.4%
4.86	1	0.4%
5	27	10.4%
6	22	8.5%
7	13	5.0%
8	15	5.8%
9	15	5.8%
10	16	6.2%
11	11	4.2%
11.625	1	0.4%
12	11	4.2%
13	7	2.7%

Years As Associate	Count	% of Total
14	3	1.2%
15	3	1.2%
16	2	0.8%
17	3	1.2%
18	4	1.5%
19	6	2.3%
20	4	1.5%
21	2	0.8%
22	3	1.2%
23	1	0.4%
24	1	0.4%
26	1	0.4%
27	2	0.8%
29.625	1	0.4%
30	2	0.8%
31	1	0.4%
33	1	0.4%
35	2	0.8%
Total	**260**	

Table 16. Years in Rank as Associate Professor as of 2006
SOURCE: UNT Faculty 2006 Cohorts (Resource 2)

Tables 17 shows years in rank as Associate by gender.

	Year in Rank for Females	**Year in Rank for Males**
Minimum	.625	1
Maximum	27	35
Average	6.79	9.75
Table 17. Years in Rank as Associate by Gender		
SOURCE: UNT Faculty 2006 Cohorts (Resource 2)		

Years As Associate >6 Years for Males
- Number: 89
- Percent of all Males: 57.4%

Years As Associate >6 Years for Females
- Number: 42
- Percent of all Females: 40.0%

6.3   Institutional Services as a Threat to Promotion

The committee was interested in identifying the administrators in every college by gender and rank. Table 18 shows college's administrators by gender and rank. Table 19 breaks down the administration into chairs, deans, VPs and Provost positions and it shows the college representations of their disciplines in the university higher administration by gender.

6.3.1. Rank and Gender of Faculty Entering Administrative Positions by College

	Full Female	Full Male	Assoc. Female	Assoc Male
COB	3	3	0	0
CAS	5	14	1	5
COE	4	3	0	1
CEng	0	8	0	0
COI	0	2	1	1
CMHT	2	0	3	0
COM	2	7	0	2
PACS	2	2	3	3
CVAD	2	1	2	0
SOJ	1	1	0	0

Table 18. Rank and Gender of UNT Faculty in Administrative Positions in 2012 by College

SOURCE: UNT Faculty 2012 Cohort (Resource 4)

Summative Note: The Colleges of Information; Merchandising Hospitality and Tourism; Public Administration and Community Services have administrative positions filled by Associate and Full professors, with other Colleges having predominantly Full professors in administrative positions. More female faculty fill administrative positions in the Colleges of Merchandising Hospitality and Tourism, Public Administration and Community Services, and Visual Arts and Design.

College	Gender	Chair/Dept.	Dean	VP	Provost
COB	Female	3			
	Male	2	1		
CAS	Female	4			2
	Male	13	3	1	2
COE	Female	2	2		
	Male	2	2		
CEng	Female				
	Male	5	3		
COI	Female		1		
	Male	2	1		
CMHT	Female	2	2		1
	Male				
COM	Female	1	1		
	Male	6	3		
PACS	Female	3	1	1	
	Male	3	2		
CVAD	Female	3	1		
	Male		1		
SOJ	Female	1			
	Male		1		

Table 19. Level of Administrative Position by Rank and Gender of UNT Faculty in in 2012 by College

SOURCE: UNT Faculty 2012 Cohort (Resource 4)

Summative Note: The majority of administrative positions, particularly at the chair and dean level, are filled by male faculty.

6.4 Key Points and Findings Related to Equitable Support for Progress to Tenure and Promotion

Gender and rank of faculty holding administrative roles varies across colleges. In Arts & Sciences, Engineering, Information and Music administrative roles are predominantly held by male faculty. In the College of Business, the majority of administrative positions are held by faculty at the full professor level. In College of Merchandising, Hospitality and Tourism and the Public Administration and Community Services the administrative positions are predominantly held by women.
Examination of progress through rank in College across differences in gender of faculty holding administrative rank will be one marker of the impact of administrative service on faculty advancement. Overall, there is a great disparity in gender representation in administration by college and rank at UNT. College of Arts and Sciences administrators are predominantly males and CEng does not have females represented in the administration. At the same time, there is a predominance of male representation in the higher administrative positions at UNT and faculty from CAS is promoted the most in the higher administration.

7. Datasets and Other Resources Used

Resources

1. **Common Data Sets – 2002-2003 through 2012-2013**. Available from UNT Office of Institutional Research and Effectiveness http://institutionalresearch.unt.edu/common-data-set.
    The Common Data Set (CDS) is a standardized annual report completed by institutions of higher education. Tabs included in the CDS are comprised of enrollment, demographic, faculty, financial aid, and degree completion data. The aim of the CDS is to make institutional information accessible to students and other stakeholders for comparison purposes.

2. **UNT 2006 Faculty Cohort Data Set.** This spreadsheet provides information about UNT faculty working in 2006. It was prepared by the Office of Institutional Research and Effectiveness for the Opportunity Analysis Committee in Summer 2013. It contains information about all ranks for faculty, including lecturers, visiting professors, modified service, instructors, instructional professors, as well as tenured and tenure-track faculty. Nearly 100 variables provide information about gender, ethnicity, rank, appointments, department, salaries, credit hour production, etc.

