

**Transforming the University:
Gender Equity and Diversity
October 2001**

On behalf of the Association of Women Faculty, the Commission for Women, the Women's Studies Program, and the Knoxville chapter of the American Association of University Professors, we present the following document for consideration by the University of Tennessee administration and faculty.

It is our sincere hope that the information provided here, together with the remarks by participating faculty and Provost Loren Crabtree at the October 31, 2001, Forum on Gender Equity and Diversity, will demonstrate both the need for and the value of further actions to transform this university into a genuinely diverse, multi-gendered one: we make these observations, comments, and proposals because we collectively believe there are many ways to improve the status of women and minority faculty at UTK. In conclusion we offer suggestions for possible actions that we hope will stimulate ongoing dialogue and facilitate concrete change.

We look forward to working together with any and all interested parties on these important goals; we thank Dr. Crabtree for his willingness to be part of this Forum; and we hope that he will advance work on these important goals.

Status of Faculty

Hiring and Tenure: Women are underrepresented at almost all ranks and in almost all academic units. Women comprise only 29% of all UT faculty, and only about 20% of these are tenured. There are approximately 358 women and 857 men. The gap is greatest at the full professor level where on the UTK campus women hold only 66 of the 476 full professor positions. While there are slightly more women associate professors (n=98), any trend toward increased representation seems questionable given there are currently only 77 women assistant professors. In a stepwise progression, it is these 77 women assistant professors who will, hopefully, become the full professors of the university a decade hence. This constitutes barely a replacement rate. Given the pervasive imbalance in numbers, almost every major career milestone for women is largely defined and evaluated by men. Table 1 details these disparities by academic unit.

However, simple numbers are not the only relevant source of information. The key consideration is whether or not an academic unit has adequately utilized the pool of available women in a given field. Women may not be appropriately represented even in units that seem to have a visible number of women. The UTK Affirmative Action Plan for 1999-2000 indicates that women are underutilized in Architecture & Design, Education, Engineering, Social Work, Business Administration, Humanities, Social Sciences, and Natural Sciences.

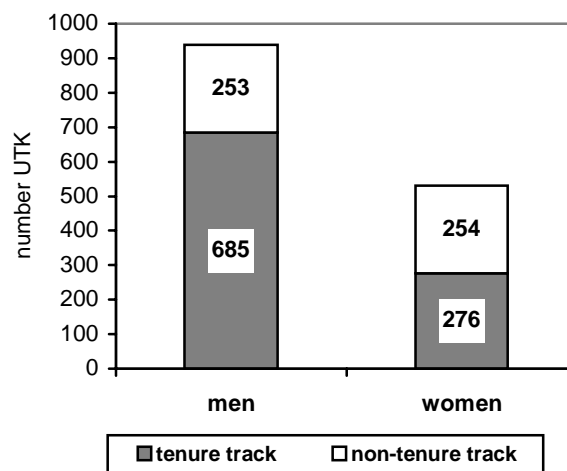
Not only is the overall number of women incredibly small, the opportunity for career development and advancement for women is problematic because women tend not to be hired into tenure-track positions. The AAUP-calculated national average indicates that women comprise 36% of the tenure and tenure track faculty positions at public institutions. While this national average does not represent gender parity, it does represent a significantly brighter picture for women elsewhere than the one faced by women at UTK. Nationally, the 10-yr average percent of faculty in tenure-track positions who are women is approximately 36%.

Further, advancing to tenure status is problematic for women. Data from the UTK Office of Institutional Research (Feb. 1998) indicate that the percentage of faculty with tenure who are women is only 20%. The increasing utilization of women in instructor and non-tenure track positions presents an even bleaker picture. Percentages for tenure and non-tenure track at UTK as of fall 2000 are illustrated in figure 1. Nearly 48% of all women faculty at UTK are non-tenure track, in comparison to 27% of men.

