

# The State of Women at UT

---

Amanda M. Blakewood, M.S.

James M. DeVita, M.S.

Terrell L. Strayhorn, Ph.D.

*The Center for Higher Education Research & Policy*

# Equity and Diversity in Higher Education

- National statistics suggest:
  - Women represent 38% of faculty nation-wide; that is, 50% of faculty at community colleges, 41% of faculty at liberal arts and comprehensive colleges, less than 30% at doctoral-granting institutions.
  - Women are disproportionately represented at lower ranks nationally: 58% of instructors, 46% of asst. professors, yet only 21% of full professors.

# Equity and Diversity in Higher Education

- National statistics suggest:
  - The “salary advantage” held by men over women persists across all faculty ranks and all institutional types. On average, women earn 80% of what men earn.<sup>1</sup>
    - The “earning gap” is largest at the rank of full professor and smallest at the rank of instructor; largest at doctoral-granting and smallest at community colleges
  - Efforts to increase the representation of women in higher education, today, must be “narrowly tailored to achieve the interest in educational diversity that respondents claim justifies their program [approach]”<sup>2</sup>

<sup>1</sup>Not a comparison of average salaries but rather weighted mean of all faculty salaries.

<sup>2</sup>Supreme court decisions in *Gratz* and *Grutter*.

# Equity and Diversity in Higher Education

- National statistics suggest:
  - Majority of undergraduate and graduate students are women in the US.
  - In *Beyond Bias and Barriers: Fulfilling the Potential of Women in Academic S&E*, the National Academy of Sciences notes the “virtual absence” of women (and minorities) in S&E fields also acknowledging the “substantial and systemic” problems women face
  - Increasingly, campuses establish and implement “[Family-Friendly](#)” policies to engender supportive work/campus environments for women and those who have primary caregiving roles; yet, the weight of empirical evidence suggests these are difficult to implement successfully in a workplace that values decentralized decisionmaking

# Full-Time Faculty by Sex

		Sex	
	Number of Faculty	Male	Female
University Total	1,402	894	508
University Percentages	100.0	63.8	36.2

