

Final Report of the Gender Equity Task Force

The University of Texas at Austin

J Strother Moore and Gretchen Ritter, Co-Chairs

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Table of Contents

SECTION I: EXECUTIVE SUMMARY.....	1
This section provides the key findings and recommendations of the task force.	
SECTION II: INTRODUCTION AND OVERVIEW.....	9
This section includes a discussion of our initial charge from the Provost, the context in which the task-force analysis was conducted, as well as an overview of the members of the task force, the subcommittee structure, and the data collection undertaken. There is also a brief descriptive overview of the proportion of women faculty members by rank throughout the University and as compared with our peer institutions.	
SECTION III: FACULTY COMPENSATION AND PROFESSIONAL DEVELOPMENT	15
Key areas of discussion include of our analysis of the salaries and supplements and starting salaries based on eleven years of data. Highlighted in the discussion is the significant salary differential for senior women. Drawing on AAUP data, there is an analysis of how UT Austin compares with our peer institutions in compensation. Issues concerning the governance structure of schools and departments are also discussed in this section.	
SECTION IV: RETENTION, PROMOTION, AND TENURE SUBCOMMITTEE.....	25
The analysis in this section highlights the promotion gap as well as the attrition gap between male and female faculty members. Where available, we provide comparative information regarding retention, promotion, and overall faculty representation with our peer institutions.	
SECTION V: CLIMATE AND WORK–FAMILY ISSUES.....	33
This section focuses on findings from the climate survey in the areas of harassment and discrimination, attitudes about family-friendly policies, opportunities for administrative leadership, and the sense of isolation among women faculty members. We also provide comparative information regarding family-friendly policies available at our peer institutions. Finally, we use the findings from the focus groups to highlight some of the concerns of underrepresented groups.	
SECTION VI: ACADEMIC LEADERSHIP AND NONTENURE TRACK FACULTY.....	45
The focus of this section is on the status of senior women, the proportion of women department chairs, as well as the dearth of women with endowed positions. We also provide comparisons with peer institutions in terms of efforts to promote women's leadership. On non-tenure-track (NTT) faculty, we note the percentage of women in those ranks. This is an area in which further data collection is needed.	
SECTION VII: DATA COLLECTION AND PUBLICITY	59
We discuss findings that indicate a lack of awareness by faculty and administrators regarding what family family-friendly policies are available at UT Austin. We call for a dedicated Web site with information on family-friendly policies. We suggest a small set of key indicators for the provost to collect and publish each year. We also indicate areas in which more gender equity research is needed, and call for the University to conduct exit interviews with all departing faculty members.	
APPENDIX 1.....	63
Task-Force Personnel and Contributors	
APPENDIX 2.....	65
Report on Faculty Climate Survey at The University of Texas at Austin, Fall 2007	
APPENDIX 3.....	133
Mueller et al., 2008	

List of Figures

FIGURE II.1. GENDER DISTRIBUTION WITHIN UT AUSTIN COLLEGES	11
FIGURE II.2. GENDER DISTRIBUTION OF ASSISTANT PROFESSORS WITHIN UT AUSTIN COLLEGES	12
FIGURE II.3. GENDER DISTRIBUTION OF ASSOCIATE PROFESSORS WITHIN UT AUSTIN COLLEGES	12
FIGURE II.4. GENDER DISTRIBUTION OF FULL PROFESSORS WITHIN UT AUSTIN COLLEGES	13
FIGURE VI.1. PERCENT OF WOMEN CHAIRS IN COMPARISON WITH THE PERCENT OF TENURED WOMEN, BY COLLEGE/SCHOOL, 2007.....	48
FIGURE VI.2. PERCENT OF TOTAL ENDOWED CHAIRS AND FULL PROFESSOR TITLES HELD BY MEN AND WOMEN AT UT AUSTIN	49

List of Tables

TABLE II.1. GENDER EQUITY INDICATORS FROM PEER INSTITUTION GROUP.....	13
TABLE III.1. DESCRIPTIVE STATISTICS FOR TENURED OR TENURE-TRACK FACULTY BY GENDER AT THE UNIVERSITY OF TEXAS AT AUSTIN (2007).....	16
TABLE V.1. COMPARISON OF UT AUSTIN TO	42
TABLE VI.1. LEADERSHIP DATA FROM UT AUSTIN, AS OF OCTOBER 2008**	46
TABLE VI.2. NUMBER AND PERCENT OF WOMEN IN LEADERSHIP POSITIONS (2007)	47
TABLE VI.3. NUMBER OF WOMEN DEANS AT UT AUSTIN, AS COMPARED WITH THE NUMBER OF TENURED AND TENURE-TRACK FACULTY, BY COLLEGE/SCHOOL, AS OF OCTOBER 2008 (UT DATA CENTER)	47

Executive Summary

Section I

Significant Findings

1. Gender Gap in Faculty Representation

Overall, women constitute a slightly smaller proportion of the tenured and tenure-track (TT) faculty at UT Austin than they do at doctoral institutions nationwide. On the basis of figures from the *2007-2008 Statistical Handbook* ([8], FS6, page 121 and FS8(3), page 127), women constitute 19% of the full professors, 25% of the tenured faculty, and 39% of the TT faculty. According to the data in *AAUP Faculty Equity Gender Indicators 2006* [10], at doctoral institutions nationwide, women constitute 26% of the tenured faculty and 41% of the TT faculty. From the AAUP data for 2006, UT Austin ranked 11th out of 12 peer institutions in the percentage of women ranked as full professors.¹ Furthermore, for the last 5 years, women have earned over 45% of all doctorates awarded in the U.S.—an indication that the percentage of women assistant professors at UT Austin significantly under represents the proportion of women in the available applicant pool (*Doctorate Recipients from United States Universities Summary Report 2006*, [5] Tables B–2b&c).

Also note that the gender gap in representation may cause us to underestimate gender gaps in other parts of our analysis.

2. Promotion and Attrition Gap for Faculty Advancing through the Ranks

Women lag significantly behind men in their promotion rates and in time to promotion. Thirty-six percent of women hired as assistant professors in 1997 were promoted to associate professors by their 7th year at UT Austin, whereas 56% of such men were promoted. Even by year 9 (which accounts for stopping the tenure clock), only 55% of the women were promoted, whereas 63% of the men were.

In an analysis of assistant professors hired at UT Austin since 1997, we found that among faculty who had yet to be promoted, 23% of women faculty members left the University within their first years, whereas only 18% of male assistant professors did so. Or, in absolute terms, among the 298 women assistant professors who have started at UT Austin since 1997, 70 (23.5%) have left. Among male assistant professors hired since 1997, 93 out of 494 (18.8%) have left the University.

Overall, more women leave the University prior to coming up for tenure; among women who stay, tenure is generally awarded later than it is for their male colleagues.

3. Salary Gap

¹The peer institution group includes University of California, Berkeley; University of California, Los Angeles; The University of North Carolina at Chapel Hill; University of Illinois at Urbana–Champaign; Indiana University; University of Michigan; Michigan State University; University of Minnesota; The Ohio State University; The University of Texas at Austin; University of Washington; University of Wisconsin. The only university in this group that had a lower percentage of full professor women was the University of Illinois at Urbana-Champaign.

Overall, there is a salary gap between both tenured and TT male and female faculty members, a gap that remains even after taking account of salary structure of field and rank. A multivariate analysis that uses statistical modeling to control for differences in salaries of the faculty by fields, departments or schools, and for a variety of characteristics of individual professors, finds that the differences in salaries for men and women are only statistically significant at the full professor level. On average across the University in 2007, female professors earned \$9,028 less than men. In a similar multivariate analysis of starting salaries (for professors hired between 1997 and 2007) results show that male full professor starting salaries are significantly higher (by \$12,229) than starting salaries for female professors who were appointed between 1997 and 2007. The analysis suggests that much of the gender gap in overall faculty compensation is driven by the lower salaries that female full professors receive as compared with male full professors. Among non-tenure-track faculty, on average, female faculty members earned \$4,507 less, full-time equivalent, than their male counterparts.

4. Climate Concerns

In general, the majority of men and women faculty at the University are satisfied with their current positions at the University. Regarding gender equity, but the most important findings from the 2007 UT climate survey concern reports of harassment and discrimination, attitudes about family-friendly policies, opportunities for administrative leadership, and the sense of isolation among senior women faculty members. Over 14% of women faculty members at UT Austin report that they have been subjected to sexual harassment. Women faculty members were also much more likely than male faculty members to report that they have experienced discrimination related to gender, race, age, or family status. Responses to questions about care responsibilities indicate that women are more likely to feel that UT AUSTIN does a poor job of providing support for work–family balance, and that the use of work–family policies is likely to be viewed negatively by colleagues. Regarding administrative leadership, women faculty members were less likely to have served as administrators and more likely to wish that they had been asked to serve in such a position. Finally, overall, women faculty members at UT AUSTIN feel that the University is less collegial and supportive than do their male colleagues. In comparison with their male peers, senior women and women faculty members—generally those in the physical sciences, social sciences, and humanities—are more likely to feel that they have to work harder to be perceived as legitimate scholars by their colleagues.