Table 1. Number of Female and Male Faculty UTK

College/School	Total number	Gender	
		Male	Female
Ag. Sci&Nat Res	97	83	14
Arch & Design	26	21	5
Arts&Sci-Hum	215	125	90
Arts&Sci-Nat Sci	200	174	26
Arts&Sci-Soc Sci	119	83	36
Business Admin	92	77	15
Communications	32	16	16
Education	87	49	38
Engineering	115	111	4
Human Ecol	59	24	35
Info Sci	12	4	8
Law	28	18	10
Nursing	31	0	31
Social Work	28	17	11
Vet Medicine	74	55	19

Fig.1 Number of Tenure & Non-Tenure Track Faculty by Gender



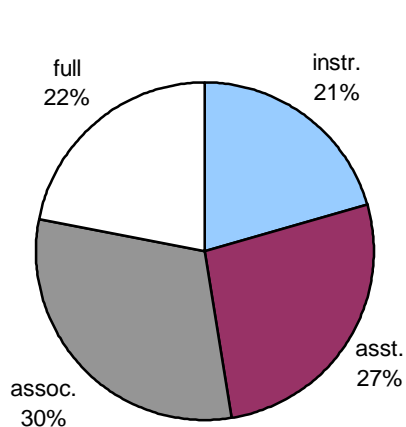
Rank: Approximately 85% of all full professors on the UTK campus are male, while only 15% are women. Percentages at the associate professor level are 69% men and 31% women. The

figures come close to equality at the assistant professor level, with 54% men and 46% women. However, at the instructor level, a rank not typically open for tenure, 68% are women and only 32% are men. These heavily gendered percentages have remained consistent since 1995 and are presented in Table 2. (The data source is *Academe* March-April or July-Aug. for each year.)

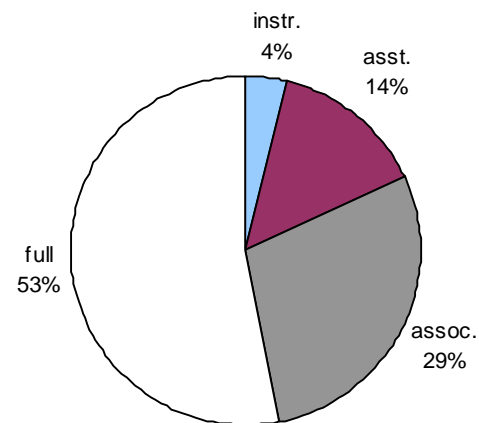
Among women faculty, the percentage in each rank from instructor to full professor reflects a relatively flat distribution. However the distribution of men faculty across ranks is noticeably weighted toward full professor status. These distributions are illustrated in pie charts below for the academic year 2000-01; however, the percentage distribution has remained relatively stable since 1995, as shown by Table 1 of the appendix. Thus, as a whole, men faculty represent the voice of authority. This shapes and colors life for faculty women and impacts the educational experiences of students. This discrepancy in rank is likely to influence decisions such as determining curriculum, development of specializations within departments, hiring, faculty workload assignment, and evaluation with respect to rank, tenure, and salary, as well as other features of climate and university environment discussed later.

Table 2 . Full-Time Faculty Percentage of Each Rank Held by Men and Women

	<u>1995-96</u>	<u>1996-97</u>	<u>1997-98</u>	<u>1998-99</u>	<u>1999-00</u>	<u>2000-01</u>
<u>Professor</u>						
Men	89%	88%	87.5%	87%	86%	85%
Women	11%	12%	12.5%	13%	14%	15%
<u>Associate</u>						
Men	71%	68%	66%	67%	68%	69%
Women	29%	32%	34%	33%	32%	31%
<u>Assistant</u>						
Men	60%	58%	59%	60%	56%	54%
Women	40%	42%	41%	40%	44%	46%
<u>Instructor</u>						
Men	35%	36%	33%	27%	39%	32%
Women	65%	64%	67%	73%	61%	68%



