



UNIVERSITY *of* NORTH TEXAS

**TASK FORCE ON THE RETENTION OF WOMEN FACULTY
REPORT TO THE PRESIDENT
SPONSORED BY THE COMMISSION ON THE STATUS OF WOMEN
AND
WOMEN'S STUDIES PROGRAM
SPRING, 2002**

PREFACE

The Commission on the Status of Women at the University of North Texas was established in 1993 to advise the President on issues related to providing positive working and learning environments for women faculty, staff, and students at the University of North Texas. The Commission consists of five faculty, five staff and up to five students appointed by a nominating committee. In addition, the president for the League of Professional Women, the director of Women's Studies, the chair of the Faculty Senate Committee on the Status of Women, the director of Women's Athletics, and the director of the Women's Center participate as standing members of the Commission.

In fall, 2000, the Commission established a task force to investigate factors influencing the retention of women faculty. Dr. Ruthann Masaracchia, Interim Director of Women's Studies, was appointed head of this task force. This document presents the findings of that task force.

The data presented focus narrowly on UNT demographics in order to present a blueprint that can be used to develop policies and procedures that facilitate the retention of women faculty on this campus. However, several retention studies from other universities were consulted and information from those studies is included in some places.

The Commission intends that this document is a self-study of women faculty roles in the UNT academy and that the information will assist the President, Administration and faculty in developing a university-wide plan of action that assists women faculty members in reaching their full professional potential.

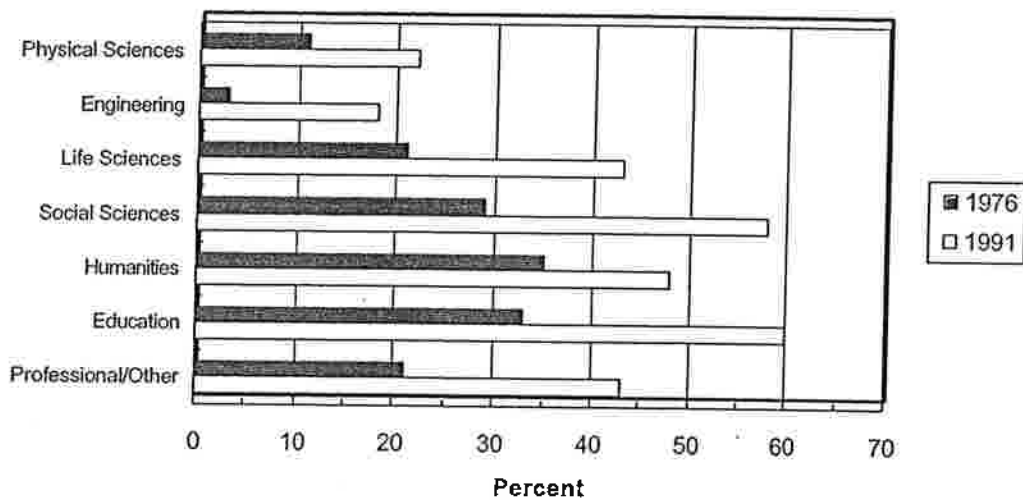
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INTRODUCTION

Title IX in the 1972 Education Amendments outlawed sex discrimination within educational programs receiving federal funds. Retrospectively, we can hardly imagine that the right of women to participate without prejudice as students and faculty required federal legislation. Despite legal battles that delayed full implementation of Title IX provisions, this legislation thawed the chilly campus climate for women, removed social barriers to women's higher education and participation in the academy, and, most importantly, facilitated women's acceptance into postgraduate programs. Consequently, a dramatic increase in advanced degrees earned by women was observed in every discipline in the two decades following Title IX passage (Figure 1).

Figure 1. Percentage doctorates awarded to U.S. women in broad fields, 1976 and 1991.¹



A reasonable prediction would be that proportionate increases in faculty women would occur as the pool of candidates expands in response to the increasing number of women Ph.D.s, and for nearly a decade (1990-2000) women waited expectantly and watched the demographics. At the end of the 20th century, women's inclusion in the academy stands at 31% of tenure track faculty in doctoral degree granting institutions, a value comparable to the percent women earning Ph.D.'s in 1980.² More alarming, the Department of Education reports that the percentage of tenured women faculty (18% of tenure track faculty) is almost as low as it was in 1977, and the most impressive gains for women faculty have been in the part-time faculty positions, up 178% since 1976.³ The most realistic assessment of change would be that in most cases there has been a gradual increase in the number of women faculty at US universities as a result of Title IX.

The paradoxical question is, "If Title IX successfully removed barriers to women's participation in the academy, why hasn't parity in numbers been achieved?" Many men faculty are convinced that women have not only been given every opportunity to achieve, but they have been favored at the expense of men faculty and even the integrity of the institution. Men faculty discuss the reasons why women's faculty ranks are not expanding largely with the assumption that a level playing field exists—and more privately offer opinions that are distilled to the perspective that women lack the desire, skills and expertise to compete successfully in the academic arena.

The sometimes contentious debate between men faculty and administrators and frustrated women faculty led to numerous self-studies of gender equity for university faculty in the late 1990's. Among the most highly publicized cases are the charges of bias against women faculty brought by MIT professor of biology Nancy P. Hopkins.⁴ A five-year study of the Hopkins' charges included detailed evidence of inequalities and concluded, "A common finding for most senior women faculty (at MIT) was that the women were 'invisible', excluded from a voice in their departments and from positions of any real power." Further, the report found that "when they (women faculty) spoke up, no one heard them, believing that each problem could be explained alternatively by its 'special circumstances.'" Finally, the report found discrimination "consists of a pattern of powerful, but unrecognized assumptions and attitudes that work systematically against women faculty even in the light of obvious good will."

The importance of the MIT case extends far beyond the travails of this single institution. In January, 2001, presidents, chancellors, provosts and 25 women professors of nine top research universities met at Cambridge to consider the conclusions of the MIT report and to discuss the equitable treatment of women faculty in science and engineering. Their candid conclusions astonished even the most optimistic women. In a 184-word statement, they wrote unanimously, "Institutions of higher education have an obligation, both for themselves and for the nation, to fully develop and utilize all the creative talent available...We recognize that barriers still exist (for women faculty)."⁵

Public recognition of faculty inequities may become a milestone as significant as the passage of Title IX itself. Bias, as unintentional as it might be, *systematically* precludes the opportunities for women's success. Recognition of this bias allows the institution to examine what factors reinforce bias and to develop alternative strategies that build a stronger, more equal community.

The focus of this report is two fold: First, the under representation of women throughout the professorial ranks is recognized as an obstacle to women's achievement and an undesirable attribute of a multipurpose, 21st century university. Statistics that describe the distribution of women within the UNT faculty have been compiled in order to present a comprehensive view of these demographics.⁶ Second, the report examines the non-supportive, or chilly, climate of the university in an attempt to define some of the bias within UNT that contributes to the gender

imbalance in the faculty. The report recognizes that men are sometimes also treated unfairly within the university, but rarely are these events the result of gender bias. Data included in the report were compiled in an attempt to identify collective gender-related bias and not focus on individual inequities. Ultimately, the information compiled can establish an objective knowledge base that generates productive discussion and strategic planning for an environment more receptive to women's participation. The long term goal of this report is to assist the university in fulfilling the legal and moral obligation to provide genuine equal opportunity for all who work or seek to work at the University of North Texas in the 21st century.

CHAPTER 1: CENSUS OF WOMEN FACULTY AT THE UNIVERSITY OF NORTH TEXAS

In 2001, the University of North Texas ranked as the fourth largest Texas university. The university is organized into eight Colleges and Schools as shown in Table 1.

Table 1. University of North Texas full-time faculty and student census, 2000.⁶

Unit	Faculty Census	Student Census*
College of Arts and Sciences	366	9688
College of Business Administration	102	5668
School of Community Service	61	1988
College of Education	115	4076
School of Library and Information Sciences	14	407
School of Merchandising and Hospitality Management	20	467
College of Music	96	1520
School of Visual Arts	49	1980
Total	823	25,794

*Declared majors

The university's distribution of faculty by gender is similar to the national demographics reported by the Department of Education for 1995, the last year for which comprehensive gender distribution by rank is available (Table 2).^{3,6} Overall, the percent UNT women faculty is slightly lower than the national average. UNT has lower percent tenured women and a higher percent non-tenure track women. This unfavorable distribution in the most secure fraction of the faculty is mitigated somewhat by the significantly smaller proportion of UNT faculty who are non-tenure track (17% vs 28% nationally).

Table 2. National and university census of full-time women faculty by tenure status.

Unit	Tenured		Tenure Track		Non-Tenure Track		Total	
	Total Number	Percent Women	Total Number	Percent Women	Total Number	Percent Women	Total Number	Percent Women
National	284,870	26.0	110,311	42.6	155,641	44.7	550,822	34.6
University of North Texas	493	22.3	192	44.2	138	50.0	823	32.0
College of Arts and Sciences	224	14.7	81	38.2	61	52.4	366	26.2
College of Business Administration	67	14.9	16	43.8	19	26.8	102	23.5
School of Community Service	33	33.3	21	23.8	7	28.6	61	29.5
College of Education	82	32.9	29	69.0	14	50.5	115	47.0
School of Library and Information Sciences	7	57.1	6	50.0	1	100.0	14	57.1
School of Merchandising and Hospitality Management	8	87.5	6	100.0	6	33.3	20	75.0
College of Music	59	20.3	20	25.0	17	47.0	96	26.0
School of Visual Arts	23	26.0	14	57.1	13	76.9	49	48.9

However, gender distribution by rank demonstrates that UNT women are dramatically underrepresented at the top academic levels (Table 3). Using AAUP 2000-2001 statistics for all faculty, nearly 1 in 5 full professors are women. At UNT there are 35 women full professors, or 1 in 7 full professors and 1 in 24 faculty members. UNT gender distribution at this rank is comparable to Texas Tech's, and at other ranks, UNT demonstrates greater gender parity. Notably, Texas Tech has a significantly lower number of women "in the pipeline" and a markedly higher percent of women in non-tenure-track positions. In part, this distribution may be the consequence of Texas Tech's difficulty in recruiting unmarried women and inability to offer a diversity of opportunities for spousal hires (personal communication).

Table 3. Comparison of national, UNT and Texas Tech census of women faculty by rank.^{6,7,8}

RANK	U.S.	UNT	TEXAS TECH
Full Professor	21%	14%	14%
Associate Professor	36%	32%	26%
Assistant Professor	46%	47%	34%
Instructor/Lecturer	58%	51%	63%
Total	31%	32%	32%

The number of UNT current faculty at each rank is shown in Table 4. Women comprise 22% of the tenured faculty ranks. By rank women full professors represent the smallest pool of faculty, including non-tenure track faculty. The largest pool of UNT faculty by rank is men full professors. The only rank at which parity in women and men is observed is the non-tenure track, full-time faculty.

Table 4. Comparison of full time UNT by rank and gender, 2000-2001

RANK	WOMEN FACULTY*	MEN FACULTY*	TOTAL FACULTY
Full Professor	35	227	262
Associate Professor	74	161	235
Assistant Professor	86	101	187
Non-tenure track	69	69	138

*Full-time, benefits eligible, tenure/tenure track

The distribution of UNT women faculty by college/school is skewed (Table 2). The College of Arts and Sciences, the largest UNT academic unit, the College of Business Administration and the School of Music have the three lowest percents of women faculty. These three units represent 43% of the total faculty. The School of Library and Information Sciences and the School of Merchandising and Hospitality Management have women majorities on their faculty, but these units represent only

1.8% of the faculty. The College of Education, a unit widely believed to be largely women faculty, and the School of Visual Arts each have nearly 50% women faculty. Further analysis of women faculty by rank in the largest academic unit, the College of Arts and Sciences, the recognized College of Education, and the prestigious College of Music reveals some disturbing trends (Table 5). Only 9% of the total faculty in Arts and Sciences are tenured women as compared to the university-wide value of 13.4% (national: 13.4%). This compares unfavorably to 52% of the men faculty who are tenured. From another viewpoint, students see 1 in 2 Arts and Sciences men faculty in secure positions, but only 1 in 10 women faculty in secure positions! This differential becomes somewhat more balanced when the total number of faculty who are either tenured or tenure-track are considered. In the composite, 1 in 4 faculty are women, reflecting the increase in women assistant professors in recent years.

Although the College of Education has the reputation of being populated largely by women, fewer than 1 in 4 faculty are tenured women and fewer than one-half the faculty in the tenure track are women (Table 4). However, women are approaching parity in this college when total percents in tenure and tenure-track are considered.

In the College of Music, the percent tenured women faculty is 25% higher than the College of Arts and Sciences and approaches the national average. However, in the total pool of tenured and tenure-track women faculty, the distribution is nearly identical to that of Arts and Sciences, indicating a slower rate of new hires that are women.

Table 5. Representation of full time women faculty by tenure status in the College of Arts and Sciences, the College of Education, and the College of Music.

Unit	% Tenured		% Tenured + Tenure track	
	Women	Men	Women	Men
University of North Texas	13	47	24	60
College of Arts and Sciences	9.0	52	17	66
College of Education	23	39	41	47
College of Music	12	49	18	65

Analysis of women faculty representation by departments is somewhat problematic (Table 6).⁹ Some departments have experienced only modest growth in the last decade while others have been built *de novo*. Nevertheless, the data are useful in identifying some trends. First, within Arts and Sciences, the 7 science departments (Biology, Chemistry, Computer Science, Engineering Technology, Mathematics,

Materials Sciences and Physics) collectively have only 16 women faculty compared to 131 men faculty (11% women faculty). The few women in these comparatively large departments therefore skew the gender data for the entire College since these departments comprise 40% of the entire college faculty. This issue is further discussed in Chapter 3 (Recruitment and Retention).

Second, in the College of Business Administration women are underrepresented in all departments whereas in the College of Music women are least well represented in the performance departments. Finally, many of the departments in the sciences, business and music performance list no women assistant professors. These data predict that the under representation in these disciplines is likely to continue.

Table 6. Departmental distribution of women faculty by rank (2000)

DEPARTMENT	TOTAL	% WOMEN	FULL	ASSOC.	ASST.	OTHER
COLLEGE OF ARTS AND SCIENCES						
Biological Sciences	30	17	2	1	0	2
Chemistry	17	18	0	1	1	1
Communication Studies	7	29	0	0	2	0
Computer Sciences	16	6	1	0	0	0
Dance and Theatre Arts	12	42	1	2	2	0
Economics	13	23	0	1	1	1
Engineering Technology	11	9	0	0	0	1
English	37	41	0	4	6	5
Foreign Languages and Literatures	16	31	1	3	2	4
Geography	17	12	0	0	0	1
History	24	16	0	2	2	1
Journalism	13	39	0	2	2	1
Materials Science	6	17	0	0	1	0
Mathematics	29	10	0	1	1	1
Philosophy and Religion Studies	7	29	0	0	1	0
Physics	22	11	0	1	0	1
Political Science	22	6	0	1	3	0
Psychology	33	24	1	3	4	0
Radio, Television and Film	12	33	0	3	1	0
Speech and Hearing Sciences	5	80	1	2	2	3
BUSINESS ADMINISTRATION						
Accounting	16	25	1	1	1	2
Business Computer Information Systems	26	12	0	0	2	1
Finance, Insurance, Real Estate and Law Management	21	14	1	1	0	1
Marketing	21	38	1	3	2	2
	18	28	1	1	1	0

DEPARTMENT	TOTAL	% WOMEN	FULL	ASSOC.	ASST.	OTHER
EDUCATION						
Counseling, Development and Higher Education	21	29	1	6	3	1
Kinesiology, Health Promotion and Recreation	21	38	2	2	4	0
Teacher Education and Administration	40	55	4	9	5	4
Technology and Cognition	26	35	2	3	3	1
MUSIC						
Composition Studies	6	17	1	0	0	0
Conducting Ensembles	9	11	0	1	0	0
Instrumental Studies	26	19	1	1	3	0
Jazz Studies	7	0	0	0	0	0
Keyboard Studies	11	36	2	0	0	2
Music Education	10	40	1	0	2	1
Music History, Theory and Ethnomusicology	14	57	1	3	0	1
Vocal Studies	16	56	1	0	1	3
COMMUNITY SERVICE						
Applied Gerontology	5	40	1	0	1	0
Behavior Analysis	6	50	1	1	1	0
Criminal Justice	8	25	0	1	1	0
Public Administration	9	22	1	1	0	0
Rehabilitation, Social Work and Addictions	8	50	0	2	0	2
Social Work	3	0	0	0	0	0
Sociology	11	27	1	0	1	1
Anthropology	6	50	0	2	1	0
Applied Economics	3	0	0	0	0	0

DEPARTMENT	TOTAL	% WOMEN	FULL	ASSOC.	ASST.	OTHER
LIBRARY AND INFORMATION SCIENCES	11	55	2	2	2	0
MERCHANDISING AND HOSPITALITY MGMT.	19	74	1	6	5	2
VISUAL ARTS						
Art Education/Art History	9	67	0	2	2	1
Design	14	36	0	2	1	2
Studio	17	24	0	1	1	2
Visual Arts	10	60	0	0	2	4

To illustrate how our student body might view the imbalance of women and men faculty in departments, the census data for UNT's largest departments were compiled in Table 7. Departments with more than 25 full-time faculty were analyzed. In addition, Business Computer Information Systems (n=24) was included since it is the largest department in the College of Business. Collectively, these departments represent 33% of the teaching faculty and every student is involved with at least two of these departments for two semesters each. Some values are slightly different from Table 6 since data in Table 7 are Fall, 2001, the most current data available.¹⁰

Table 7. Women faculty in large UNT departments.

Department	Total Faculty	Women			
		Full Professor	Associate	Assistant	Other
Biological Sciences	27	2	1	0	3
English	44	1	3	6	11
Mathematics	34	0	2	1	5
Psychology	32	1	3	3	1
Business Computer Information Systems	24	0	1	2	2
Teacher Education and Administration	42	4	8	9	3
Technology and Cognition	27	2	4	3	3
Instrumental Studies	49	1	3	2	5

Only 40 of every 1000 students taking courses in these classes are likely to be taught by a woman full professor. In half the departments, students are as likely to be taught by a women adjunct/lecturer as by a full-time tenure track woman faculty member. In none of these departments is a student as likely to have a women instructor as a man instructor.

On balance, some of these departments are clearly working towards greater gender parity in the classroom. For example, mathematics added 5 women faculty in 2001 and Instrumental Studies increased women faculty from 5 to 11. Of concern however is the observation that these increases are as lecturers and adjuncts.

Faculty Recognition: The highest faculty honor is the Regent's Professorship. This award provides "both recognition and salary support for individuals currently at the rank of professor who have performed outstanding teaching, research or both" Up to 10 awards may be made per year.¹¹ In 2001, 46 regents professors are listed

in the UNT eagle calls. Four regents professors are women. None of the 17 regents professors in Arts and Sciences or the 9 current regents professors in Education are women. This topic is further discussed in Redress and Appeals.

Among other honors, from 1997-2002, all Toulouse Scholars were men, 7 of 10 President's Council Teaching Awardees were men. 3 of 5 President's Council Service Awardees were men.¹²

CONCLUSION:

- 1. Women are underrepresented at all ranks in the UNT faculty.**
- 2. Women are underrepresented in 42 of the 52 departments.**
- 3. The higher the faculty rank, the fewer the number of women faculty.**
- 4. In several large departments, students are more likely to be taught by an adjunct/lecturer woman faculty member than a tenure-track woman faculty member.**
- 5. The under representation of women on the faculty is greater in the sciences, business, and music performance.**
- 6. Women are 9% of the Regents Professors; there are no women Regents Professors in the College of Arts and Sciences, the school's largest academic unit.**

CHAPTER 2: HIERARCHY OF INFLUENCE AND CONTROL IN ADMINISTRATIVE AND FACULTY RANKS

The hierarchy of President, Provost, Deans and Chairs determines the strategic planning, assessment of policies and standards of performance that define the university's academic mission. The extent to which women's voices are heard within the hierarchy determines the institutional culture that either welcomes gender equity or suppresses the active recruitment and retention of women scholars.

The President is advised by 11 Vice Presidents/Directors, a Special Assistant for Compliance, and a Faculty Executive Assistant.¹³ Of these, four are women (Vice President for University Relations, Associate Vice President for Equity and Diversity, Associate Vice President for Planning, and Vice President for Student Development). The Provost and Vice President for Academic Affairs is the principal academic administrator.

To examine women's representation in the academic hierarchy, administrators are defined as individuals with

- ?? budgetary responsibility for the unit;
- ?? supervisory responsibility of tenure and/or tenure-track personnel
- ?? oversight responsibility of academic and/or research programs.

The Provost and Deans are assisted by Vice Provosts, Associate and Assistant Deans, and other appointed staff. Since women often interact with the Provost and Deans through these staff, the gender distribution of staff is important. The census of academic administrators and their staffs is shown in Table 8. The Provost's staff includes 2 women in a staff of 8. Among the Deans' staff, 8 of 16 assistant and associate deans are women.

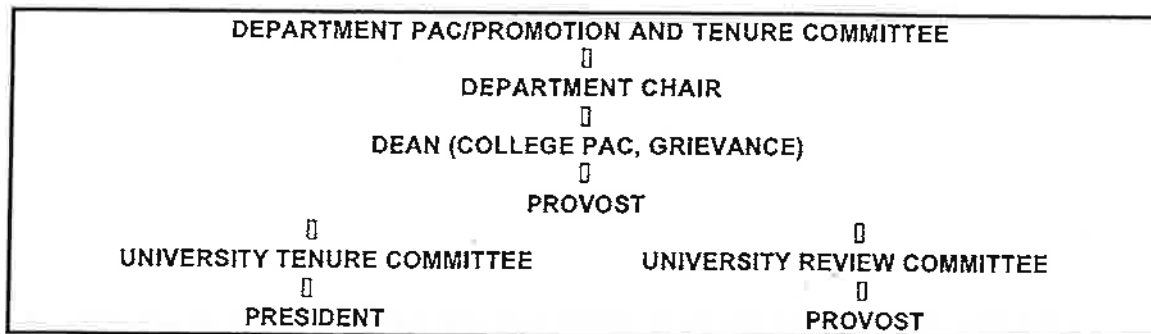
Among both the Deans and Chairs, women's representation is lower than in the overall faculty (25% and 18%, respectively, vs 32% in overall faculty). The under-representation of women in the sciences, business, and music performance discussed above is also reflected in the hierarchy of administration. Only one of the science chairs is a woman and no women chair departments in Music or Business. A surprising finding in these data is the low number of women chairs in Education, again contradicting the perception that Education is a college of women administered by women.

Data that may be useful for strategic planning purposes, but are lacking in this report, are the mechanisms by which the current Deans and Chairs have been selected. Since women constitute only 13% of the full professors, the pool available for promotion of a woman from within to chair or dean is small. Recruitment of Deans and Chairs from a pool including both UNT faculty and national applications could increase the number of women applicants.