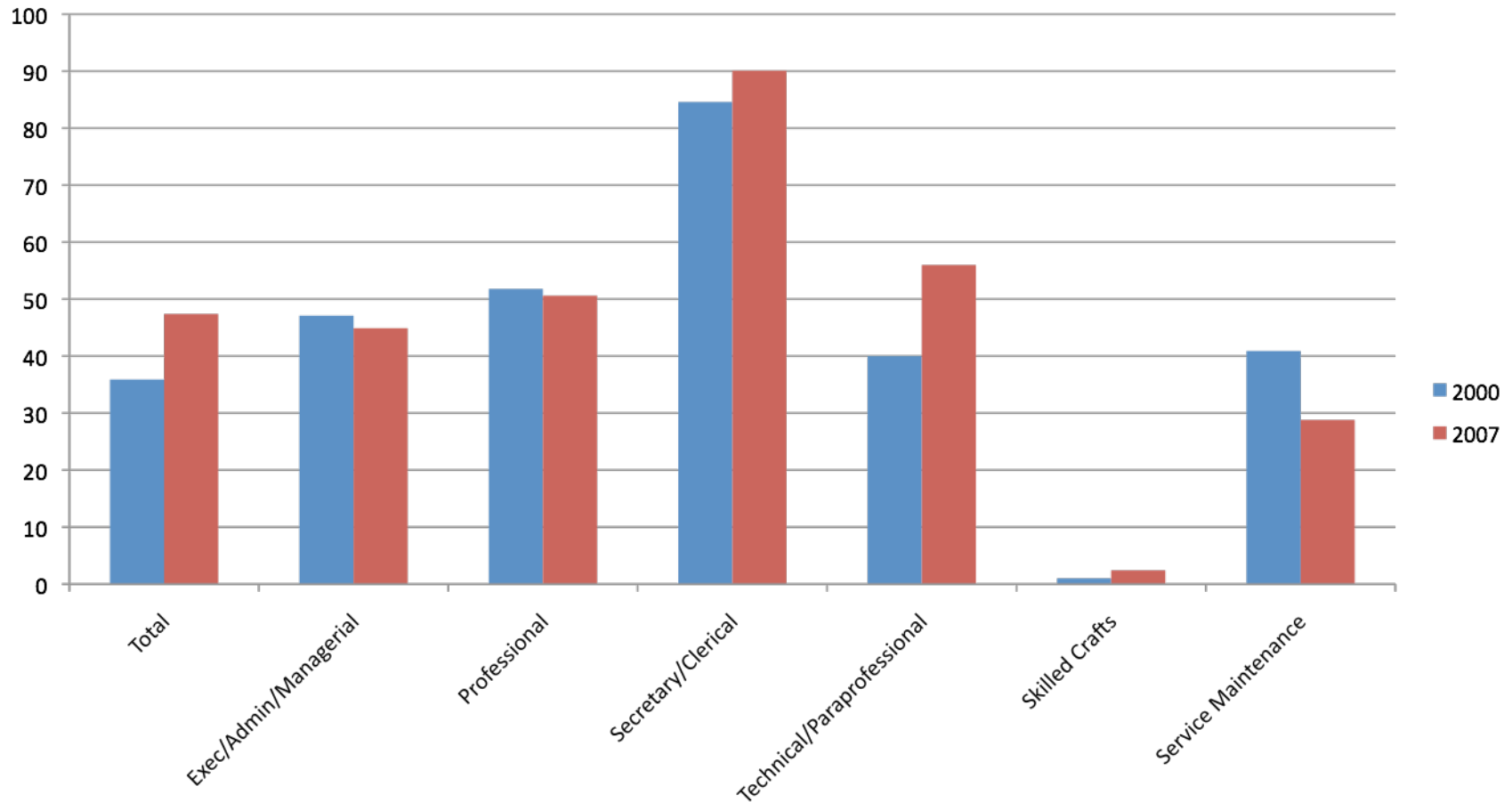
# Representation of Faculty by Sex and Field

	Sex	
	Men	Women
Architecture & Design	<b>21</b>	6
Arts & Sciences-Humanities	<b>142</b>	127
Arts & Sciences-Natural Science	<b>157</b>	43
Arts & Sciences-Social Science	<b>100</b>	51
Business Administration	<b>76</b>	29
Communication & Information	26	<b>35</b>
Education, Health, & Human Sciences	56	<b>86</b>
Engineering	<b>112</b>	8
Law	<b>22</b>	10
Nursing	3	<b>37</b>
Social Work	15	15