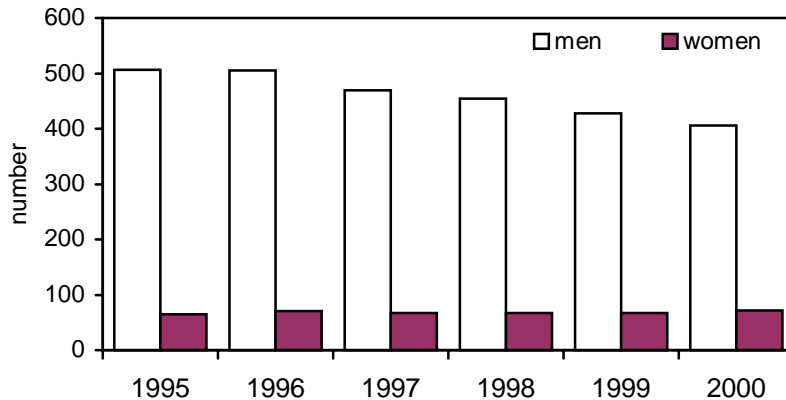
Women Faculty 2000-01



Male Faculty 2000-01

The small gains for women's percentages over recent years are somewhat misleading, because some of the gain is due to the fact that the actual *number* of male faculty has declined. This is depicted most dramatically among full professor ranks, as illustrated in Figure 3. Data for other ranks are provided in table 2 of the appendix.

Fig. 3 UT Full Professors by Gender



Salary Equity: UTK has the benefit of excellent women faculty. They are nationally and internationally recognized scholars, leaders in their fields, superb teachers, and inspiring mentors. They make significant contributions in many service roles and are invested in the well being of the university and larger community. They deserve to be paid accordingly.

Virtually every salary study conducted by the UTK Office of Institutional Research from 1972 to the present has reported salary differences in favor of men. Although salaries for assistant and associate professors would appear to be approaching equity, recent studies from the University of Georgia document a pattern whereby women and men often do receive similar starting salaries, but there is a growing divergence in female and male salaries as additional salary and promotion decisions are made in subsequent years. The process by which this pattern of difference is sustained and repeated requires examination.

In most instances these sex differences are statistically significant even after other variables have been controlled. Average salary figures by gender for full-time faculty and for each rank of assistant, associate, and full professor for the last decade are presented in the following figures.