5. Leadership Gap

Department chairs matter, because they can provide discretionary resources for faculty; they are influential in hiring, salary, and promotion decisions; and because serving as department chair is often a stepping stone to higher administrative positions, such as dean. At UT Austin, 20% of the department chairs are women, but in the three largest colleges, only 13% of the department chairs are women. Even taking into account the proportion of women among the tenured faculty in these colleges, women are underrepresented as chairs.

6. Policy Awareness and Use

Information from the 2007 UT Austin climate survey, as well as from the surveys of chairs and deans, indicate that there is a lack of clear knowledge about the existence and provisions of family-friendly policies by both faculty and administrators at UT Austin. Furthermore, from the climate survey, we learn that many faculty members—especially women—have needed but not used these programs and policies. Over a quarter of female faculty members report needing but not using university childcare. Nearly a quarter of female faculty members report needing but not using the modified instructional

duties policy. In the comments made regarding this issue, faculty members report concern over whether policy use would hurt their chances of promotion.

7. Governance

The Colleges of Business, Communications, Education, Engineering, Fine Arts, Liberal Arts, and Natural Sciences all have department structures. These seven colleges include over 80% of the tenured and TT faculty at UT Austin. Within these colleges, decisions regarding faculty salaries, faculty hiring, and promotion are partially determined by the department governance body: typically a budget council, an extended budget council, or an executive committee. More work is needed to determine whether departmental governance structures affect gender equity.

8. Family-Friendly Policies

In the area of family-friendly policies, universities may provide policies and programs that assist faculty members as they seek to balance their dependent care obligations with their professional lives. Research conducted by Mary Ann Mason and Marc Goulden (2004) from the University of California indicates that the absence or presence of family-friendly policies may have a substantial impact on the level of faculty gender equity within academia. Around the country in recent years, research universities have begun to offer policies and programs for childcare, family leave, paid childbirth leave, eldercare support, domestic partner benefits, suspension of the probationary period, and dual-career support. Many universities also seek to publicize their policies through Websites, workshops, and publicity materials that make faculty and administrators aware of what is available in this area.

UT Austin offers fewer family-friendly programs and policies than do most of its peers. For instance, the majority of institutions in the 12-member peer group offer domestic partner benefits, paid childbirth leave, a formal dual-career support program, and eldercare support resources. UT Austin does not currently have formal policies or programs in any of these areas. The policies and programs it does offer also tend to be less generous than what is offered by many of its peers. For instance, in the area of childcare, UT Austin has two childcare centers, whereas seven of its peers have more than two. Some of its peer institutions also have more generous childcare benefits, including emergency childcare support, after-school programs, and summer camps that are specifically for the children of faculty and staff. Many universities also provide lactation rooms around campus for faculty, staff, and students who are nursing infants. Finally, among UT Austin's peers, roughly half of the universities have developed central web pages where faculty can learn about family-friendly policies. UT Austin is among those institutions that have yet to develop a central family-friendly website. Climate survey information confirms that most faculty at UT Austin are unsure about what family-friendly policies and programs are available to them here.

9. Position of Senior Women

Senior faculty members play a significant role in shaping the climate at the University, recruiting new faculty members, mentoring junior faculty members, and creating a supportive and productive environment for faculty retention and promotion. Overall, UT Austin has too few women full professors, which has a negative impact on the University community—especially on women assistant professors, women associate professors, and women students. There is evidence that suggests that the senior women who are here are more isolated, less rewarded, and receive fewer leadership opportunities than do their male counterparts. The climate survey shows that senior women at UT Austin are more likely to feel both isolated and less recognized for their professional achievements. The compensation analysis shows that senior women receive significantly lower

salaries than do their male colleagues. Our leadership analysis indicates that women are underrepresented as department chairs. Furthermore, only 9% of the endowed chairs at UT Austin are held by women, even though women constitute 19% of the full professors at the University. Improving the situation of senior women faculty members at UT Austin is likely to have a significant effect on gender equity at the University overall.

The findings in this report are remarkably similar to those of several national organizations and universities, including, for example, the letter written by the presidents of nine major US universities [1], the National Academy study {Beyond Bias and Barriers} [2], the Gender: Statistical Report [9] by the Harvard Graduate School of Education, the MIT report on the status of women [6], and the UCLA gender equity report [3].

Key Recommendations

Overall Recommendation:

The provost should develop and enact a 5–10 year gender equity plan to reduce or eliminate faculty gender inequity—specifically with respect to hiring, promotion, salaries, and governance. The plan should include a time line, an annual budget, ongoing accountability mechanisms, and a budget justification. Specific goals should be set with the dean of each school and college in the areas discussed. A Gender Equity Plan for the University, which should include goals and timetables for each school and college, should be finalized and announced by the fall of 2009. The provost should create an Implementation Committee to oversee the creation and implementation of the Gender Equity Plan. This committee should be created by May 2009.

The Faculty Gender Equity Task Force recommends that the following be part of the Gender Equity Plan.

1. Hiring

- a. A provost's opportunity fund should be established to provide supplemental funding for the hiring and retention of faculty who contribute to intellectual diversity at the University by, for instance, increasing the proportion of women in fields in which they are underrepresented. Colleges and departments should be able to apply to the provost's office for use of these resources in hiring and retention efforts. Priority should be given to efforts designed to recruit or retain senior faculty members who contribute to intellectual diversity. Cluster hires to develop specific programmatic areas would be welcome under this initiative. The University should endeavor to contribute to the recruitment or retention of 10–15 faculty positions each year that the Gender Equity Plan is in effect through this initiative. This change should be implemented by 2011.
- b. Progress toward gender equity in hiring by field should be benchmarked against the proportion of women faculty members at the top 20 research universities in a given field. Information for setting the benchmark standards will be provided by the Office of Information Management & Analysis. The aim should be to progress toward the average percentage (for every T/TT rank) of women faculty members at the top 20 research universities in every field by 2018. In fields in which women remain severely underrepresented (less than 15% T/TT), the aim should be to progress toward faculty representation that is higher than the benchmark set by averaging representation at our peer institutions.
- c. Training and assistance should be provided to schools and colleges on the best practices for recruiting and retaining a diverse faculty. For instance, chairs and deans should be equipped to act as leaders in conveying to the faculty that equity and diversity are important to the future success of the University. Search committees should be educated about how to expand the pool of potential applicants, and how to guard against bias in the selection process. The model for this initiative should be similar to successful programs at other universities, such as the STRIDE program at the University of Michigan. The provost's office should oversee this effort, which should be implemented in all of the schools and colleges by 2010.
- d. A dual-career assistance office should be created within the Division of Diversity and Community Engagement (DDCE) to assist with hiring efforts. This office should be available to assist in finding job opportunities for the spouses or partners of all T/TT faculty or faculty recruits. This change should be implemented by 2010.

2. Retention and Promotion

- a. We call upon the University to provide for a semester of sabbatical leave for all T/TT faculty members every 6 years. Given the decreased mobility of women faculty members, as well as their higher level of service obligations (especially among minority women faculty), a sabbatical program would be particularly beneficial to women faculty, and would contribute to increased retention and promotion. This effort would also support the call of the Commission of 125 for improved productivity and research excellence at the University. Obtaining funding for this initiative should be made a core goal of the Capital Campaign. This change should be implemented by 2013.
- b. Where appropriate, give latitude to deans and chairs to make preemptive salary increases designed to retain faculty who contribute to intellectual diversity.
- c. Require deans and chairs to report and explain significant gender differentials in retention and promotion rates. Gender equity should be part of the annual reviews for deans and department chairs. The availability of supplemental resources for hiring and retention under the provost's opportunity fund should be tied to a demonstrated commitment to the promotion of gender equity by deans and chairs. This change should be fully implemented by 2012.
- d. Conduct exit interviews with all departing faculty. These interviews should be conducted by a neutral third party. This change should be implemented by 2010.
- e. Improve and standardize mentoring programs across the campus. All new faculty members should be assigned a mentor, and all mentors should be offered training. Mentors should provide their deans or department chairs with an annual written report on the goals set and progress made by their mentees. Provide modest stipends for mentors. The University should create an annual award (similar to a teaching award with a monetary prize) for faculty mentorship to recognize best practices and exemplary mentoring programs. The training and reporting aspects of the mentoring program should be supervised by the DDCE. This change should be implemented by 2010.
- f. Centrally record brief summaries of all tenure cases, including gender of candidate, department, CV, outcomes at department, college, and university level, and brief summaries voluntarily provided by candidate, chair, dean, and president. These records should be housed by the Office of Information Management & Analysis. This change should be implemented by 2010.

