

**Ameliorating Gender-Based Inequities at UNT:
Priority Recommendations for 2014-2015**
Faculty Senate Committee on the Status of Women May 14, 2014

This document from the UNT Faculty-Senate Committee on the Status of Women (CSW) is submitted in response to request from the Provost's office to prioritize recommendations for ameliorating gender-based inequities. Our initial list of recommendations was discussed at meetings held by the Provost and other key administrators with the CSW on March 18, 2014, and again with the CSW Co-chairs on April 24, 2014. Recommendations were categorized under (1) Salary (2) Resources such as Teaching/Space/Work Assistance (3) Hiring & Promotion, (4) Work-Life Balance, and (5) Climate.

The CSW is unanimous in recommending that action be taken immediately in all five categories. Within each category, the top priorities are described. The CSW recommends that the actions described below be implemented for the academic year 2014-2015 and that the results be considered in future planning. In brief, our requests concern salary equity, data on resources and responsibilities, equity training, and facilitation of progress on work-life issues such as daycare. It is important to achieve equity in the areas of teaching, service, and resource allocations, but first we need data to identify areas that warrant the most attention. We request that these data be made available as soon as possible. Finally, we recommend that a Gender Equity Advisor be appointed and given the resources to effectively monitor, oversee and coordinate these and other activities in service of gender equity.

Although women are underrepresented on the faculty at UNT (and apparently to a greater extent than in most universities), we constitute about one-third of the faculty. We believe that UNT will benefit by maximizing fairness in the distribution of opportunity and reward.

I. Salary

Salary continues to be the issue of highest importance. Salary is the most fundamental quantitative recognition of faculty's importance to the mission of UNT. The CSW is dissatisfied with the Provost's current offer to ensure equity for the 10 most recently hired women faculty and for subsequent hires. If there are additional resources for incoming faculty, equitable treatment should also be distributed to faculty who have served and continue to serve UNT.

A. Remediation

According to data available to the CSW for their report of 3/18/14, women faculty were underpaid an average of \$10,300 per year relative to men faculty during the fiscal 2010 year, as calculated by an ex-member of the CSW using data from the Provost's office. For the 275 women faculty, the total was \$2,832,500. We recommend that a fund be established to correct gender inequity in salaries for the year 2014-2015, and that additional funds for back-pay be distributed within the next five years to compensate women faculty for each year of underpayment at UNT. In response to the Provost's statement that will be no money for salary increases in 2014-2015, our main concerns are

- (a) What assurance can be given that remediation will occur when funds become available?

(b) What does it mean that no funds are available? The AAUP's recent report "Losing Focus: The Annual Report on the Economic Status of the Profession, 2013-2014" extensively documents the remarkable increases in spending, hires, and salaries for administrators relative to faculty, and the "irrational exuberance" in spending for intercollegiate athletics, both of which have led to relative losses in funds for faculty and a loss of focus on academic excellence.

B. Data

(a) Salary data should be further evaluated to assess in more detail the magnitude of gender differences. Current salaries should be analyzed for each Department by (1) rank and number of years in rank, and (2) years beyond the PhD or equivalent in the field.

(b) Each Department Chair should prepare an annual report documenting gender differences in salary by rank, resources, teaching and service for faculty and lecturers within their department, along with plans to remediate inequities.

C. Raises in Response to Negotiations and Competing Offers

Salary raises should be determined by merit, not by personal negotiations. The current *modus operandi* stands to discriminate against women and others who may be less inclined to ask for and negotiate raises, perhaps particularly with male administrators. Just as students should receive the grades they earn rather than the grades they can negotiate, faculty should receive the salaries they earn rather than the salaries they can negotiate.

(a) Chairs should scrutinize salaries for fairness, taking into account resources, responsibilities, quality, productivity, and market value. The Chair should meet at least once per year with each faculty member to discuss these issues. Appropriate adjustments should be recommended and implemented insofar as is feasible.

(b) The idea that it is necessary to solicit competing outside offers in order to obtain market-value salary is abhorrent and counter-productive for the institutions and personnel involved. Nevertheless, when such situations arise, they should trigger a review of comparable faculty including those who are not pursuing outside offers, to determine whether raises and additional resources are warranted for other faculty at that level.

D. Lecturers and Librarians

Lecturers and librarians should be included in the data analyses and in the applicable recommendations documented here. The increasing number of lecturers has a growing impact on education at UNT. Librarians have roles that are similar to faculty in other disciplines.

II. Responsibilities and Resources

Research productivity is dependent on responsibilities and resources. Time spent on teaching and service is time unavailable for research. Resources that directly promote research productivity include facilities (equipment, supplies, space), staff assistance, Teaching and Research Assistants, and (in some departments) technicians and postdoctoral researchers. The allocation of responsibilities and resources must be considered when evaluating whether salaries are commensurate with "productivity," which has

generally been taken to mean research productivity. The CSW urges UNT to give meaningful regard to quality teaching and service, which are at the heart of UNT's mission but in fact are undercompensated and underappreciated. We suspect that teaching and service responsibilities are disproportionately undertaken by women, but data analysis by gender is needed.

