



**The Status of Women Faculty
at the University of North Texas***

May 6, 2019

Prepared by the Faculty Senate Committee on the Status of Women

Karen Anderson-Lain, Principal Lecturer in Communication Studies
Dalia Chowdhury, Assistant Professor of Rehabilitation and Health Services
Donna Glenn, Lecturer in Information Technology and Decision Sciences
Jennifer Lane, Professor of Vocal Studies
Erin Miller, Associate Librarian
Elizabeth Oldmixon, Professor of Political Science
Anne Shepler, Associate Professor of Mathematics
Nancy Stockdale, Associate Professor of History
Jennifer Way, Professor of Art History

**Revised May 7, 2019*

Introduction

This report developed from a February 2018 meeting between Provost Jennifer Cowley and the Faculty Senate Committee on the Status of Women (CSW). The Provost asked the committee to develop a report on the status of women at UNT along the lines of a report created by The Ohio State University—*The Women's Place*.¹

CSW considered whether this was achievable, since members of the modest-size committee contribute as part of their service workload, rotate on and off, do not meet during the summer, and do not have access to a staff or a budget. Even so, we were eager to establish a baseline and encouraged that the provost wanted to engage with this issue. Additionally, we reflected on matters of representation. We considered it important to provide a fuller, more diverse account of the status of women at UNT than any one committee might offer. Therefore, we approached some university units and committees to read a draft of the report and provide comments and suggestions. We include this material in the Appendix to expand upon and diversify the perspective of this report.

During the summer of 2018 members of the committee worked with the UNT Office of Data, Analytics & Institutional Research (DAIR) to request a dataset of administrators, faculty, and staff with information on rank, race, gender, college, department, and salary. DAIR obtained the data from the Human Resources Information Services. It is the same data used in the Affirmative Action Program. That report was compiled on November 17, 2017, and it reflects employees at UNT between October 1, 2016 and September 30, 2017, prior to the HR classification process. For the faculty, senior administrative, and library positions, CSW coded each group into the specific categories meant to match The Ohio State University's report as closely as possible. For the additional staff and administrative positions, we used the Equal Employment Opportunity (EEO) categories to group job codes.

CSW aimed to establish a baseline representing where we are now by providing an overall profile of administration and faculty positions showing rank, gender, and race, along with an ordinal measure of salary in increments of \$10,000. Many additional points of information—time series data, interval level measures of salary, start-up packages, length of time in position, service and teaching loads, access to research resources, comparisons with institutional peers or institutions nationwide—were not requested for this report. Nor was an effort made to secure course reductions for committee members to work on the report or assistance from graduate students. The committee concluded that these items, while important, could follow in projects taking a more targeted focus, as could the use of town hall and focus group events to gather qualitative information from faculty and

generate awareness of pressing issues and potential solutions. Future reports could also explore changes in data that result from the university expanding ways faculty may self-represent. For example, subjects of the data addressed in this report could self-identity only as female or male; there was no opportunity to self-identity in regard to gender beyond this binary. Our hope is that this report will generate reflection and conversation, and we encourage subsequent committees to update our findings regularly.

Summary of past efforts by the CSW

The Committee on the Status of Women holds a nearly 20 year-long consistent track record of developing reports, executive summaries, analyses, and other efforts aimed at focusing the attention of the University on issues of equity, representation, compensation, and diversity.

In preparing a brief review of a selection of these documents created between 2002 and 2018, we noticed that some of these documents and many others linked to the UNT Faculty Senate webpage were missing. Links were present yet broken, rendering the documents inaccessible. Fortunately, all but one of the broken links is restored. The situation points to the need for a dedicated public facing website to make this extensive archive available, and it could also serve as a resource for engaging with issues raised in this report and related additional ones.

In 2002, a task force published interviews with UNT women faculty collected during 2000–2001.² Following that report, a standing Faculty Senate Committee on the Status of Women was established. In 2005, CSW undertook a salary study and ran an Exit Survey two years later. Since 2011, there have been many more reports, data analyses, and recommendations made by CSW in addition to its Annual Report to the Faculty Senate. As one example, the following can be read in “Ameliorating Gender-Based Inequities at UNT”³:

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.

The University administration has had access to these documents since they had been linked to the Senate website, and some were pursued in collaboration with the Provost’s Office. Also, some CSW activity involved requests to the administration for data so that CSW could undertake analyses requested by the UNT Faculty Senate.

Since 2014, CSW repeatedly has requested data on the equity adjustments made by the University and how the University has carried them out. Additionally, CSW requested gender data on the distribution of resources other than salary. The archives of CSW reflect joint requests made beginning December 9, 2014 to the Provost's Office, forwarded by the UNT Faculty Senate, Committee on the Status of Women, Committee on the Status of People of Color, and Committee on the Status of Lesbian, Gay, Bisexual and Transgender Faculty. In the aggregate, CSW asked for data on UNT resources committed to each faculty member for start-up funds, funds given to faculty members who are already at UNT, personnel and associated salaries committed to specific faculty members paid from UNT funds, space allocations, teaching assignments since 2009, service commitments since 2009, and salaries for newly hired faculty.

A December 9, 2014 letter to then Provost Warren Burggren continues with the following request:

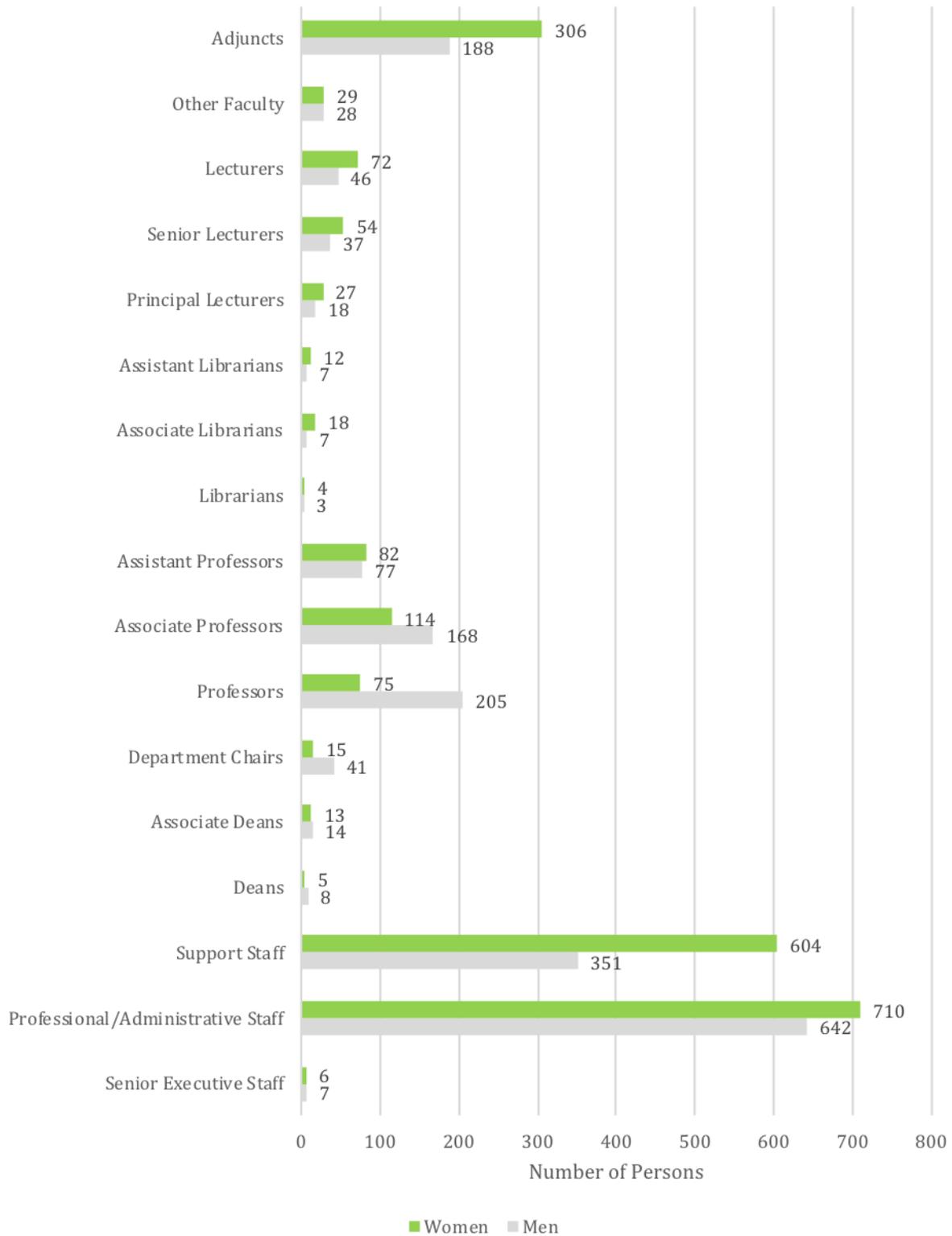
In anticipation of receiving these data, we also recommend that a mechanism be established for analyzing the data, beginning with the salary data now available. We propose that the analyses be done by professionals outside of UNT or in-house through course release time for faculty with sufficient expertise. Thank you in advance for this data, which should yield information that can be used to improve equity and productivity at UNT. We would like to have the data by March 1, 2015 if at all possible.

Our report, then, is part of CSW's longstanding effort to gather, amplify, and provide information on the status of faculty women at UNT for key stakeholders and the entire University community.

Women Faculty at the University of North Texas

Figure 1 provides the gender breakdown of various positions on campus using the 2017 data. Women are over-represented among librarians (66.7%) and teaching-intensive faculty, such as adjunct faculty (61.9%) and lecturers at all levels (60.2%). The representation of men and women is roughly equal at the assistant professor rank (51.6%). However, women are under-represented at the associate (40.4%) and full (26.8%) professor ranks. We lack the necessary information to draw inferences about the "leaky pipeline"—the steep drop-off in gender parity at the highest academic ranks—but we note that literature finds women faculty doing more, albeit less prestigious, service than men.⁴ By "less prestigious," we mean service that is unlikely to advance one's career yet is likely to be necessary to running courses, programs, departments, degrees, and fields.

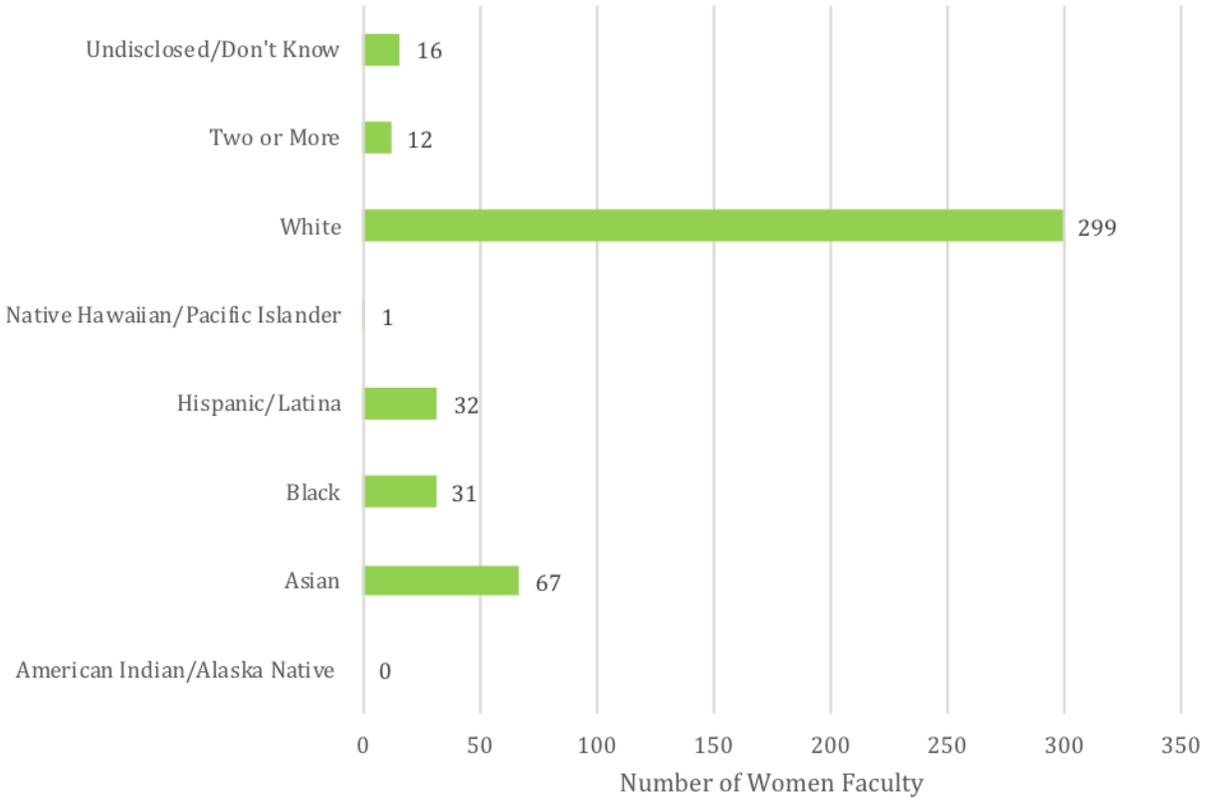
Figure 1. Rank and Position by Gender



Note: Other Faculty includes Visiting Professors, ESL Instructors, and Clinical and of Practice Faculty. Senior Executive Staff includes the President, Vice Presidents, Vice Provosts, and Associate Vice Provosts.

Figure 2 provides the racial and ethnic composition of women faculty. This includes lecturers, librarians, and professor-stream faculty. Note that 65% are white, 14% are Asian, 7% are Hispanic/Latina, and 6.8% are Black/African-American.