Table 8. Census of academic administrators¹³

POSITION	TOTAL	MEN	WOMEN	% WOMEN
Provost	1	1	0	
Vice Provost	2	1	1	50
Associate Vice President	2	1	1	50
Deans	3	3	0	0
Other	1	1	0	0
Academic Deans	8	6	2	25
Associate Deans	15	8	7	47
Assistant Deans	1	0	1	100
Department Chairs	52	44	8	18
Arts and Sciences	21	20	1	5
Business Administration	5	5	0	0
Community Service	9	7	2	29
Education	4	3	1	25
Merchandising/Hospitality	2	0	2	100
Music	8	8	0	0
Visual Arts	3	1	2	67

The academic hierarchy most directly impacts women faculty in evaluation, promotion and tenure decisions. The chain of appeals/grievance regarding these matters is as follows:



The departmental PAC and Promotion/Tenure committees are elected by the faculty. This report does not contain data regarding how these faculty are elected, but a representative sampling of departments suggests that elections are held at-large, although a few departments may require a specific gender representation. For most departments the faculty census (Table 6) suggests that the Promotion and Tenure Committee will be largely men since only full professors can recommend on promotion to full professor. Further, since women are underrepresented in most

departments, the PAC is also likely to be composed primarily of men faculty. Table 8 illustrates the next level of review (Chairs and Deans) will be also men for most women faculty. At the college/school level, Deans *may* appoint an advisory committee for personnel affairs and promotion and tenure. The composition of those committees in 2001 is shown on Table 9.¹⁴ Five of the seven Deans appoint a College Personnel Affairs or Promotion and Tenure committee to recommend on these decisions. In four of the eight college/schools (~70% faculty) the Dean's recommending committee, and the last board of appeal by colleagues in common disciplines, there is one woman, appointed by the Dean, on this advisory panel.

Table 9. Composition of Dean's PACs by College/School, 2000-2001

<u>COLLEGE/SCHOOL</u>	<u>MEN</u>	<u>WOMEN</u>
Arts and Sciences	6	1
Business Administration	3	2
Community Service	4	1
Education	0	0
Library Science	4	8
Merchandising/Hospitality	0	5
Music	8	1
Visual Arts	5	1

Mechanisms for grievance and appeal exist at every level. In the department, appeal for tenure matters is the Promotion and Tenure committee, whereas on matters of salary, fairness, and personnel recommendation, the department may use either the PAC or an *ad hoc* committee appointed by the Chair for appeal. *There is no requirement that a department have a grievance committee for these issues.* At the college level, the individual colleges determine the procedures for appeal and no uniform policy exists for the university. Neither the Faculty Handbook nor the University Policy Manual defines whether the Dean or the faculty establishes grievance and appeal procedures.

The Provost's decision regarding tenure or academic freedom can be appealed to the University Tenure Committee, and all other grievances (salary, fairness, personnel, etc) are appealed to the University Review Committee. The URC and UTC are two of four university committees that are elected by the faculty at-large, according to the eight voting groups, and not by the Faculty Senate. The gender census of these committees is shown in Table 10. In contrast to the committees appointed/elected by the Faculty Senate (Table 11), the powerful UTC, URC, Graduate Council (appoints faculty to the Graduate Faculty), and Faculty Development Leave Committee are predominately men. A review of gender representation on Departmental and College grievance committees would be a valuable addition to these data.

Table 10. Gender census of faculty elected committees, 2000-2001¹³

COMMITTEE	Total	Males	Females	Chair
Faculty Development Leave	8	6	1	M
Graduate Council	11	9	2	M
University Review	12	10	2	M
University Tenure	11	9	2	M

Although evaluation, promotion, and tenure are likely the most important committee-controlled aspects of faculty members' status in the academy, faculty participate in determining policy and procedures in several other areas. At the highest level, the University Planning Council serves as the central review and advisory group for institutional strategic planning and reports to the President. The UPC work is carried out by several administratively appointed *ad hoc* committees. The composition of the UPC and the *ad hoc* committees is shown in Table 11.

Table 11. Gender census of University Planning Council, 2001-2002¹³

UNIVERSITY PLANNING COUNCIL	Total	Men	Women	Chair
Total Membership	33	21	12	M
Subdivisions				
Vice Presidents	6	4	2	
Deans	9	7	2	
Faculty Senate Representatives	6	3	3	
Staff	5	3	2	
Other Administrators	4	2	2	
Students	2	1	1	
University Planning Council Committees*				
Executive	7	4(4)	3(1)	M
Assessment of Priorities/Goals	9	4(4)	5(3)	F
Facilities Planning	6	4(0)	4(0)	M
Higher Education Issues	7	3(2)	4(1)	M
UPC Appointments	6	4(3)	2(2)	F

*Numbers in parenthesis indicate faculty. Academic Deans are included in the faculty census.

Including the Provost and academic Deans, 16 of the 31 UPC members represent faculty. Of these five are women (31%) or approximately the representation of women in the general faculty. These women include two Deans (Education and Merchandising & Hospitality Management) and three faculty from Business Administration, Library & Information Sciences, and Merchandising & Hospitality Management. Dr. Juliet Getty, College of Merchandising & Hospitality Management,

serves in a dual capacity as Chair of the Faculty Senate and associate professor. She is the only woman faculty member on the Executive Committee and the Higher Education Issues Committee. This position will change as the Chair of the Faculty Senate changes. There are no women faculty representatives from Arts & Sciences, Community Service, Music or Visual Arts. This means 70% of the women faculty are not represented on the UPC by a woman from their college.

Finally, women faculty participate in determining the policies and procedures of the university by serving on numerous Faculty Senate (Table 12) and departmental committees.

Table 12. Gender census of women faculty on Faculty Senate Committees

COMMITTEE	Total^a	Males	Females	Chair
Academic Affairs	8	6	2	M
Charter and Bylaws	3	1	2	F
Benefits	8	5	3	M
Committees	9	2	6	F
Evaluation of University Administrators	8	7	1	M
Faculty Participation in Governance	9	5	3	M
Status of Women	8	0	8	F
Curriculum	18	8	9	F
Faculty Awards	10	6	3	F
Faculty Handbook	4	0	3	F
Faculty Load	8	4	4	M/F co
Faculty Research	8	5	3	M
Faculty Salary Study	11	5	6	M/F co
Faculty Senate Budget	8	4	4	M
Fine Arts	7	4	3	F
Mentor	9	5	4	M
Core Curriculum	8	5	3	F
Scholarship	8	4	4	F
Teaching Fellows/Teaching Assistants	8	3	4	F
University	8	4	3	M
University Elections	8	4	2	F
University Library	8	4	4	M
University Writing	11	4	4	M
Visiting Lecture Seminar Series	8	4	4	F

^a Only number of faculty on committee is given. Includes vacancies on committees.

In contrast to the committees elected by the faculty at-large (Table 10), committees selected by the Faculty Senate membership are remarkably balanced with respect to gender composition; in addition, approximately 50% of these committees are chaired

by women. The Senate is to be commended for the gender equity evident in these appointments. However, there is one obvious exception to these trends that should be noted: the Committee on Evaluation of University Administrators is decidedly male-dominated.

For this document, no data were collected on committee assignments within departments. Among many women faculty there is perception that women are assigned departmental service obligations more frequently than men and that these obligations often include the most time-consuming committees/responsibilities such as advising. In a UNT women faculty survey (Chapter 8) 41% of the responding faculty answered that women were assigned a disproportionate service load in their department. A trend toward greater service expectations for women faculty is also noted nationally.¹⁵

CONCLUSION:

- 1. Women faculty are underrepresented on the university committees that are most influential in making university policy and strategic planning.**
- 2. Women faculty are underrepresented at all levels on the committees that decide promotion, tenure, performance evaluation, and salary.**
- 3. Procedures for grievance and appeal in departments and colleges are not uniform and this may disadvantage women in the process.**
- 4. Women faculty are not equitably represented on elected committees; women are equitably represented on appointed Faculty Senate Committees.**
- 5. Women faculty may be assigned a greater service load on appointed committees.**

CHAPTER 3: RECRUITMENT AND RETENTION OF WOMEN FACULTY AT THE UNIVERSITY OF NORTH TEXAS

The distribution of faculty by rank and gender is a dynamic equilibrium determined by recruitment, promotion and retention of faculty. The data in Chapter 1 present a snapshot of these dynamics in 2001. In this chapter, the trends in recruitment and retention for the last five years will be examined. Table 13 summarizes the total faculty and gender census for the last 5 years plus 1993.

Table 13. Total faculty by gender 1996-2000⁹

Year	Full-time Faculty				
	Total	Women		Men	
		Total	%	Total	%
1993	764	200	26	564	74
1996	756	218	29	538	71
1997	744	208	28	536	72
1998	762	213	28	546	72
1999	817	248	30	569	70
2000	823	264	32	559	68

Growth in faculty ranks was essentially level from 1993 to 1998, at which time a marked increase in total full-time faculty occurred. An increase in the percent of women faculty occurred concomitant with this increase in total faculty, and a decrease in percent of men faculty occurred simultaneously. This trend is encouraging, although at this rate, it will take approximately 30 years to achieve gender equity in the faculty. In addition, the increase in 2000-2001 falls far short of the 34% women faculty projection set by the Equal Opportunity office in their 1998 annual report.

Recruitment: Realistically, the senior faculty in the departments determines the recruitment of new women faculty. Few assistant professors serve on search committees. Since men comprise the senior faculty in most departments, search committees may have an intrinsic bias against women. This hypothesis is supported by several national studies that indicate women's credentials are often more negatively and critically reviewed than men's credentials,¹⁵ and many women feel that the practice of men referring men through other male colleagues for new positions continues.

The Office of Equity and Diversity has published extensive guidelines for recruitment of women and minorities.⁹ However, personal experiences of several women indicate that these guidelines play little role in the actual recruitment process. Three fundamental flaws in the process are evident. First, there are too few Diversity Advisory Representatives at higher faculty ranks. In the entire College of Arts and Sciences, there are only seven representatives, including two assistant professors and only two full professors. Although each of these representatives is dedicated and trained, untenured faculty are not in a reasonable position to assert themselves among senior faculty on search committees. Further, few faculty would be assertive enough to cite noncompliance in another department.

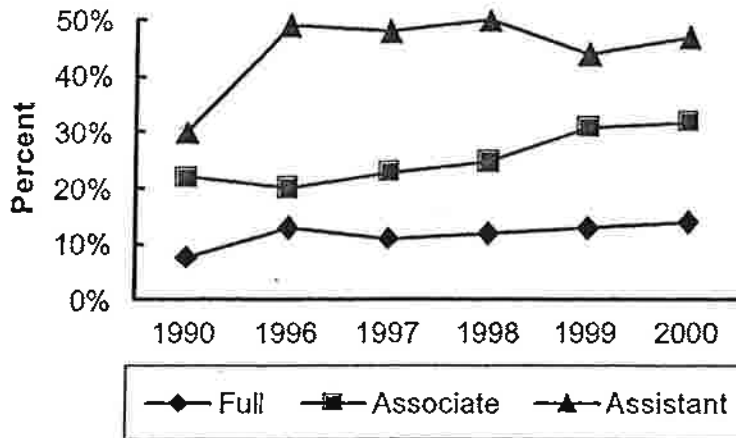
Second, although reporting procedures for equity and diversity consideration during a search are extensive, they lack real substance. In other words, reporting is required; genuine equity with respect to procedures is less well-monitored. On important issues the guidelines are suggestions, not requirements. For example, with respect to guidelines for insuring diversity in the applicant pool, numerous resources for reaching minority pools are suggested, but utilizing these outreach resources is not required. The guidelines further state, "If the applicant pool is not sufficiently diverse, based upon national percentages, the department may be asked to extend the search and to advertise in journals, publications, Listserv(s) and Websites that are inclusive or more focused toward women and minorities." There is no data indicating that this guideline has ever been enforced.

A third concern that is addressed in the Equity and Diversity guidelines, but lacks practical significance, is the autonomy of the department in hiring new faculty. After the initial approval to search for new faculty is granted to the department and the advertisement is approved for inclusion of the equity clause, the departmental composition of the search committee, identification of the search chair, and all additional aspects of advertising and review are autonomous of College or Equity and Diversity input. The equity guidelines charge Deans with responsibility for advising departments as to equity, but there are no provisions for ongoing accountability and meaningful application of the equity guidelines. Consequently, Deans do not monitor the extent to which departments genuinely seek women and minority candidates. This departmental autonomy works to disadvantage women applicants in departments such as the sciences, business and music performance where there are few women and many senior men. In departments with marked disparities between the number of Ph.D.'s in the field and the number of women in the faculty, the data suggest that Deans, working with Chairs, must develop mechanisms that strongly encourage genuine efforts to diversify the departments.

Growth in women faculty ranks has been greatest at the assistant professor level (Figure 2). In 1999 and 2000 the number of assistant professors decreased nearly 5% and there was concomitant increase of 5% in associate professors. The percent full professors in the women faculty pool has remained nearly constant at 13-14% in the past three years. The growth at the assistant professor ranks is a positive trend, however building women faculty by this mechanism alone increases the time

required for women to reach influential positions within the department and university.

Figure 2. Percentage of women faculty by rank, 1990-2000.



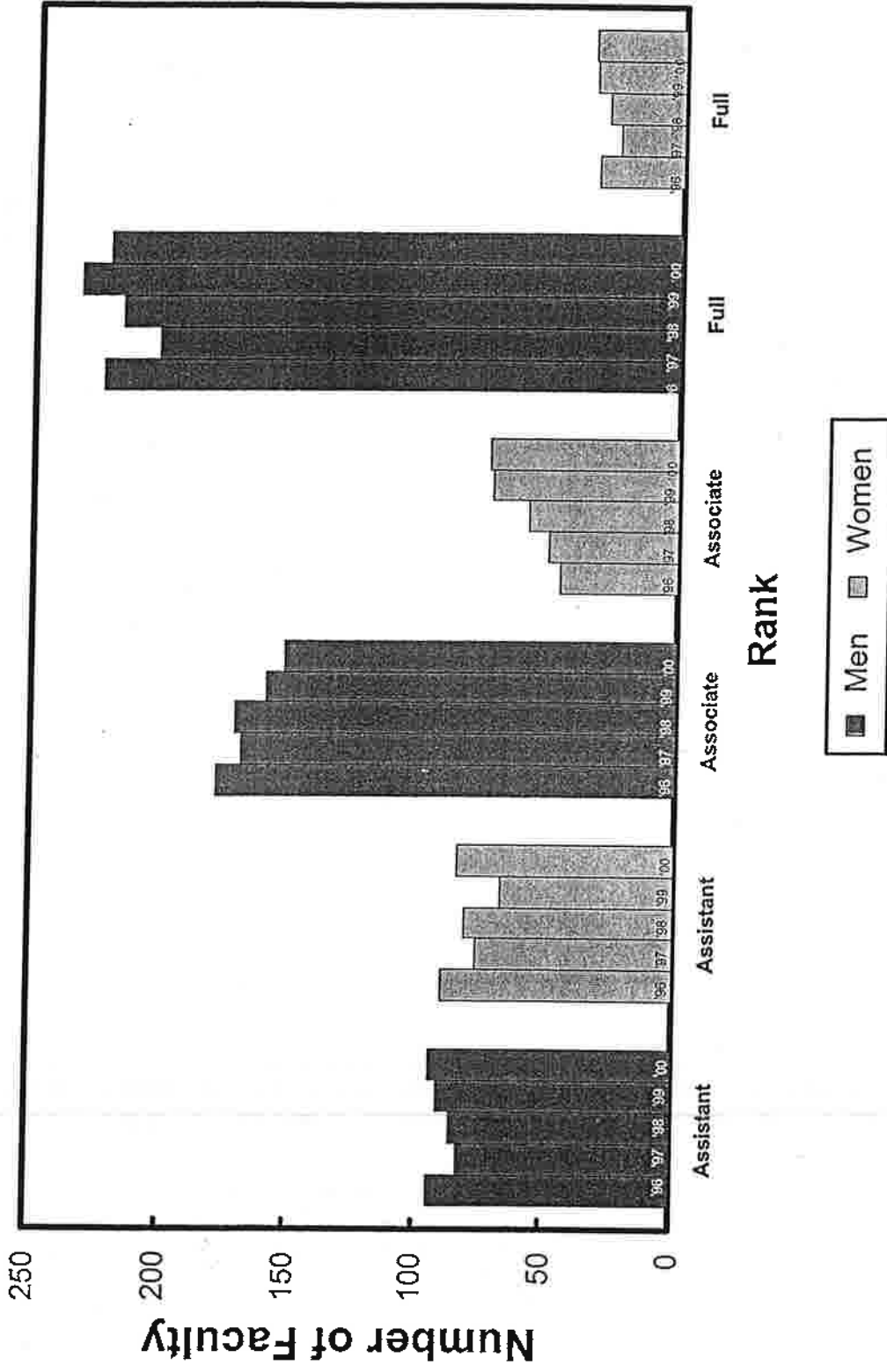
An alternative strategy for increasing women faculty ranks would be recruitment of senior women scholars. A marked disparity in the distribution of women and men in all faculty ranks is evident and this has changed little in the last five years (Figure 3).

In the assistant professor ranks, there is near parity in the gender census. However, there are approximately three times more men than women at the associate professor rank. There are six times more men full professors than women full professors, and 46% of the men faculty are full professors, compared to only 18% of the women faculty are full professors. Since the growth in this pool is 3-4/year, approximately 60 years will be required to achieve parity at this rank if the number of men full professors does not change in the interim.

To insure that women are not being disadvantaged in new faculty searches, information that should be reported to the Deans and Equity and Diversity as a *search progresses, and not just at the end of the search*, should include:

- ?? what advertising was done personally and through professional women's organizations to reach a broader audience;
- ?? census of how many women applicants responded to the initial advertisement and if this response is not representative of the Ph.D.'s in the field, additional contact procedures that were explored;
- ?? number of women in the interview pool;
- ?? number of women and men who are interviewed and decline the offer;
- ?? number of positions that remain unfilled from the initial search;
- ?? number of positions that would be filled if assistance for a spousal hire were available.

Figure 3. Faculty gender census by rank, 1996-2000



Retention: Retention of women faculty, particularly in disciplines where the competition for women Ph.D.'s is intense, is an essential component in the equation for building greater gender parity in the faculty. Data in the preceding chapters provide little insight into the factors that contribute to retention of productive faculty. The remainder of this chapter will present data that investigate the major factors that contribute to turnover of women faculty. The data presented were provided by Human Resources and were compiled by Women's Studies.

Exit interviews are not mandatory although a standardized survey instrument has been developed by Equity and Diversity. The most complete record of reasons for faculty leaving is self-reporting by departments to Human Resources at the time that termination forms are submitted. Precisely how departments determine reasons for leaving is not standardized. The reported reasons are general and provide an incomplete picture of why UNT faculty terminate positions; however these data were used to generate Tables 14 and 15.

Table 14 shows the compiled data for faculty leaving in the last five years. The total faculty pool for these five years averaged 780, or in these five years there was a turnover of 29% in the faculty pool (6%/year). These numbers include non-tenure track faculty who typically work with 1-year contracts and comprise 17% of the total full-time faculty. Since the focus of this report is retention of women faculty, the data were analyzed further to determine the attrition of tenured and tenure-track women. For purposes of this discussion, tenured and tenure-track faculty will be defined as permanent faculty in this section.

Table 14. University of North Texas faculty terminations, 1996-2000¹⁶

NUMBER OF FACULTY	WOMEN	MEN	TOTAL
Total	89	138	227
Tenured	15	60	75
Tenure track	36	27	63
Non-tenure eligible	38	51	89

The distribution of men and women leaving the permanent faculty ranks is markedly different. The majority of women leaving are untenured assistant professors (71%) whereas the majority of men leaving are tenured faculty (69%). This apparently does not reflect denial of tenure since only 11 possible cases of tenure denial/termination were identified and 8 of these were men. Correcting for the number of women and men faculty, these numbers represent a 29% attrition rate for women and a 15% attrition rate for men. In other words, women are leaving the faculty ranks at twice the rate of men and the majority of these women are assistant professors. If women were leaving the faculty ranks at the same rate as men, 48 more women would have been retained and the percent women faculty at UNT would stand at 36%. Clearly, analysis of why women leave at such a high rate is

warranted, not only for the purpose of creating a stable pool of women scholars, but also to provide insight into the factors that may negatively affect current women faculty.

A pronounced disparity in the reasons women and men leave faculty ranks, according to department reporting, is shown in Table 15.

Table 15. Comparison of women's and men's reasons for leaving, 1996-2000

REASON FOR LEAVING	TENURED WOMEN	TENURED MEN	TENURE- TRACK WOMEN	TENURE- TRACK MEN
Retirement	8	33	2	0
Another position	4	21	22	14
Termination	1	2	2	6
Other	2	4	10	7
Moving	2	2	3	4
Family related	0	2	4	1

Table 15 illustrates the discrepancy between tenured and tenure-track women and men leaving the university. Nearly 70% of men leaving are tenured and the most common reason for leaving is retirement (38%). By contrast, 70% of the permanent faculty women leaving are untenured, and only 16% of women leaving are retiring. There is also a marked difference in women and men leaving for other positions. In the men's permanent faculty ranks, 60% of men leaving for other positions are tenured faculty. Among women, 85% of women leaving for another position are untenured. *Collectively, 3 of 4 of the women leaving cited another position or "other" as the reason, and of that number, 84% were untenured. Approximately half the men cited another position or "other" as the reason for leaving, and of that number fewer than half (46%) were untenured.*

Clearly, UNT is losing a disproportionate number of untenured women from the permanent faculty ranks. The remaining portions of this document explore reasons why these women may be leaving with the hope that insight into these factors will decrease the loss of this resource and improve the status of existing women faculty thereby proactively stemming the tide of attrition.

To determine the reasons why both tenured and untenured faculty leave UNT, a survey was conducted. Unlike the interviews of current faculty described in Chapter 8, this survey was highly structured and a guarantee of anonymity was assured every respondent. Only faculty who were reported by departments as leaving because of another opportunity were included in the survey. All colleges/schools except Merchandising and Hospitality Management were represented in the survey.

The interview questions are shown in Figure 4. Although interviewees were contacted personally, all preferred to provide written responses; therefore quoted remarks are indeed *verbatim* answers. In the reporting, remarks are only edited as denoted by the symbols <> to exclude information that might be used to identify the individual.

Figure 4. Survey of faculty who have left UNT for other positions.

- Question 1: Why did you leave the University of North Texas?
Question 2: Did you find the environment in your department to be supportive and collegial?
Question 3: Were your contributions in terms of research, teaching, and service valued in your department?
Question 4: Did you feel you were treated fairly during the tenure process?
Question 5: Did you have a valuable mentoring experience during the tenure process?
Question 6: Did you experience harassment of any kind while employed at UNT?
Question 7: Is your present employment more satisfactory than your employment at UNT?