3. Salary and Resources

- a. Establish a best-practice model for awarding merit raises, endowed chairs, and professorships in a gender equitable fashion. This model should be created and communicated to all of the colleges, departments, and schools by 2010.
- b. Require deans and department chairs to review current procedures for awarding merit raises, endowed chairs, and professorships, and to make adjustments to those procedures to bring them in accord with the practices outlined in the best-practice model for these awards. Each school or department should outline their procedures for raises and endowments and file these with the provost's office. Deviations from the "best-practices model" should be approved by the dean's office for departments or by the provost's office for schools and colleges. This change should be implemented by 2011.
- c. The records of women receiving a below-average salary increase for 3 years in a row will be examined by either a dean or department chairs.
- d. Develop a model for awarding equitable salaries to non-tenure-track faculty of both genders. Seek input of department chairs in developing the model.
- e. Provide funding for equity raises for full professor women across campus. We recommend \$1,586,527 to be distributed by deans and the provost's office, taking into account faculty productivity and, when possible, the salary levels of comparably

- productive male faculty members. Whether the faculty member has held a departmental chair or other administrative position should not be considered, nor should time in rank, since these are mechanisms that produce gender disparities. This change should be implemented by 2010.²
- f. For lateral hires, the University should call upon schools and departments to consider not only the faculty member's salary at his or her current institution, but also the average salary of the UT Austin faculty at a comparable rank within the school or department seeking to hire. Starting salary offers for lateral hires should not fall below the average salaries of comparable faculty in the hiring school or department.
 - g. The current practice of allocating large raises only in response to competing offers from outside institutions is a clear mechanism that produces salary disparities among full professors. Establish alternative mechanisms for awarding large raises, particularly to productive faculty who are unable or unwilling to pursue outside offers. For example, when such raises are allocated to men conduct a review of similarly productive women.
4. Governance and Leadership
- a. Create a senior administrative position to oversee faculty gender-equity programs and efforts on campus. The portfolio for this administrator should be primarily focused on meeting the goals set out in this report. This position should be housed in the provost's office. The person in this position should also be a tenured faculty member. This change should be implemented by 2010.
 - b. Create best-practice models for the selection of deans and chairs in a gender-equitable fashion and adopt this model campus wide, with the goal of increasing the proportion of women who serve in such positions, particularly in schools and colleges in which women are underrepresented on the T/TT faculty. The proportion of women in administrative positions in each school and college should be part of the gender equity evaluation for each school and college, and for the University as a whole.
 - c. Create a Women's Leadership Initiative to promote women's leadership campus wide. (Make this initiative part of the Capital Campaign.) The aim of this initiative should be to increase the proportion of women faculty members in important decision-making roles across campus. This program should be administered under the DDCE. This program should be created and fully operative by 2011.
5. Work-Family Policy
- a. Provide 6 weeks of paid leave following the birth or adoption of a new child for all full-time T/TT faculty members, as well as for full-time senior or distinguished lecturers. Parental leave should be awarded automatically to eligible faculty members (upon notification of an impending birth or adoption) unless they choose to opt out of this benefit. This change should be implemented by 2011.
 - b. Expand childcare provision at UT Austin to include more infant care, as well as emergency and sick-child care. The goal should be to expand the childcare facilities enough to reduce the waiting list for infant care to no more than 1 year. For emergency and sick-child care, UT Austin should contract with private providers to provide for subsidized care for all T/TT and full-time NTT faculty members. This goal should be fully implemented by 2013.
 - c. Provide eldercare resources, referrals, and consultation for all full-time faculty members through the division of Human Resources. Information regarding the availability of such services should be provided to all new faculty members. This change should be implemented by 2010.

² For a discussion of how this figure was arrived at, see Section III and Appendix 3, Mueller, et al.

- d. Formalize the spousal hire policy and make the policy more transparent by posting it on the web.
- e. Create a work–life website stating the commitment of University leaders to family-friendly policies and providing information on all relevant policies. A link to this website should be available on the UT Austin homepage. The website should be user friendly and updated regularly. A brochure should be developed for this purpose as well, which will be given to everyone who interviews for a faculty position at UT Austin. The brochure should also be given out and discussed at the new chair and director training each year. This change should be implemented by 2009.

6. Climate

- a. Provide training for deans, chairs, senior faculty members, and unit leaders in gender equity in hiring, retention, promotion, salary, endowment appointments, governance, dual-career assistance, work–family policies, climate (including the frequency of harassment and discrimination and how to deal with these issues), and best practices. The training should clearly explain incentives and accountability policies in these areas. Training should be provided first to units in which women faculty members are substantially underrepresented, and should include the involvement of faculty members in the targeted fields as trainers. This training program should be administered jointly by the DDCE and the provost’s office. This change should be fully implemented by 2011.
- b. Provide workshops aimed at women faculty members on negotiation, networking, professional development, and other areas designed to improve morale, create opportunities for women faculty members to network, and to increase women faculty members’ engagement with campus life and governance. These workshops should be provided by the DDCE, in partnership with various women’s faculty organizations on campus. This change should be implemented by 2010.

7. Data Collection and Reporting

In general, the data collected in this report should be regarded as providing a baseline for the University to measure its future progress towards gender equity.

- a. Each school and college should provide a gender-equity report each year to the provost's office, including information about hiring, retention/attrition, promotion, salary equity, governance, awarding of endowments, dual-career assistance, as well as requests for and use of available work–family policies. These reports should be evaluated in light of the goals set by the provost with the deans. Failure to meet goals should be addressed and corrective action taken. This change should be implemented by the fall of 2010.
- b. Drawing on these reports, have the provost’s office create a gender-equity report card for the campus each year. The report card should include information on the eight key indicators outlined in Section VII of this report. This change should be implemented by the fall of 2010.
- c. Publicize the findings of this report card, along with the findings of all past report cards, on the provost’s web page. This change should be implemented by the fall of 2010.
- d. Conduct a climate survey of the graduate students at UT Austin. This survey should be carried out by the Office of Graduate Studies, and should be done by the fall of 2009.
- e. The climate survey conducted for this report should be re-administered at 5-year intervals: in 2012 and 2017.

Introduction and Overview

Section II

In March of 2007, Provost Steven W. Leslie invited 22 faculty members and administrators to form a task force to “assess the status of women faculty members at UT Austin, identifying barriers to their professional achievement, developing concrete proposals designed to assure equitable representation of and resources for women at all levels of the faculty, and identifying strategies to insure professional success of both men and women faculty members at UT Austin.”

It is important to note that this charge – to identify the barriers to equity and achievement – has led us to focus on problems that should be corrected rather than the many positive aspects of academic life for all faculty, men and women, at the University. The University should be commended for its willingness to conduct a thorough examination of the issues considered here, and for its openness in sharing these findings publicly. This report provides a starting point for advancing the University’s efforts to create an environment that supports professional growth and the pursuit academic achievement for the entire faculty.

At the time that the Gender Equity Task Force (GETF) was formed, UT Austin had a new president and a new provost. The president, William Powers, Jr., came into office on February 1, 2006. Steven Leslie joined him as the provost on January 15, 2007. When he came into office, President Powers identified the recruitment and retention of a diverse student and faculty body as a core area of emphasis for his presidency. As part of the effort to make the University a welcoming place for people from all backgrounds, Provost Leslie asked the GETF to consider what work “remains to be done in order to make UT Austin an inviting and productive place for women faculty members in all areas.”

The GETF was convened at a moment when concerns about gender equity in higher education have risen nationally. Beginning with the MIT study on the situation of women faculty members in the academic sciences in the mid-1990s, and running through the *Beyond Bias and Barriers* report [2] that was issued by the National Academies in 2007, increased attention has been given to barriers that continue to thwart the progress of women faculty members in fields in which they are underrepresented. Over the last decade, many of UT Austin’s peer institutions have conducted studies similar to the one conducted by the GETF. But to our knowledge, none have studied the issue in as much depth as we have done here. At some campuses, programs designed to improve the situation for women faculty members in science and engineering have been supported with grants funded under the ADVANCE program of the National Science Foundation. As a result of these and other efforts in this area, many of our peer institutions have made substantial progress in recent years in increasing the level of gender equity within their faculties.