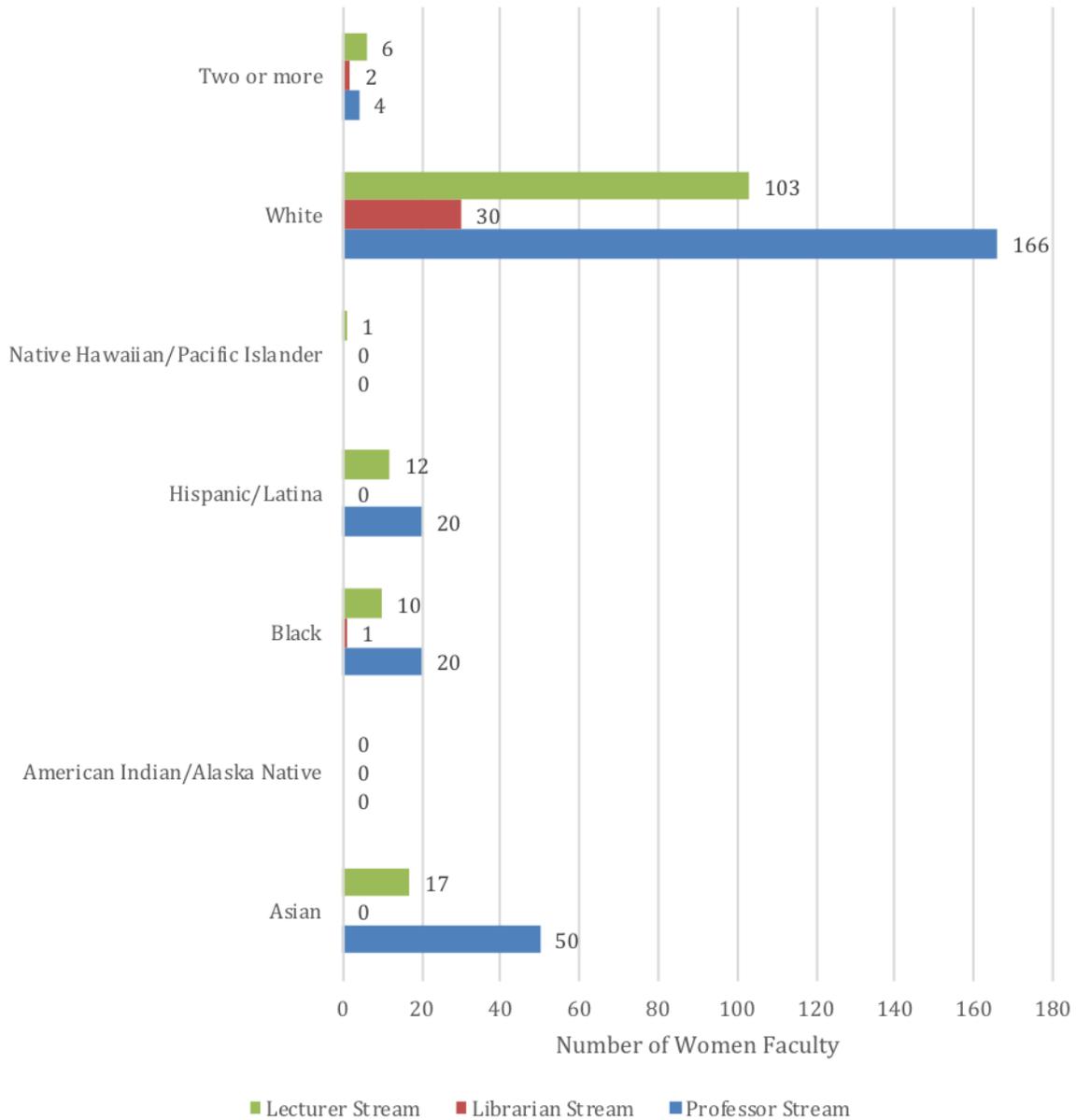
Figure 2. Racial and Ethnic Composition of Women Faculty



Note: Faculty includes Librarians, Lecturers, and those in the Professor stream.

Figure 3 provides the racial and ethnic composition of women faculty, by faculty stream. Proportionally, Asian women are more likely to be in the professor-stream (74.6%) compared to their white (55.6%), Hispanic/Latina (62.5%), and Black/African-American (64.5%) colleagues.

Figure 3. Racial and Ethnic Composition of Women Faculty by Faculty Stream



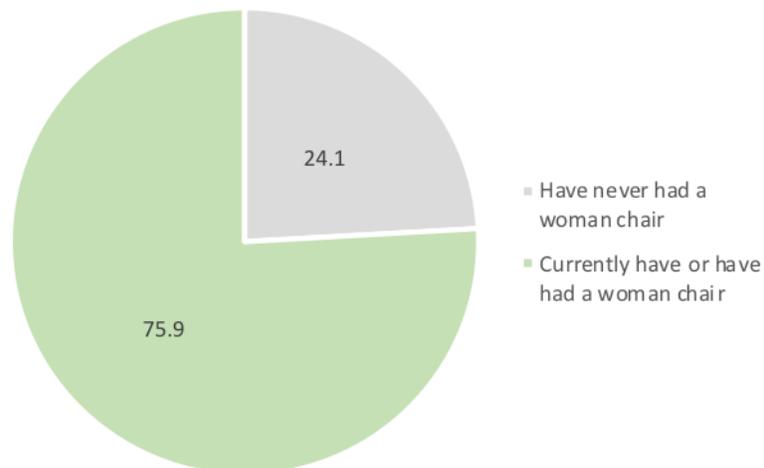
Note: The figure does not include observations where race/ethnicity are undisclosed or otherwise unknown.

Women in Leadership at the University of North Texas

Reflecting back on **Figure 1**, we note that the gap between men and women in senior leadership at the administrative level has closed for associate deans, deans, and senior executive staff, given recent hires and personnel decisions to take effect in fall 2019. Women comprise only 27% of department chairs, however. This is not entirely surprising given the gender gap among associate and full professors. Department chairs will be drawn from these ranks, and women comprise only 34% of this pool. We are concerned with how this might affect opportunities for women to move into executive leadership.

In order to take a longer view of this issue, we gathered a list of departments for which women have served as chair. This was done with assistance from the Office of the Provost and by contacting current chairs. Results appear in **Figure 4**. We only include departments that have existed 10 or more years. Reflecting changes scheduled to take effect in fall 2019, the data indicate that 74.1% of departments have had a woman as chair at least once, while 25.9% of departments have never had a woman as chair.

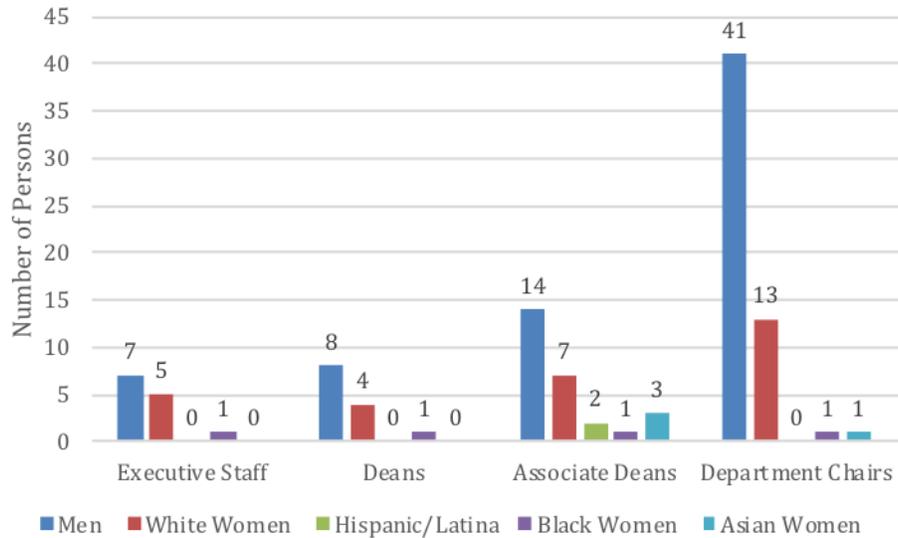
Figure 4. Percentage of Departments That Have Ever Had a Woman Chair as of Fall 2019