Fig. 4 Overall Faculty UTK

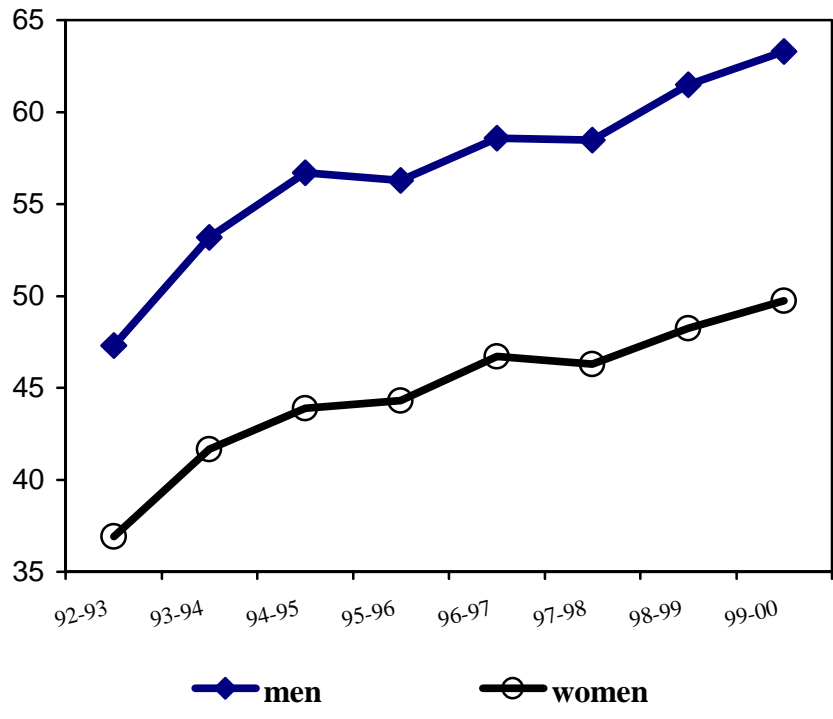


Fig. 5 Assistant Professor UTK

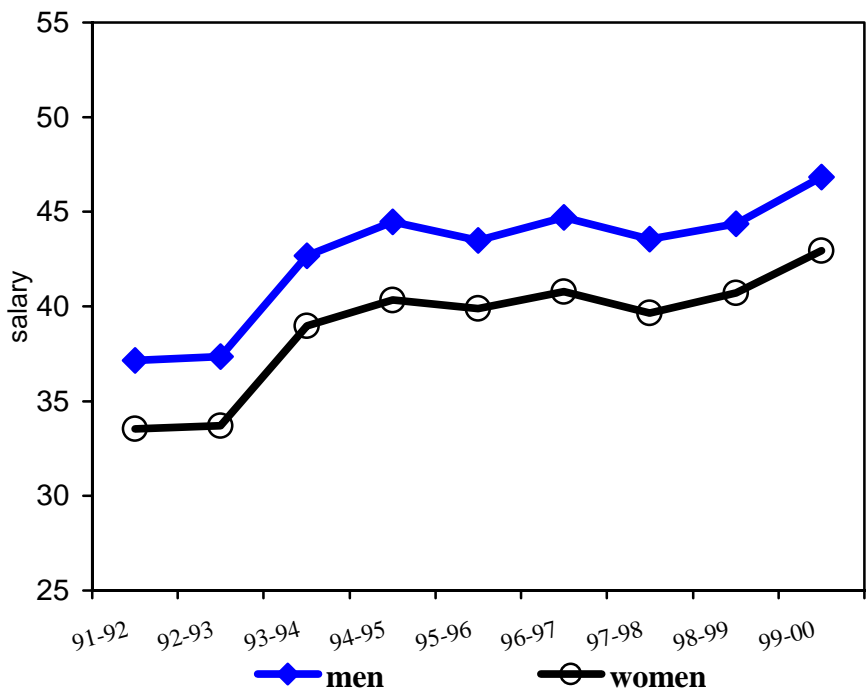


Fig. 6 Associate Professor UTK

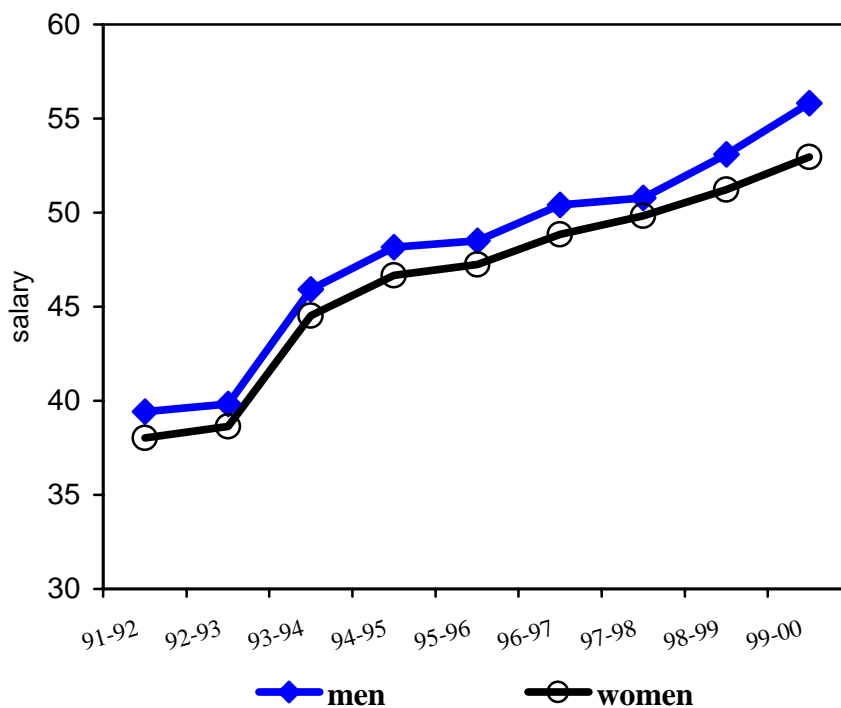
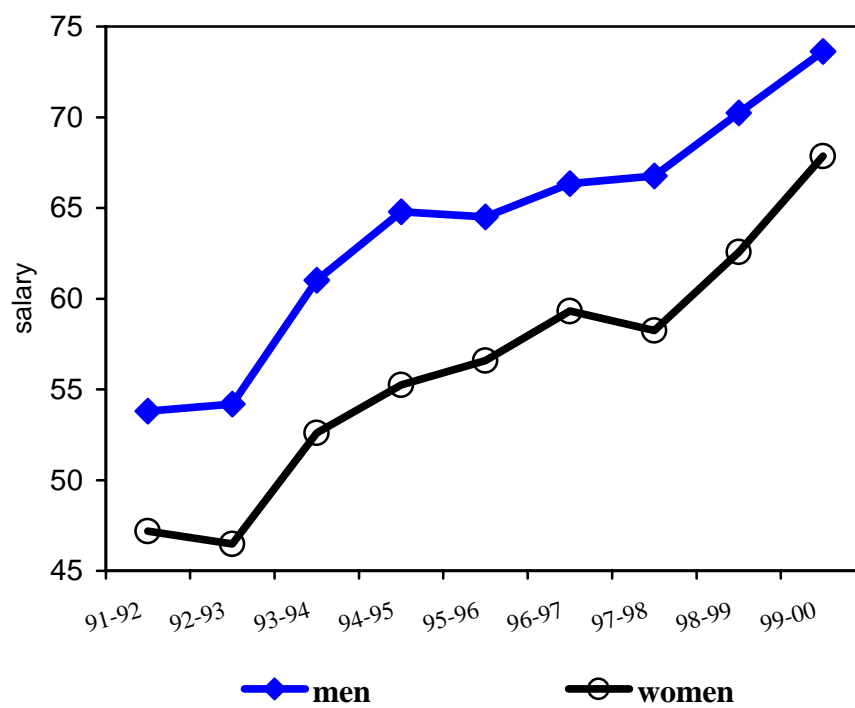