Committee Membership and Structure

The Co-Chairs of the GETF are Professors J Strother Moore and Gretchen Ritter. Dr. Moore is the chair of the Department of Computer Science. Dr. Ritter is a professor of government and the Director of the Center for Women’s and Gender Studies. Other members of the GETF included faculty members from Architecture, Business, Communication, Education, Engineering, Fine Arts, Law, Liberal Arts, Natural Sciences, Pharmacy, Public Affairs, and Social Work. Two deans, a vice provost, a graduate student, a staff member, and a vice president also served as members of the committee. The members of our committee are diverse by age, sex, race, discipline, and rank. We also received assistance from the Office of Information Management and Assessment, the Population

Research Center, the Center for Women's and Gender Studies, and the Division of Diversity and Community Engagement. Much of the data collection and analysis was conducted with assistance from graduate research assistants. We are especially grateful to Professor R. Kelly Raley of the Department of Sociology, who was not an official member of the GETF, but who played a leading role in the compensation analysis that we conducted. Appendix 1 provides the names of our committee members as well as others who assisted in our work.

The GETF first met in April 2007 and quickly divided into subcommittees to conduct data collection and analysis in various areas. The Subcommittee on Faculty Compensation and Professional Development was chaired by Dr. Janet Ellzey. The Subcommittee on Recruitment, Retention, and Promotion was chaired by Dr. Alba Ortiz. The Subcommittee on Climate, Environment, and Work–Family Issues was chaired by Dr. Maggie Rivas-Rodriguez. The fourth subcommittee, on Administrative Leadership and the Status of Non-Tenure Track Faculty was chaired by Dean Barbara White. In addition, we formed a Data Group to oversee our data-collection efforts. That group was lead by Dr. John Dollard, who worked with Ms. Kristi Fisher, Dr. Chandra Muller, and representatives from the various subcommittees.

Data Collection and Analysis

To assess the state of gender equity on campus, the GETF organized several data-collection efforts. We summarize these efforts below. Details on methodology, response, analysis, and results are given in the main body and appendices of this report.

Climate survey—The UT Austin survey was assembled by the task force and was based on a climate survey used at the University of California at Berkeley in 2003. In addition to assessing the general campus climate, the goal of the UT Austin survey was to assess working conditions as they relate to issues of work–family balance. The UT Austin survey was open to all tenured (T), tenure track (TT), and non-tenure track (NTT) UT Austin faculty members in the fall of 2007. Overall, 54.4% of the T/TT faculty members responded to the web-based survey, whereas 27.1% of the NTT faculty members responded. It should be noted that the Berkeley survey was not open to NTT faculty. The Task Force wished to include NTT faculty because they contribute substantially to the teaching mission of the University, but because of smaller sample size and variability within the group, the data collected are on the whole less conclusive than for the T/TT faculty. The actual UT Austin survey and our analysis of it are in Appendix 2.

Institutional data—Working with the task force's data group, the provost's Office of Information Management and Analysis gathered and analyzed institutional data for T/TT faculty members, including appointments, salaries, endowments, rank, and promotion histories. These data were used to conduct a compensation analysis (Appendix 3), as well as an analysis of promotion rates.

Governance questionnaire—The task force administered a survey to the departments, colleges, and upper administration on governance practices and mentoring structures. These surveys were typically filled out on behalf of the respective units by senior administrative staff members. In the end, because insufficient information was provided by a large number of units, we were unable to analyze the governance data collected for this analysis. The information collected on mentoring is discussed in Section III.

Focus groups—In order to augment the largely anonymous climate survey data and to cope with the small size of some minority groups on campus, the task force organized focus groups in which equity issues were discussed. Six focus groups were interviewed: two composed of women in science, and

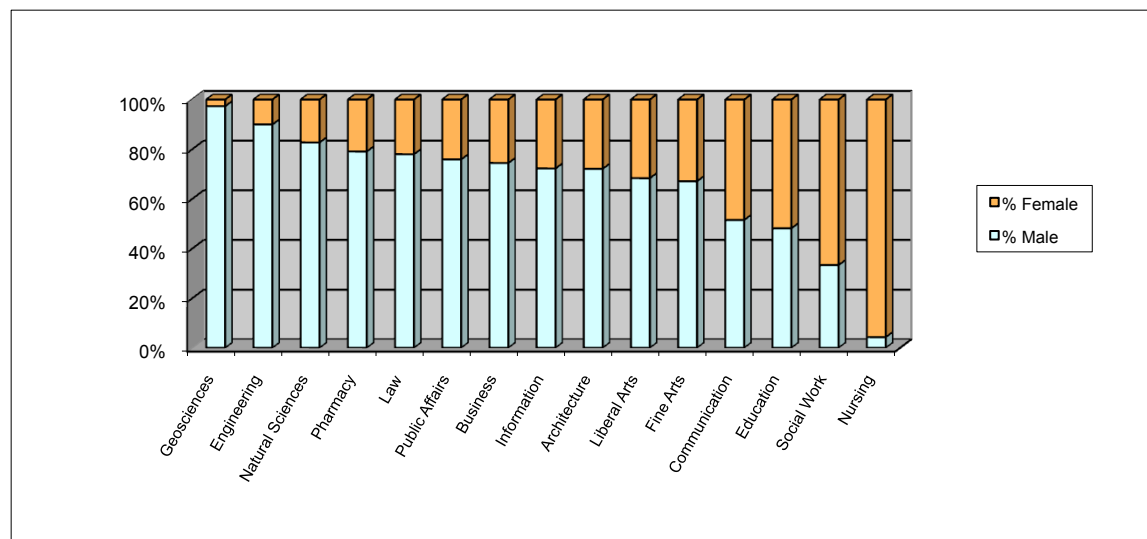
one each composed of African-American women, Latina women, Asian/Asian-American women, and gay/lesbian/transgender faculty members. The focus groups discussed climate issues on campus.

In addition, wherever possible, we endeavored to compare data from UT Austin with information from the 11 public research universities that are typically treated as UT Austin's peer group. These include: University of California, Berkeley; University of California, Los Angeles; University of Illinois at Urbana–Champaign; Indiana University, Bloomington; Michigan State University; University of Michigan; University of Minnesota, Twin Cities; The University of North Carolina at Chapel Hill; The Ohio State University; University of Washington, Seattle; and University of Wisconsin at Madison.

Brief Descriptive Overview of Faculty Composition

As of the spring of 2008, there were 1,972 tenured and TT faculty at UT Austin. Of that number, 553 (or 28%) were women. Within this overall figure, there is a huge range among the 15 schools and colleges at UT Austin regarding the percentage of women on their faculty. For instance, at the School of Nursing, there is only 1 man out of a faculty of 22, whereas the Jackson School had only 1 woman out of a faculty of 36. In part, these differences reflect national trends. Overall, many more women pursue academic careers in nursing, whereas many more men pursue academic careers in geosciences. Within the three largest colleges at UT Austin—Engineering, Liberal Arts, and Natural Sciences (together they account for 59% of the T/TT faculty)—the percentage of women faculty is 22%. Figure II.1 below gives the percentages of men and women T/TT faculty members in each of the 15 schools and colleges at UT Austin.

Figure II.1. Gender Distribution Within UT Austin Colleges



With regard to rank, the proportion of women faculty members declines at the higher faculty ranks. At research universities, full professors play an important role in hiring, promotion, and governance. They also help to shape the climate of an institution. As of spring 2008, there were 188 women out of a total of 1,037 full professors. Thus, women make up 18% of the full professors at the University campus wide. Within the three largest colleges, the percentage of women full professors is 11% in Natural Sciences, 20% in Liberal Arts, and 7% in Engineering. There are seven departments on campus that have no full professor women—five in Liberal Arts and two in Engineering. On the other

hand, there are more women at the assistant professor level. Overall, 37% of the assistant professors at UT Austin are women. In the three largest colleges, the combined percentage of women assistant professors is 33% (19% in Engineering, 43% in Liberal Arts, and 27% in Natural Sciences). Tables II.2–4 give the percentages of women by rank in the 15 schools and colleges at UT Austin as of spring 2008.