# Full-Time Faculty by Sex, Rank, & Average Salary

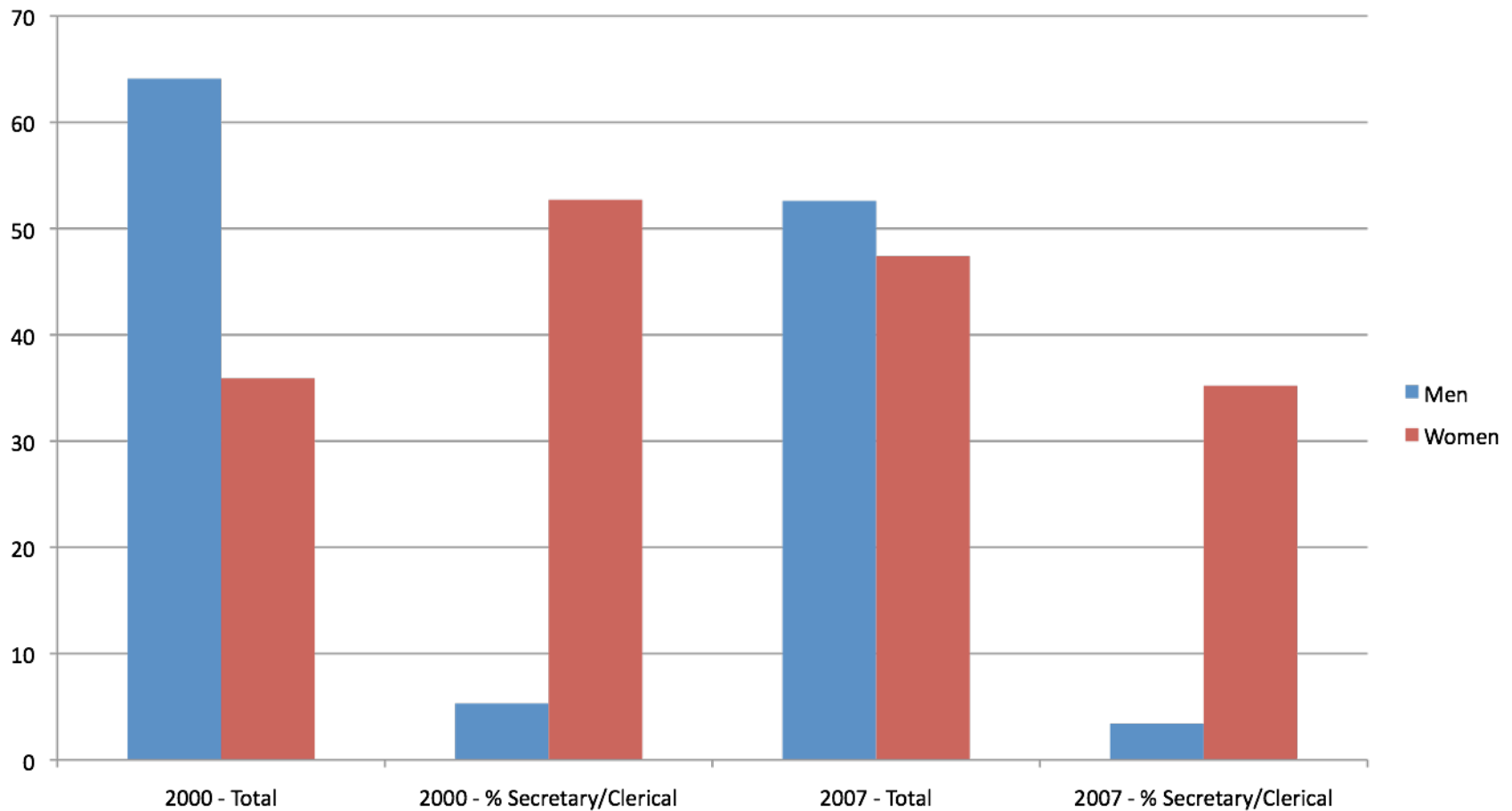
	MALE			FEMALE		
	Total N	Tenure N	Average Salary	Total N	Tenure N	Average Salary
Rank						
Professor	<b>336</b>	<b>333</b>	<b>98,697</b>	80	79	85,762
Associate Professor	<b>169</b>	<b>150</b>	<b>74,115</b>	113	102	68,403
Assistant Professor	<b>151</b>	<b>5</b>	<b>61,310</b>	128	4	56,163
Instructor	7	0	45,005	<b>19</b>	<b>3</b>	<b>45,449</b>
Lecturer	88	0	<b>38,202</b>	<b>111</b>	0	36,036
<b>Overall</b>	<b>751</b>	488	78,059	451	188	59,075