Fig. 7 Full Professor UTK



Explaining Salary: An annual multiple regression analysis conducted by the UTK Office of Institutional Research has explained variation in salary as a function of college, rank, tenure status, degree, years of service at UTK, and sex. The regression model is robust in that it consistently accounts for significant variation in salary. It reflects market considerations, merit, and human capital investments. While the model does not reflect all measures of merit, it does include the major markers of merit in an academic system, rank and tenure.

Regression Model

- College [a reflection of market]
- Rank [a reflection of merit]
- Tenure [a reflection of merit]
- Degree [human capital investment]
- Yrs at UTK [combination of above]
- Sex

Explaining salary differences among women and men in terms of supposed differences in merit is not a viable argument. Attempts to dismiss the persistent gender difference in salary often point to limitations of the regression model. It is often mentioned for example that the model does not include measures of individual productivity or publication record. The implication is that these additional measures of merit would account for any salary differences associated with sex. For average sex differences to be justified on the basis of merit, one would have to assume that the *entire population* of women faculty is on average less competent and less meritorious than the entire population of men. There are individual stellar male faculty and also average male faculty members, just as there are stellar women faculty and average women faculty. However, the university track record seems to show that average male faculty members are treated as more deserving.

Results of regression analyses in the past decade indicate the following salary differences associated with sex after other variables have been controlled.

	Simple	
	Correlation	\$ Equivalent
1991-92	-.29	\$1,531
1992-93	-.30	\$2,206
1993-94	-.30	\$1,627
1994-95	-.30	\$1,816
1995-96	-.28	\$1,166
1996-97	-.26	\$1,092
1997-98	-.27	\$1,007
1998-99	-.28	\$1,032
1999-00	-.28	\$ 750

There are caveats for such statistical regression models. An important, but seldom acknowledged, caveat is that sex bias may be hidden in the other variables of the model. The salary difference uniquely attributed to the sex variable alone underestimates potential bias, because sexism may also be operating in decisions on rank and tenure. To the extent that women

are not promoted in rank, their salaries predicted by the model would fall short of earnings to which they might have been entitled had they been promoted in a timely and unbiased fashion.