A. Responsibilities

(a) Teaching. Yearly semester credit hours per faculty member per department, should be analyzed over the most recent 3-year window. In addition, we request data on the gender distribution of faculty mentors for the students who have won scholarships and other honors, as this represents quality, time-consuming teaching that brings invaluable recognition to UNT.

(b) Service. Each faculty member should include in their next PAC annual update the estimated average hours per week and the total number of hours in the 3-year window, for each service activity they list. The total number of hours of service for each faculty member shall be included in the Chairs' annual equity evaluation.

B. Resources

Included in each Chair's annual equity report should be a spreadsheet of resources allocated to each faculty member, including:

- (a) Start-up funds translated in current dollars, and date(s) of start-up allocations
- (b) The current year's funds provided by UNT for research, travel, graduate Assistantships, staff and postdoctoral salaries
- (c) Current allocations of space and facilities

III. Hiring and Promotion

Women earn over half of the PhD degrees granted nationally, but they constitute only one-third of UNT's faculty, and UNT lags behind other universities in the percentage of women faculty. To ensure that UNT hires the best faculty, all faculty searches should be open and fair. We recommend the following:

A. Training. All search committee members and department Chairs should receive online training and earn certification in how to conduct an equitable search.

B. Assurance. All search committee members should be interviewed by E&D/OEO during the search process and again before an offer is made, so that concerns can be documented and addressed.

C. Analysis. A study should be undertaken to determine why recent faculty hires, especially cluster hires, were predominantly men and why there was a scarcity of women applicants. This study should shed light on how to improve fairness in future hires.

D. Retention. Beyond hiring the best faculty, retaining the best faculty is crucial. To understand failures in retention, more information is needed. We recommend that Human Resources conduct an interview with each individual who leaves the UNT faculty (for whatever reason), and that the interview be conducted 6 months after departure.

IV. Work-Life Balance

Although women may shoulder most of the responsibility for caregiving, work-life balance is a community issue. Provisions for family responsibilities to coexist with successful academic performance should greatly improve UNT's ability to hire and retain women (and hopefully, men).

A. Accessible, quality on-campus daycare is a major need. We recommend facilitating ongoing evaluation of options and progression toward this goal.

B. A just faculty leave policy should be in place for maternity, infant care, and family emergencies/illnesses. Extension of the tenure clock for primary caregivers in such instances should be available automatically ("opt out" rather than "opt in"). Recommendations by a faculty policy committee should be considered and implemented as soon as possible.

V. Climate

Gender biases can be subtle and not readily recognized, but can also be pervasive and insidious. We experience and hear of ongoing instances of gender discrimination that interfere with faculty well-being and productivity. As numerous and disheartening as the anecdotal examples are, we think that education and awareness can lead to real progress, and we are hopeful that the next Climate Survey will reflect improvements in this area.

A. Individual Training. Online training should be required for all faculty, staff, and administrators, for equitable treatment of colleagues and students in and out of the classroom. It is likely that everyone can benefit from equity training.

B. Community Programs. UNT should host programs to highlight issues facing women and other minority groups in the UNT community. These programs may include outside speakers, groups of role-playing actors, panelists composed of UNT faculty, etc.

VI. Gender Equity Advisor

In order to accomplish the substantial amount and diversity of work that needs to be done, we recommend the appointment of a Gender Equity Advisor, along the lines described by Monroe et al. (April 2014, *Gender Equality in the Ivory Tower, and How Best to Achieve It*, *PS: Political Science & Politics* 47(2): 418-26). This Advisor should have the resources to effectively implement, coordinate and monitor actions such as those recommended here, to help UNT become a leader in gender equity.

Faculty Senate Committee on the Status of Women

Chairs: Rebecca Dickstein and Jannon Fuchs

Membership: 8 faculty representing a variety of disciplines nominated by the Committee on Committees and approved by the Faculty Senate. Term: 3 years

Group I: Laura Evans (AEAH)

Group II: Laura McKinnon (LIBR)

Group III: Anne Shepler (MATH)

Group IV: Sudha Arlikatti (PADM)

Group V: Allison McLeod (ACCT)

Group VI: Cynthia Chandler (PUAD)

Group VII: Ami Moore (SOCI)

Group VIII: Jennifer Lane (MUSIC)

A-L: Rebecca Dickstein (BIOL)

A-L: Ruthanne Thompson (BIOL)

A-L: Jannon Fuchs (BIOL)

Administrative Rep: Uyen Tran Parsons, Div. of Equity & Diversity