Notes: Departments that have never had a woman chair include the following, listed by college. *G. Brint Ryan College of Business*: Marketing, Logistics & Operations; *College of Education*: Educational Psychology; *College of Engineering*: Computer Science and Engineering, Electrical Engineering, Engineering Technology, Materials Science and Engineering, Mechanical and Energy Engineering; *College of Liberal Arts and Social Sciences*: Economics, Geography; *College of Music*: Jazz Studies; *College of Science*: Biological Sciences, Mathematics, Physics. Departments that have existed for fewer than 10 years (Spanish, Emergency Management & Disaster Science, and Biomedical Engineering) are excluded from the analysis.⁵

Figure 5 allows us to consider leadership representation by race and ethnicity, along with gender. While women are well represented among UNT’s associate deans, deans, and senior executive staff, women of color are underrepresented. Women account for 36% of academic leaders at the chair, associate dean, dean, and senior executive leadership levels. Of these, 27% are white women and 9% are women of color. Looking just at women in leadership, 74% are white and 36% of women of color.

Figure 5. White Women and Women of Color in Administrative Positions



Faculty Salary Analysis

The 2017 cross-sectional data provided by DAIR included administrators, faculty, and staff, with information on rank, race/ethnicity, gender, and an ordinal measure of salary in \$10,000 increments. For ease of analysis, we collapsed salary data into \$50,000 increments. The ordinal nature of the salary data limited the committee to chi-squared analysis.

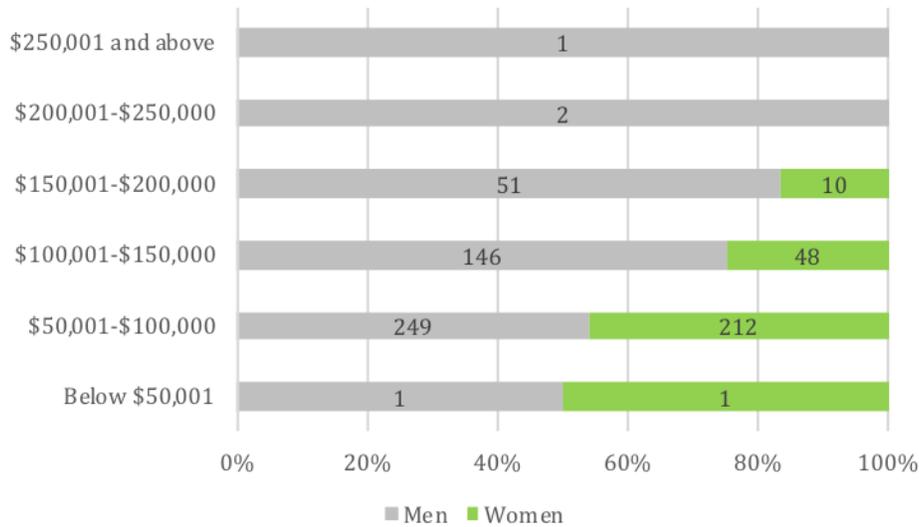
Table 1. Professor Stream Salaries by Gender

Salary Category	Men	Women
Below \$50,001	.22% (1)	.37% (1)
\$50,001–\$100,000	55.33 (249)	78.23 (212)
\$100,001–\$150,000	32.44 (146)	17.71 (48)
\$150,001–\$200,000	11.33 (51)	3.69 (10)
\$200,001–\$250,000	.44 (2)	0 (0)
\$250,001 and above	.22 (1)	0 (0)
Total	100.00% (450)	100.00% (271)

Chi-Square = 41.1274, p = 0.000; raw data in parentheses

We compared salaries by gender for librarians, lecturers, and professor-stream faculty. Salary distributions for men and women are statistically distinct among professor-stream faculty, but not among lecturers and librarians. The professor-stream data are provided in **Table 1**. The vast majority of women professor-stream faculty, 78.23% (N= 212), earn \$50,000–\$100,000. In contrast, only 55% (N=249) of professor-stream men fall into this category. Nearly one-third of professor-stream men earn \$100,001–\$150,000, as compared to 17.71% of women. **Figure 6** provides a visual representation of the overall salary inequity between professor-stream men and women.

Figure 6. Professor-stream Salaries by Gender



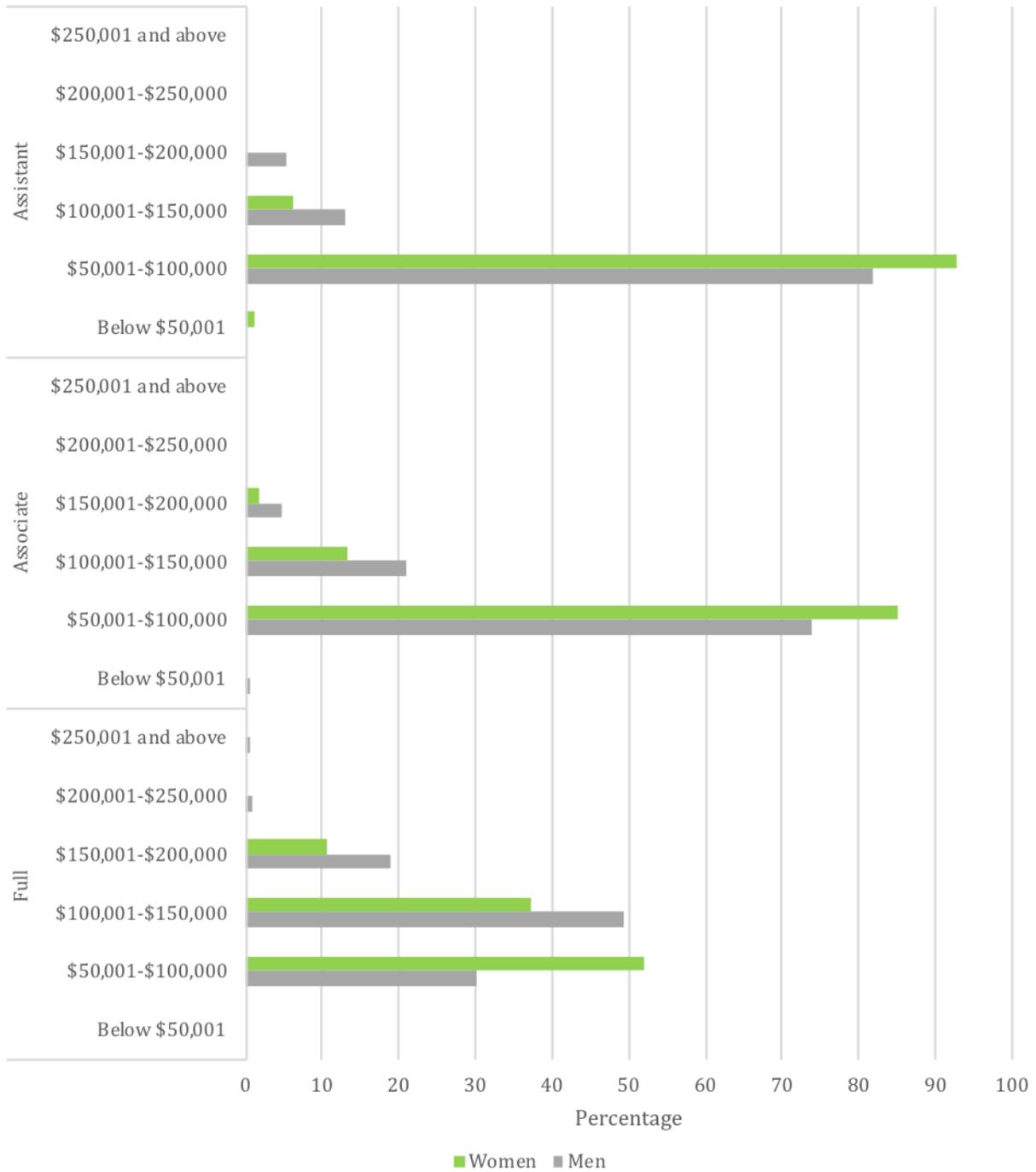
Note: The numbers indicate the number of observations, by gender, in each income category.