Cumulative Impact: For recent individual years, sex differences in salary do not reach statistical significance. However, the cumulative impact on earnings for women is notable. A general illustration using a few basic assumptions can suggest just how notable. Average salary differences for the past decade have ranged from a low of \$750 to a high of \$2200, with most years exceeding \$1000. For purposes of this illustration, assume an average salary difference of \$1,000. In addition, one must include missing contributions to retirement at 10% or \$100, for an annual average of \$1100 missing from earned income.

What has this annual missing \$1100 cost women at UTK? Cumulatively, it's about eight million dollars. Assume that half the money is placed in a simple money market fund and half placed in a stock equity index fund, with a compound rate of return at 10.9%. (The rates reported by TIAA-CREF for compound average rates of return for the last ten years are 4.9% for money market and 16.8% for the stock equity index, an average of 10.9% for the 50-50 allocation assumed in this illustration.)

The compound interest and principal for the 66 women full professors with an average of nineteen years service at UTK is over four million dollars; it is nearly three million dollars for the 99 women associate professors with an average of twelve years in rank; and it is just under a million dollars for the 65 women assistant professors in rank an average of seven years. The total value for the group of current women full-time faculty members given their years of experience at UTK is just over eight million dollars. The calculated values are presented in table 1. Other scenarios with different assumptions would, of course, produce different values.

Table 3. Cumulative effect of average \$1100 difference at 10.9% compound interest

Rank	Avg. Yrs UTK	Cumulative Individual Loss	N	Cumulative Group Loss
Assistant	7	\$11,898	65	\$773,370
Associate	12	\$27,541	99	\$2,726,559
Full	19	\$68,718	66	\$4,535,388
				\$8,035,317

University Environment

Career & Family: The university must develop alternate models for male-based patterns of expectation and behavior. One traditional pattern is the apparently positive male model of placing career advancement ahead of all family and domestic responsibilities. Child care options are limited. While laboratory schools that now provide child care are excellent, they do not have the capacity to meet the needs of all faculty, staff, and students that would like to make use of these services on or near campus. The Family Leave policy now provides some flexibility in meeting family responsibilities, but few department administrators or faculty are even aware of the existence of the policy, and a search of the UTK website on the terms “family leave” nets literally thousands of irrelevant hits. The policy currently offers only a complete leave *without pay* for a negotiated period of time. However, additional flexibility might include the possibility of release from committees or a partial reduction in teaching load without financial penalty. Sabbatical opportunities are valuable for all faculty and are standard at virtually every research I university; UTK is not among them. Moreover, at UTK the current limited options that are available for professional development and research are biased in favor of projects that involve travel or relocation. Some faculty, many of whom are women, cannot easily relocate due to family obligations, elder care, or limited opportunity for spouse relocation.

Diversity & Affirmative Action: Although the university has an affirmative action plan that should be regularly revisited, timely annual reports have not been forthcoming in recent years. Documents to provide ongoing monitoring and assessment of affirmative action seem to be relegated to decision making by secondary, and often over-worked, staff. It is not clear that recent organizational and staffing changes have established a framework whereby diversity and affirmative action goals can be advanced. There is some question as to whether there is support sufficient to implement actively policy on equity and diversity. Significantly, there has been a disturbing change in official university documents and rhetoric as regards diversity, with gender equity becoming increasingly invisible. Women are seldom mentioned or acknowledged.

Educational Programs: Research and teaching focused on gender and equity offer many progressive educational opportunities for students at UTK. The Women’s Studies program has for 25 years contributed to this endeavor along with participation from other programs and departments. However, faculty and students alike have noted a tendency for such endeavors to be seen as minor specializations with temporary status. Faculty with scholarly interests in, for example American women poets, might be seen as having an overly narrow specialization, while others, for example, with lifelong careers dedicated to the fifth metatarsal of the Wright whale are nominated for chairs of excellence.

Sexual Harassment: Sexual harassment is an insidious problem of campus life for women faculty, staff and students alike. While obvious *quid pro quo* demands may have diminished in recent years, there remains gratuitous sexualizing of the educational atmosphere and workplace, often in the form of “humor” from the hallway to the boardroom. We need to address the problems of campus, departmental and office culture that tolerate sexual harassment and that make possible various indirect penalties for those who do not tolerate it.