Twelve women and eight men responded to the survey. This represents one-half of the women in this category and one-fourth of the men. An additional ten men who left for other positions were contacted but declined to participate. Comments below were selected to be representative and not comprehensive. Comments are not identified by gender and are not in a consistent order by respondent. Not every respondent answered every question and the summary distinguishes between "not answered" and "not applicable" where this is relevant.

The major reason for leaving among women was spousal issues (5/12) and in 60% of these cases the woman left because her husband did not have a suitable position; one man left for spousal reasons. However, 80% of these women also cited additional factors as noted below. The major reason for men leaving UNT was to accept a better position (6/8).

Four women (4/12) cited academic reasons although three of these also noted that the environment within their units contributed to the academic disappointment. No men cited academic issues as a primary reason for leaving, but subsequent questions indicate that at least 4/6 leaving for another position had serious problems with academic standards in their unit. Four women, but no men, left as a result of harassment, although one man remarked on his frustration with a harassing atmosphere.

Remarks on spousal hires:

I had the opportunity to move <with> my husband. Much more importantly, I would have left anyway. My department was extremely hostile and the infighting was too taxing. The

disparities between salaries was great and there was an on-going sense that if you were able to manipulate the dept/Univ into providing more money or lower teaching loads then you were successful.

First and foremost, my husband... Second, my work situation was not optimal either, since my colleagues had great difficulty getting along with each other.

Remarks on academic disappointment:

My career goal has become...to prove that <my discipline can be> done the right way. I am now the chief executive of a program. My position here is imminently more satisfactory than that at UNT.

I left because I wanted to conduct research and need an institution that had a research infrastructure in place. UNT was developing a research culture, but did not have all of the supports in place. I also felt that the cultural climate left much to be desired.

I despaired having my students with the necessary background to train them in my profession; the teaching load and committee responsibilities were completely overwhelming and class size was too large

I left for several reasons. Generally, my philosophy and approach to work was significantly different than my colleagues concerning teaching, education, and mentoring. I was working in a department where the majority of faculty <were> talking only to one or two other faculty members. There was significant distrust and lack of support among the faculty. It created a work environment that was stressful and depressing. I felt the faculty were unprofessional in terms of classroom and graduate student mentoring behavior.

Remarks on hostile environment:

Since my arrival <at UNT>, I had experienced years of harassment and an environment of repression created by the senior faculty. Many of the junior faculty were unfairly evaluated, threatened and harassed by the senior faculty. The senior faculty created an environment that lacked mentoring, was anti-research and supported intimidation. I received high teaching ratings, mentored many doctoral students, published extensively with graduate students, and was then given a poor teaching rating by the senior faculty.

Multiple frustrating situations lead me to the decision of taking the first adequate opportunity that would appear. I could not digest, for example, the unfair treatment of a colleague whose career was destroyed by accusations manufactured by the University administration.

I received tenure at UNT but was told by members of my department that I did not receive positive votes on my tenure from key senior members in my department. I did not want to stay if they really did not want me.

Remarks on better position:

I resigned because I received offers that were more attractive than the prospect of working at UNT. I sought those offers because I thought UNT was an intensely unpleasant place to work.

Quite by accident I attended a conference and got a wonderful offer from <another university>. I was not looking to change jobs but the offer was enticing. Of course, if I was happy at UNT no offer could tear me away from the institution.

In response to question 4 regarding the fairness of the tenure process, 7 of 12 women and 4 of 8 men replied "not applicable." These were untenured faculty when they left UNT, but all had passed their three-year review. The failure of so many to realize that the tenure process is ongoing from day 1 is somewhat disturbing. Three men and one woman replied with an unqualified yes, and three women replied with a qualified yes. Two interviewees (one woman and one man) replied no.

Qualified yes:

I did not feel that I was fairly treated, but the process was probably somewhat more fair than reflected by my feelings. I felt that the standard was different for me than for other faculty in the department.

Even though I was given tenure at UNT, my record was so strong in terms of teaching, service, research and many publications, that the senior faculty could not hurt me in that area. They were trying to build a case against me, but I was too strong and a dedicated professor- I didn't feel fairly treated at UNT.

Yes:

Absolutely!! The fact that the A&S tenure committee allowed a faculty advocate is a terrific feature of the process.

In response to the related question regarding mentoring (question 5), 6 women and 4 men responded "not applicable." Two of these responders were senior faculty, however the other ten were untenured or recently tenured faculty. Clearly, mentoring is not considered part of the maturation process for faculty at UNT. Five faculty, four men and one women, cited a positive mentoring experience, and one women cited a positive experience with qualifications. Four interviewees, all women, marked no.

Qualified yes:

Yes and NO. I worked and published with a senior member of my department. He was great. We were co-equals in the writing of the articles and I collected most the data but other department members of mine felt it was entirely his work.

The interviewees were most sharply divided in their responses to question 2 on collegiality within their department. In the survey, this issue is separated from the more personal response of how each person's contributions were accepted by the department (question 3). An overwhelming number of women (9/12) felt the department was not collegial. Extensive comments are included on this section to give insight into the variety of problems cited. In addition, a tenth woman found her department supportive, but remarked on the non-collegial atmosphere at higher administration levels. Between the two women answering yes to this question, one further qualified her answer so that in summary one of the twelve women answered this question with an unqualified yes. Among men, most (5/8) found their department collegial although one respondent qualified his answer somewhat. Two men felt their

department was collegial but deans and upper administration negatively impacted their experience.

No:

No, serious hard feelings between full professors and some of the associate professors made many of the junior faculty uncomfortable or worse.

The department was not collegial except for a few members. It was in no way supportive. Rather, a sense of competition and backstabbing was actively fostered.

The department was somewhat supportive in a material sense, but with little collegiality. No one observed my classes or offered materials from previous times the course was taught, offered research assistance in developing tenure materials or advice on the process.

No, I feel sorry for the current junior faculty. I hope they don't have to go through what I did. I really enjoyed the students.

Absolutely not! It could not be collegial when the majority of people did not talk to <each other>. And it was not supportive either professionally or personally.

Not at all. Others in the department were corrupt, dishonest, self-aggrandizing and disrespectful of laws and academic ethics.

The environment in <unit> was unhealthy. It was not supportive and collegial, rather it was unhappy and territorial. <Dr. X> looked at me one day and said "UNT is an unhappy place to work." He certainly did his best to make it that way.

I did not find the atmosphere collegial. There were some members of my department who were obnoxious,,, Support in my department was minimal.

No, the department I worked in was not supportive or collegial. Far from it. The university as a whole was better on this score.

Salaries at UNT were so low and politics so rampant that most faculty made it a point to keep to themselves and go their own way. There was a startling lack of cooperative effort among the faculty in general.

Yes:

Yes, the department environment was supportive and collegial. I worked primarily within the context of arts and sciences and that environment was also worthwhile.

I found the department environment personally to be stimulating, helpful and supportive. Our department chair accepted a position there when we were in a transition stage. I fully supported his actions and thought he did a wonderful job for the department and the faculty members <who> were contributing, active members.

Qualified:

I had a great liking and respect for my colleagues and was genuinely sorry to leave them. The <department> is well-organized and made considerable progress while I was there... I felt the university was in the business of processing students (CEO's and not intellectuals

spoke at the graduation ceremonies) and that intellectual development among students and faculty had no place whatsoever.

I was treated well, but there were all kinds of petty backbiting and politics that I had to work full time to avoid being sucked into. It was a drag. We women faculty were working on banding together and that was nice. But no, all in all, UNT is not a stimulating or supportive environment for anyone who isn't conservative.

Collegiality was ok. However two of my <international> doctoral students completed their degrees without financial support while weaker students were supported for a very long time. The commanding group was <opposed to equity and diversity>.

The environment in my department was extremely collegial and supportive. My experience with the university environment was more mixed – I met a group of young, primarily female scholars through my work with the Women's Studies Curriculum who I found to be very supportive. However I never thought the administration was supportive of our efforts at the department level.

In contrast to the largely negative views of department/university collegiality, most men (6/8) and four women (4/12) felt their contributions to research, teaching and service were valued by their department. However, one woman and three of these men qualified their responses somewhat. By contrast, most women (8/12) and two men felt their contributions were not valued by their departments.

Representative remarks:

In some ways yes and in some, no. When my research conformed to that of those in power I gained support. But when I chose to do research in sub-fields that these people did not find interesting, then I gained no support. Teaching was not considered important in any way. The entire dept reward system (salaries, promotion, course schedules and load) was designed to reward research only.

I was told since my teaching was so effective my research would suffer and I should give less attention to my students. And I was told my teaching wouldn't help with tenure, so I felt like I was being a star teacher for no reason except self-gratification. I was even warned that when I got a university wide teaching award that it could be viewed negatively for tenure. Service I had to do, so I did it. I was constantly told we didn't have to, but somehow I ended up on a bunch of committees, including a really time consuming one at the college level.

I think my immediate colleagues appreciated me, but in the college as a whole, I think my area is not considered important.

Before <> 1996 I felt valued, but after, I was treated with harassment by the senior faculty. My research was ridiculed and my high standards of teaching, particularly my mentoring of doc[toral] students, was treated with contempt by the senior faculty.

My contributions to research and service were valued, but not my contributions to teaching.

My colleagues were not especially interested in my research contributions as such. They were interested in the fact that I was doing research, but there was little interest in the content (or even the perceived value) of the research itself. There was perfunctory interest in my teaching and service.

Teaching contributions were so imperfectly adjudicated as to make them very difficult to reward. So, that problem is systematic. "Service" contributions-not mine, but in general-are

overvalued, as is the norm at inferior schools. Research contributions were "valued" in the sense that the number of pages your got into print were indeed rewarded-which is not to say that anybody ever read your stuff. Publications in eminent journals were almost always given absolutely no more credit than publications in parochial and regional venues, especially when the person publishing the latter kind of "contribution" was politically in league with colleagues doing the evaluating.

Atypical remarks:

Yes to all three areas. Our review process provided us with fair and accurate information about our progress and performance in those areas. I believe each area was given the proper weight and we were allowed to choose our track emphasis (teaching or research).

Even more than they are now!

Question 6 explores the perception of harassment by leaving faculty. Since few cases of harassment are registered with Equity and Diversity (Chapter 4), few positive answers to this question were anticipated. Surprisingly, the interviewees interpreted harassment quite broadly, usually as unprovoked intimidation, and 7 of 19 responding interviewees answered yes. Of these, five were women. Of the 12 answering no, the number of men and women were equal; however 6 of these (3 women, 3 men) were qualified no responses. All three women simply qualified their response by saying "not overt." Men were more explicit.

Qualified responses:

I could not and would not ignore the unethical behavior of <superior> and knew that there would be consequences <for this>.

I would not use the word harassment to describe anything I experience at UNT. Indeed, its gratuitous use was one of the many problems in my department. But I experienced many acts of senseless malice.

I experienced <personal> slurs from students. Some faculty members made life unpleasant for me.

I felt I was the last person to know everything.

I experienced many kinds of botherment...? I had senior clowns come by my office and try to twist my arm to get me to help them try to get their senior rivals undermined, or in a couple cases, fired.

Yes, but not the kind you would care about. <X> was quoted as saying "white men don't have to work at all..." <Other remarks> let me know that I was not welcome there because of my gender (man).

Not explicit harassment, however a homophobic environment feels harassing.

Unqualified responses:

Yes. One example: at a search committee meeting when discussing the need to seek out female and minority applicants, a senior colleague told the group that I had been hired <only>

because the dean was willing to provide <equity and diversity> funding. He also suggested that that was the reason I was paid more than others, which in fact is not true.

My life was full of harassment, intimidation and stress. As UNT was trying to become a better university, I was being harassed because I was trying <to> reach higher levels of quality teaching, superior doctoral experience, visibility at conferences and in major journals and a much higher scholarly profile.

Yes, in many ways the degree of harassment was absolutely disgusting.

For those dedicated to building an outstanding faculty at UNT, answers to question 7 are perhaps the most disturbing. Among the interviewed faculty leaving UNT for other positions, all but one, a woman, finds their new position more satisfactory. All interviewees responded to this question and most (17/22) made comments. These comments considered not only the merits of their new positions, but also feedback on changes that these people felt would strengthen UNT.

Representative comments:

Absolutely! I feel valued and can strive to be a top teacher and researcher. Now that I am senior faculty, I ensure that junior faculty do not have to go through the stress I experienced at UNT.

ABSOLUTELY! My teaching contributions are highly valued as well as my research agenda. Additionally, I work with people who like and respect one another. The value of such an environment cannot be overstated.

Yes. I am doing a different job in a related area. If this did not come up I would have stayed at UNT. My biggest complaint about UNT is that it always seemed to me to be a place of very limited vision. I found the leadership very conservative, both politically and intellectually. In my ten years, I never saw any push toward significant scholarship or excellence. It is a comfortable place to be but for me personally, I need much more challenge and higher standards.

I am extremely happy at my current institution. The faculty here are humane and collegial. There does not exist the pall of back-biting, hatred and "bullyism" that pervaded the atmosphere in my department at UNT. My career goals have remained the same as when I was at UNT; I want to maintain a balance between my academic and personal life. I do not want to be a "workaholic" tied to my job.

My career goals have remained the same; I am happy to report that UNT did not seriously erode them, as much as it seemed to try. Yes, <this> is in every way a more satisfactory place even though it has even less money than UNT does.

A spousal hiring policy, a maternity policy, and a commitment towards Women's Studies would all have done a great deal to persuade me to stay at UNT.

Yes, there were many factors that could have been addressed that would have changed my decision to leave UNT. But I had no reason to think they would ever be addressed or rectified.

After so many years of knowing that we could do so much better if the leadership focused on people and fairness rather than on politics as usual, I doubt that much could have been done

to keep me there. Having an upper level administration with <insight> to see that things were not working well at all would have helped as well.

I am disappointed by my experience at UNT, because I believe I had the potential to make large contributions to the students at UNT and to run a solid research agenda. I would have liked very much to receive tenure and stay there indefinitely. However, I knew many other women who left with much less support from their departments; now that the academic market has improved (from the perspective of job seekers) I suspect it will be difficult for UNT to retain junior faculty, especially women, because most will deal with the problems mentioned in answer 2 but without the support I experienced in my individual department.

I went through the publish or perish period at UNT. And frankly, that was necessary to move the institution toward academic respectability. Young scholars flourish best when expectations are made clear, evaluations are constructive, and a strong mentoring program is in place. No one can help junior faculty more than their senior colleagues.

I believe the attrition rate is due to a number of factors, not just at UNT but at many universities, and they include: (a) hiring individuals with insufficient research skills; (b) not providing appropriate resources (time, graduate assistants, reduced service loads) for junior professors; (c) frequently changing standards as to what constitutes an appropriate research record (higher and higher expectations for all new faculty – number of publications and level of journal {A, B or C level}); compare ourselves to higher level universities in establishing those requirements; and thinking that publishing, rather than teaching, is the more important mission for the departments/university in terms of establishing reputation.

In summary, the negative tone of many responses is not entirely surprising since these are faculty who were sufficiently dissatisfied to leave the university. However, it would be foolish to dismiss these comments, attributing them to a group of malcontents who are likely to be unhappy under any circumstances. In fact, all but one is quite happy in their new positions. As a personal observation, most of the men seem to have left because they were not entirely unhappy with their experiences at UNT and another position presented itself. By contrast, my sense is that most of the women were very unhappy at UNT and were actively seeking another position. With respect to the retention of women faculty, the question then becomes, "How many current faculty share this level of dissatisfaction?" This question is addressed in Chapter 8.

CONCLUSIONS:

- 1. Most UNT faculty women are at the lowest ranks and most UNT faculty men are at the highest ranks. This distribution results in male domination of recruitment and retention issues.**
- 2. At the current rate of change, gender equity in the UNT full professor ranks will not be achieved for 5 or 6 decades.**
- 3. Search committees function autonomously of supervision that would insure meaningful efforts to insure equity and diversity in the composition of the committee.**

4. Search committees function autonomously of supervision that would insure meaningful efforts to insure equity and diversity in the advertisement, review, and selection process of new faculty.
5. There are no meaningful incentives in place to promote gender equity in hiring.
6. Women leave the faculty ranks at twice the faculty rate of men and most of the women leaving are junior faculty.
7. Interviews with representative women who have left the faculty ranks indicate that spousal hiring, lack of collegiality and professional respect within departments, and perceptions of harassments play important roles in the dissatisfaction of women faculty.

CHAPTER 4: REDRESS AND APPEAL PROCESSES

The findings of MIT's Hopkins study cited in the Introduction included documentation that women were not awarded equitable resources, including office and laboratory space, and that they were not paid on a scale equivalent to men. However, the most important finding with respect to voicing inequities that women throughout the university sector experience was the admission that women's concerns are systematically dismissed as personal problems of adjustment within the university community. Women faculty are isolated by departments from each other and devoid of supportive men mentors. Indeed, men support women's issues at the risk of being excluded from the circle of influence among their peers. Within most departments, women lack any power base that is receptive to fair review and resolution of complaints. The time and effort to bring significant concerns to serious consideration detracts from scholarly research and teaching endeavors and saps the intellectual energy of women faculty. This chapter reviews the mechanisms for redress and appeal of inequities available to UNT women faculty.

The common denominator for resolution of women faculty's grievance and appeals is the senior faculty in their home department. Just as all evaluation of performance initiates with these individuals, all redress of grievances is first considered by these colleagues. Table 2 illustrates that no department outside the College of Education and the School of Merchandising and Hospitality Management has more than four senior (full or associate professor) women faculty. As discussed previously, both decision-making and appeal processes are dominated by senior faculty. This departmental organization excludes most women from the decision making process and provides no opportunity for women bringing formal concerns to be heard by a gender-balanced committee. This is not to profess that every man faculty member works consciously to compromise the success of women colleagues. For some, the failure of men colleagues to address, support, and resolve women's concerns may be a failure to understand that some issues and decisions impact women differently than men. For others, gender-based double standards and inequities may not be a conscious reaction, but rather they reflect an ingrained bias in evaluation and reward systems expressed without full realization of the consequences of these decisions. In a national survey of several thousand faculty, 88.8% of men thought women faculty were treated fairly. Only 63% of women agreed with this opinion.¹⁷ In the same survey, 43% of women faculty cited subtle discrimination as a significant source of stress, whereas on 17% of men viewed this factor as a source of stress. Clearly, the perception of inequality is not unique to UNT, or the academic community, and is discussed more completely in more scholarly works.^{15,18}

However, among UNT women faculty there is a widespread perception that a core of senior faculty men work successfully to discourage and devalue women's contributions. In the fourteen interviews of mainstream faculty women (Chapter 8), all but two women introduced the topic of active gender bias and many of these women used the term "good ole boy system." In the women faculty survey, 45% of the women felt that they did not have an equal voice in determining departmental

policies and 35% of the women stated that they were reluctant to express concerns to their chairs for fear of repercussions. These reports are skewed somewhat since women in the departments with very low gender diversity (sciences, business, music performance) make a very small contribution to the pool of women faculty and these women are likely to have the most significant issues with bias among their colleagues. An unpleasant example that reflected poorly on UNT occurred at a seminar last spring.

Dr. Bernice Sandler, author of several monographs describing gender inequities in academia, was a guest speaker at UNT last spring. At a breakfast seminar entitled, "The Chilly Climate for Women in Science" there indeed was a chilly climate. All faculty in the sciences were invited; seven of the ten women faculty attended, and two absent women had teaching obligations. Few men volunteered to attend until the dean noted how important he considered this topic. Several men made reservations and then did not attend, leaving a third of the tables empty. With two exceptions, the men choose to sit as a group at the back tables; several left during the talk. After the talk, Dr. Sandler noted that this one of the most hostile groups that she had ever addressed. Indeed, one chair returned to his department exclaiming angrily publicly to office staff and students that he refused to sit through any more <vulgarity pertaining to women who vie to usurp men's power> sessions like this. Clearly, there are groups of men who act as a whole to preserve the gender-based power system they enjoy.

In the traditional university organization, decisions on appeal and grievance forwarded to higher academic authorities weigh heavily the opinion of peers and immediate supervisors: the senior faculty and chair. This system instills an autonomy in the senior faculty that entrenches policies disadvantageous to women, such as who serves on search committees, how appeals committees are constructed, and how proceedings of appeals and grievance are communicated to the deans.

There are six organized groups outside the academic hierarchy that theoretically could address gender-based complaints: the Office of Equity and Diversity; the Alternative Dispute Resolution Board, the Commission on the Status of Women, the Committee on the Status of Women, the League of Professional Women, and the Women's Studies Program.

The Office of Equity and Diversity is administered by an Associate Vice President answering to the President. The primary Equity and Diversity goal is development of a supportive environment for a culturally diverse faculty, staff and student body. Additionally, the division handles allegations regarding discrimination and sexual harassment. An Equal Opportunity Officer handles these issues. Students, staff or faculty may bring issues to the office. Complaints may be brought against either individuals or entire groups, such as a department faculty. The Office of Equity and Diversity is obligated to investigate each complaint.

All complainants are asked to complete a complaint form and/or submit allegations in writing. This one-page form describes the charges and may be supplemented with relevant documentation. The immediate supervisor of the accused is notified that a complaint has been made. The first response of Equity and Diversity is to attempt remediation of concerns without a formal investigation. With the consent of all parties, the problem may be recommended to the Alternative Dispute Resolution Board. Alternatively, the EOO may attempt to achieve resolution by informal discussion and agreement of redress. If a formal investigation is initiated, the EOO may seek additional information from the department or other units. The accused is interviewed by the EOO and asked to respond to the allegations. Other witnesses may also be interviewed.

After investigation is complete, the EOO and Associate Vice President for Equity and Diversity forward the findings to the Vice-Chancellor and University Counsel, and Human Resources before discussing the case with the supervisor. *Any of these administrators may accept, modify or reject the findings.* Findings are then communicated to the accused and recommended remedial action, if warranted, is communicated to the supervisor.

In the years 1997-2001, 29 complaints involving only faculty were brought to E&D. Of these, women faculty initiated 45%; this is disproportionately high considering women are 32% of the faculty composite. Four of these complaints (30%) were against a group of faculty compared to 19% of the men faculty complaints were against a group of faculty. In only 20% of cases was a formal complaint filed and men filed all six of these. The remaining cases were resolved on an advisory basis. Considering some of the issues expressed by women faculty who have left the university and women faculty who participated in the personal interviews, this seems a very small number of cases.

Several factors contribute to the few number of complaints brought to Equity and Diversity. Most women experience gender discrimination as "death by a thousand cuts." Single discriminatory events that could be documented and investigated rarely occur. Instead, discrimination is a collection of exclusions, discouragements and inequities that create an atmosphere of disability. The clear exceptions to this behavior pattern are inequities in evaluation/salary and promotion/tenure and these are handled as academic problems through the PAC, Chairs, Dean, etc as previously discussed and egregious physical and/or verbal sexual harassment in the presence of witnesses.