Figure II.2. Gender Distribution of Assistant Professors Within UT Austin Colleges

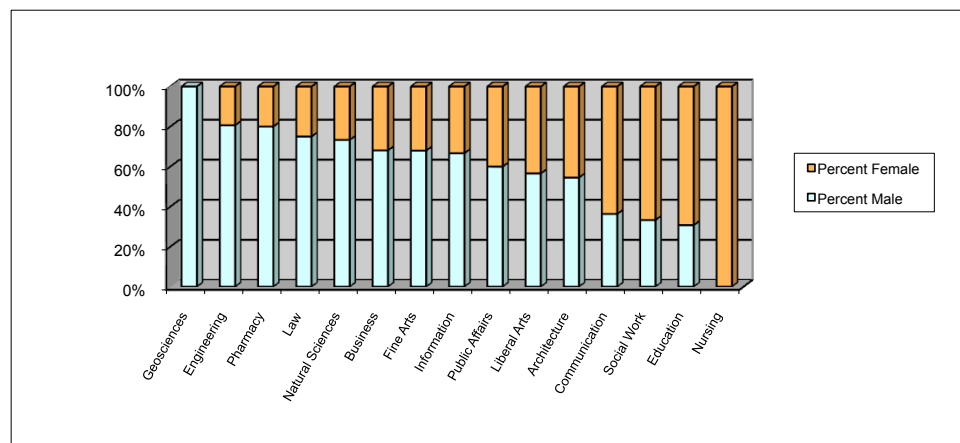


Figure II.3. Gender Distribution of Associate Professors Within UT Austin Colleges

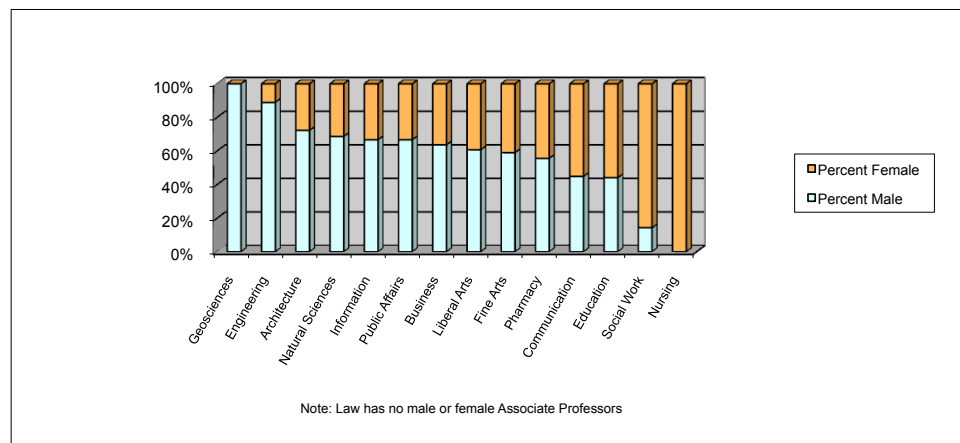
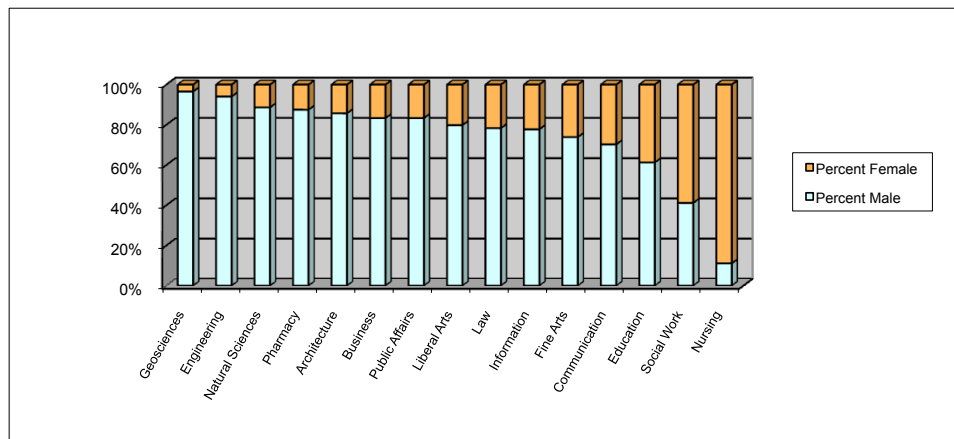


Figure II.4. Gender Distribution of Full Professors Within UT Austin Colleges



Finally, it might be asked how UT Austin compares with our peer institutions regarding the percentage of T/TT women by rank. The most recent available information that allows for such a comparison is from AAUP's 2006 data on gender equity.

Table II.1. Gender Equity Indicators from Peer Institution Group

Peer institutions in order by overall equity rankings, averaging other rankings		Percent of tenure-track who are:		Percent of tenured who are:		Percent of Full Professors who are:		Average female salary as a percentage of average male salary	
		Female	Male	Female	Male	Female	Male	Full Professors	All Faculty
1	University of Washington – Seattle	44.9	55.1	28.8	71.2	22.9	77.1	91.4	82.2
2	Michigan State University	42.1	57.9	26.8	73.2	21.0	79.0	96.6	80.8
3	University of Minnesota, Twin Cities	41.3	58.7	27.2	72.8	19.7	80.3	91.8	83.7
4	The University of North Carolina at Chapel Hill	42.5	57.5	27.6	72.4	21.7	78.3	91.7	76.9
5	The Ohio State University	39.4	60.6	24.8	75.2	17.5	82.5	94.8	83.2
6	University of Wisconsin at Madison	41.6	58.4	24.5	75.5	24.6	75.4	85.9	82.5
7	University of Michigan	39.4	60.6	26.9	73.1	20.8	79.2	93.6	77.8
8	Indiana University – Bloomington	39.1	60.9	25.9	74.1	20.5	79.5	92.5	79.6
9	University of California, Los Angeles	37.4	62.6	24.8	75.2	22.7	77.3	89.2	80.7
10	University of California, Berkeley	38.5	61.5	24.9	75.1	21.3	78.7	91.6	79.5
11	University of Texas at Austin	39.4	60.6	23.5	76.5	16.6	83.4	89.6	72.3
12	University of Illinois at Urbana-Champaign	36.6	63.4	21.6	78.4	15.8	84.2	89.5	79.4

What this table indicates is that when the 12 peer institutions are ranked by a variety of gender-equity measures, then UT Austin places 11th out of 12 in the overall comparison for gender equity. Particularly with regard to the status of women full professors (their proportion as well as their salaries), the University is behind most of its peers in recognizing, promoting, and rewarding senior women faculty members. And if we look just at compensation levels for women compared to men faculty, UT Austin ranks 12th out of 12.³

³ Our analysis of UT Austin compensation is more nuanced and corrects for differences in salaries across fields, ranks, and other factors.

Faculty Compensation and Professional Development

Section III

Overview

The following summary provides an overview of key findings from several analyses of compensation data and promotion-related data. The analysis team developed several models that controlled for different variables in order to locate some of the key influences on compensation for men and women faculty members. The team also developed a “life table” analysis to examine the progress over time of faculty members through the tenure and promotion process.

A critical dimension of gender equity among the faculty is compensation⁴. In unadjusted figures, salaries for male professors exceed those for female professors in all ranks (see Table III.1 below). However, statistical modeling (described below) that controls for differences in overall salary by field, departments, or schools, and for a variety of characteristics of individual professors, finds that the differences in salaries for tenured and tenure-track men and women are most substantial and only statistically significant at the full professor level. In fact, at the assistant and associate levels, male and female professors are found to have similar starting salaries (for professors hired between 1997 and 2007), and in these ranks, no statistically significant differences by gender are found in total salaries for 2007. But, at the full professor level, starting salaries for female professors who were appointed between 1997 and 2007 were \$12,229 lower than those of men. Furthermore, and for all full professors in 2007, female professors earned \$9,028 less than men (Table 6 in Appendix 3).

For non-tenure-track faculty, the gap between men and women remains statistically significant for all of the models used to analyze compensation. On average, women NTT faculty earn \$6,639 less than their male counterparts. One explanation might be the lack of consistency across the University in the meaning of titles and ranks for NTT faculty; however, even in the model that controls for rank, women earn \$4,473 less and, in the full statistical model, \$2,997 less. These differences remain statistically significant. Similarly, for starting salaries, NTT women faculty net of rank earned a starting salary that is \$6,117 less than men's. In the full model, controlling for many variables, this gap is only reduced to \$4,507.

Differences by gender for time in rank before promotion from assistant professor to associate professor with tenure were also examined for professors appointed in 1997 or later. An examination of these records indicates that of all assistant professors who were hired then and are still at UT Austin 9 years later, 55% of the women and 63% of men were promoted to associate professor with tenure. We note as well that men are more likely than women to receive early promotion, which leads to men spending fewer years in rank at the assistant professor level. These differences in the probability for promotion largely disappear by year 8 for professors staying at UT Austin, suggesting that leaves of absence may be used by female professors to a greater extent than by male professors, but that women do “catch up” in terms of promotion a little later. Although this analysis does not allow for comment on the reasons that assistant professors leave UT Austin before tenure, such data would assist the full understanding of the promotion process at the University and how it unfolds for male and female professors. In terms of administrative professional development, significant differences exist across male and female professors in both their desires and their opportunities to hold such positions (Table 31 in Appendix 2).