3. **UNT 2009 Faculty Cohort Data Set Constructed for the Advance Grant.** This spreadsheet provides information about UNT faculty working in 2006. It was prepared by the Office of Institutional Research and Effectiveness for the Opportunity Analysis Committee in Summer 2013. It contains information about all ranks for faculty, including lecturers, visiting professors, modified service, instructors, instructional professors, as well as tenured and tenure-track faculty. Nearly 100 variables provide information about gender, ethnicity, rank, appointments, department, salaries, credit hour production, etc.

4. **UNT 2012 Faculty Cohort Data Set Constructed for the Advance Grant.** This spreadsheet was developed by a group of people that were preparing a NSF Advance Grant. It contains data about tenured and tenure-track faculty only provided to the group by the Office of Institutional Research and Effectiveness.

5. **Digest of Educational Statistics. Table 291. Full-time instructional faculty in degree-granting institutions, by race/ethnicity, sex, and academic rank: Fall 2007, Fall 2009, and Fall 2011. (July 2012).** http://nces.ed.gov/programs/digest/d12/tables/dt12_291.asp.
    U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Winter 2007-08, Winter 2009-10, and Winter 2011-12, Human Resources component, Fall Staff section.

6. **State & County QuickFacts. People QuickFacts.**
    http://quickfacts.census.gov/qfd/states/48000.html,
    U.S. Census Bureau: State and County QuickFacts. Data derived from Population Estimates, American Community Survey, Census of Population and Housing, State and County Housing Unit Estimates, County Business Patterns, Nonemployer Statistics, Economic Census, Survey of Business Owners, Building Permits

7. **Digest of Educational Statistics. Table 296. Full-time and part-time faculty and instructional staff in degree-granting institutions, by field and faculty characteristics: Fall 1992, Fall 1998, and Fall 2003.**
    http://nces.ed.gov/programs/digest/d12/tables/dt12_296.asp
    U.S. Department of Education, National Center for Education Statistics, 1993, 1999, and 2004 National Study of Postsecondary Faculty (NSOPF:93;99;04). (This table was prepared January 2009.). Humanities excludes history and philosophy; Natural Sciences excludes computer sciences; Social Sciences includes history; Other includes philosophy, law, occupationally specific programs, computer sciences, and other.

8. **Digest of Educational Statistics. Table 336. Doctor's degrees conferred by degree-granting institutions, by race/ethnicity and sex of student: Selected years, 1976-77 through 2010-11. (July 2012).** http://nces.ed.gov/programs/digest/d12/tables/dt12_336.asp
    U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Degrees and Other Formal Awards Conferred" surveys, 1976-77 and 1980-81; Integrated Postsecondary Education Data System (IPEDS), "Completions Survey" (IPEDS-C:90-99); and IPEDS Fall 2000 through Fall 2011, Completions component.

9. **UNT Affirmative Action Data for Academic Hires in the Academic Year 2011-2012.** Data provided to the Opportunity by the Office of Institutional Research and Effectiveness.

10. **Digest of Educational Statistics. Table 337. Doctor's degrees conferred by degree-granting institutions, by race/ethnicity and field of study: 2009-10 and 2010-11 (July 2012).**
    http://nces.ed.gov/programs/digest/d12/tables/dt12_337.asp
    U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2010 and Fall 2011, Completions component.

7.1 Key Points and Findings Related to Data Sources

Throughout the document, we have indicated some issues with the datasets used in the analysis. We assume that the data collected at UNT are often data required by other agencies (e.g., the Texas Higher Education Coordinating Board, etc.). As requirements and variables and associated data values change over time, UNT datasets also change. For longitudinal analyses as attempted by the Opportunity Analysis Committee, such changes present substantial challenges in using comparable data.

UNT is very good at collecting certain types of data and structuring the data usefully. Often these data relate to people, their demographics, unit affiliations, salaries, merit increases, and such. The data we received from UNT Institutional Research and Effectiveness (IR&E) were very rich. Sometimes the data were not clearly defined as to what was covered, or there were things that the Committee didn't know how to ask for. Part of this is the larger data problem at UNT – namely, knowing the local data collected; the ways it can be extracted, structured, presented; who owns the data and what uses it can be put to; and other data management and use issues.

Two areas related to threats to opportunity that we didn't have good data to analyze are Teaching and Service workload and activities. Credit Hour Production was in two of the datasets, yet the aggregation of credit hours per year per faculty didn't really allow us to understand what the workload implications were: Large classes with many hours produced but with a lot of assistance from teaching assistants, etc., or small intense classes that required many hours of a faculty member. As indicated in the document, there is no data regarding service activities and the effect of those on equity regarding workload and rewards.

The analyses the Committee carried out, though, can provide a framework for ongoing and regular analysis of UNT data. We identified important and useful variables to use, and the next steps would be to state the requirements for ongoing reports to be generated by IR&E or other units. The next steps should also address the missing data (e.g., Service activities) and less than useful data (e.g., related to Teaching). There will be a need to exploit the data that are being collected now as well as identify the necessary data to have to further understand the opportunity distribution to faculty members at UNT.