Second, the Office of Equity and Diversity is viewed as an arm of the administration. This is stated as a fact, and not a criticism. Equity and Diversity reports to the Texas Higher Education Coordination Board on the progress towards access, equity, and diversity, and it is entirely appropriate that this office should work closely with the entire university to structure to meet progress goals. However, to appellants this introduces an element of concern, particularly since the General Counsel reviews the Equity and Diversity recommendation before it is communicated to the

complainant or the accused. Many suspect that equity or diversity decisions that place the university in an unfavorable light will be rendered in only the most blatant and thoroughly documented cases. Complaints that address more subtle discriminatory barriers such as interpersonal prejudice and closed social networks are perceived as far less likely to find merit. The realization that findings in favor of discrimination could also place the university in jeopardy of federal involvement or civil suits further reinforces the perception that this office is not well-suited to deal with most of discrimination issues that women faculty experience.

Third, the investment of time and emotional energy required to prepare a charge for consideration by E&O is beyond what most women are willing to invest considering the prejudice that there is little likelihood of remediation. The few cases that have been brought were initiated by women who were frustrated beyond endurance and justice became as important as leading a sane life. For most, the additional stress of this experience is not worth the possibility that "justice will be done."

In recent years an Alternative Dispute Resolution Board has been established. The board is administered by Human Resources and serves as a mediation resource for faculty, students, and staff. Mediators are trained in a 40-hour structured program at UNT. Any individual may bring a grievance to the Mediation Board, but complaints regarding promotion/tenure, evaluation and salary are not entertained. A mediator who is acceptable to both parties in the grievance is selected and this person works individually or collectively with the parties to affect a solution. No decision by the mediator is binding. In recent years, the Board has mediated one complaint per year that involved only faculty issues.

Many of the perceived shortcomings of the Office of Equity and Diversity are inherent in this system also. The selection of a mediator is particularly critical. There are no tenured women faculty among the ADR neutrals. Five of the nine mediators are administrative staff in prominent supervisory positions, three are men faculty, and one is a woman assistant professor. These remarks do not charge that these individuals cannot fully relate to the complexity of faculty problems involving teaching loads, service commitments, and scholarly expectations; rather the point is made the women faculty are likely to perceive that these are not welcoming options. Finally, all parties must agree upon resolution and there is not mechanism for enforcing agreements.

The Commission on the Status of Women is an advisory board to the president comprised of faculty, staff and students. The president appoints members to three-year terms from nominations submitted by current officers and the Associate Vice President for Equity and Diversity. Both men and women faculty are appointed and currently 2 of the 7 faculty appointments are men. Officers are approved by the membership from a slate selected by current officers and the Associate Vice President for Equity and Diversity. The lack of senior women faculty appointments, particularly from the College of Arts and Sciences, has diminished the Commission's status in the eyes of many women faculty. However, the Director of Women's

Studies, the President of the League of Professional Women and the Chair of the Faculty Senate Committee on the Status of Women serve as standing members and further represent faculty interests.

The Commission was conceived as an advisory board to the President, then Chancellor, and nothing in the Charter suggests that the board has been intended to perform an appeal or grievance role. Nothing precludes this, however, and ostensibly a group of women faculty, or staff, or students, could bring a concern before the group. The only possible response of the group allowed in the charter, however, would be a recommendation to the President.

The influence of the Commission is diminished by several factors. First, the commission represents all university women – faculty, staff, students – with the assumption that there are problems common to all these interests that can be adequately addressed in committee with subsequent recommendations to the President. In fact, there are few significant problems that are common to all these interests. Consequently, the Commission appears to lack a clear agenda. Since the Commission is an advisory board that answers directly to the President, an annual charge from the President to investigate or report on specific issues might provide a more meaningful base of operation for the group. At present, the Commission's major role is sponsorship of a conference during Women's History Month.

The Faculty Senate Committee on the Status of Women is comprised of five faculty women who volunteer for this committee and are approved by the Senate. The Committee selects a chair. Until the 2001-2002 academic year, this committee has been inactive for approximately 5 years. Three factors contribute significantly to this lack of activity: 1) lack of a defined agenda in the committee's charge; 2) lack of serious commitment to the committee; and 3) lack of authority to affect change. First, the Senate charge is to address all matters of concern by women faculty. Direct input from women faculty that defines pressing issues could give direction to the Committee's work. However, for several years, the Committee has not sought and the Senate has not offered to define an agenda. Second, the Committee's members and chair have not represented mainstream women faculty and there has been virtually no participation by senior women faculty. A fair query is, "If you have a problem, why aren't you working for a solution?" This answer is best formulated by examining factor 3.

The last coordinated effort of the Committee was to investigate gender-based salary inequities in faculty ranks. Primary source data on this initiative are difficult to obtain, but sometime in years 1994-1996 the Faculty Senate committee developed a report on the differential in salaries for women and men faculty at comparable ranks. This report was widely disseminated but there is no documentation as to material responses to the information. Instead, focus shifted to statistics illustrating how all faculty were paid at a scale lower than regional competing institutions. This new focus, imposed by other faculty senate interests and the administration, led to a resolve by the President and Provost to raise all faculty salaries. This shift in

emphasis clearly benefits men even more than women and as a consequence, gender-based inequities were not addressed even though the impetus for the study originated with those issues.

In 2001-2002 the composition of the Committee on the Status of Women Faculty was reformulated with the intent of appointing women with commitment and interest. The Committee has defined an agenda and initiated an investigation of recruitment practices, with particular emphasis on the problem of disproportionately high numbers of part-time women faculty and disproportionately low numbers of full-time tenure-track women faculty in new hires. This is a promising step forward.

Among the attempts to organize women faculty for the purpose of bringing gender issues to the forefront, the League of Professional Women historically met with the greatest success. The League was organized over 20 years ago by women faculty and professional staff. The League's goal was to support, aid in the development of, increase the visibility of, and enhance leadership opportunities for UNT professional women. The League endeavored to create a forum for sharing experiences, mentoring and bringing concerns to the administration with a united voice. In the first years, many women faculty participated. Although tangible "progress" on women's issues is difficult to document, a base of organization composed of interested, committed and enthusiastic women professionals was successfully developed.

The League's vitality diminished considerably in the last decade. Similar to the problems experienced by the Commission on the Status of Women, these diverse interests of faculty and administration divided the organization focus. The concerns of each component group were sufficiently different that a unified initiative was impossible to develop. Sadly, the League serves no role now as a voice for women's concerns in the university although it plays a social role for interaction of women administrators and faculty.

Finally, the Women's Studies Program can represent the interests of faculty women to some extent. WMST is an academic program that sponsors an undergraduate minor in women's studies and an interdisciplinary M.A./M.S. with an emphasis in women's studies. The WMST course inventory includes two core courses and several organized and special problems offerings in addition to cross-listed courses from Psychology, Sociology, Anthropology, History, and Biology. The only dedicated faculty in this program is the director; however, the interdisciplinary character of WMST includes women from many disciplines in the planning and participation in the academic program.

WMST sponsors a fall reception honoring the scholarship of women promoted and tenured to associate professor and promoted to full professor. In 2001, nearly 50% of the tenured/tenure-track faculty participated in this reception. In the spring, the program sponsors a lunch and talk for women faculty and students. In addition, a weekly e-update on opportunities and accomplishments of UNT faculty women is

sent to all women faculty and a student mail list. These initiatives have perhaps planted seeds of interest for revival of a women's faculty forum and a sense of community among some women faculty; however at this time WMST plays no active role in bringing together women faculty for the purposes of voicing concerns and affecting change.

CONCLUSIONS:

- 1. The male-dominated hierarchy of departmental faculty and the relative autonomy of the faculty in review and appeal procedures mitigate against women's successful redress of grievances through departmental procedures.**
- 2. The small number of senior women in each faculty isolates women from each other and invites the perception of women's concerns as isolated complaints of malcontents.**
- 3. The small number of women who bring issues to divisions, boards or organizations that represent women's interests suggests that women faculty lack confidence that their appeals and requests for redress of grievances will be resolved equitably by these groups.**
- 4. There is no women's faculty organization that offers the opportunity of regular, frequent interactions in an atmosphere of peer respect and social acceptance.**

CHAPTER 5: SALARY

The American Association of University Professors began tracking faculty salaries by gender in 1975 (Committee Z on the Economic Status of the Profession). A comprehensive report on disparities in the salaries and appointment of academic women and men was published in 1988 and those data were updated in the most recent report (1998).¹⁹ National data on salary differentials is summarized in Table 16. The trends are alarming. Only at the highest rank, full professor, has the salary differential decreased, but the greatest absolute differential in salaries also occurs at this rank. A theoretical example is provided in this table in order to provide perspective on how the percents translate into real salaries.

Table 16. National salary differential data 1975 and 1988

RANK	SALARY DIFFERENTIAL		DIFFERENTIAL IN REAL DOLLARS	
	1975	1998		
Full Professor	10.2%	9.4%	\$72,000	\$65,200
Associate Professor	4.7%	6.2%	\$63,000	\$59,094
Assistant Professor	5.4%	7.5%	\$55,000	\$50,875

In the UCLA survey of US faculty, the largest percentage of women earned \$40,000-\$49,999 on a 9/10 month contract.¹⁷ Based on ~6500 reports in 2000, 30.5% of women earned salaries in this range compared to 16.8% of men. Only 44% of women earned salaries greater than this compared to 75% of the men earned salaries greater than this. Finally, 2.8 times more women than men earn \$30,000-\$39,999.²¹

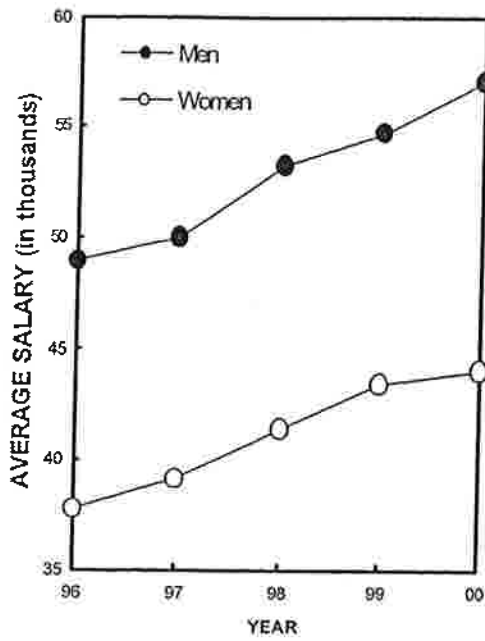
Several factors confound interpretation of these data. These factors include number of women and men in each rank and time in rank. Data pertaining directly to UNT may provide better insights into the potential role of salary differential in retention of women faculty.

In the women faculty survey (Chapter 8), 56% of the women faculty did not believe that their salaries were comparable to men faculty of equal rank, experience and productivity. An unexpected observation was that 18% of the women surveyed had no opinion on this question.

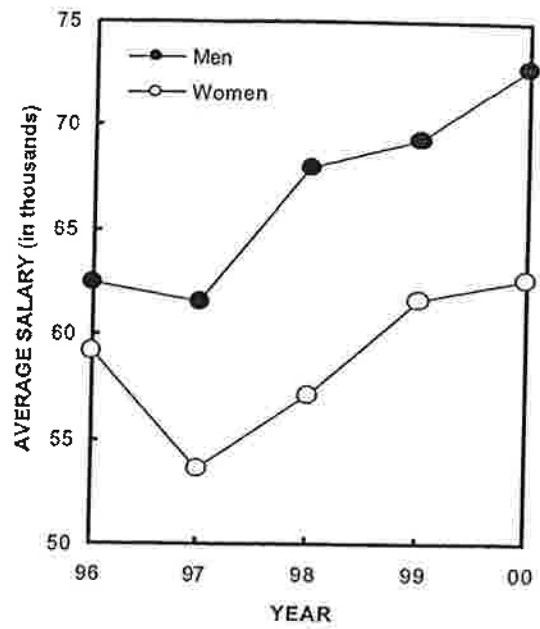
When all faculty (tenured, tenure-track and non-tenure track) are considered, all colleges/schools except Community Service and Library and Information Sciences show a similar salary pattern in the last five years (Figure 5).²⁰ Pay scales between units vary, but a positive trend of generally increasing salaries is observed with men in Library Sciences being the lone exception. However, except for Community Service and Library Science, a salary differential between men and women, with

Figure 5. UNT Faculty Salaries, 1996– 2000.

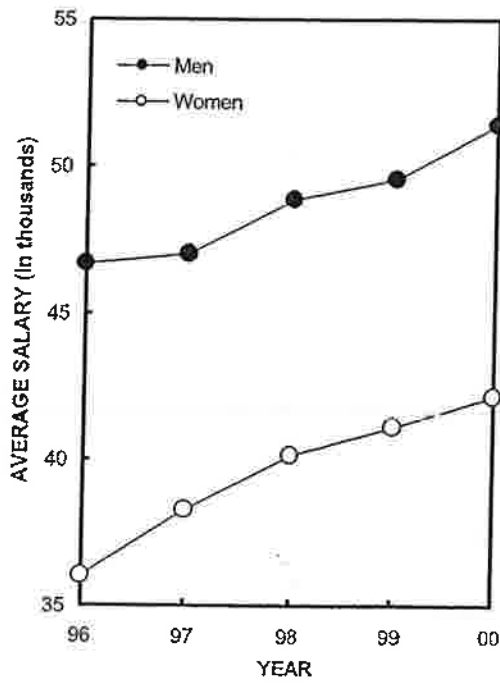
Arts and Sciences



Business Administration



Music



Education

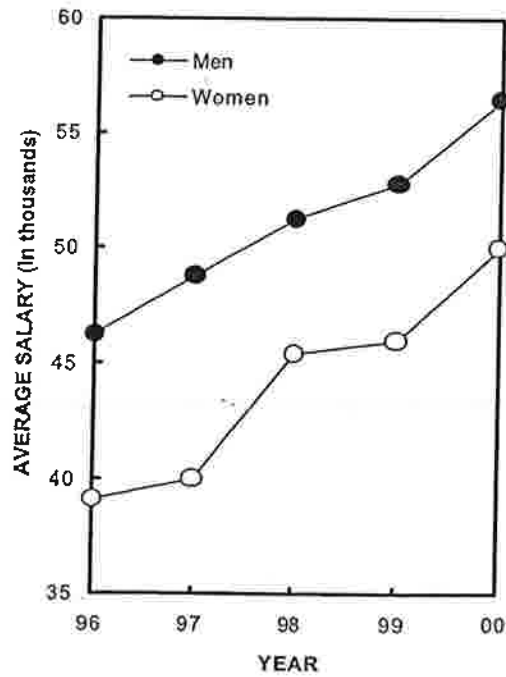
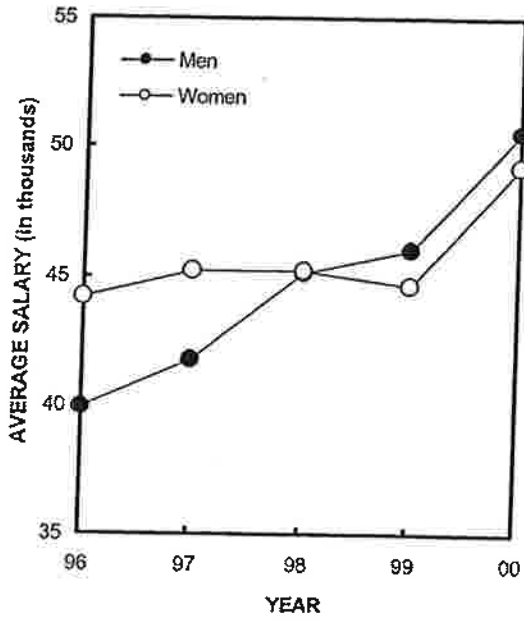
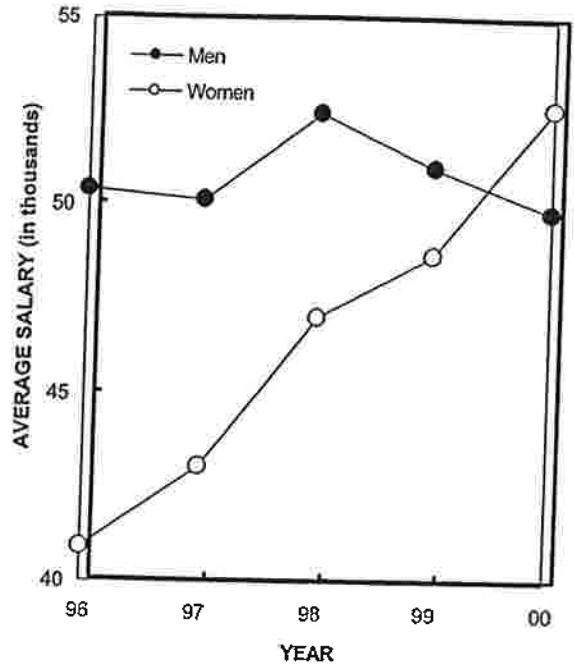


Figure 5. UNT Faculty Salaries, 1996 – 2000.

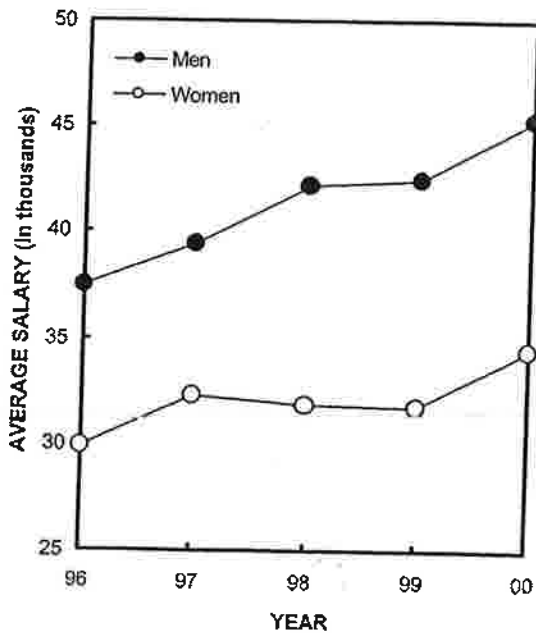
Community Service



Library and Information Sciences



Merchandising and Hospitality



Visual Arts

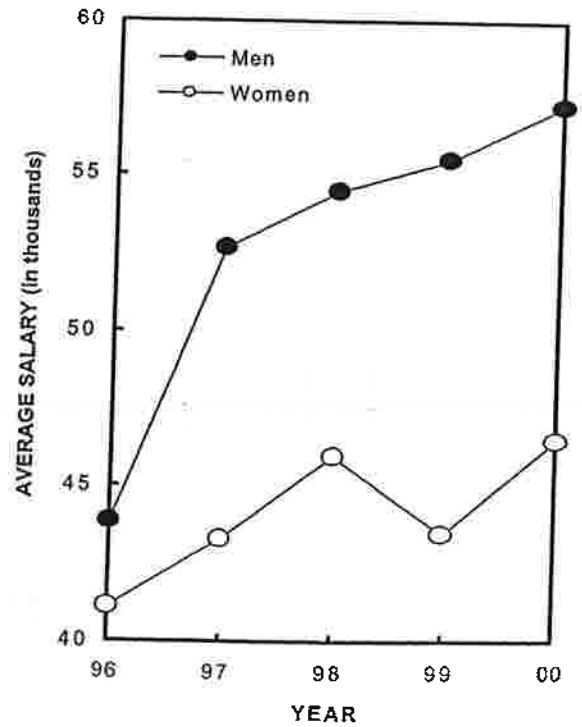


Figure 4. Complete data for graphs.

	1995-96			1996-97			1997-98								
	Male	#M	Female #F	College	Male	#M	Female #F	College	Male	#M	Female #F	College			
Arts and Sciences	48,878	268	37,781	79	46,352	49,956	269	39,065	87	47,295	53,265	264	41,353	83	50,415
Business Administration	62,442	86	59,174	14	61,442	61,527	88	53,646	14	60,445	67,956	78	57,114	14	66,306
Education	46,230	76	39,078	44	43,608	48,775	65	39,996	46	45,137	51,215	67	45,401	39	49,076
Music	46,628	65	36,050	25	43,628	46,967	64	38,269	23	44,668	48,804	63	40,116	25	46,336
Community Service	39,904	31	44,147	15	41,287	41,743	34	45,171	17	42,886	45,098	39	45,213	18	45,134
Library and Information Sciences	50,444	6	40,909	7	45,310	50,169	4	43,085	7	45,661	52,490	4	47,052	7	49,029
Merchandising and Hospitality Management	43,799	5	41,116	10	42,010	52,625	5	43,308	10	46,414	54,462	6	45,980	9	49,372
Visual Arts	37,435	26	29,866	19	34,240	39,452	24	32,291	17	36,483	42,206	26	31,823	14	38,572

	1998-99			1999-2000						
	Male	#M	Female #F	College	Male	#M	Female #F	College		
Arts and Sciences	54,657	266	43,444	82	52,015	57,076	260	44,014	86	53,829
Business Administration	69,279	79	61,665	18	67,866	72,837	83	62,660	22	70,704
Education	52,799	64	46,003	42	50,106	56,499	63	49,964	48	53,673
Music	49,553	67	41,140	24	47,334	51,407	68	42,145	26	48,845
Community Service	46,019	37	44,630	19	45,548	50,508	38	49,201	18	50,088
Library and Information Sciences	51,032	4	48,731	7	49,568	49,851	5	52,627	6	55,911
Merchandising and Hospitality Management	55,494	5	43,473	10	47,480	57,263	5	46,512	13	49,498
Visual Arts	42,473	27	31,776	17	38,340	45,284	29	34,469	19	41,003

women being uniformly lower, is observed. Furthermore, the salary gap appears constant for the five-year period with the exceptions noted above. The largest gender-based gaps in salary are in Arts and Sciences (23%) and Visual Arts (24%). In other units the gaps range from 12-19%, again except Community Service and Library Science. In Arts and Sciences this gap might reflect the large number of non-tenure track faculty in departments with high service commitments.

In recent years, variance funds designed to address inequities have been made available in several units. However, the flaw in this well-intentioned initiative is that the responsibility for determination of merit qualifying for variance adjustment in salary was remanded to the Personnel Affairs Committees in the departments that had created the disparities in salaries in the first place!

Analysis of 2000-2001 faculty salaries that exclude non-tenure track faculty and faculty performing service as administrators gives a slightly different picture (Table 17).²¹ Significant gender gaps favoring both men and women are observed. At the full professor rank, Arts and Sciences, Education, and Music have gender gaps disadvantaging women, whereas Business and Community Service show gender gaps disadvantaging men. These data are also somewhat difficult to interpret since the number of women at this rank is much smaller than the number of men and a single large salary, for example a Regents Professor, can skew that data significantly. The lowest gender discrepancy across the university is observed at the associate professor rank. Salaries vary just 2-4% between genders; both Business and Education favor women over men.