⁴Compensation is defined as the 9-month salary including amounts from other sources, such as endowed chairs or administrative supplements.

Table III.1. Descriptive Statistics for Tenured or Tenure-Track Faculty by Gender at The University of Texas at Austin (2007)

	Women	Men	All
Number of Faculty	555	1413	1968
Percent of Faculty	28%	72%	
Years Since Highest Degree	17.28	23.6	21.86
Mean Years at UT Austin	13.1	18.43	16.9
Mean Salary	\$86,427	\$106,215	\$100,634
Rank			
Assistant Professors	0.33	0.20	0.24
Associate Professors	0.33	0.20	0.24
Full Professors	0.34	0.60	0.53
Mean Salary by Rank			
Assistant Professors	\$72,296	\$81,004	\$77,566
Associate Professors	\$76,736	\$82,422	\$80,209
Full Professors	\$109,344	\$122,586	\$120,160

Compensation

(From the Executive Summary)

Overall, there is a salary gap between both tenured and TT male and female faculty members, a gap that remains even after taking account of salary structure of field and rank. A multivariate analysis that uses statistical modeling to control for differences in salaries of the faculty by fields, departments or schools, and for a variety of characteristics of individual professors, finds that the differences in salaries for men and women are only statistically significant at the full professor level. On average across the University in 2007, female professors earned \$9,028 less than men. In a similar multivariate analysis of starting salaries (for professors hired between 1997 and 2007) results show that male full professor starting salaries are significantly higher (by \$12,229) than starting salaries for female professors who were appointed between 1997 and 2007. The analysis suggests that much of the gender gap in overall faculty compensation is driven by the lower salaries that female full professors receive as compared with male full professors.

One of the many challenges in evaluating equity in salaries is defining how to measure compensation. Compensation at the University can be obtained from a number of different sources. In general, tenured and TT faculty members are paid for 9 months through an academic appointment. Additional compensation may be obtained through grants, summer teaching funds, and/or salary supplements (e.g., endowments or administrative supplements). Potential inequities in compensation can arise from any of these sources. For the purposes of this study, the measure of compensation chosen was the 9-month salary, including salary supplements received during the 9 months. Other definitions of compensation (e.g., 9-month academic salaries, 12-month salaries) could be examined in future research.

Compensation data were drawn from the administrative records of the University. Full records were available for 1,968 T/TT professors in 2007. In addition to compensation, the database provided information on:

Rank

Department or school

Gender

Race

Year of receiving highest degree (usually Ph.D.)

Terminal Degree (whether degree is considered highest possible degree for field)

Year of appointment to UT Austin (years at UT Austin)

Year(s) of promotion(s) at UT Austin (years in rank)

Holder of administrative position other than department chair

Chair of department

Models examining two compensation variables were developed:

Total compensation in 2007 (N = 1,967)

Starting salaries for professors appointed between 1997 and 2007 (N = 1,027)

Research Methods

To examine equity in compensation, the standard statistical modeling practice is to empirically estimate the gap between female and male professors, holding a range of variables constant. Given that the differences among average salaries among fields, departments, and schools varies so significantly at UT Austin (and nationwide), the researchers adopted a hierarchical linear modeling approach. This approach permits the estimation of the effects of characteristics of individual professors, after controlling for systematic differences among department and colleges (hereafter referred to as “units”). In order to obtain sufficient sample sizes of women by rank within units while also controlling for salary differentials by field, departments within the same college with similar salary structures were grouped into single units (Table 10 in Appendix 3). That 43% of the variation in professors’ salaries (i.e., the gender gap) is due to differences in the academic units to which they belong is expected. There are significant differences in salaries nationwide by field. For example, professors in Computer Science are paid at higher rates, on average, than are professors in English. Because such a significant amount of the variation in salaries is due to differences across academic units, hierarchical linear modeling is an appropriate and useful tool to accurately model the effects of gender within academic units while controlling for differences in salaries across academic units.

Total Compensation

Using compensation data from 2007, the study estimated models of increasing complexity in order to better identify the source of the salary gap (Table 3 in Appendix 3). The models start by holding female constant (Model 1); then, rank is added (Model 2); then, a variable is added for the date of awarded degree (Model 3); then, other explanatory variables are added, including race, estimates the gender gap separately for each rank, whether one has served as Chair, years in rank, and years at UT

Austin (Model 4); culminating with the addition of a “gender by rank” interaction term in the final model to estimate the salary gap in gender for each rank (Model 5). Model 4 finds that female faculty members earn, on average, \$2,261 less than do their male counterparts, holding a range of variables constant. In Model 5, which estimates the gender gap separately for each rank, there is a gender gap of \$9,028 (statistically significant at the $< .01$ level) between female and male full professors even after all possible controls are in the model; however, the differences among female and male professors at the assistant and associate levels are statistically insignificant with all controls. In other words, most of the salary disparities we see between male and female professors at UT Austin occur in the full professor ranks.

In an effort to make a recommendation about addressing the current observed gender gap among full professors, further analysis was conducted and is described in Appendix 3. The first step was to select only full professors, and exclude 6 faculty members with extreme (i.e., very high) salaries—all of whom were men—to avoid any bias in estimates due to UT Austin’s hiring of “star” professors. This exclusion produces slightly conservative estimates of the gap.

Using modeling procedures similar to those described above, Appendix 3 shows estimate that the average gap in salary between all female and male full professors at UT Austin is \$8,350, corresponding to a total salary gap of approximately \$1.59 million. The method used in this calculation, recommendations for allocating the funds across colleges, and an explanation of the calculation is provided in Table 15 in Appendix 3. Substantial evidence suggests that this gap is not evenly distributed among the full professors but rather is concentrated among the more productive faculty members. Therefore, remedies to address the current gender disparities among full professors should incorporate productivity measures. Unfortunately, there is not currently available a systematic indicator of productivity, and this study is unable to estimate proper salary adjustments for individual women. It is worth noting that this figure is an estimate of the total gender gap for the academic year 2007–2008. Without additional actions to address some of the likely mechanisms that produced the gaps—such as instituting policy to increase representation of women in administrative positions, greater parity in promotion rates and time to promotion, and assignment of large raises on the basis of criteria other than competing offers—the one-time adjustment for female professor salaries recommended here will not prevent a gap from re-emerging in the future.

In further analysis, the results from the responses of the 991 professors to the climate survey were merged with selected data from administrative records. Although this set of professors may not be representative of the general faculty members, the researchers determined that the composition of compensation for these 991 professors matched reasonably well the compensation profiles of the entire faculty (see Appendix 3). As a result, several additional analyses concerning potential sources of explanations of the gender gap in salaries were examined, including the possible effects of (1) child care responsibilities, (2) perceived pace of career progression, and (3) sense of integration within a department.

First, the possibility of systematic differences in compensation by gender due to childcare responsibilities was examined. Relying on the variable “having children at home,” no differences in compensation by gender were found. This is an important finding, since it is often argued that childcare responsibilities accrue more to female than to male professors, and that this adversely affects professional endeavors and, subsequently, compensation. These empirical results do not support this explanation for current gender-based differences in salary among full professors.

Three factors were found to have a significant effect on the gender compensation gap. The first factor, and possibly the second, helps take into account an important element—scholarly productivity—that

is not available in the administrative records data. In the climate survey, professors were asked how their career progression compared with that of their peers, and men were more likely to report that their career is fast-paced (Table 22 in Appendix 2). Based on multivariate statistical models that control for field and individual characteristics, both men and women who report fast career progression earn more. Women who report that their progression is faster than that of their peers earn \$4,204 more than do their average-paced peers, whereas men who feel that their career progression is faster than that of their average-progression peers earn just under \$17,000 more. This difference in the rate of return to a fast-paced career results in an average gender gap of \$10,745 favoring men, while there is no statistically significant gender gap among average or slow paced professors.

Second the survey data also provide the opportunity to examine the relation between graduate or post-doctoral student supervision and faculty compensation. On average, faculty members who supervise a number of students that is 1 standard deviation above average for all professors earn a little over \$1,000 more than do faculty members who supervise an average number of students. This relation could be a result of several factors, including more scholarly activity serving to attract more doctoral students, or increased compensation for greater doctoral supervision. However, in controlling for gender differences in salaries on this variable, a smaller relationship between the number of doctoral students supervised and compensation is observed for female professors than for male professors. This suggests that the rate of salary increase due to supervising students is less for women than men, even once field and individual characteristics are taken into account.