PROPOSALS FOR ACTION

Status

1. Reinstatement references to women and gender as part of diversity concerns in need of affirmative action.
2. The administration should set an example for the campus through its use of searches as an essential step in its hiring procedures. Ensure that all external searches for senior level administrative positions identify and include candidates with experience in gender and diversity concerns.
3. Aggressively target those fields that the Affirmative Action Plan identifies as under-utilizing women faculty. (This policy should be applied with particular urgency in external searches for senior level professorial positions, including Chairs of Excellence.)
4. Make gender equity a key criterion in any and all overall salary adjustments.
5. Ensure that timely and attractive counter offers are made to women faculty with outside offers.
6. Initiate a study of the years between promotions for women faculty and male faculty to determine the patterns for each.
7. Reevaluate the organizational structure applicable to affirmative action at UTK.

University Environment

1. Develop and appropriately support a center for research on women. This would provide a supportive structure for faculty whose research focuses on women or issues associated with women. Increase recognition and support for existing programs such as Women's Studies that now contribute a supportive basis for such scholarship.
2. Maintain a continuing commitment to the Commission for Women as an essential forum for addressing issues related to women faculty, students, and staff.
3. Support the participation of women faculty in shared governance by including them among the appointments to administrative committees, task forces, etc., where faculty are represented.
4. Have an affirmative action review of policy changes to insure that these will not negatively affect women, and institute a review of existing policies that should be updated or modified with respect to their impact on women.
5. Make more widely and readily available the following two tables included in the Affirmative Action Plan: (a) Distribution of UTK Regular Faculty with Tenure or on Track by

EEO Category and Job Group with the breakdown by minority status for men and for women and (b) Distribution of UTK Employees by EEO Category and Job Group with the same statistical breakdown. Make both more accessible to the campus community and provide both in annual reports to the Commission for Women and the Board of the Association of Women Faculty; incorporate both in Volume One (rather than as is presently the case, Volume Four) of the Affirmative Action Plan.

6. Make the Family Care Policy more widely and readily available by posting it on the Academic Affairs web site and informing faculty of its presence there; distributing it at yearly orientation meetings for new faculty; and including it in the next revision of the Faculty Handbook.
7. Modify current faculty development proposal language, making possible on-site research as well as travel to collections, conferences, or institutions. Support the institution of regular sabbaticals for *all* faculty, as appropriate for UTK as a Research I institution.
8. Review how successful recruitment of couples and partners has been for faculty at all levels.

Appendix

The source for data in the following tables is *Academe* March-April or July-Aug. for each year.

Table 1. Full Time Faculty: Percentages of Total Men by Rank and Total Women by Rank

	<u>1995-96</u>	<u>1996-97</u>	<u>1997-98</u>	<u>1998-99</u>	<u>1999-00</u>	<u>2000-01</u>
<u>Professor</u>						
Male	58.1	60.5	59.1	58.8	55.5	53.6
Female	23.0	25.5	24.1	24.9	22.9	22.1
<u>Associate</u>						
Male	25.3	24.7	25.4	26.6	27.4	28.5
Female	32.5	34.7	36.7	36.8	33.4	30.4
<u>Assistant</u>						
Male	13.9	12.7	13.2	12.8	13.0	13.7
Female	28.6	28.1	25.9	24.2	26.3	27.0
<u>Instructor</u>						
Male	2.8	2.2	2.3	1.8	4.2	4.1
Female	15.9	11.7	13.3	14.1	17.4	20.6

Table 2. Number of Full-Time Faculty by Rank and Gender

	<u>1995-96</u>	<u>1996-97</u>	<u>1997-98</u>	<u>1998-99</u>	<u>1999-00</u>	<u>2000-01</u>
<u>Professor</u>						
Men	506	505	469	454	428	406
Women	65	70	67	67	67	72
<u>Associate</u>						
Men	220	206	202	205	211	216
Women	92	95	102	99	98	99
<u>Assistant</u>						
Men	121	106	105	99	100	104
Women	81	77	72	65	77	88
<u>Instructor</u>						
Men	24	18	18	14	32	31
Women	45	32	37	38	51	67