At the assistant professor rank, there is little difference in men's and women's salaries in all units except Arts and Sciences and Business. This is a very positive trend since presumably as these young faculty rise through the ranks, the salary differentials at higher ranks will diminish. A 7% gender-based salary differential is observed in Arts and Sciences and Business. This represents salaries for 57% of the total faculty; ~80% of these faculty are in Arts and Sciences (Table 2). The 7% salary differential favors men in Arts and Sciences and women in Business.

Remedy of gender-based salary inequities will be most intractable in the College of Arts and Sciences since this college has a very large faculty with many senior men. However, the magnitude of the assistant professor salary differential in Arts and Sciences is troublesome. During the probationary years, salary increases largely reflect across the board increments awarded by departments and not differential merit increases that distinguish outstanding scholarship or teaching. The salary gaps at this rank invite the conclusion that a differential exists because women are hired at a lower starting salary than men in Arts and Sciences. In part the data might reflect gender differences in departments with higher salary bases (science, Economics). Since in most of these departments new hires are men, their higher salaries might obscure greater equity in departments with lower pay bases such as English and History. However, if the salary differentials do indeed reflect a generalized practice to hire women at a lower rate, three critical questions arise: are

Table 17. UNT faculty salary by rank and college/school, 2000-2001

COLLEGE/SCHOOL	FULL			ASSOCIATE			ASSISTANT		
	MEN	WOMEN		MEN	WOMEN		MEN	WOMEN	
Arts & Sciences	\$75,062	\$67,928	-9%	\$54,708	\$52,759	-4%	\$48,022	\$44,480	-7%
Business Admin.	\$87,049	\$94,710	+9%	\$74,577	\$77,001	+3%	\$67,128	\$71,996	+7%
Community Service	\$65,663	\$71,591	+9%	\$51,326	\$49,456	-4%	\$44,127	\$43,530	-1%
Education	\$70,466	\$65,224	-7%	\$53,469	\$55,382	+4%	\$44,370	\$44,759	+1%
Library Science	-	\$77,106	-	\$52,766	\$52,982	0%	\$49,723	\$47,880	-1%
Mercham/Hospt.	-	-	-	\$71,449	\$56,559	*	-	\$44,460	-
Music	\$63,442	\$58,406	-9%	\$48,484	\$46,455	-4%	\$41,743	\$43,279	-
Visual Arts	\$62,497	-	-	\$47,132	\$46,225	-2%	\$40,284	\$39,011	-3%

*Not calculated as \$71,449 represents one person

new women hires considered less qualified or less valued than new men hires? and what impact does a dual salary track have on job satisfaction and commitment to UNT among young women scholars? Finally, are new women hires paid on a lower scale because they are unable to negotiate starting salaries with men chairs and deans as successfully as men candidates?

The Faculty Senate has a standing committee that monitors faculty salaries (Faculty Salary Study). This committee is appointed by the Senate and is composed of 5 men and 6 women. It is co-chaired by a man and women. The committee submits an annual report to the Senate.

Grievance of salary inequities is heard by the same hierarchy shown in Chapter 2. The final review is by the University Review Committee and the Provost. As discussed previously, the departmental review likely involves the same individuals who generate the inequities: the senior faculty men. Traditionally, the university places fundamental responsibility for equity and fairness in the departments; the autonomy of the departments in evaluation matters is highly regarded at subsequent levels of review. For this reason, and since the University Review Committee is overwhelmingly senior men, many women feel that the promise of success is too small to justify the investment of time and effort, particularly emotional effort, required to pursue a salary grievance.

As a final important note, the data in Table 17 and Figure 5 don't appear entirely consistent, even considering that one group includes all full-time faculty and the other group applies only the tenure/tenure-track faculty and omits administrators. This problem arose several times during the development of this report and some standard definitions of faculty would provide a more accurate picture of the university.

CONCLUSIONS:

- 1. Within all the college/schools except Community Service and Library Science, total faculty salary differentials between men and women parallel those observed at the national level and women are consistently disadvantaged.**
- 2. Among only tenured and tenure-track faculty, significantly salary differentials that disadvantage women are seen at all ranks only in the College of Arts and Sciences.**
- 3. Many women faculty believe that they are not compensated on a scale equivalent to their men peers.**
- 4. A comprehensive salary analysis of UNT faculty salary structure by department may be required to address this issue comprehensively.**

CHAPTER 6: MENTORING

The failure of the Groupwise spell checker to recognize mentoring as an English word is indicative of the confusion about the goals and structure of the mentoring process. Many universities now support formal mentoring programs for both women and men and these programs have established the paradigms for success – and failure! – in the mentoring process. This chapter will focus on programs designed for women faculty with the understanding that many of the points apply equally to junior men faculty.

The aims of successful mentoring programs include:

- ?? to communicate the university structure;
- ?? to communicate the university expectations;
- ?? to reduce the time required to sort out the mechanics of faculty life;
- ?? to provide insight into the institution's priorities for teaching, scholarship, and service;
- ?? to provide guidance in protecting self-interests: how to say no;
- ?? to clarify the expectations and time line for achieving tenure;
- ?? to provide constructive criticism and encouragement that facilitates the development of scholarly and teaching achievements;
- ?? to provide advocacy for resolving real or perceived inequalities or unrealistic expectations;
- ?? to establish networks of collegiality.

A mentoring program that extends across units can be particularly valuable as a senior woman may serve as an effective advocate in departments where there are no senior women. In contrast to some commonly expressed opinions, mentoring programs are *not* designed to train faculty who lack competitive skills in their discipline or to negotiate special considerations for selected individuals.

Benefits of mentoring programs have included:

- ?? clear guidelines for publication
- ?? standardized teaching evaluation procedures
- ?? reduction of service obligations for women
- ?? increased access to university resources for research support
- ?? interdisciplinary support networks for both senior and junior faculty
- ?? more equitable representation of women's accomplishments, particularly in departments that have few women faculty.

In the survey of faculty who left the university, only one woman responded positively to the question regarding faculty mentoring. Five indicated that there was no effort to mentor and six indicated that this was not applicable. All six of these women left as untenured assistant professors. These responses appear to reflect a perception

that mentoring is closely correlated with tenure evaluation at the sixth year and not an ongoing procedure that facilitates success. By contrast, men faculty were evenly divided; 50% indicated a positive mentoring experience and all these were untenured and 50% marked not applicable.

In the survey of current women faculty, 57% replied negatively when asked if they had a positive mentoring experience and nearly 50% of these responses strongly disagreed with the statement, "I have had a valuable mentoring experience that has assisted me in moving towards tenure and promotion." This is the second most negative response in the survey.

In 1999, under the auspices of the Committee on the Status of Women, I conducted an email survey on faculty mentoring of a untenured, tenure-track faculty who had been at the university for 2-4 years. In total 110 tenure-track faculty who could be reliably reached by email were identified. These untenured faculty were sent a survey via Groupwise. The response rates for women and men faculty were 45% and 24%, respectively. Since the return rate for men was significantly below that for women, men who did not respond were recontacted in spring, 2000. No additional men responded. The reason for this low response rate was not explored, although it may reflect a lack of interest and/or approval of formal mentoring programs. The survey assured anonymity and consisted of the following questions:

1. Does your department have an informal or formal mentoring program for untenured faculty?
2. Have you been assigned a faculty mentor?
3. Has your faculty mentor been helpful?
4. Do you feel that you have a clear understanding of departmental expectations for promotion/tenure?

A companion survey regarding mentoring programs was addressed to departmental chairs. The initial response rate for departmental chairs was 57% but several chairs were contacted again in 2001, including new chairs from departments in which there had been a turnover, and these responses are included. In total, 75% the Departmental Chairs responded. The majority of chairs in all units responded except for the College of Music that had a 33% response rate. The questions in the chairs' survey are as follows:

1. Does your department have a formal or informal mentoring program for untenured faculty?
2. Does the mentoring process begin when new faculty are hired?
3. Is there a change in mentoring before and after the 3-year review?
4. Do faculty submitting application for promotion and tenure have a senior faculty advocate to represent them in this process?

The Department of Counseling, Development and Higher Education is the only department that indicated a highly structured mentoring program that included a

description of mentoring goals and benchmarks for progress. The program begins when the faculty member joins the department and continues through to the tenure decision.

The survey questions and responses are summarized in Tables 18 and 19. Nearly all the chairs (95%) indicated that either an informal or formal mentoring program existed in their department. Women largely agreed with this with 88% acknowledging that either a formal or informal program existed. However, among men, only 69% were aware of mentoring opportunities in their department.

Although 88% of the chairs indicated that mentoring began when faculty joined the department, only 52% of the women and 62% of the men indicated that they had a faculty mentor. Approximately 40% of both men and women indicated that the mentoring program in their department was either so informal or so nonexistent that they had no faculty mentor. However, of those who had an informal or formal departmental mentor, 77% found this a valuable experience. Among women and men at this point in their careers (2nd – 5th years), slightly more than half indicated a clear understanding of expectations to earn tenure in their departments, and approximately 25% indicated that they “sort of” understood the expectations.

Comments from interviewees were invited at the end of the survey. Several women faculty indicated that they would welcome a mentoring relationship with a senior faculty woman; few men indicated this interest. Most junior faculty men are welcomed into an informal network of communication within their departments. This network provides guidance with respect to procedures, priorities, and eventually evaluation of performance. In most departments, several obstacles disadvantage women in the establishment of this internal network. First, there are so few women in each department that a genuine network is impossible. Rather, each woman must seek out contacts with every other woman; each woman is far more likely to “bump” into a man colleague than a woman colleague. Second, the number of men in each department advantages new men faculty that they will find a person with whom they feel at ease and can confide in regarding questions and insecurities commonly attendant to the probationary period. By contrast, women have significantly fewer senior contacts available within the department and the opportunity to select a comfortable advisor is far more limited. Finally, the selection of women mentors within departments is complicated by the two additional factors. Senior women experience the same isolation and intimidation by the power structure as junior women. Consequently, senior women are not in an advantageous position to assist junior women in gaining acceptance among colleagues. Finally, some women faculty have been successfully integrated into departmental power structures by adopting attitudes and behaviors that are non-threatening to the power hierarchy and disadvantageous to rising women faculty. This phenomena was mentioned several times in both the women faculty interviews and the comments on the women faculty survey. Virtually every minority – race, ethnicity, and gender – has experienced this phenomena and these experiences are widely documented.¹⁸ Clearly, a department in which the senior women have ascribed to the culture of the

Table 18. Formal and informal mentoring procedures in 1999.

QUERY	CHAIRS' SURVEY		FACULTY SURVEY			
	RESPONSE	QUERY	RESPONSE	WOMEN	MEN	
Is there a formal or informal mentoring program?	Formal	Have you participated in a mentoring program?	Formal	20 %	38 %	
	Informal		Informal	68 %	31 %	
	None		None	12 %	23 %	
	No Response		No Response	0 %	8 %	
Does mentoring begin first year?	Yes	Have you been assigned a mentor?	Yes	52 %	62 %	
	No		No	12 %	31 %	
	No Response		N/A	32 %	8 %	
			No Response	4 %	0 %	

Table 19. Effectiveness of faculty mentoring.

	Yes	No	N/A	No Response	Sort Of
Chairs					
Does mentoring program change at mid-term review?	24 %	71 %	3 %	3 %	0 %
Was there a faculty advocate for the P/T review?	37 %	63 %	0 %	0 %	0 %
Women Faculty					
Was mentor helpful?	76 %	12 %	8 %	4 %	0 %
Did you have a clear understanding of departmental expectations for promotion/tenure?	56 %	16 %	0 %	0 %	28 %
Men Faculty					
Was mentor helpful?	77 %	15 %	0 %	8 %	0 %
Did you have a clear understanding of departmental expectations for promotion/tenure?	62 %	15 %	0 %	0 %	23 %

male majority is not welcoming to the woman with concerns about acceptance of scholarly achievements and teaching methods.

A faculty committee on mentoring exists. Similar to the Committee on the Status of Women, the mentoring committee has been largely inactive for several years. However, this inactivity is likely the result of factors similar to those discussed in Chapter 4 and a clear charge to this committee could result in a valuable mentoring plan.

CONCLUSIONS:

- 1. There are no university-wide programs for mentoring junior faculty.**
- 2. Few junior faculty members indicated any understanding that a mentoring program was an intrinsic component of either the university or college/school program of support.**
- 3. Most departments have either an informal or formal mentoring program in place (self reporting), and this program does not change after the mid-term review or during the tenure evaluation process.**
- 4. A survey of untenured faculty suggests that current mentoring initiatives are moderately successful, however a survey of general faculty indicates much greater dissatisfaction with mentoring procedures.**

CHAPTER 7. FAMILY RESPONSIBILITIES AND EXTENSION OF TENURE DEADLINES

A recurring theme in the interviews with current women faculty and women faculty who have left UNT is the challenges women confront in blending academic careers and family responsibilities. In an earlier decade this issue might have been dismissed as a woman's problem, i.e. if you want a career, make a choice. Fortunately, less androcentric perspectives have prevailed in recent years. In the UCLA faculty survey, 78% of responding men identified raising a family as an essential or very important goal.¹⁷ Of interest, 60% of women identified this as very important/essential. In other areas relating to professional goals, women and men equally identified becoming an authority in their own field (~60%) and obtaining recognition from colleagues (~55%) as an essential goal. A flip-flop of opinions occurs when women and men are asked about sources of stress and hours devoted to household responsibilities and child care. Among women, 79% identified household responsibilities as a source of stress whereas 64% of men listed this as a source of stress.

According to the national faculty poll, 15% of men declare that they spend no time on household/childcare duties compared to 4% of women. Equal numbers of men and women (~70%) report spending from 1 – 16 hours (up to ~ 2 hours/day) on family responsibilities, however, twice as many women as men (28% vs 14%) spend more than 17 hours per week on household and childcare duties. Collectively, the data indicate that men place a high priority on raising a family, but women experience the greatest stress and increased work load resulting from family responsibilities.

More than ever, both married women and married men faculty are likely to have a professional spouse. Policies that facilitate parenting in the early years of professional appointment are required to address realistically both professional and personal goals for these vibrant young scholars.

The difficulty of women's challenges to fulfill reproductive roles and contribute scholarship to institutions of higher learning is addressed in the recent "Statement of Principles on Family Responsibilities and Academic Work" issued by AAUP.²²

"The conflict between work and family obligations that many faculty members experience is more acute for women faculty than for men. Giving birth and raising children are distinctive events. Only women give birth, and it is an event that interrupts the career of a higher percentage of professors than any other 'physical disability' or family obligations. Eighty-seven percent of women become parents during their working lives. Pregnancy, childbirth, and child rearing are also age-related, and most commonly occur during the same years that college faculty are seeking tenure in their jobs."

"Transforming the academic workplace into one that supports family life requires substantial changes in policy and, more significantly, changes in academic culture. These changes require a thorough commitment from the leaders of educational institutions as well as from the faculty. It is essential that the priorities, workloads,

rewards structure, and values of the academy permit and support an integration of family and work. Without support, the commitment to gender equity, for both women and men, will be seriously compromised."

In Chapter 8, one of the most negative response rates was observed for the statement, "University and departmental policies have facilitated my scholarly work within the context of my obligations as a wife and/or mother." This perception is substantiated by the lack of progress towards establishing UNT policies that define accommodations for pregnancy leave and the tenure clock. Each case appears to be negotiated independently by the faculty woman and the chair or dean. Further, several women report that these requests are perceived by administration and male peers as sick leaves as if pregnancy and birth were a subset of a chronic illness. As illustrated by the statistics above, the limiting factor that impedes success of young faculty women who also choose to become parents is time. The number of hours in a day are hardly adequate for many men with few family obligations to establish successful teaching and research programs; they are inadequate for most young women who choose a career as parent and professional.

CONCLUSIONS:

- 1. National statistics and AAUP policies support the sense and desirability of facilitating parenting and professional success among young faculty.**
- 2. UNT faculty women strongly feel that neither formal nor informal policies at UNT facilitate scholarly work within the context of wife and/or mother obligations.**
- 3. No policies that address the time requirements for parenting exist across the UNT colleges/school.**

CHAPTER 8: WOMEN'S VOICES

Chapters 1-7 elucidate the opinions of women faculty who have left the university and discuss UNT's status on issues that impact women faculty nationally. These chapters provide considerable insight into women's status within the UNT academy. However, the relative satisfaction or dissatisfaction of *current* women faculty is only peripherally addressed in these discussions. In this chapter, the perceptions of current women faculty are compiled in order to provide the keenest insight into why women leave the faculty ranks.

Women's opinions were sampled in two ways. First, 14 women faculty were interviewed in an unstructured format in order to determine their satisfaction with the faculty experience at UNT. Women were chosen as "middle of the road" faculty who are not readily identified as troublemakers or dissidents. Women in all ranks and representing most of the colleges/schools were selected. Dr. Elizabeth Gray conducted 13 interviews and Ms. Heather Davis assisted in scoring the responses. Both women have professional experience in these areas. The last interview was conducted and compiled by Dr. Ruthann Masaracchia in Dr. Gray's absence. All interviews were conducted with the assurance of anonymity.

In a second initiative, the opinions of women in tenured/tenure-track faculty positions were surveyed. A 25-question survey that probed four areas was developed. These areas were as follows:

- Section 1: The University Environment
- Section 2: Distribution of Work Load
- Section 3: Promotion and Professional Success
- Section 4: Fairness

Nine possible responses from Strongly Agree to Strongly Disagree were possible for each question. In addition women were invited to include comments if they chose. The questions and sample response lines are reproduced on the following pages.

The questionnaire was enclosed in a Women's Studies envelope bearing a personally addressed label and hand delivered to women faculty mailboxes within departments along with a stamped Women's Studies envelope addressed to Dr. Elizabeth Gray's home. Returned surveys were submitted to Dr. Ruthann Masaracchia. Surveys were numbered as they were received and the results were tabulated and analyzed using a program designed for this study. A total of 195 surveys were distributed and 115 surveys were returned.

There are some limitations in this survey. Responses were not identified by rank or college. Since some colleges have few senior women, these data would certainly compromise the anonymity of some respondents. A second concern is that women in departments that have fewest women and might be the most oppressed will have the smallest voice in the survey. For example, if all the women in science units responded

they would represent only 10% of the total respondents. Similar analysis would apply to Music and Business Administration. For these reasons, the responses should not be considered a snapshot of the entire women faculty, but rather the opinions of 115 women faculty who responded.

A strength of the survey is that women were free to answer as positively or negatively as they chose since no one was able to identify the responses. Although criticisms regarding the validity of anonymous surveys might be raised, the distribution of results and the security precautions to insure that each survey was from a faculty woman (preaddressed, pre-stamped Women's Studies envelope) suggest that this criticism should not be seriously entertained.

The survey questions and responding scale are reproduced on the following two pages.

**STATUS OF WOMEN TENURE TRACK FACULTY SURVEY
UNIVERSITY OF NORTH TEXAS
FALL, 2001**

The Taskforce for Retention of Women Faculty has identified some issues that appear to influence the professional success and satisfaction of women faculty at the University of North Texas. As an extension of the personal interviews with women faculty, this questionnaire was developed for the purpose of determining the generality of these concerns among women faculty. All responses will be confidential and no attempt will be made to identify individual faculty. Your participation is important in order to draw broader conclusions regarding improving the opportunity of women to contribute to the scholarly mission of the university. For each question, mark one of the nine boxes on the continuum. Return the survey in the enclosed self-addressed, stamped envelope. Do not use campus mail.

SECTION 1: THE UNIVERSITY ENVIRONMENT

1. I experience the UNT environment as intellectually stimulating and conducive to contributing my best effort as a teacher and scholar.

STRONGLY AGREE		AGREE		NO OPINION		DISAGREE		STRONGLY DISAGREE
---------------------------	--	--------------	--	-----------------------	--	-----------------	--	------------------------------

2. The UNT higher administration recognizes and rewards the contributions of women faculty on a par with men faculty.
3. Appointments to university committees that determine faculty policy consistently include representative women.
4. My departmental chair recognizes and rewards my contributions to teaching, research and service on a par with men faculty.
5. My departmental colleagues respect my research and welcome me as a peer.

SECTION 2: DISTRIBUTION OF WORK LOAD

6. In my department women faculty are assigned teaching loads comparable to men faculty of the same rank and seniority.
7. Teaching assignments in large, introductory courses are evenly distributed between men and women faculty in my department.
8. I have had an equitable opportunity to teach small graduate courses in my specialty area.
9. University and departmental resources that facilitate successful scholarship have been equitably distributed among men and women in my department.
10. The service obligations are equitably distributed between men and women faculty in my department.
11. The time I devote to service in my department is respectfully recognized by my peers and chair.
12. My salary is comparable to that of men faculty with equal rank and seniority.

SECTION 3: PROMOTION AND PROFESSIONAL SUCCESS

- 13. In promotion and tenure processes, I believe that I have been treated no differently than men faculty in my department.
- 14. I have had to compromise personal rights and values in order to gain tenure and acceptance in my department.
- 15. I have compromised personal standards for teaching and research in order to gain tenure in my department.
- 16. I have had a valuable mentoring experience that has assisted me in moving towards tenure and promotion.
- 17. University and departmental policies have facilitated my scholarly work within the context of my obligations as a wife and/or mother.
- 18. I believe that I have as much opportunity to impact departmental decisions as men faculty members with equal rank and seniority.

SECTION 4: FAIRNESS

- 19. I hesitate to express my concerns about fairness and recognition to my chair for fear of negative repercussions.
- 20. Women who insist on equal treatment are considered difficult or troublemakers by my departmental colleagues.
- 21. Policy influencing departmental workloads and issues is made openly among all faculty in my department.
- 22. Policy influencing departmental workloads and issues is often made by private agreement among men faculty and the chair.
- 23. UNT has established a fair and open mechanism to redress women's grievances without prejudice.
- 24. Men faculty have verbally referred to me using condescending or sexist terms.

SEVERAL TIMES				FIVE OR SIX TIMES				NEVER
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- 25. Men faculty have touched me in an inappropriate way during my employment at UNT.

SEVERAL TIMES				TWO OR THREE TIMES				NEVER
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Note: on some questionnaires the last question read "appropriate," a typographical error. Women routinely corrected this or indicated otherwise that they were answering as the question was intended. Nevertheless, the data from this question are presented with these reservations expressed where appropriate.

INTERVIEW RESULTS:

In the interviews, 13 women discussed at least one positive aspect of their position, but only one person had no negative comments. Dr. Gray reported that even for women who started out discussing that they felt better treated than women in several other departments, the final comments were as negative as positive. Scoring of the interview responses confirm this report. There were 5 negative remarks for every one positive remark in the aggregate.

Since the interview was only loosely structured around certain topics, opinions on a variety of issues were expressed. Table 20 summarizes the topics that were mentioned in at least half the interviews.