Finally, another factor found to be correlated with the compensation gap is the self-reported sense of integration in departments (as measured on five different survey questions). Faculty members who feel integrated in their departments earn \$1,529 more than those who do not. The gender interaction term indicates that the positive relationship between integration and compensation is not as strong for female professors as it is for male professors. While feeling socially integrated into the department is associated with higher salary for all professors, these results suggest that the rewards are less for women than men.

Starting Salaries

A separate examination was made of T/ TT faculty members who were hired at UT Austin from 1997 to 2000. Overall starting salaries for females were \$8,879 less than those for males (see Model 1, Table 7 in Appendix 3). Once the effect of rank is controlled, the difference between the two declines to \$2,381, with only marginal statistical significance ($p < .1$, see Model 2, Table 7 in Appendix 3). When other factors are incorporated, it becomes clear that at the full professor rank, gender differences in starting salary are substantial (i.e., captured in the interaction term for gender and rank in Model 3).

At the full professor level, starting female salaries are \$12,229 less than those of male professors, even after taking field and individual characteristics into account (Model 4, Table 7 in Appendix 3). In sum, gender differences in starting salaries are not found at the assistant and associate professor level, but starting salaries are markedly different—and statistically significant—at the full professor level.

These empirical results examining compensation and starting salaries focus attention on the gender salary gap at the full professor level. The consistency of the findings about the gaps suggests that they arise in several ways.

- First, we find differences for those newly appointed as full professors, where a significant salary differential has been found for those hired since 1997. Ancillary analyses show that this is not due only to a few high-dollar, “star” hires that are men, as even when the highest salaried professors are removed from the analysis the gender gap remains. Rather, our results suggest a more widespread phenomenon of paying full-professor women lower starting salaries. There is no doubt that male professors appointed at the full professor level during the last decade have received higher salaries than female professors appointed at the full professor level.
- Second, among all full-professors, we find a significant salary differential that may reflect accumulated differentials from earlier decades. We do find that the number of years at UT Austin explains a small portion of the disparity, possibly because productive women are less likely than men to leave UT Austin or obtain a competing offer. This hypothesis is substantiated by the climate survey results, which show that women are much less likely to pursue or obtain competing salary offers (Table 24 in Appendix 2). Similarly, women are less likely than men to be department chairs, a position that also produces a higher salary, and this explains a small portion of the gap. Likewise, women are less likely to be tapped for more visible administrative appointment and committees, which may also reduce their chances of receiving larger-than-average raises. Additionally, women are promoted more slowly (see below), which likely also influences their salaries. However, even when these and other factors are taken into account full-professor women earn substantially less than their male counterparts.
- Finally, we find differences in the respective percentages holding professorships were 84.5% (278 men) and 15.5% (51 women), and the percentages holding endowed chairs were 91% male (190) and 7% female (18). In other words, endowed chair and professorship holders are disproportionately male.

The analysis of salary conducted by the University of Texas researchers utilizes extensive data and sophisticated modeling methods. The results are compelling, but interpretation is limited to the variables available in the University’s administrative system. The ability to account for differences in scholarly or creative productivity, external fundraising, or leaves of absences by individual faculty members is currently not possible for this study. Furthermore, methods for determining annual merit increases vary significantly across units, but a lack of descriptive characteristics of these methods precludes their use in accounting for differences in salaries. To remedy these deficiencies, new efforts at data collection, described elsewhere in this report, will be needed.

Professional Development in Administrative Service

(From the Executive Summary)

Department chairs matter – because they can provide discretionary resources for faculty members, they are influential in hiring, salary and promotion decisions, and because serving as department chair is often a stepping-stone to higher administrative positions such as dean. At UT Austin, 20% of the department chairs are women, but in the three largest colleges, only 13% of the department chairs are women. Even taking into account the proportion of women among the tenured faculty members in these colleges, women are underrepresented as chairs.

A further issue in professional development is the development of the faculty member through administrative service assignments. Of the faculty who responded to the climate survey, there exists a significant difference between the percentage of male and female professors who have served as chairs or associate chairs for departments. In fact, the percentage of male professors who have served as chairs is almost twice that of females. In contrast, the percentage of female professors who would like to serve as department chairs or associate chairs, but never been asked, was significantly greater

than the percentage of male professors in those categories. Interestingly, however, the percentage of female professors who stated that they had never been asked to serve in those capacities and did not want to serve was also significantly greater than that of their male counterparts. There is no significant difference between male and female professors in the percentages that have been asked to serve but declined (Table 31 in Appendix 2).

Survey respondents who have served in administrative positions in centers, institutes, laboratories, or programs responded similarly to those who have served in such positions in departments. Significantly more male than female professors have served as directors of centers, institutes, laboratories, or programs, and significantly more female than male professors would like to serve in such capacities but have not been asked. There is no significant difference between male and female professors in the percentages that have been asked to serve but declined and between male and female professors in the percentages who have never been asked to serve and did not want to serve as directors. Fewer female professors than male professors have never been asked to serve and did not want to serve as associate directors (Table 31 in Appendix 2).

Faculty Mentoring

From the Executive Summary:

Improve and standardize mentoring programs across the campus. All new faculty members should be assigned a mentor, and all mentors should be offered training. Mentors should provide their deans or department chairs with an annual written report on the goals set and progress made by their mentees. Provide modest stipends for mentors. The University should create an annual award (similar to a teaching award with a monetary prize) for faculty mentorship to recognize best practices and exemplary mentoring programs.

UT Austin does not have a university-wide formal faculty-mentoring program; thus, within some divisions, mentoring programs do not exist; they exist but are inconsistently implemented; or they are provided on an informal basis. There is no formal training program for either mentors or mentees. Even when mentoring programs are provided, follow-up to evaluate the success of mentoring relationships is limited; thus, some faculty benefit because they were assigned effective mentor(s), whereas others are disadvantaged because either they did not have mentors, or the mentoring relationships were ineffective (Table 30 in

CWGS Faculty Development Program

The Center for Women's and Gender Studies's Faculty Development Program was launched in 2004. Supported with funding from the provost's office, this is one of the premier mentoring and professional development programs on campus.

New faculty whose scholarly work pertains to the study of gender may participate in the program, which supports their research and encourages the development of interdisciplinary relationships with colleagues who share their interests.

Each year, 12–14 new faculty participate as CWGS Faculty Fellows. Fellows are provided with faculty mentors as well as with professional development workshops, and they participate in bi-weekly colloquia that introduce them to a broader community of faculty on campus. The workshops provide information on teaching large classes, preparing interdisciplinary grant applications, and navigating the tenure and promotion process.

The mentors assigned to each fellow are senior faculty from outside their home departments (but with common research interests) who are provided a modest stipend for their mentorship work. Mentors are given training materials and are asked to report back on their mentees. The fellows also receive a stipend to support their research. The program helps to retain and promote young women faculty.

Appendix 2). Research demonstrates strong support for the importance of mentorship for the mentee, mentor, and institution [4,7].

Information from the climate survey indicates that in recent years, younger faculty members have been given access to both formal and informal mentoring services. Roughly 80% of assistant professors report that they have had a formal or informal mentor on campus. Yet, fewer than half of women faculty members are somewhat or very satisfied with the opportunities that they have to receive mentoring. The difference between male and female faculty members is particularly striking at the full professor level: 68% of male full professors report being somewhat or very satisfied with their opportunities to receive professional mentoring, whereas the comparable figure for female full professors is 47%. Once again, this information suggests that female full professors feel more isolated and less supported than do their male colleagues (Table 30 in Appendix 2).

Out of the departments, colleges, and schools responding to the Governance Questionnaire, 43 responded that a formal mentoring system was in place within their division. According to the responses, six units utilize only full faculty members as mentors (Advertising and Public Relations, Communication Studies, Educational Psychology, Geological Sciences, Section of Integrative Biology, and Nursing). In two cases, assistant professors (Engineering and Asian Studies), and in one case, NTT professors (Social Work) served as potential mentors. However, the ways in which mentors are selected and matched with mentees varies greatly across the University. The most prevalent methods reported were common research interests (40/43) and teaching expertise (22/43). Of the 43 units with formal mentoring systems, 35 programs suggest that the mentors assist their mentees with particular issues, with the most common being teaching (34/35), research (32/35), tenure and promotion process (30/35), obtaining grants and research funding (29/35), departmental rules and regulations (24/35), and making collegial connections (22/35). Only 18 units expected mentors to report to their Chair or to the Budget/Executive Committee on their work with their mentees either verbally (6) or in writing (12). The remaining 17 units did not have formal report mechanisms in place.