To more clearly identify whether inequities are present across ranks, the committee examined professor-stream faculty salaries in more detail. **Figure 7** breaks down salaries by rank and gender.

The salary distributions for men and women full professors differ significantly. Fifty-two percent (N= 39) of women full professors earn \$50,001–\$100,000, as compared to 30% for men. Nearly half of men earn \$100,001–\$150,000, as compared to 37% of women.

Additionally, no women full professors earn salaries in the upper two categories and are underrepresented in both the \$100,001–\$150,000 and \$150,001–\$200,000 salary ranges.

Figure 7. Professor-stream Salaries by Rank and Gender



Assistant Professors: Chi-Square = 7.7329, p = 0.052

Associate Professors: Chi-Square = 5.7698, p = 0.123

Full Professors: Chi-Square = 12.2857, p = 0.015

The salary distributions for women and men associate professors did not differ significantly across all salary categories. Specifically, 85% (N= 97) of women associate professors earn \$50,001–\$100,000. Similarly, 74% (N= 124) of associate professor who are men earn a salary in the same range. While the chi-square analysis is not statistically significant, the committee suspects that the wide variation in the salary range data is problematic for analysis. Further analysis using interval data would be more effective at identifying the specifics of these possible inequities. Specifically, with interval data the committee would be able to explore further interactions with specific colleges and department level analysis to better identify units within UNT that experience greater degrees of inequality.

The salary distributions for women and men assistant professors differ at near significant levels. While 93% (N= 76) of women and 82% (N = 63) of women at the assistant professor rank earn \$50,001–\$100,000, only 6% (N=5) of women assistant professors earn a salary in the \$100,001–\$150,000 range compared to 13% (N=10) of men. Additionally, no women assistant professors earn salaries in the \$150,001–\$200,000 range, but 5% (N=4) of men assistant professor do.

The salary distributions for women and men lecturers did not differ significantly across all salary categories, $\chi^2 (3) = 1.58, p = .66$. Of the 254 lecturers, 77% (N= 118) of lecturers who are women earn \$50,001–\$100,000. Similarly, salary levels for women and men librarians did not differ, $\chi^2 (2) = 1.23, p = .26$. Of the 51 librarians, 45% (n= 23) who are women earn \$50,001–\$100,000. Once again, the committee is concerned that the wide variation in the salary range in the data is problematic for analysis. Further analysis using interval data would be more effective at identifying the specifics of these possible inequities.

Selected problems and questions

While a closing of the gap between women and men holding administrative roles is encouraging, the analysis of pay inequality among faculty included in this report demonstrates a lingering systematic problem concerning the pay of men versus women faculty at UNT. Most administrators also serve as faculty, so it would be interesting to calculate the gender pay gap when administrators are removed from the data set. Moreover, when faculty women's salaries lag behind men's, women lose out in the long run in earnings and saving for retirement. As a report issued April 10, 2019 from the American Association of University Professors states, nationwide, "Salaries for women full-time faculty members continue to lag behind those paid to men. On average, women were paid 81.6 percent of the salaries of men during academic year 2018–19. The differences are

attributable primarily to an unequal distribution of employment between men and women in terms of institution type and faculty rank.”⁶

Regarding UNT, we question what opportunities exist for women interested in leadership to self-identify and seek training and support for career advancement into administration. At the same time, we have concerns about equitable remuneration for women faculty. Also, we are concerned about the lack of a central repository for exit interviews to aid in tracking reasons why women are leaving the university. A repository for exit interviews may shed light on an intersectional assessment of this situation, taking into account questions of gender and race. Additionally, we are concerned about sexual harassment and misogyny, and we encourage departments to engage in self-study on these topics. Some of these issues resonate in the mass media regarding specific universities or particular fields, for example, economics.⁷

Moreover, our analysis of the data raises questions about gender disparity in advancement from the rank of associate professor to professor, including the lack of mentoring for associate professors. Scholarship and investigations on the length of time it takes women to move from associate to full professor, in comparison to men, illustrate a variety of gender-specific obstacles standing in the way of female promotion at the university.

One of these issues is known colloquially as “The Baby Penalty.” In their book, *Do Babies Matter? Gender and Family in the Ivory Tower*, Mason, Goulden, and Wolfinger show the negative impact that having children has on academic women's career advancement, while it has a positive or neutral role in men's advancement.⁸ This happens from graduate school through promotion to full professor, and it accounts for the disparity of women in tenure-stream positions and follows women on career paths into administration. In the case of promotion from associate to full professor, the authors argue that family obligations slow women's advancement as does more service work, mentoring work, and administrative tasks that fall to women. Problematically, these tasks are not valued for promotion in the same ways that research is valued. As a result, women retire with lower salaries than men (29% less, on average). Mason et al. argue that universities must not only work to abolish salary gaps, but also be flexible and willing to alter their rigid structures and timelines to better support women in their work-life balance.

Correspondingly, a 2017 article studied whether there is disparity in service hours between genders using an analysis of data from the national Faculty Survey of Student Engagement as well as annual reports from two universities.⁹ Their findings support previous reports from CSW, as they identify the “existence of a gender imbalance in faculty service loads” both in the number of commitments and time spent fulfilling those commitments (Guarino & Borden 2017, 690).¹⁰ Despite this imbalance (or perhaps

because of it), service activities are widely viewed as having insufficient impact on career advancement compared to publications and grant procurement, and they may have a detrimental impact on promotion rates of minority and women faculty.¹¹ In response to these and similar reports of inequality, as well as anecdotal institutional experiences of female faculty at UNT, CSW has repeatedly called for both better recording and increased transparency of service commitments by gender. Our sense is not that women should necessarily act like men with respect to service. Rather, we encourage the University to reflect on and value women's service contributions along with women's teaching and mentoring contributions in and beyond the classroom.