Table 20. Summary of major topics introduced in women faculty interviews.

TOPIC	NUMBER OF INTERVIEWS
Positive administration/chair mentions	9
Male-dominated organizations	7
Lack of professional respect by men peers	9
Fear of repercussions for complaints	9
Inequitable service loads for women	9
Family issues ignored/viewed as negative	8
Negative gender remarks/verbal disrespect	10
Inequities because men are the majority	9
"Good ole boy" (sic) system exists	7

A more intimate and comprehensive perspective on the interviews is obtained from Dr. Gray's summary of remarks. These remarks are grouped by topics that have been discussed in this document and do not represent all topics introduced by the interviewees. The remarks are randomized to assure anonymity. The women who volunteered to participate in this survey put themselves at risk for repercussions. Any attempt to demean or intimidate women who some might feel are likely interviewees in any written or oral communications would be reprehensible.

Inequities because men are the majority:

Women are seen as intellectual lightweights in my department, regardless of contributions.

When a program becomes large and is considered valuable, men replace women at the upper ranks. It appears that programs run by men are considered more prestigious.

No one in this university talks to anyone more than two ranks below them. There is no idea what is really happening at the faculty level. The "good ole boy" system in the upper administration is organized by military rules and regulations. There is no diversity, especially in the upper ranks.

I was initially the "token women" in the department and while it was very difficult and I was left out most of the time, I felt it was because I was a single woman. I was expected to keep my mouth shut and support the status quo.

If one stands up for one's rights, one is considered a troublemaker. There is no collegial atmosphere for the out-crowd.

Unfortunately, most of the females in this department survive by following the rules and they are played as fools.

I have not experienced gender-bias in this department and don't believe it exists; however, I have colleagues in other departments that have left because of it. I believe the chairs have had the largest impact on gender equity.

Women in this field are seldom given professional consideration or respect in relation to joint collaboration and networking. The informal male network in this department is difficult to break into.

Women do not get the same credit for their ideas in this department. I have made suggestions that were ignored or rejected only to have the same suggestions made by a man, at which point it is considered and implemented.

Women are not included in much of the policy making in this department. Many of the decisions are made at the beer table. Men vote as a block or don't bother to vote at all and just have appointments made to committees by consensus.

Accomplishments for women are not viewed the same as men in the PAC and P&T committees. Men's work is inflated and women's work is diminished. It is the good old boy system at every level.

Women are underrepresented on major committees and in high positions at UNT. A woman may be given an appointed position in the department or faculty senate, but if a vote is necessary, it will not be woman.

Women who speak up in this department are "given the boot" – it is not acceptable to be assertive or even to request fairness. The best way to assure success is to be silent and invisible.

Men in this department are highly prejudiced against women but appear unaware of their own thoughts and actions. It is amazing how they deny the problem.

There is a lot of covert sexual inequity; however, even bringing this up creates tension in this department. If you push it, you know you will be labeled a troublemaker and have even more problems.

Men don't realize their own prejudice and become highly defensive at the suggestion that they might rethink their position on something. Anytime this is done, the woman seems to end up feeling devalued. It would help if there were a sounding board outside the department.

The faculty at UNT doesn't really have a voice. I would like to see more of a sense of empowerment surrounding issues that impact me. If you look around, older white males hold all the power positions. There are no women, no people of color.

Females at UNT seem to be punished for being female, (but) I think the men in my department are really unaware of their discriminatory practices. There is simply a separation between the sexes in our department. Women collaborate with women because men never invite them to participate in their research projects.

My dean is supportive of equity, but it is best to avoid rocking the boat. There is a limit to what would be acceptable.

I may be the exception to the rule. While I am aware that there is discrimination against women at UNT, I have been in a very supportive environment. The men in my department make a special effort to include women and see that their needs are met. I have never felt I needed to look for another position in order to feel valued.

I hope the new president will address some of these issues. I'll wait and see. The larger picture seems like a "good ole boy" system at work. Look at the upper administration. There seems to be an atmosphere much like a military culture. This style affects the overall morale for both women and progressive men.

Obviously, in the higher echelon there is a good old boy network. There is certainly some sexism; it depends on the individual involved. The older men seem to be uneducated about it and unaware they are doing it. There is strong sexism towards teaching fellows. The women get the "women's jobs" and the men do the important things.

A lot is dependent upon the dean...it does seem women should know their place. It's interesting that when there is any kind of diversity training, the dean sends a female representative. It is like preaching to the choir.

I have experienced UNT as a hostile environment. I would compare it to military hazing – a system of making it difficult. The boys hang out together and behave as if you should feel special if you are ever allowed to join in.

It is certain that if you don't go along with the powerful men, that you will be rejected and punished. It is not acceptable to have opinions differing from the group; when this happens and you voice it, you are considered the enemy.

Inequities in tenure consideration, promotion, salary, workloads:

I know there were efforts to undermine my tenure. There is a strong good ole boy network that rewards their own.

My department seems to value what I do, but that has not extended to salary.

Women are overburdened with service. If they refuse to serve, they are ostracized. It is the expectation that women will do service while men do research. It is a strong gender stereotype. It seems like because the men in the department consider themselves more open-minded than most, they put blinders on and point out how well they are doing (on gender issues).

My chair refused to even forward my promotion package to the P&T. It literally sat on the floor in his office. Other women in the department had to fight for promotions and fair salaries because their accomplishments were devalued and joint projects among men faculty were overvalued.

It is much tougher for women to get grants. There are times when I have been sure that if my name were masculine I would have received money. It's unfortunate that while the university values research, they don't have the political clout to help us get grants.

There is an expectation that women will do the administrative and clerical work and men will do the scholarly work. Men seem to be able to refuse to do administrative tasks.

I experienced no formal mentoring and felt I had to dig out for myself what was important to the tenure process. I wasn't sure what was really considered in each category. The men in my department were patronizing rather than helpful. I got more pats on the head and "you're doing fine" than I did help.

Women in our department are expected to do the service. Men seem to be able to opt out of service; the same is not true for women. In fact, women do so much service, they have a hard time meeting research requirements. It seems there should be some equitable rotation for all the people in the department, instead the women are expected to take up the slack.

My biggest complaint is the lack of gender-equity in salaries. I have brought this to the attention of the dean twice and have been given equity raises, but should a woman have to do that?

Women have to adapt to the expectations of male colleagues in order to gain tenure. You must compromise your rights and needs in order to be successful.

The salary structure in this university is the perfect Catch-22 that empowers men. Women are hired at lower salaries, evaluated unfairly by men on PAC's supported by men chairs and when variance salary is provided to address inequities, the very same men make the decisions.

Gender bias is not a big problem in the department because the current and past chairs have both been very gender sensitive and have "bent over backwards" to assure gender equity. However, men and women have different attitudes toward their jobs in this department. Male faculty members are more likely to complain about being underpaid and are also more likely to have additional employment outside the university to supplement their incomes.

My department makes a big show of using a "quantitative" system of evaluation, but in fact just how the numbers are counted differs for men and women. It mostly seems like an exercise in seeing which man can boost his buddies to the top of the heap and, of course, women don't have enough influence to even participate in the fray.

This is a very supportive department. I was taken by the hand in the tenure process. I had good mentoring and felt I was treated as well as any of the male faculty.

Unfortunately some women want to teach and not reach the bar on research. This is simply not enough. They knew how high the bar was when they took the position..

Men in our department are more likely to say no to projects that would interfere with their research efforts. They protect themselves to allow for career advancement.

Salary has not been an issue for me because this college is higher paid than most.

Teaching and service is not valued at this institution. If you do not publish in the journals that the system esteems, then you are not rewarded. It does not matter how valuable it is outside this institution, it is what the establishment here deems important.

There is no help with the tenure process here.

Service in this department, especially service to students, is not valued.

Female faculty carry the load for larger classes because they are the most dedicated teachers.

Teaching is not rewarded – there is one model at this university and it focuses on research and it encourages people to find ways not to teach. People who teach less are almost heroic.

Women are given large service responsibilities because they are trusted to follow thru. Men often just say no because it is not in the best interest of their advancement. While it appears to be important that the service work get done, it is not rewarded or esteemed.

There is a system in place in our department that protects those who are not yet tenured from heavy service loads although those on a teaching track do not get the same consideration. Most committees have a balance of tenured and non-tenured faculty so that everyone has a voice.

Women are assigned the largest classes for the same reason they are given service – they will complete the task well and responsibly.

Graduate school did not prepare me, as a woman, as well as it prepared my male counterparts (encouragement for research, publications, writing skills, etc)

I have personally been supported during the tenure process; however, I have voluntarily taken on a great deal of service and have "no idea" how to step down without creating problems. This is a difficult position because I work long hours and have little personal life.

Women in the department are better at multi-tasking and contributing to a team effort. They are more student-oriented and do more service and administrative tasks, leaving less time for research. On the other hand, men say no to service and administrative tasks.

Teaching loads and pay in this department seem to be similar for males and females.

Most of the senior women on this faculty have given up on making full professor because they just cannot find the time to do the research that would be required.

Some mechanism has to be devised that mentors women about the real requirements for promotion and how to say no without getting hurt in your department. This person probably has to be someone outside most departments.

Inappropriate behaviors:

Note: each remark is from a different department.

I have personally experienced a great deal of sexual harassment in the form of language like being called baby, honey and being told crude jokes. Often after telling the joke the male faculty member will make some lame attempt to apologize or act like he did not realize I was present.

The men in this department often create situations that are uncomfortable for the women by telling off-color jokes, etc. It's interesting that male students are most often mentored by male faculty and that attractive female students often get favors. It isn't dependent upon intelligence or ability. Other female students - not the attractive ones - are treated more like secretarial help than protégés.

This is a male-dominated discipline and it seems to be a badge of honor to be able to slip that nasty comment or leering double entendre into the classroom, faculty meeting or personal conversation. The vulgarity that is routinely passed off as "that is just so and so's way of speaking" would definitely qualify this group as X-rated. Even though the administration has long been aware of this problem, they have chosen to look the other way.

Could someone put into the faculty handbook just how I am supposed to graciously respond to the vulgarities my faculty find amusing?

The "good ole boy" system tends to ignore inappropriate behavior and men can stop just short of sexual harassment. Many behaviors that females find repugnant are ignored, like touching and suggestive language. I suppose it would really be considered sexual harassment now. Women feel like they can't take on the problem because it would hurt their careers. Often the inequity factor is subtler. Also, favors are often given to attractive graduate students who are too naive to know what they are getting into.

There are sexist jokes and homophobic jokes. There are several male professors who make sexist comments about female students, like looking good. Attractive young females are given privileges because of their looks. For every comment in front of a woman, I am told there are dozens made when no women is present. There has been a case of harassment and it was covered up rather than addressed.

Personal/family obligations

I had my baby the year after my midterm review, which was positive. One of the faculty men remarked, so you're going to have a family now that you are going to get tenure.

Two issues of major importance that I know personally has impacted the women who have left UNT are: 1) the lack of a maternity policy and that attitude that one should "do it on her time." Also, there is an unspoken threat that if you have children, you will no longer be taken seriously relative to tenure. 2) when there is a two career situation, there is no effort by UNT to support finding the spouse a position. This makes it difficult on a two-career family and we lose a number of candidates to universities that are willing to consider the balance of power.

We are not competitive with other universities that are recruiting women. There needs to be a serious effort to obtain funds for recruitment of women as minorities in this university, including consideration of spousal hires and personal life.

Women cannot have any kind of balance in their lives. They do not have the privilege of having a wife who takes care of things at home. They have to overachieve at work, which makes it impossible to have a family and succeed and be accepted as intellectually adequate.

If the management was interested in the needs of instructors and students, they might consider that many students and faculty have children. These needs are never considered. You are not expected to have a personal life.

I have been privy to events outside this department and know that there are subtle forms of sexual harassment and more overt forms. I know of one faculty member who had two children during the tenure process and I think it really hurt her. I know that there were instances when she was given a really hard time.

I believe that it is almost impossible to balance a family life and be successful as a tenure-track faculty member. Something has to take a back seat.

General comment

This university has no idea how to retain women and does not really make an effort to find out. There have been numerous efforts from women faculty to affect change, but nothing ever comes of it. It has not been taken seriously. If the university is really interested in retaining and recruiting women, they need to find out what is important to women. For most recruits, UNT is simply not attractive. They will not even interview here after a few questions. We are also losing female faculty for the same reasons.

FACULTY SURVEY RESPONSES:

The distribution of responses for the women faculty survey indicates that women gave thoughtful consideration to these issues. Few surveys uniformly answered positively or negatively for all questions. The data from the surveys will be presented in three parts. First, general trends will be summarized. Next, graphical depictions will be used to correlate responses within sections and across sections. Finally, a statistical comparison of results of specific questions will be presented.

In the first analysis, questions were analyzed by the percent women responding that shifted from a positive view overall of their UNT experience (Question 1) to a negative view on a specific issue. Women who indicated no positive or negative response (center box) or who did not answer the question are not included in these calculations.

Table 21. Survey topics eliciting a trend toward negative responses in the Women's Faculty Survey

QUERY	QUESTION	% DISAGREE	% CHANGE
Overall, UNT facilitates my success	1	28	0
I am rewarded fairly by my chair.	4	26	□7
My colleagues regard me a peer.	5	23	□18
Women/men teaching loads comparable.	6	11	□61
Fair opportunity for graduate teaching.	8	14	□50
Research support is fair.	9	25	□11
Women impact department decisions.	18	37	□32
Women can express opinions freely.	19	36	□28
Workloads are openly negotiated.	21	35	□25
I have compromised rights for tenure.	14	37	□32
Service loads are equitable.	10	41	□46
My service is respected and appreciated.	11	42	□46
My salary is comparable to men's.	12	52	□96
I have had valuable mentoring.	16	66	□136
UNT facilitates meeting family obligations.	17	64	□128
UNT has a fair mechanism for redress.	23	72	□157
Women who insist on fairness are considered troublemakers.	20	50	□78

Women faculty indicated an overall positive perception of UNT with over 70% indicating that the UNT environment was intellectually stimulating and conducive to contributing a best effort as teacher and scholar. For this table, that general response is taken as the benchmark for change, i.e. the percent change is change from Question 1. In response to the general queries about fairness of the Chairs (Question 4) and respect from faculty colleagues (Question 5), women responding to the survey were even more positive than the overall perspective. Finally, among positive trends, women felt that teaching loads and research resources for men and women were evenly distributed. Questions 6 and 9, respectively.

A shift to more negative responses is observed when less tangible aspects of the faculty experience are examined. An approximately 30% increase in negative responses were received when women considered their opportunity to impact department decisions, the security they felt in being able to express opinions freely, and the manner in which workloads were negotiated with their chairs. A comparable number of women felt that they were required to compromise some personal rights and values to gain tenure and acceptance.

The questions that drew the most negative responses were well correlated with information obtained in the survey of women leaving the university and the interviews with current faculty women. Negative responses increased by nearly 50% when

women were asked about the amount of service they performed (Question 10) and the rewards for that service in their departments (Question 11). The number of negative responses nearly doubled when women evaluated the fairness of the salary structure (Question 12). The largest number of negative responses was given on the topics of mentoring opportunities (Question 16), university concern for personal and family life (Question 17) and access to a fair mechanism to redress women's grievances (Question 23). Among the most decidedly negative shifts, 50% of the women responding felt that women who insist on equal treatment were considered difficult or troublemakers and of this group 46% responded that they *strongly* agreed with this position.

A second type of analysis was used for the remaining questions. In Table 21, increases in a negative opinion were documented and compared to the 28% of women who responded negatively in Question 1. For several questions, the decrease in approval rating, indicating a shift from the overall approval rating in Question 1 to a neutral or negative position, was particularly dramatic. In Table 22 the change in approval rating compared to the 70% of respondents who answered Question 1 positively is shown.

For Question 1, 70% of the respondent indicated a positive response. Using this type of analysis, endorsement of chairs and perceptions of peers were still positively endorsed by respondents. However, a clear negative shift was observed when women were asked whether UNT higher administration recognized and rewarded their efforts (Question 2) and whether they felt they were represented well by appointments to university committees (Question 3). The most decisive shift away from a positive response was observed when women were asked about fairness in redress procedures, a topic somewhat related to Question 3, and about family and personal considerations. Only 1 woman in 10 agreed that UNT has a fair and open mechanism to redress women's grievances without prejudice.

Table 22. Decreased approval ratings for selected topics the Women's Faculty Survey

QUERY	QUESTION	% AGREE	% CHANGE
Overall, UNT facilitates my success	1	70	0
UNT administration rewards women fairly.	2	29	□ 141
University committee appointments are fair.	3	43	□ 63
My department tenure process is fair.	13	52	□ 35
Workloads are openly negotiated.	21	51	□ 37
UNT facilitates meeting family obligations.	17	21	□ 233
UNT has a fair mechanism for redress.	23	12	□ 483

In agreement with comments made in the interviews of current women faculty, 76 of 114 women indicated that they had been referred to in condescending or sexist terms and 40% of these women indicated they had experienced this type of abuse several times ($n > 6$). Fifteen of 109 women indicated that they had been touched inappropriately.

Figure 6 illustrates the pattern of women's responses for Section 1: The University Environment. Figures 7-9 compile shifts in women's responses across the four divisions of the survey with emphasis on related issues as noted in the figure titles. In Figure 6, Question 1 is repeated in the top row to facilitate comparisons in the columns.

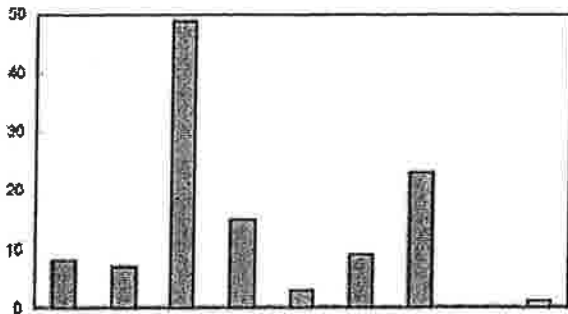
The majority of women who responded to this survey expressed a positive overall perception of the UNT environment and endorsed their chairs and colleagues as fair and supportive (Figure 6). Optimism about this response should perhaps be somewhat guarded. Women in departments with several other women are more likely to experience gender equity and have gender-sensitive chairs. Women in departments with few female colleagues are more likely to have significantly less satisfactory experiences. The observation that 20 women disagreed with this statement and 6 women strongly disagreed with this statement should not be dismissed as representing 26 malcontents. Conceivably, this could represent half the departments in the university. At this point there is no way of knowing even generally how many departments are represented by these 26 women.

A clearly more negative perception of the administration and women's representation in the administration is evident. The encouraging observation is that although women do express diminished enthusiasm for the upper administration, they are not strongly negative. Hopefully, this indicates a perspective that welcomes constructive discussion between the administration and the women faculty and should not be viewed as inviting an adversarial relationship or creating an impasse in communication between these groups.

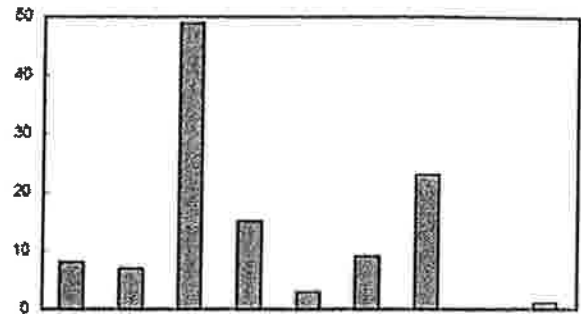
Figure 7 shows side-by-side comparisons of women's endorsement of chairs (upper left) and colleagues (upper right). While both groups receive strong endorsement in the aggregate, the data demonstrate some negative opinions, as discussed above. In addition, the data illustrate that even among women responding positively, there is a shift to more negative opinions when relationships with colleagues are examined. Among the departmentally controlled variables that contribute to faculty success, only the distribution observed when women are asked about equity of teaching loads (Question 6) mirrors the overall positive pattern observed in Questions 4 and 5. There is a slight shift to greater dissatisfaction when women evaluate the equity of teaching

Figure 6. Comparison of survey responses: University Environment.

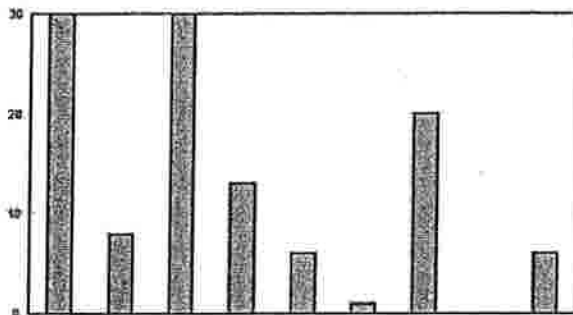
Question 1: I experience the UNT environment as intellectually stimulating and conducive to contributing my best effort as a teacher and scholar.



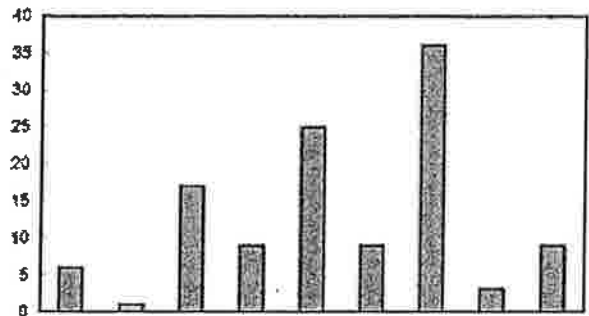
Question 1: I experience the UNT environment as intellectually stimulating and conducive to contributing my best effort as a teacher and scholar.



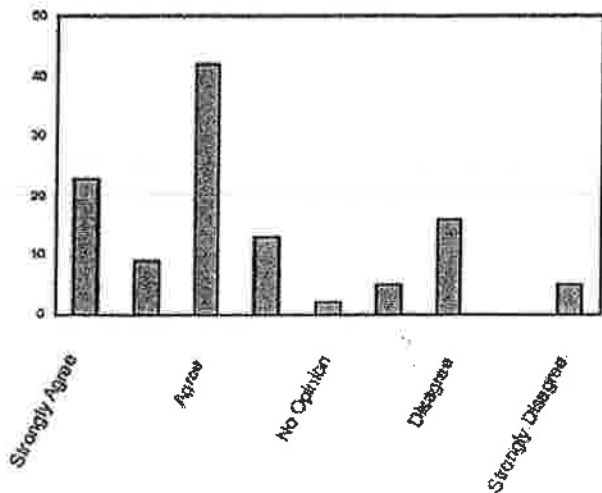
Question 4: My departmental chair recognizes and rewards my contributions to teaching, research and service on a par with men faculty.



Question 2: The UNT higher administration recognizes and rewards the contributions of women faculty on a par with men faculty.



Question 5: My departmental colleagues respect my research and welcome me as a peer.