# Female Staff and Administration: Position Comparison (2000 & 2007)



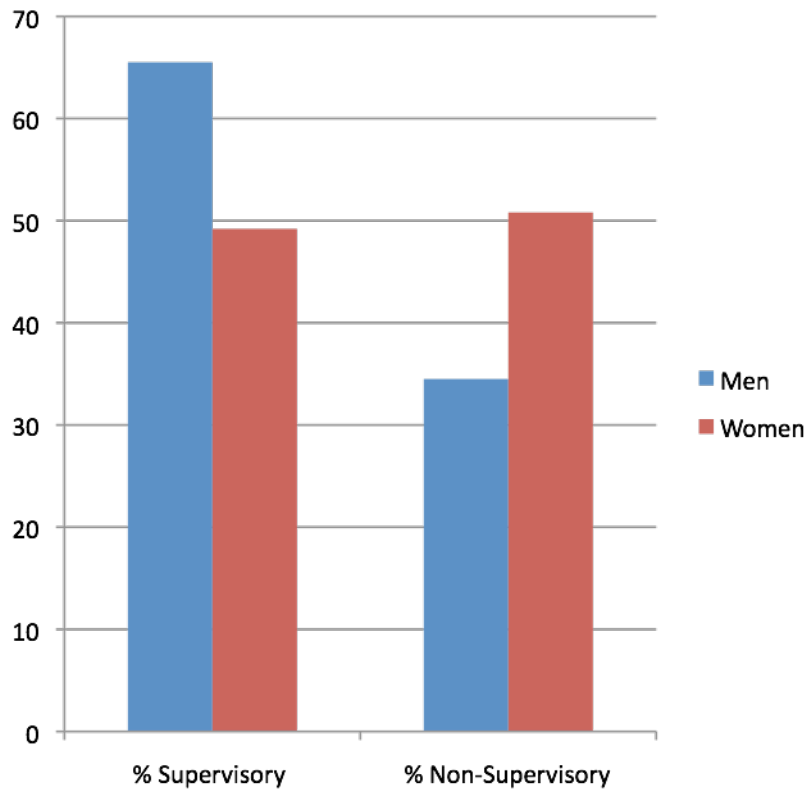


# Sex Comparison: Secretary/Clerical Staff Representation (2000 & 2007)

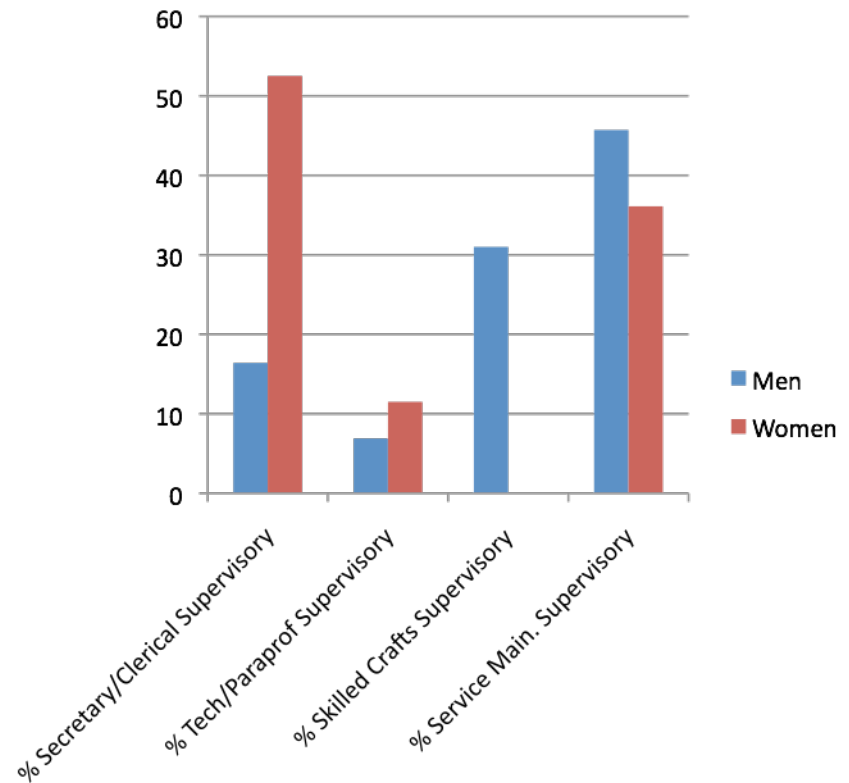


# Sex Comparison: Support Staff Representation (2007)

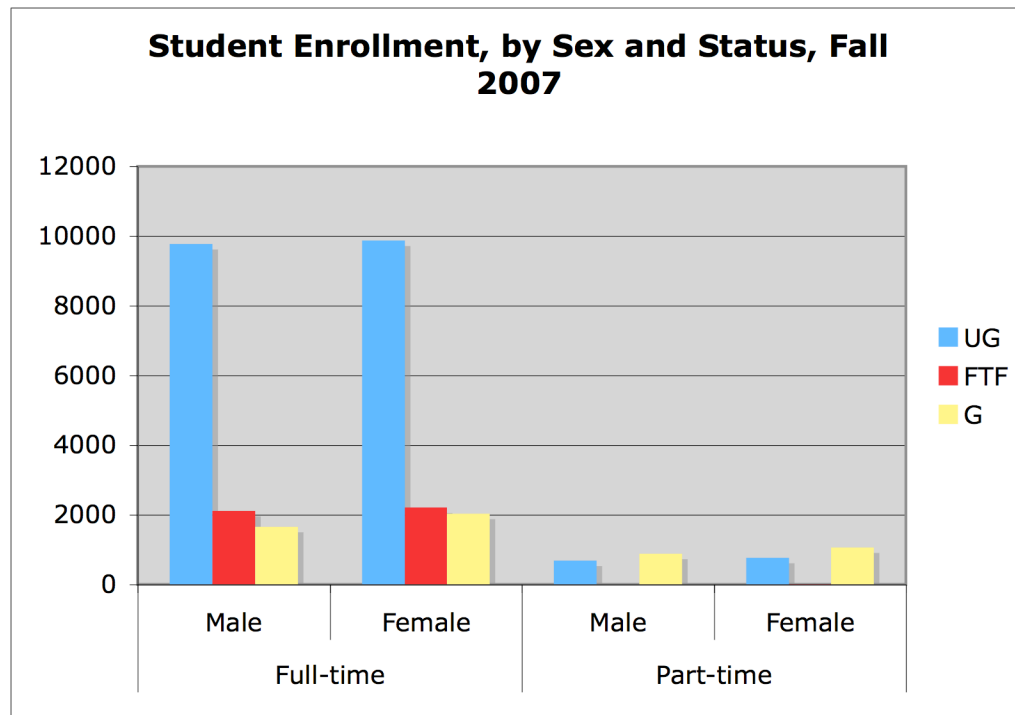
## Supervisory v. Non-Supervisory



## Supervisory Representation



# Student Enrollment by Sex, Level, and Status



- Women represent:
  - 50% of full-time UGs.
  - 51% of full-time FTFs.
  - 55% of full-time Gs.

# Student Retention by Sex

- First-time full-time freshmen rate (2006)
  - Total: 84%
    - Men: 82.1%
    - Women: 85.7%
- Four-year graduation rate (2003)
  - Total: 31.2%
    - Men: 23.2%
    - Women: 38.9%

# Student Issues among Women

- Despite their “relative” success, women report feeling that UT is “chilly, unwelcoming;” and report lower “sense of belonging” than men; NSSE ‘06 data indicate that women’s SOB decreases as “year in college” increases
- Issues of safety continue to disproportionately affect women at UT; strides have been and continue to be made through the Office of Dean of Students and UTPD
- Women continue to face challenges in classrooms, especially in STEM (science, technology, engineering, and math); surprisingly, some report being “encouraged” to consider “more traditional” or “suitable” majors<sup>1</sup>

# LGBT Issues for Women

- Many colleges/universities and activist organizations placed “L” intentionally at beginning of acronym
- Women’s sexual orientation typically more fluid, especially among LGBT communities; one study found of 10 female respondents, only 6 identified as lesbian [2 bisexual, 1 questioning, 1 not specified] (DeVita, 2007)
- Women often more difficult to sample among LGBT communities

# Conclusion

- We stress the importance of *collecting* and *reporting* disaggregated data at UT, especially with respect to sex and its intersection with other social identities
- Earlier we cited *Beyond Bias and Barriers*, published by the National Academy of Sciences, whose subtitle is *Fulfilling the Potential of Women in Academic S&E*
  - How might the Commission for Women and others on campus work to “fulfill the potential of women” at UT?

# Center for Higher Education Research and Policy

- Thank you for your time and attention. If you would like to receive a copy of this presentation, please email a member of CHERP's staff or [cherp@utk.edu](mailto:cherp@utk.edu).