In 2012, CSW requested access to these data, as well as access to comments on the Climate Survey 2012–13 that indicated female faculty are more likely to view committee assignments as unfairly distributed.¹² A 2014 CSW presentation reports that data about service expectations and responsibilities for female faculty was insufficient.¹³ The related publication of CSW priority recommendations for 2014–15 notes that time spent on service is insufficiently reported or documented.¹⁴ The publication includes the need for this data, and it asks the university to require Department Chairs to document gender differences in service and submit this documentation annually. A second recommendation is that faculty document the number of hours spent weekly on service and that these hours should be considered during annual reviews. It further notes that the Committee “suspect[s] that teaching and service responsibilities are disproportionately undertaken by women” but this remains unknown without the availability of data. These comments and recommendations mirror earlier committee reports and requests for various institutional data from previous years. Currently, these data are still not being sufficiently reported, and existing data have not been made sufficiently available. There is clearly a need for increased reporting on the actual service burdens and the practical value of this service for women faculty at the University of North Texas. Information on teaching loads, teaching-related labor, and mentoring would also be helpful.

Attention to instruments currently used to assess teaching is warranted, too. For example, we encourage departments to re-evaluate how they use student evaluations of teaching (SPOT) in the annual evaluation, promotion, and tenure processes. A full assessment of this issue falls outside the scope of this report. However, the literature demonstrating systematic bias based on race, ethnicity, and gender is overwhelming.¹⁵ We suspect there is also bias based on weight, gender expression, accents, and other aspects of physical appearance. Even if biases are not reflected in scores, they might appear in written comments. There may be University constraints as to how departments can address this, but we believe it is better to be proactive when we are dealing with issues of equity.

A 2017 study by the *Chronicle of Higher Education* found that “men continued to make up a disproportionate ratio of full professors—outnumbering women by more than two to one—while a majority of assistant professors, instructors, and lecturers are women.”¹⁶ This leads to a dramatic difference in salary by the time women do reach the rank of full professor, leaving them with less retirement security. Interestingly, it is not just family obligations that cause women associate professors to be promoted less than their male counterparts. A 2009 study published by the Modern Language Association and reported on by the *Chronicle* notes that “although many studies show that women academics spend more time caring for children than do peer men, the association's report found that such family obligations aren't the tipping point when it comes to advancement. **Women are promoted more slowly than men, no matter what their marital or parental status is**” (emphasis added).¹⁷ The MLA discovered that a lack of mentoring, and gender bias in relationship to scholarship demands and service work, contribute to this slowdown.

A 2016 study at the Rochester Institute of Technology recommended that associate professors who were not advancing to full professor within the “normal” time frame might be suffering under systemic failures, especially women associate professors. The study recommended that a variety of mentoring programs, coupled with greater weight given for outstanding service and teaching, might help to mitigate these factors.¹⁸ A similar study at the University of Maine, conducted in 2018, also pointed to the significance of gendered modelling: women see other women being denied promotion at far higher rates than men, or not advancing at all. This serves to discourage them from going up for promotion, because it is a demoralizing experience. This study also revealed a gendered experience when it came to mentorship and support from administrators for men over women in the promotion process. Women were not receiving adequate support to develop their careers from associate to full professor, relative to men.¹⁹

Recommendations

Reflecting on the data analysis and the institutional memory related to the status of women at UNT, we offer the following recommendations.

1. In 2014, this committee released a report that includes several recommendations related to (1) Salary, (2) Resources, (3) Hiring and Promotion, (4) Work-Life Balance, and (5) Climate.²⁰ We encourage the Provost and the incoming Vice Provost for Faculty to address these previous recommendations.
2. We see this report as setting an important baseline and suggest that data is updated and analyzed to generate reports on a regular basis. It would be helpful so analyze more fine-grained data in order to more fully assess the factors that contribute to

the salary differentials and the underrepresentation of women—and especially women of color—at the highest faculty ranks and as chairs.²¹

3. Librarians, lecturers, and professor-stream faculty have distinct experiences that are difficult to assess given the available data. We are pleased that the Office of the Provost has taken steps to assess the status of lecturers.²² We encourage the incorporation of focus groups in future data collection efforts in order to get a richer sense of whether and how faculty in these rolls face distinct barriers to success.
4. We encourage the administration to consider whether the use of seemingly neutral metrics to assess faculty, such as student evaluations of teaching, introduce systematic biases into the evaluation process.
5. We encourage the university to consider questions about the needs of single women faculty concerning time and work/life balance along with questions about the impact that family obligations have on women faculty's time.
6. We encourage the incoming Vice Provost for Faculty to establish mentoring programs for associate professors. When associate professors hit a plateau, it can be difficult to restart their research agenda. Mentoring would provide encouragement, practical advice, and guidance for developing new skill sets that would allow associate professors to seek promotion to full. To the extent that women faculty and faculty of color are over-represented among those who hit a plateau at associate professor, we encourage collaboration with the Division of Institutional Equity & Diversity.

Appendix. Responses from UNT Cohort Groups

CSW provided a draft of this report to several UNT cohort groups in order to solicit comments and reflections. The provided draft did not include the Recommendations section. Responses appear below, unedited.

Black Faculty Network

The Black Faculty Network (BFN) appreciates the effort committed to preparing the current report. We acknowledge the value of this and previous report in making the UNT community aware of the status of women our campus. A major question for consideration by the administration should be how the results of this report differ from previous reports. Further, what specific documented action have been taken to improve the conditions for women as a result of previous reports. Several members of our group responded about how difficult the report is to read given its similarity to previous reports. The BFN feels that direct requests from the administration based on findings will increase the likelihood that actions will be taken.

The BFN supports the request for investigations into pay equity. Ideally, equity adjustments at all ranks over the course of a five year roll out.

Additional information on comparison of startup packages include salaries, research funds, travel funds, and course releases should be explored. Department chairs have the opportunity to make choices about compensations that can at times be discriminatory.

It would have been nice to see the salary ranges of department chairs broken down like the other salary information. We have the numbers in the report but the information providing salary information for a snapshot of equity in pay based on gender and ethnicity among department chairs is not provided.

We suggest the formation of a task force or special attention from the Office of Faculty Success be devoted to what happens in the leaky pipeline to really parse out issues of promotion.

The report indicates there is a large disproportionate gap of women faculty of color with only “6.8% are Black/African-American.” This reinforces the trends noted by BFN during our meetings and discussion with the Provost. More efforts should be taken to correct or alleviate this gap through the recruitment, retention, and promotion of Black/African-American women faculty. Furthermore, this lack of promotion of Black/African-American women faculty leads to fewer opportunities for career advancement into administrative positions as Department Chairs, Associate Deans, Deans, etc. More support mechanisms for promotion and leadership of Black/African American women would be beneficial. Additionally, more training for search committees regarding diversity and inclusion during the search process could be a part of these support efforts.

With regards to non-tenure track faculty, it would be helpful to know the breakdown by race and gender and its comparison to tenure track faculty. Perhaps it is in the report, and we missed it. However, we suspect there may also be a disproportionate under-representation of Black/African American faculty in the non-tenure ranks. This would enhance the need for recruitment, retention, and promotion of Black/African American faculty.