Question 3: Appointments to university committees that determine faculty policy consistently include representative women.

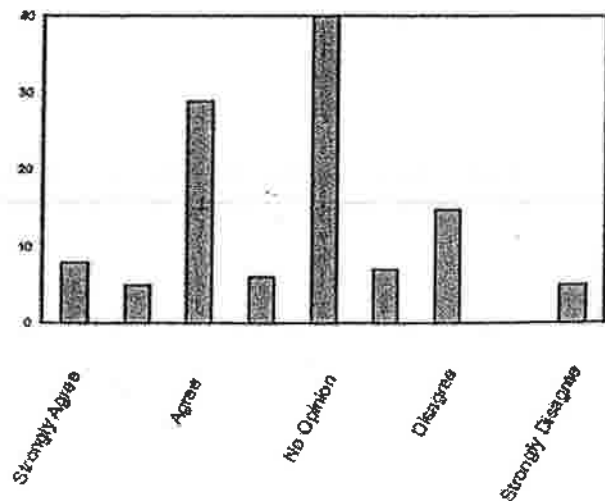
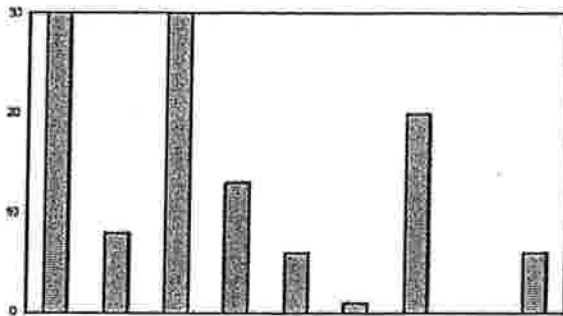
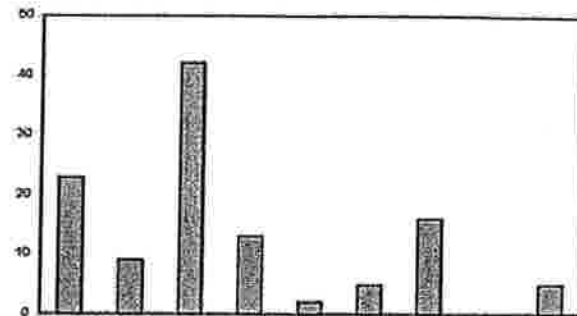


Figure 7. Interrelationships between approval of the chair and colleagues and departmental issues that impact women faculty retention.

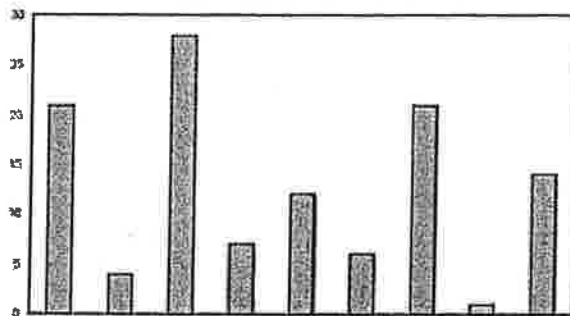
Question 4: My departmental chair recognizes and rewards my contributions to teaching, research and service on a par with men faculty.



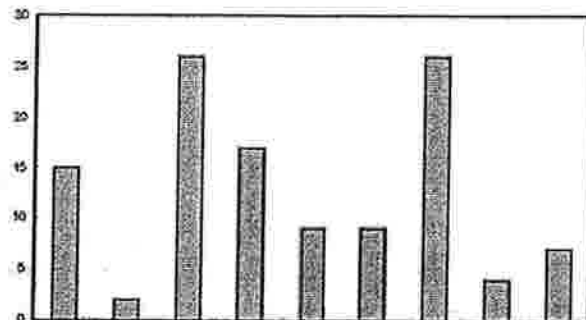
Question 5: My departmental colleagues respect my research and welcome me as a peer.



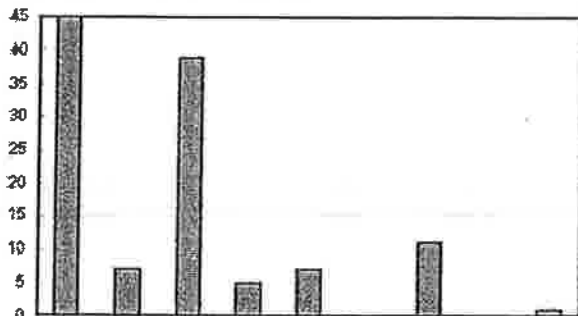
Question 10: The service obligations are equitably distributed between men and women faculty in my department.



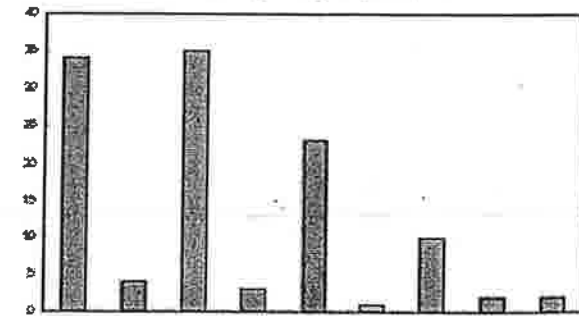
Question 11: The time I devote to service in my department is respectfully recognized by my peers and chair.



Question 8: In my department women faculty are assigned teaching loads comparable to men faculty of the same rank and seniority.



Question 7: Teaching assignments in large, introductory courses are evenly distributed between men and women faculty in my department.

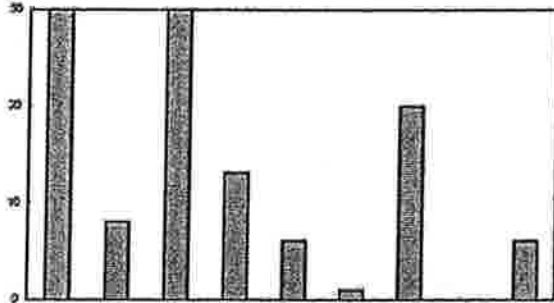


Strongly Agree
Agree
No Opinion
Disagree
Strongly Disagree

Strongly Agree
Agree
No Opinion
Disagree
Strongly Disagree

Figure 8. Interrelationships between the approval of the chair and departmental issues that impact women faculty retention.

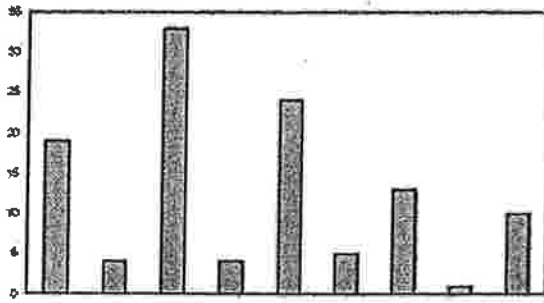
Question 4: My departmental chair recognizes and rewards my contributions to teaching, research and service on a par with men faculty.



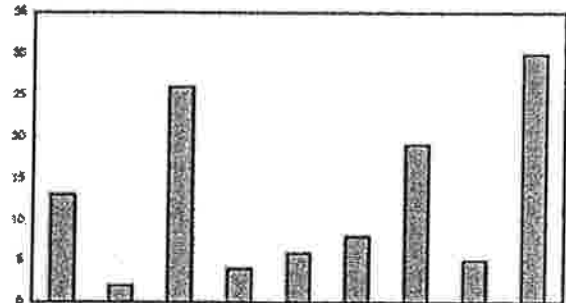
Question 12: My salary is comparable to that of men faculty with equal rank and seniority.



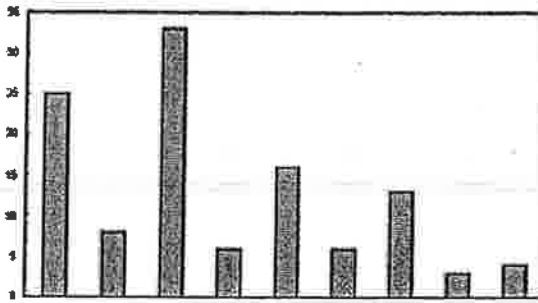
Question 13: In promotion and tenure processes, I believe that I have been treated no differently than men faculty in my department.



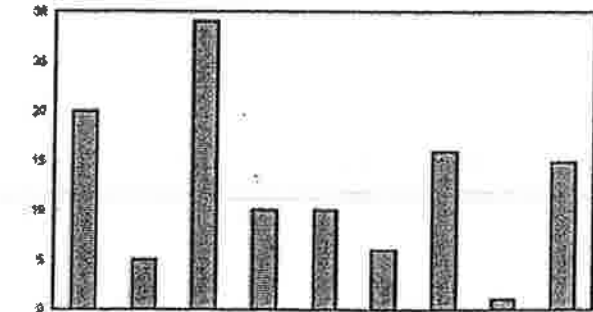
Question 16: I have had a valuable mentoring experience that has assisted me in moving towards tenure and promotion.



Question 9: University and departmental resources that facilitate successful scholarship have been equitably distributed among men and women in my department.



Question 18: I believe that I have as much opportunity to impact departmental decisions as men faculty members with equal rank and seniority.

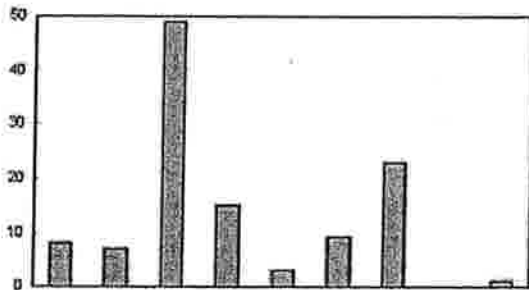


Strongly Agree
Agree
No Opinion
Disagree
Strongly Disagree

Strongly Agree
Agree
No Opinion
Disagree
Strongly Disagree

Figure 9. Interrelationships between women's overall perspective of the UNT academic environment and major factors that negatively impact the women's faculty experience.

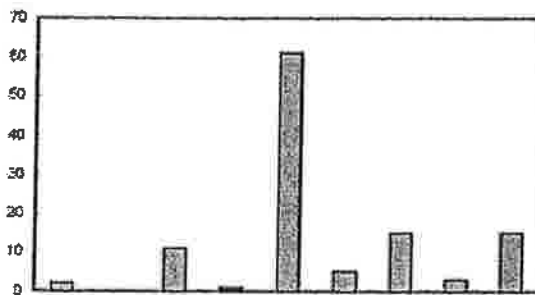
Question 1: I experience the UNT environment as intellectually stimulating and conducive to contributing my best effort as a teacher and scholar.



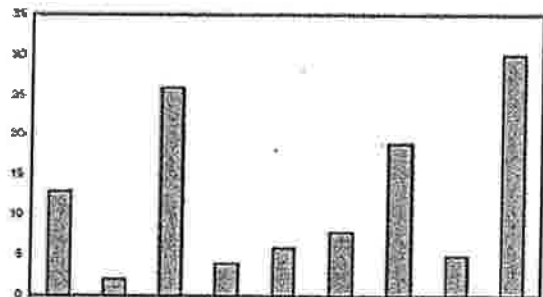
Question 17: University and departmental policies have facilitated my scholarly work within the context of my obligations as a wife and/or mother.



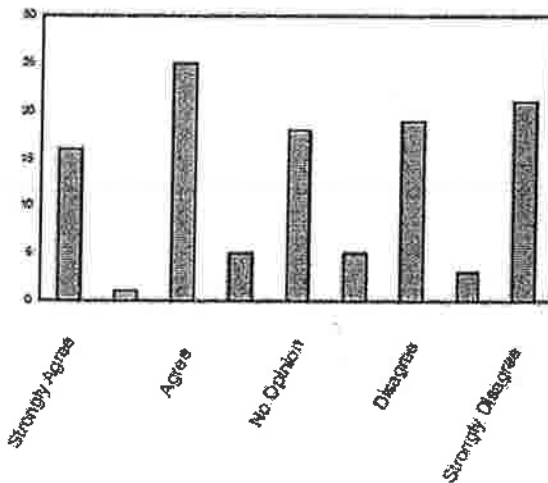
Question 23: UNT has established a fair and open mechanism to redress women's grievances without prejudice.



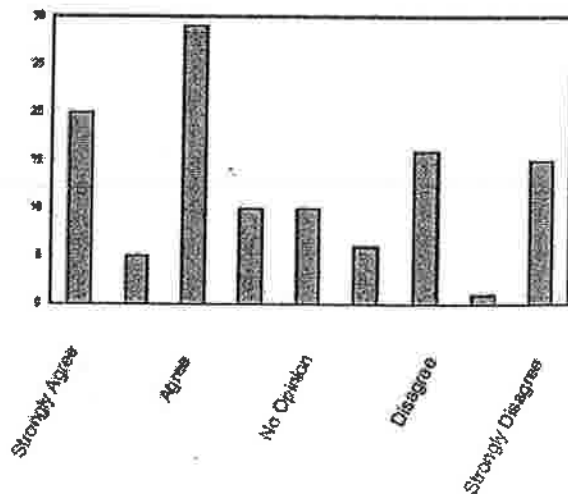
Question 16: I have had a valuable mentoring experience that has assisted me in moving towards tenure and promotion.



Question 20: Women are able to express opinions without being considered troublemakers.



Question 18: I believe that I have as much opportunity to impact departmental decisions as men faculty members with equal rank and seniority.



assignments in large classes (Question 7, lower right). Other variables shown in this figure demonstrate more negative opinions. Few women strongly agree that service obligations are equitably distributed and even fewer women agree that service is respected and rewarded in their departments.

Figure 8 compares the general approval of the chair with variables that the chair directly oversees. A shift to more negative viewpoints is observed for every one of these variables. The most negative perceptions (right column) are associated with salary equity (Question 12), mentoring (Question 16), and women's influence in the department (Question 18). A less negative shift is seen when women evaluate the fairness of the promotion and tenure process (Question 13) and access to resources that promote scholarly activity (Question 9). These data should be viewed in tandem with those in Figure 7 that illustrate general satisfaction with teaching assignments, but concern about service loads. Collectively, these data indicate that in general women faculty view the teaching assignments and access to research opportunities as equitable within the departments, but they are less satisfied with service loads and tangible rewards such as salary and influence. The tenure and promotion process is generally viewed as equitable, with reservations regarding the number of women in the department as expressed above, but women are very dissatisfied with the mentoring process that facilitates promotion and tenure.

Figure 9 summarizes factors in addition to salary (Figure 8) that elicited the most negative responses. For comparison, the overall perception of the UNT environment (Question 1) is shown in the upper left panel. The responses to questions regarding fairness in the grievance process and support for personal/family life are clouded by a large number of women who marked No Opinion. On the continuum, this was intended to mean neither agree nor disagree; however it is not certain if the respondents marked this in that way or as it was stated, "No Opinion." In either case, the responses show very few women agreeing and an increased number of women disagreeing. Questions regarding the mentoring experience (Question 16), ability to expect fairness without fear of retaliation (Question 20) and influence within in the department (Question 18) show a clear shift away from the positive response pattern observed in Question 1.

In order to evaluate the major factors that might influence some of the responses, seven topics were chosen for analysis in greater depth. These are as follows:

- ?? Overall satisfaction with the UNT environment (Table 23)
- ?? Dissatisfaction with the Administration (Table 24)
- ?? Satisfaction with the Chair (Table 25)
- ?? Dissatisfaction with the Chair (Table 26)
- ?? Concerns about Promotion and Tenure process (Table 27)
- ?? Concerns about salary equity (Table 28)
- ?? Factors that silence women's voices (Table 29)

In these tables either negative or positive responses to a base question were correlated with a comparer question. A computer program was written that reported the number

of respondents who answered either positively or negatively to both the base question and the comparer question. In addition, the program calculated the number of respondents who answered the comparer question with an opposite perception from the base question, i.e. answered negatively to the base question but positively to the comparer questions or *vice versa*. The analysis offers some insight into factors that contribute to a positive or negative response.

In Table 23 positive responses to the base question "I experience the UNT environment as intellectually stimulating and conducive to contributing my best effort as a teacher and scholar" were compared with factors from all four sections of the survey. On this table the percent in the positive converging column are respondents that answered positively to both the base question and the comparer question. Factors that are most highly correlated with overall satisfaction are positive relationships with chair and colleagues, satisfaction with teaching loads, agreement that resources for scholarly work are equitably shared, the integrity of the Promotion and Tenure process, the perception that women can express opinions on equity without fear of retaliation, and the perception that men and women can equally impact departmental decisions.

Factors that showed little agreement with Question 1 (>40% negative) are shown in the % Diverging column. These include confidence that UNT upper administration rewards and recognizes women's contributions, salary equity, grievance procedures, mentoring programs, and support of family/personal life. Related to the dissatisfaction with grievance procedures, 34% of women with an overall positive perception of UNT felt that representative women were not appointed to university committees that determine faculty policy.

The lowest % divergence was observed in analysis of questions regarding teaching and colleagues. Of the women responding to this survey, 9 of 10 reported a positive relationship with their departmental peers if they also reported a positive overall perception of the university. Again, some consideration must be given to the caveat that women in male-dominated departments might answer otherwise but have little impact in the survey depending of the demographics of the respondents.

In Table 24 factors that correlate dissatisfaction with the UNT upper administration are analyzed. A negative convergence was selected in order to dissect the components of perception with administration compared to overall satisfaction with UNT shown in Table 23. Factors that showed a high number of women responding negatively to both the administration and the variable are appointments to university policy making committees, salary equity, grievance procedures, mentoring programs, and considerations of family/personal life responsibilities. Again, women separated perceptions of their chairs and departments, particularly teaching loads, from their perceptions of the administration. The percent divergence assesses women who held a negative perception of the administration, but a positive perception of the comparer factors. The largest percent divergence was seen in perceptions of the chairs, teaching load distribution, confidence that women could be speak out without retaliation and confidence that women can impact departmental policy. In this analysis, the comparer

Table 23. Factors contributing to overall satisfaction with the UNT environment

BASE QUESTION	COMPARER QUESTION	QUESTION
	%	%
	POSITIVE CONVERGING*	DIVERGING**
I experience the UNT environment as intellectually stimulating and conducive to contributing my best effort as a teacher and scholar.		
UNT higher administration recognizes and rewards women's contributions.	25	43
Appointments to university committees that determine faculty policy consistently include representative women.	34	34
My department chair recognizes and rewards women on a par with men.	51	16
My departmental colleagues respect my research and welcome me as a peer.	59	9
Women are assigned teaching loads comparable to men.	59	9
Resources that facilitate successful scholarship are equitably distributed.	48	19
Service obligations are equitably assigned.	41	27
The time I devote to service is respectfully recognized.	43	25
Salary of men and women is comparable.	28	39
Men and women are treated no differently during P&T.	41	25
I have not had to compromise values to gain promotion/tenure.	51	15
Women can freely express opinions on equity.	47	17
There is a fair and open grievance mechanism for women.	12	54
I have had a positive mentoring experience that facilitated tenure.	14	46
UNT facilitates success within the context of a personal life.	14	44
I have equal opportunity to impact departmental decisions.	48	16

*% ANSWERING BASE QUESTION POSITIVE AND COMPARER QUESTION POSITIVE

** % ANSWERING BASE QUESTION POSITIVE AND COMPARER QUESTION NEGATIVE

question on teaching (Question 6) was included as an internal control of the analysis. The upper administration has essentially no responsibility for distribution of teaching loads in the departments and the analysis reflects this reality. By contrast, a low percent divergence indicates that the comparer factor is highly correlated with the base question.

Table 24. Factors contributing to the overall dissatisfaction with the upper administration.

BASE QUESTION	COMPARER QUESTION	
	% NEGATIVE CONVERGING*	% DIVERGING**
The UNT higher administration recognizes and rewards the contributions of women faculty on a par with men faculty.		
Appointments to university committees that determine faculty policy consistently include representative women.	52	16
My department chair recognizes and rewards women on a par with men.	26	42
Women are assigned teaching loads comparable to men.	16	53
My salary is comparable to that of men faculty with equal rank and seniority.	52	16
Women can freely express opinions on equity.	35	33
There is a fair and open grievance mechanism for women.	64	3
I have had a positive mentoring experience that facilitated tenure.	44	21
UNT facilitates success within the context of a personal life.	53	8
I have equal opportunity to impact departmental decisions.	37	27

*% ANSWERING BASE QUESTION NEGATIVE AND COMPARER QUESTION NEGATIVE

**% ANSWERING BASE QUESTION NEGATIVE AND COMPARER QUESTION POSITIVE

Tables 25 and 26 analyze the factors contributing to the satisfaction and dissatisfaction with chairs. These analyses were conducted both ways in order to analyze the responses of women satisfied with their chair and women dissatisfied with their chair. In Table 25, positive convergence (satisfaction with chair and comparer variable) was >50% for perception of UNT environment, teaching load distribution, resources for scholarly work, and integrity of the Promotion and Tenure process. Other factors with good correlation (40-49% convergence) were equity of service loads, equity of Promotion and Tenure procedures, freedom to express opinions without fear of retaliation and opportunity to impact departmental policy. The lowest convergence was observed with the comparer questions regarding fairness of the grievance procedures and availability of mentoring programs. In this analysis, the percent divergence was calculated for respondents that indicated positive perceptions of their chair but negative perceptions of the comparer variable. The greatest divergence was observed on issues regarding salary equity, grievance procedures, mentoring programs and consideration for family/personal life.

Table 25. Factors contributing to satisfaction with chair's performance.

BASE QUESTION	COMPARER QUESTION	QUESTION
	% POSITIVE CONVERGING*	% DIVERGING**
My department chair recognizes and rewards my contributions to teaching, research, and service on a par with men faculty.		
Overall, UNT environment is positive.	51	16
Women are assigned teaching loads comparable to men.	59	9
Resources that facilitate successful scholarship are equitably distributed.	50	17
Service obligations are equitably assigned.	41	27
Salary of men and women is comparable.	30	36
Men and women are treated no differently during P&T.	40	27
I have not had to compromise values to gain promotion/tenure.	51	15
Women can freely express opinions on equity.	45	21
There is a fair and open grievance mechanism for women.	9	57
I have had a positive mentoring experience that facilitated tenure.	14	46
UNT facilitates success within the context of a personal life.	31	37
I have equal opportunity to impact departmental decisions.	47	19

*% ANSWERING BASE QUESTION POSITIVE AND COMPARER QUESTION POSITIVE

** % ANSWERING BASE QUESTION POSITIVE AND COMPARER QUESTION NEGATIVE

Among women who indicated dissatisfaction with their chairs, factors contributing to that dissatisfaction were less easy to identify (Table 26). Salary equity (27% convergence) and grievance procedures (25% convergence) were the most highly correlated factors. With respect to divergence, women who indicated dissatisfaction with their chairs, showed some satisfaction with their teaching loads (21% divergence), but among the factors analyzed, there was little satisfaction with any variable if the woman was dissatisfied with her chair. These data indicate that dissatisfaction with the chair may reflect a variety of variables. Only 5 of the 32 women who did not indicate a positive perception of their chair answered negatively to all the variables probed in Table 26.

Table 26. Factors contributing to dissatisfaction with the chair's performance.

BASE QUESTION	COMPARER QUESTION	QUESTION
	% NEGATIVE CONVERGING*	% DIVERGING**
My department chair recognizes and rewards my contributions to teaching, research, and service on a par with men faculty.		
Women are assigned teaching loads comparable to men.	8	21
Resources that facilitate successful scholarship are equitable distributed.	17	11
Service obligations are equitably assigned.	18	10
Salary of men and women is comparable.	27	5
Men and women are treated no differently during P&T.	20	10
I have not had to compromise values to gain promotion/tenure.	13	14
Men do not privately negotiate workloads with the chair.	21	8
There is a fair and open grievance mechanism for women.	25	4
I have had a positive mentoring experience that facilitated tenure.	20	7
I have equal opportunity to impact departmental decisions.	21	7

*% ANSWERING BASE QUESTION NEGATIVE AND COMPARER QUESTION NEGATIVE

** % ANSWERING BASE QUESTION NEGATIVE AND COMPARER QUESTION POSITIVE

Three issues were probed to examine contributing factors to the problem. In Table 27 responses of women who indicated dissatisfaction with the Promotion and Tenure process were analyzed. For this question, 50% of women agreed that Promotion and Tenure processes were the same for them and men in the department. 26% disagreed, and 21 marked the center box indicating either No Opinion or Neither Disagree or Agree. Although a decided minority (25%), the number of responding women that felt the tenure process was not equitable is alarming. The factors that might contribute to this perception are shown on Table 27.

Table 27. Factors contributing to dissatisfaction with the Promotion and Tenure process.

BASE QUESTION	COMPARER QUESTION	QUESTION
	%	%
In the promotion and tenure processes, I believe that I have been treated no differently than men faculty in my department.	NEGATIVE CONVERGING *	DIVERGING**
Women are assigned teaching loads comparable to men.	12	33
Teaching assignments in large, introductory classes are evenly distributed between men and women.	22	23
Resources that facilitate successful scholarship are equitably distributed.	28	18
Service obligations are equitably distributed between men and women.	30	15
Salary of men and women is comparable.	36	7
I have not had to compromise values to gain promotion/tenure.	22	22
There is a fair and open grievance mechanism for women.	43	2
I have had a positive mentoring experience that facilitated tenure.	30	14
UNT facilitates success within the context of a personal life.	37	4
I have equal opportunity to impact departmental decisions.	28	17

*% ANSWERING BASE QUESTION NEGATIVE AND COMPARER QUESTION NEGATIVE
 ** % ANSWERING BASE QUESTION NEGATIVE AND COMPARER QUESTION POSITIVE

The most decisive correlation in Table 27 is that 43% of women who believed that Promotion and Tenure process was not equitable also believed that there was no fair and open grievance procedure. Only 2% of the respondents who believed the Promotion and Tenure process was not equitable believed that there was an adequate grievance procedure in place. Other strong negative correlations are salary inequities, issues with family/personal life, and dissatisfaction with mentoring programs.

The second issue analyzed was salary inequities. Only 44% of respondents indicated that they believed the salaries for men and women *with comparable ranks and seniority* were equitable. This is one of the clear issues that women perceive as a gender-based problem. As discussed earlier, there are many factors contributing to salary inequities and a department by department review is likely warranted; nevertheless the observation that assistant professor salaries for women are below those of men in the largest proportion of the faculty suggests that women are being hired at a lower base salary than men. The factors correlated with this negative perception are shown on Table 28.

Table 28. Factors contributing to the perception of gender-based salary inequities.

BASE QUESTION	COMPARER QUESTION	
	% NEGATIVE CONVERGING*	% DIVERGING**
My salary is comparable to that of men faculty with equal rank and seniority.		
I experience the UNT environment as intellectually stimulating and conducive to contributing my best effort as a teacher and scholar.	22	39
UNT higher administration recognizes and rewards women's contributions.	52	9
My department chair recognizes and rewards women on a par with men.	24	36
My departmental colleagues respect my research and welcome me as a peer.	19	41
Women are assigned teaching loads comparable to men.	13	48
Resources that facilitate successful scholarship are equitably distributed.	28	32
Service obligations are equitably assigned.	31	29
The time I devote to service is respectfully recognized.	34	27
Men and women are treated no differently during P&T.	36	23
Women can freely express opinions on equity.	30	30
There is a fair and open grievance mechanism for women.	56	3
I have had a positive mentoring experience that facilitated tenure.	37	22
UNT facilitates success within the context of a personal life.	45	8
I have equal opportunity to impact departmental decisions.	31	28

*% ANSWERING BASE QUESTION NEGATIVE AND COMPARER QUESTION NEGATIVE
 ** % ANSWERING BASE QUESTION NEGATIVE AND COMPARER QUESTION POSITIVE

Negative perception of gender-based salary inequities is best correlated with dissatisfaction with the UNT upper administration. More than half the women answering negatively about salaries also answered negatively about the UNT upper administration. Other highly correlated variables were dissatisfaction with the grievance procedure and lack of consideration for family/personal life. Only 3% of respondents who answered negatively about salary equity believed a fair grievance procedure was in place. Several national studies have indicated that women are traditionally less concerned about salary and more concerned personal fulfillment. To some extent this is reflected in the UNT survey as 39% of the women answering negatively about salary equity answered positively about satisfaction with the overall faculty experience at UNT.

The last issue examined is Question 20: Women who insist on equal treatment are considered difficult or troublemakers by my departmental colleagues. Only 40% of the responding women disagreed with this statement, although 16% marked No Opinion/Neither Agree or Disagree. However, almost all women in the personal interviews indicated that women who insisted on equity in their departments suffered some kind of professional retaliation. Since the "negative" response is agreement with the base question, this analysis correlates positive response to the base question with negative response to the comparer questions in the % negative converging category. The results of this analysis are shown in Table 29.

Table 29. Factors contributing to the perception that women who seek gender equity risk collegial retaliation

BASE QUESTION	COMPARER QUESTION	
	% NEGATIVE CONVERGING*	% DIVERGING**
Women who insist on equal treatment are considered difficult or troublemakers by my department and colleagues.		
UNT higher administration recognizes and rewards women's contributions.	35	4
Appointments to university committees that determine faculty policy consistently include representative women.	29	10
My department chair recognizes and rewards women on a par with men.	17	20
My departmental colleagues respect my research and welcome me as a peer.	22	17
There is a fair and open grievance mechanism for women.	37	1
My salary is comparable to that of men faculty with equal rank and seniority.	30	8
I have equal opportunity to impact departmental decisions.	30	8
I experience the UNT environment as intellectually stimulating and conducive to contributing my best effort as a teacher and scholar.	22	17
*% ANSWERING BASE QUESTION POSITIVE AND COMPARER QUESTION NEGATIVE		
**% ANSWERING BASE QUESTION POSITIVE AND COMPARER QUESTION POSITIVE		

The pattern of responses for this question is highly similar to those seen on other issues. Dissatisfaction with UNT upper administration, inequity in the grievance procedures, salary inequities and lack of representation on university policy making committees are all correlated with a perception of risk in expecting gender equity. In addition, a significant number of negative respondents also identified opportunity to impact departmental decisions as a source of inequity. All these factors were also correlated in the diverging analysis, i.e. if respondents indicated that free expression in the department was risky, over 90% of the time they also answered negatively to the comparer variable. Somewhat surprisingly, approximately 20% of the women who

believed that seeking gender equity was risky indicated positive relationships with their chairs and colleagues and an overall positive perception of the academic atmosphere at UNT.

Women were invited to amend comments to the survey. These comments are reproduced *verbatim* below with the caveat that comments that might identify individuals or departments have been edited.

My own experience is a mixed bag—some excellent support and some negative—and most of the negative is so subtle that I have trouble understanding or explaining it. I've struggled with depression and anger...

<<As one of a small number of women in my department>> some of these questions didn't apply or were difficult to answer. I would think that factors such as isolation would have an effect on productivity and even my ability to assess my situation within the department. Other studies have shown that due to isolation many women don't realize how good or bad they are. I think it also matters whether you're a junior faculty or not. Most of the time I don't feel I have a say in department matters because I'm junior not because I'm a woman.

I was told by a tenured, male member that serious scholars do not have children. This is indicative of the attitudes toward women with children in my school.

I have had a long and successful career at UNT—by external standards and my own standards. However, within my department I have never been treated as a colleague and have been the subject of many discouraging and degrading acts of malice. It is essential that UNT find ways to increase the number of tenured women who are willing to insist on fairness.

Complaints beyond the departmental level are not taken into consideration. Discrimination based on gender is rampant at all levels... there is no hope for improvement. Women Faculty have to perform at much higher level than their male counterparts and even then, there are obvious differences in merit increase and promotion beyond tenure.

In some area it is hard to assess fairness and equitabilities because I don't know how much others are paid, what their workloads are, etc. I often stumble upon such information accidentally, often embarrassing both myself and my colleague. The aura of secrecy that surrounds the process makes it difficult to know what is fair. <<Specific example to illustrate point>> The teaching load question is also hard to answer because the majority of our adjuncts lecturers seem to be women.

We also have a number of women in "high places" <<that are>> often perceived by other women as antifeminists. I personally have been as straight forward a feminist as I wanted, but feel younger women have suffered more for their outspokenness. Many of them have chosen to leave before getting tenure.

As to family issues: I think the question is not whether the University has supported scholarship within context of being wife/mother (frankly, I don't understand that question) but at the expense of human relationship and moral life experiences.

Overall, I feel that my department chair has been extremely supportive. I am in my third year as an Assistant Professor and my last evaluation went very well. What it cost me, however, was not worth it! I will be leaving at the end of this year. Balancing this position and two children is too much. I wish that there were a position for someone in my situation. I feel that I am a bright and capable person that could offer a great deal to the academic community. Job sharing at UNT!?

The most problematic for my department is the authoritarian head, who plays the role of "benevolent despot." In spite of concerns raised by female faculty members to the dean, nothing has changed. Last year morale was at an all time low. <<Since my arrival>> two female faculty were denied tenure, one quit right after getting tenure, and two were constantly complaining of headaches and stress. One left after one year. No male faculty have ever left or been denied tenure.

I had to tackle the PAC, but did so with the help of the assistant chair, an influential man. I survived because I keep a low profile and have figured out the "rule" of the game. I know even more junior male members of the faculty are more influential than me. I choose my battles very carefully. If I could, I would also leave this department. For now, I cannot.

Hiring is the single most important issue confronting my department. Certain judgments about the relative desirability of methodologies even ends up being judgments about gender, so that year in and year out, our gender ratio remains unaltered despite lip service to ideals of gender equity. Also, I've noticed that a committee that brings 3 women to campus gets accused of gender bias, where a committee that brings 3 men goes unnoticed. Finally mixed pools of candidates almost inevitably produce a male hire. <<With so few senior women>> this situation is likely to continue and results, needless to say, in dissatisfaction among existing female faculty.

Question 17 would probably be more meaningful if you know whether respondent was married (me: yes) with children (me: no). You also might want to know rank of respondent (me: prof).

I suspect these answers vary by college/dept/program. <<My chair and dean avoid sexism.>> These conditions do not exist across campus. I've experienced very little sexism among my program colleagues. One of these is even aware of it and open to feedback; the other is not, I believe, very self-aware or open to becoming more so.

So, my negative experiences have been very minimal, but I doubt that my experience is typical across campus.

I believe that the tenure process hurts women of childbearing age. You must be twice as productive while you are pregnant to show that being a woman/mother is not getting in the way of the division.

I would just like to highlight how poorly the UNT academic community treats its female junior faculty who have been at UNT their whole careers and seem largely to have missed the social developments of the last decades. Recent attempts to support female faculty have been highly perfunctory. My chair brought us together for five minutes to say how he hoped we knew we could always come to him with any concerns. When I opened my mouth to speak, he raised his hand to forestall me and suggest we "think about it" and use email.

I rarely have problems in my department, because my colleagues know me and respect my opinion. However, I often lack credibility among administrators (in particular!) or faculty from other departments until they get to know me. It is this underlying lack of credibility when I have new encounters on campus that is my greatest sense of dissatisfaction. I cannot objectively say where this attitude comes from, but I have encountered it many times.

Overall, I find that women faculty spend more time nurturing students and taking the responsibility of teaching outside the classroom walls. So, while equivalent course loads and reduction for advising is given to male and female faculty, it may actually occupy more time on the part of the female faculty. Also, salary and compensation issues are raised more often and more forcefully by male faculty. When this occurs at times <<of hiring or promotion>> it may result in pay inequities over time. Sometimes it appears that salary is more closely related to capacity to gripe and grieve than to productivity.

I am gratified that my research interests have been funded by UNT. My work is openly feminist, and my colleagues, female and male— are interested and supportive

I have not been here long enough to answer many of these questions with any degree of certainty, though I recently heard some remarks that have made me feel less than welcome (from a colleague). These were unsolicited comments on the nature of my hiring, and the position I was hired to fulfill which involved, at least initially, a good deal of stress. <<My initial time here>>has just been difficult, and I don't know how much of that is related to my being a woman in this department at this university, and how much is run-of-the-mill stress. At the moment, I can say I'm not happy here. I'm sorry I couldn't be of more assistance on the questions themselves.

Thank you and good luck. There are too few women faculty for me to put clear examples of tolerated and rewarded abusers.

A female colleague was recently called on (she had her hand up) at a college faculty meeting by a department chair as, "Uh, you I can't remember your name... uh, Bill's wife." Bill is a faculty member and obviously the speaker could remember Bill's name and who was married to him. Almost all other experiences have been positive, however.

<<Women in administrative positions are not necessarily supportive of gender equity.>> <<Some>> reflect the views and actions of the central administration.

I am <<a woman administrator>> therefore, I hope no one sees discrimination on the basis of gender an issue. I certainly do not.

Might have been helpful to do this by school/college. I think things vary across these units.

I have directly talked to the faculty member that says inappropriate comments to me and it has lessened in frequency although still inappropriate. <<Specific of example of verbal sexual harassment>>The department head (male) has asked me if this faculty member is inappropriate., so he is "warned" from time to time--difficult but not overwhelming. Service/advising and time requirements are my biggest obstacle to writing. Thank you--

SUMMARY:

- 1. Most women responding to the survey see UNT as an intellectually stimulating environment that is conducive to contributing a best effort as teacher and scholar.**
- 2. Most women responding to the survey indicate a positive relationship with their chair and colleagues.**
- 3. Most women responding to the survey indicate dissatisfaction with UNT upper administration.**

4. An unacceptably high number of women responding to the survey experience the following:

~~es~~ salary inequities

~~es~~ no fair grievance process for women

~~es~~ lack of representative appointments to policy making committees

~~es~~ women who seek gender equity may experience retaliation

~~es~~ concern about the fairness of Promotion and Tenure processes

~~es~~ lack of consideration for family/personal obligations

~~es~~ lack of a mentoring process

~~es~~ verbal and physical sexual harassment

CHAPTER 9: SUMMARY OF RECOMMENDATIONS

The Taskforce on the Retention of Women Faculty seeks to create a foundation for discussion between UNT administration, Deans, Chairs, colleagues and women faculty. The document identifies some areas where UNT is clearly making efforts to bring gender equity to the faculty. However, many areas that hinder the success of existing faculty and the recruitment of new women faculty are also evident. This summary of recommendations intends to provide a scaffold on which further discussion and action to secure gender equity can be built.

1. Establish defined goals with target dates to address the most obvious gender inequities. These goals are listed below and discussed in subsequent sections. Suggested goals are as follows:

- ?? parity of women faculty by Ph.D.s granted in field by 2010
- ?? 40% women faculty by 2005
- ?? department by department salary review by fall, 2002
- ?? salary adjustments to bring qualified women to parity by fall, 2003
- ?? gender-equity at all levels of grievance by 2004
- ?? interdepartmental advocacy program by 2003
- ?? parity in senior ranks of all departments by 2010
- ?? mentoring program led by senior women faculty by 2003
- ?? tenure extension family/pregnancy leave policy in place by 2003
- ?? Women Faculty Caucus by fall, 2002

2. Parity of women faculty by Ph.D.s granted by 2010

- ?? Immediately charge the Faculty Senate Committee on the Status of Women with the responsibility of reporting to the Faculty Senate and the Administration the most recent statistics on the number of Ph.D.s granted to women by discipline.
- ?? Establish a fund to permit the increased hiring of women faculty at senior ranks, particularly in under-represented areas
- ?? Review by departments of programmatic initiatives that will attract women applicants for new hires in departments with the greatest deficiencies
- ?? Report by Equity and Diversity to the Faculty Senate and the Provost progress of all searches *in progress for 2002-2003* lacking representative numbers of women faculty. Reports will be made before interviews begin, before recommendations are sent to the Deans, and at the end of the search. Reports will include written justification for negative review of all women applicants.
- ?? Create an *ad hoc* Faculty Senate Committee to study the advisability of creating a new position: Assistant to the Provost for Faculty Recruitment, Retention and Diversity.

3. Women at 40% faculty by 2005.

To foster aggressive recruiting of women faculty the following changes are recommended:

- ?? Gender parity of faculty is an integral part of the performance evaluation of each Dean.
- ?? Gender parity of faculty is an integral part of the performance evaluation of each Chair
- ?? Gender parity is an integral component in the consideration of budget increases for all departments.
- ?? Search Committees in departments deficient in women faculty must include two tenured women (40%); women in related departments may serve
- ?? Equity and Diversity will more carefully monitor and actively review and report to the Chairs, Dean, and Provost approval of advertising and responses before interviews are conducted. Equity and Diversity will scrutinize the efforts to advertise in venues that attract women candidates.
- ?? A network with area universities will be established to facilitate spousal hires that assist in retaining and recruiting women faculty.
- ?? All tenure track women faculty who will be reviewed in the next two years will immediately be assigned a senior woman faculty advisor to assist in preparation for tenure review.
- ?? The Faculty Senate Committee on Salaries will report a summary of all salaries offered to women and men new faculty hires

4. Department by department salary review by fall, 2002
Salary adjustments to bring women to parity by 2003.

- ?? Immediate action to correct salary inequities to be initiated by the Provost.
 - o Chairs will be responsible for providing Deans with an analysis of salary structure that identifies every woman in the department with salary less than the average in rank. For each of these women a written statement of explanation will be provided, thereby allowing the opportunity to evaluate the data on the basis of time in rank and productivity.
 - o Each women identified on the analysis of salary as receiving less than average salary for rank will be provided with a copy of the chair's summary and provided the opportunity to submit to the dean a response to the Chair's evaluation.
 - o Each Dean will meet with each chair to recommend women for salary variance in 2003-2004. Women will be notified of the Dean's recommendations and have the opportunity during the 2002-2003 term to appeal decisions to an *ad hoc* University Salary Review Committee, consisting of women and men full professors selected proportionally from the College/Schools by the Provost.

- A provost-controlled fund dedicated to addressing salary inequities, particularly of senior women will be established.
 - ?? Required annual reporting by April from the Faculty Senate Committee on Salaries on the progress towards salary equity in all colleges.
 - ?? Review by each Dean of salary determination procedures of departments for implicit gender-bias, including gender-bias in research evaluation and distribution of service obligations.
5. Gender-equity at all levels of grievance by 2004
 Interdepartmental advocacy program by 2003
 Parity in senior ranks of all departments by 2010
 Mentoring program led by senior women faculty by 2003
- ?? Revision of the charters of all units in 2002-2003 to require that women be represented on all college- and university-wide committees in proportion to their representation in the full time faculty.
 - ?? Scrutiny by Deans at the college level of all departmental decisions to deny women promotion and promotion/tenure.
 - ?? Recruitment of senior women faculty for participation in the Alternative Dispute Resolution Board.
 - ?? Investigation of the advisability of a system of advocacy in which senior women faculty serve as representatives of women faculty in departmental grievance issues and in Equity and Diversity complaints.
 - ?? Development of a comprehensive exit interview document and aggressive efforts to document the factors contributing to the attrition of women and men faculty.
 - ?? Development of a mentoring program in which every untenured woman faculty member will be paired with a tenured faculty women, preferably from another department, who will serve both as a mentor and an advocate. Many models for mentoring programs exist and among the most successful are those that contain clear goals and expectations with respect to responsibilities and expectations for mentor and mentee.
6. In accordance with the position of the AAUP, development of a tenure extension family/pregnancy leave policy by 2003; retroactive implementation of policy to all women faculty in the probationary years.
7. Women's Caucus by fall, 2002

Progress towards fair representation and full participation of all women in the UNT faculty cannot be achieved in an atmosphere of intimidation and private negotiation. Recommendations in this section strive to create new avenues of communication and understanding among women and between administrators and women faculty.

- ?? Placing the goal of full participation of women faculty among the highest priorities for future growth of UNT at every administrative level.
- ?? Providing all women faculty with access to the findings in the Taskforce on the Retention of Women Faculty.
- ?? Initiation of discussion between President Pohl and women faculty in an informal format using the Taskforce on the Retention of Women Faculty as an initial point of focus.
- ?? Endorsement of a Women Faculty Caucus by President Pohl, the Provost, Deans and Department Chairs.

As several chapters illustrate, UNT women faculty experience isolation in many departments similar to the isolation described by the MIT faculty. There are no viable mechanisms in place that foster open exchange of ideas and support among women faculty at UNT. Many universities have a Women Faculty Caucus or Society or organization of some sort that provides a sounding board and support system. Several women have confided to me that such an organization will never develop at UNT because

- ?? the administration will put it in the hands of women they trust to diffuse controversial issues;
- ?? men at all levels of the university will ridicule and deride women who participate in such an organization;
- ?? the university administration will not endorse an organization structured outside the Faculty Senate or the control of the administration.

Without addressing the merits of these objections, and realizing that they may be excuses to do nothing, I propose that the time is appropriate for the administration to endorse the development of a Women Faculty Caucus and for the women faculty to identify individuals willing to organize initial meetings – formal or informal – to explore the interest and dedication of women faculty to such a representative forum. Although a long-term involvement in such an organization would likely be inappropriate, the Women's Studies Program may serve as the organizing resource for women to communicate with each other and explore this initiative. It is imperative that this organization be dedicated to *faculty* women issues and that it be organized as those women choose, perhaps eschewing the hierarchical power of chair, vice-chair and *secretary* in favor a more informal and egalitarian – and probably – exciting opportunity to communicate.

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RANK	U.S.	UNT	UTA	UT- HOUSTON	TEXAS TECH
Full Professor	21%	14%	14%	20%	14%
Associate Professor	36%	32%	30%	34%	26%
Assistant Professor	46%	47%	42%	48%	34%
Instructor/Lecturer	58%	51%	49%	64%	63%
Total	31%	32%	35%	40%	32%