The report discusses the use of exit interviews as standard protocol for all exiting faculty is critical. With the recent loss of so many faculty of color, a clear understanding of why they leave can only be gained from them. Exploring how best to gather this information should be a goal for HR and for the Provost.

The report addresses having children in the academy. More compressive maternity leave policies for faculty and a concentrated effort to address the “Baby Penalty” through mentorship from Associate to Full Professor perhaps even providing university wide training once every few years on how to successfully move from associate to full. There is much focus on moving from assistant to associate but then the efforts seems to stop.

The report mentions asking department chairs to provide oversight and documentation regarding gender differences in service commitments. Although this was mentioned in the previous report, our suggestion would be a higher level of accountability and training. Department chairs may be prone to making assignments without thought to equity. Training in this area is critical for department chairs and perhaps deans.

Interesting parallel that the CSW was asked to compile this report with no assistance (e.g. GA or course release) when one of the main issues in previous reports has been inequity and unfair amounts of service. At the absolute minimum, one of the Academic Fellows could have assisted with the report in order to relive some of the pressure from the committee. That would seem like a fair ask.

La Colectiva

UNT’s La Colectiva (LC) is appreciative of the time and effort devoted to developing the report. We recognize that gathering information and compiling it for presentation is a large task, especially when no support or release time is offered. Asking women, who in previous reports have been identified as having unequitable workloads, to study themselves and write about their findings seems inappropriate and perpetuates the inequities that tasks such as this one attempts to quantify and qualify. This is especially true given that the results of the current report mirror results of previous reports that resulted in little direct intervention that would lead to change.

LC encourages the UNT administration to carefully review the results of previous reports, for example the report commissioned by Dr. Yolanda Flores-Neimann. Other data that should be reviewed include the Campus Inclusion Climate Survey recently conducted through the Division of Institutional Equity and Diversity and the one carried out during the 2012–2013 academic year. Qualitative data would support findings revealed by

quantitative data. In one area where this may be especially true is with respect to faculty exits. We have lost many women faculty of color in the last few years. In the case of the LC these losses are the result of exceptional offers that UNT could not match. These losses speak to the extraordinary caliber of the women of color mentored through LC. Exit interviews would supplement the data provided in these reports and provide insight into why women faculty of color are leaving UNT. The mentoring provided through groups like La Colectiva and Black Faculty Network is an investment in time, energy and resources. Departures of faculty of color represent a significant loss to our groups as we not only lose colleagues; we lose potential mentors of new UNT faculty of color.

Close attention should also be paid to supporting affinity groups like LC and Black Faculty Network as integral to all faculty related initiatives. These groups can speak more directly to issues that face them. After reviewing the report and discussing it we offer the following action items:

1. We ask that this response be submitted unedited as an appendix.
2. We strongly urge this committee to access the 2014 Opportunity Analysis Committee report chaired by Wendy Middlemiss and request the data and report from the 2012-2013 climate survey. These should be reviewed, noted, and the historicity of the issues reported should be acknowledged.
3. We encourage qualitative data to supplement and add depth to the quantitative data presented.
4. We ask that this and any reports related to institutional climate and culture are shared widely and in a timely manner with faculty.
5. We ask for systematic exit interviewing of women of color faculty.
6. We think that clarity in institutional awareness of groups working on women and people of color on campus is necessary. We ask that these groups be consulted and that the contributions to the institution are acknowledged and integrated into all faculty affairs initiatives.
7. We encourage discussion and collaboration with groups of women and people of color on campus when it comes to feedback and initiatives that require educating the campus community about inequities and microaggressions. We request that our labor, including the emotional labor invested in discussing injustices, sexism, and racism is taken into account when women of color are asked to educate our peers.
8. We are willing to continue sharing the LC model. The LC has been an extremely successful model of collective mentoring for women of color. All of the women in the LC who have been up for tenure and promotion have achieved it. We are individually and collectively extremely productive scholars, teachers, and colleagues. We organized a forum featuring the editors of the book *Counternarratives from Women of Color Academics* that includes a chapter authored by the LC that generated dialogue across disciplines and ranks. A version of this forum could be an annual initiative.

Committee on the Status of People of Color

The questions you ask are good... it would be interesting to see the metrics, as people of color, especially for under-represented groups.

Division of Institutional Equity and Diversity

We support the CSW advocating for a comprehensive review of institutional policies, programs, and practices to ensure gender parity, with further analysis to accurately identify the specifics of possible inequities and to understand and address climate issues, such as sexual harassment and misogyny and the presence of bias in evaluations. It may be useful to develop training or other learning and development opportunities to address these issues, and to develop more formalized efforts such as succession planning to assist with some of the noted representation gaps among professor streams and administration.

Women's and Gender Studies

WGST recognizes the time and energy that members of the CSW spent in gathering the data and writing this report. This is another indication of the intellectual labor and service that female faculty contribute to our institution. We need to point out that this is not the first time a study focused on gender inequalities at UNT was requested by the UNT Administration. There have been two other recent reports:

- 1) Dr. Niemann convened the Provost's Opportunity Analysis Committee (OAC) in 2013 to examine equity by gender and ethnicity among UNT faculty. This committee looked at faculty numbers, applicants for faculty jobs and faculty salary from 2006 and 2012 by gender and ethnicity.
- 2) The Campus Inclusion Climate Survey was carried out during the 2012-2013 academic year.

The qualitative results of this report, although requested numerous times, have not been shared with the UNT faculty community.

The current CSW report (2019) yields similar data and information on gender inequities in our institution as those revealed by the 2013 and 2014 reports. We wonder about the value of these reports if their findings and recommendations are not followed by interventions, and/or shared by the community of faculty at UNT.

Following are our specific comments and feedback on the CSW report:

1. If we are talking about and defending *gender* equity, it is important to come up with strategies to not force the female/male binary in the way faculty self-identify.
2. Breaking down salaries in 50,000 increments hides the precarious category of adjuncts and some lecturers who, in most departments, are mostly female.

3. Although we understand that the CSW report was commissioned to focus on gender, we consider that *intersectionality*, is necessary in order to address it because the experiences of faculty are shaped not only by gender, but also by race, class, sexuality and other relevant social categories. Although the CSW report includes a chart on the ethnic composition of faculty, it does not include an analysis of the experiences of women faculty of color.

4. The report seems to acknowledge that there is a recent trend for women to be represented in leadership positions. However, an *intersectional* analysis is very much needed here to identify the presence or lack thereof of women faculty of color in these leadership positions.

5. We consider that any report on the status of female faculty in academia needs to address work/life balance issues. Accessible daycare for mothers and leaves to assist with maternity, family emergencies and to help with other urgent family responsibilities are crucial to retain our faculty and to minimize the challenges for their academic success.

6. We need to LEARN from the valuable women faculty who leave, the reasons that have pushed them to seek jobs at different institutions. This qualitative data is crucial to have a better understanding of the climate that pushes our women faculty away, and particularly our women faculty of color. An EXIT interview program needs to be created and implemented.

7. WGST asks this document with our comments and feedback to be included in the final version of the CSW report unedited.

Women's Faculty Network

It is discouraging for us to read that women continue to be underrepresented in the higher-paying, "more prestigious" faculty jobs, including department chair, full professor, and associate professor. It is equally dismaying to see that women still are overrepresented in lower-paying, "lower-status" jobs, including adjunct professors, lecturers, and support staff. The fact that it is acceptable to state that lecturers, who carry a significant teaching load throughout the university, are of a "lower status," is disappointing.

We are alarmed that the study shows an institutional history of ignoring requests for data on women's salaries, equity adjustments, and resource allocation, and of negligent record keeping.

Salary inequities continue to need attention at the institutional level. Gender disparities are blatantly unfair and most revealing at the associate and full professor levels. This quote in the report stood out to us: "Fifty-two percent of women full professors earn between \$50,001-\$100,000, as compared to 30% for men. Nearly half of men earn between \$100,001-\$150,000, as compared to 37% of women."

Also needing attention is the underrepresentation of women of color faculty, particularly Latina faculty, in light of the growing percentage of Latinos/Hispanics in the student body and in the Texas population.

The Women's Faculty Network is aware that a number of international women and women of color have left the university for various reasons, some of which include a lack of respect in their departments and/or colleges, low pay, misogyny, racism, xenophobia, and sexual harassment. We are heartened to hear that all faculty members this year are required to take Title IX training, but that in itself is not enough to achieve equity. We applaud programs like Advocates and Allies, which trains men to understand some of the struggles women faculty face and to support them. But this operates at a very small scale. We suggest mandatory training for those in leadership positions around campus. Leaders set the tone and pace for the college and departmental culture.

We are concerned, too, about the "baby penalty" the report mentions and also the responsibility usually placed on women to care for elderly and sick relatives. We understand the university is taking steps toward providing leave time for these duties.

We urge colleges and departments not to place a heavy emphasis on student evaluations of teaching, which have proven to be biased particularly against women, people of color, and international faculty. Peer reviews of teaching, teaching portfolios, and teaching philosophies are some ways to supplement student evaluations when reviewing faculty performance. In addition, we believe student comments that are sexist, racist, homophobic, transphobic, or xenophobic should not be included in any faculty members' evaluation.

Finally, we are concerned about heavy service loads assigned to women faculty, and about the invisible work that women do, such as counseling and mentoring students on their own time.

We ask the following questions as responses to this report:

1. What are the accountability measures to ensure women and faculty of color are being recruited, retained, promoted, paid fairly, and put into leadership positions?
2. This accountability system needs to have checks and balances. What are they?

¹ The reports are available here: <https://womensplace.osu.edu/resources/status-report>.

² Commission on the Status of Women, "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." Report submitted spring 2002. Available here: https://facultysenate.unt.edu/sites/default/files/unt_task_force_women_faculty_spring_2002.pdf.

³ Faculty Senate Committee on the Status of Women, "Ameliorating Gender-Based Inequities at UNT: Priority Recommendations for 2014-2015." Report submitted May 14, 2014. Available here: https://facultysenate.unt.edu/sites/default/files/ctools/csw_priority_recommendations_051414.pdf.

⁴ Although this report does not aim to provide a comprehensive literature review on its topics, it is relevant here to cite Mitchell, Sara McLaughlin, and Vicki L. Hesli. 2013. "Women Don't Ask? Women Don't Say No? Bargaining and Service in the Political Science Profession." *PS: Political Science and Politics* 46: 355-369.

⁵ This figure is revised from a previous version of the report to reflect that the late Charledean Newell was previously chair of the Department of Political Science. Data for the last ten years were provided by the Office of the Provost. For departments that had not had a woman chair over the last ten years, we contacted department chairs to determine whether they had a woman serve as chair prior to that window. Figure 4 reflects the data from the Office of the Provost and the best recollection of current chairs.

⁶ "Full-Time Faculty Salaries Barely Outpace Inflation for Third Consecutive Year," *American Association of University Professors* (April 10, 2019). Available here: <https://www.aaup.org/news/full-time-faculty-salaries-barely-outpace-inflation-third-consecutive-year#.XK4q98RRc2w>.

⁷ See Casselman, Ben and Jim Tankersley, "Women in Economics Report Rampant Sexual Assault and Bias," *The New York Times* (March 18, 2019) and in general Salam, Maya, "Womansplaining the Pay Gap," *The New York Times* (April 2, 2019).

⁸ Mason, Mary Ann, Nicholas H. Wolfinger, and Marc Goulden. 2013. *Do Babies Matter? Gender and Family in the Ivory Tower*. New Brunswick, NJ: Rutgers University Press.

⁹ Porter, S. 2007. "A Closer Look at Faculty Service: What Affects Participation on Committees?" *The Journal of Higher Education* 78(5): 523-541.

¹⁰ Guarino, Cassandra M. and Victor M.H. Borden. 2017. "Faculty Service Loads and Gender: Are Women Taking Care of the Academic Family?" *Research in Higher Education* 58(6): 672-694.

¹¹ Porter, S. 2007. "A Closer Look at Faculty Service: What Affects Participation on Committees?"
¹² "Ameliorating Gender-Based Inequities at UNT"

¹³ Faculty Senate Committee on the Status of Women, "Ameliorating Gender- Based Inequities at UNT: Priority Recommendations for 2014-2015." Presentation for the Women's Faculty Network, Oct. 17, 2014. Available here:

https://facultysenate.unt.edu/sites/default/files/ctools/csw_presentation_to_womens_faculty_network_10-17-14_0.pdf.

¹⁴ "Ameliorating Gender-Based Inequities at UNT"

¹⁵ Please see the *Archive of Research on Gender and Racial Bias with Course Evaluations*, available through The Center for Academic Excellence at Appalachian State University.

¹⁶ Hatch, Joshua, "Gender Pay Gap Persists Across Faculty Ranks," *Chronicle of Higher Education* (March 22, 2017). Available here: <https://www.chronicle.com/article/Gender-Pay-Gap-Persists-Across/239553>.

¹⁷ June, Audrey Williams, "Not Moving on Up: Why Women Get Stuck at Associate Professor," *Chronicle of Higher Education* (April 27, 2009). Available here:

<https://www.chronicle.com/article/Not-Moving-On-Up-Why-Women/47213>. See the original report here: https://apps.mla.org/pdf/cswp_final042909.pdf.

¹⁸ The report is available here:

<https://www.rit.edu/nsfadvance/sites/rit.edu/nsfadvance/files/docs/Extended%20Length%20in%20Rank%20Among%20Associate%20Professors.pdf>.

¹⁹ The report is available here: <https://umaine.edu/risingtide/wp-content/uploads/sites/239/2018/12/Report-on-Experiences-in-the-Process-of-Promotion-to-Full-P-1.pdf>.

²⁰ "Ameliorating Gender-Based Inequities at UNT"

²¹ For an example, see: Momani, Bessma, Emma Dreher, and Kira Williams. 2019. "More Than a Pipeline Problem: Evaluating the Gender Pay Gap in Canadian Academia from 1996 to 2016." *Canadian Journal of Higher Education* 49(1): 1-21.

²² "Report on Survey of Lecturers," Available here:

<https://vpaa.unt.edu/sites/default/files/legacy/fsuccess/report%20on%20lecturer%20survey.pdf>.