More research on the effectiveness and success of mentoring policies and practices needs to be conducted in order to identify exemplary mentoring practices on campus.

Recommendations Regarding Salary, Promotion, and Professional Development

- Establish a best-practice model for awarding merit raises, endowed chairs, and professorships in a gender-equitable fashion.
- Require deans and department chairs to review current procedures for awarding merit raises, endowed chairs, and professorships, and to make adjustments to those procedures to bring them in accord with the practices outlined in the best-practice model for these awards.
- Provide funding for equity raises for full professor women across campus.
- Establish a sabbatical program for UT Austin faculty members.
- Conduct exit interviews managed by some neutral party with all departing faculty members, and set up a mechanism to review periodically what is learned from these interviews in an effort to correct the institutional flaws identified.
- Centrally record brief summaries of all tenure cases. These summaries will be used by future task forces investigating the status of women on campus. Each summary should include the CV and gender of the candidate, the home department, outcome at each level (department, college, and university), and optional commentaries provided voluntarily by the candidate, chair, dean, and president.

- Require deans and chairs to be accountable for significant gender differentials in retention and promotion rates.
- Administer a survey of deans and department chairs to discover how salaries for NTT faculty are figured. Require deans and chairs to explain and be accountable for significant gender differentials in starting and long-term salaries.
- Develop a mentoring program at the institutional level. Orientation and training programs should be available for both mentors and mentees. Incentives should be provided to encourage senior faculty members to serve as mentors.
- Department chairs and unit leaders should be required to develop formal mentoring plans for new faculty and for associate professors, clearly articulating the roles and responsibilities of mentors and mentees. Annual reviews and mid-probationary period reviews for assistant professors should include an evaluation of the mentoring relationship.

Retention, Promotion, and Tenure Subcommittee

Section IV

The Promotion and Tenure Subcommittee considered the results of the climate survey that were specific to recruitment, promotion, and tenure; it also reviewed major reports on academic climate from other institutions of higher education and professional organizations in developing recommendations for improving recruitment, promotion, and tenure processes at UT Austin.

Gender Gap in Faculty Representation: Implications for Recruitment

(From the Executive Summary)

Overall, there is a salary gap between both tenured and TT male and female faculty members, a gap that remains even after taking account of salary structure of field and rank. A multivariate analysis that uses statistical modeling to control for differences in salaries of the faculty by fields, departments or schools, and for a variety of characteristics of individual professors, finds that the differences in salaries for men and women are only statistically significant at the full professor level. On average across the University in 2007, female professors earned \$9,028 less than men. In a similar multivariate analysis of starting salaries (for professors hired between 1997 and 2007) results show that male full professor starting salaries are significantly higher (by \$12,229) than starting salaries for female professors who were appointed between 1997 and 2007. The analysis suggests that much of the gender gap in overall faculty compensation is driven by the lower salaries that female full professors receive as compared with male full professors.

In addition to these gaps in representation, diversity is a serious issue for the University. Approximately 82% of the tenured women faculty members at UT Austin are white. Among women faculty members of color, Asians have the highest (6.6%) and American-Indian women the lowest (0.8%) representation. African-American women represent 5.5% and Hispanic women 5.2% of the tenured faculty members. Representation in the TT ranks follows this same pattern, with American-Indian women faculty members representing the smallest group and Asians the largest. Whites make up 63.8% of women on the tenure track, followed by Asian (17.3%), Black (11.4%), Hispanic (6.5%), and American-Indian women (1.1%).

The underrepresentation of women faculty members has serious consequences across a variety of fronts. Students have less access to female role models and less exposure to intellectual diversity, and women faculty members experience greater demands for involvement in service activities (e.g., committee work and student advising). Senior women feel greater pressures to move into leadership roles and to serve as mentors for assistant and associate professors (Tables 27–29 in Appendix 2). These demands reduce the time they can devote to their teaching and research activities and can have a negative impact on merit evaluations and compensation.

Recommendations Related to Recruitment

The Jackson School of Geosciences

In the span of two years (from 2006 to fall of 2008), the Jackson School of Geosciences increased the number of women on their faculty from one to seven (out of a total of 42). How did they achieve this enormous increase in a field where women faculty are underrepresented nationally? According to former dean Eric Barron (who left UT Austin in July 2008 to become Director of the National Center for Atmospheric Research), the following factors contributed to this transformation:

- (1) A strong signal from the leadership that a diverse faculty was of great importance to our future.
- (2) Recognition by the search committees that diversity was an important objective.
- (3) An up-front financial commitment that would allow us to attract individuals at any rank.
- (4) Broad and open advertisements that ensured a pool of candidates that was diverse (our history was to search for very specific areas).
- (5) A strong commitment to hiring at the junior level.

The demonstrated success of the Jackson School in recruiting top women faculty at both the junior and senior levels provides a positive example for the rest of the campus. It might also be added that Dean Barron's own clear commitment to this effort was central to the school's success in recruiting more women. As Barron comments on this change in the faculty, "I have no doubt that this will have a rather dramatic impact" on the Jackson School.

The central administration must develop specific strategies for increasing the representation of women faculty members at UT Austin. The climate survey indicates that women are less likely to pursue counter offers than are their male colleagues, and that they are more likely to experience career constraints related to their spouses or partners (Table 24 in Appendix 2). Analyses of representation are typically conducted at the institution or college/school level; however, our data suggest that these analyses should also be included at the department level at which most hires are made. This provides a clearer picture of recruitment issues and can focus attention on unit-specific solutions. For example, in 1999, every college and school submitted briefing reports to the UT Austin provost on the climate for women in their respective units.

Interestingly, these reports included common data sets, but little analysis of the data. One exception, Natural Sciences, reported that, "While the percentage of women students is increasing in all departments (Computer science may be an exception), the percentage of women faculty members remains more or less constant. The percentage of women PhDs in the national pool, for every department, exceeds the percentage of women on the U.T. faculty members in those departments. The biggest gaps lie in Chemistry and the Biological Sciences. These gaps, between the percentage of women faculty members in Natural Sciences and the percentage of women in the national pool, indicate that the College might have greater success in hiring women faculty members if they recruited more aggressively." A decade later, data in the *2007-2008 Statistical Handbook* [8] show that representation of women faculty members continues to be an issue in the biological sciences and physics, although there has been a small increase in representation in the field of chemistry (from 33.4% to 38.5%).

The 1999 briefing reports can serve as benchmarks to evaluate the progress made to date by colleges and schools in the recruitment and retention of women faculty members. Setting benchmarks, with 5-year goals for improving recruitment, retention, and promotion and tenure processes for women faculty members, could significantly address inequities in representation of both women faculty members and women faculty members of color.

Current guidelines for recruitment and hiring procedures and practices should be evaluated and revised as appropriate in order to increase their effectiveness and to identify potential sources of bias in recruitment and hiring decisions. Procedures that are to be followed by search committees, mechanisms for monitoring recruitment activities and candidate pools, and reviews of qualifications of individuals by the central administration prior to the approval of hires should be the focus of such reviews. Training that is specific to gender equity for all administrators—with a focus on both newly appointed and experienced chairs, center directors, and search committees—should be provided or augmented. This training should ensure that administrators implement recruitment and hiring policies as intended.

Funds should continue to be made available to support the recruitment and hiring of faculty members who contribute to intellectual diversity at the University, targeting disciplines in which diversity is significantly lacking (e.g., the 33% of the colleges and departments at UT Austin that have fewer than 6 women among their T/TT faculty members). Priority should be given to recruiting senior and minority women researchers and teachers—a proven strategy for addressing gender gaps.

As a formal part of their evaluations, college/school and unit administrators should be held accountable for identifying factors that contribute to underrepresentation, and for developing and implementing specific strategies to evaluate progress toward equity. A neutral third party should conduct exit surveys and submit the results to the provost as part of a University-wide strategy for understanding who leaves and under what circumstances—information that is critical to identifying and addressing recruitment and retention issues.

Retention, Promotion and Tenure

(From the Executive Summary)

Women lag significantly behind men in their promotion rates and in time to promotion. Thirty-six percent of women hired as assistant professors in 1997 were promoted to associate professors by their 7th year at UT, whereas 56% of such men were promoted. Even by year 9 (which accounts for stopping the tenure clock), only 55% of the women were promoted, whereas 63% of the men were.

In an analysis of assistant professors hired at UT Austin since 1997, we found that among faculty who had yet to be promoted, 23% of women faculty members left the University within their first years, whereas only 18% of male assistant professors did so. Or, in absolute terms, among the 298 women assistant professors that have started at UT Austin since 1997, 70 (23.5%) have left. Among male assistant professors hired since 1997, 93 out of 494 (18.8%) have left the University.

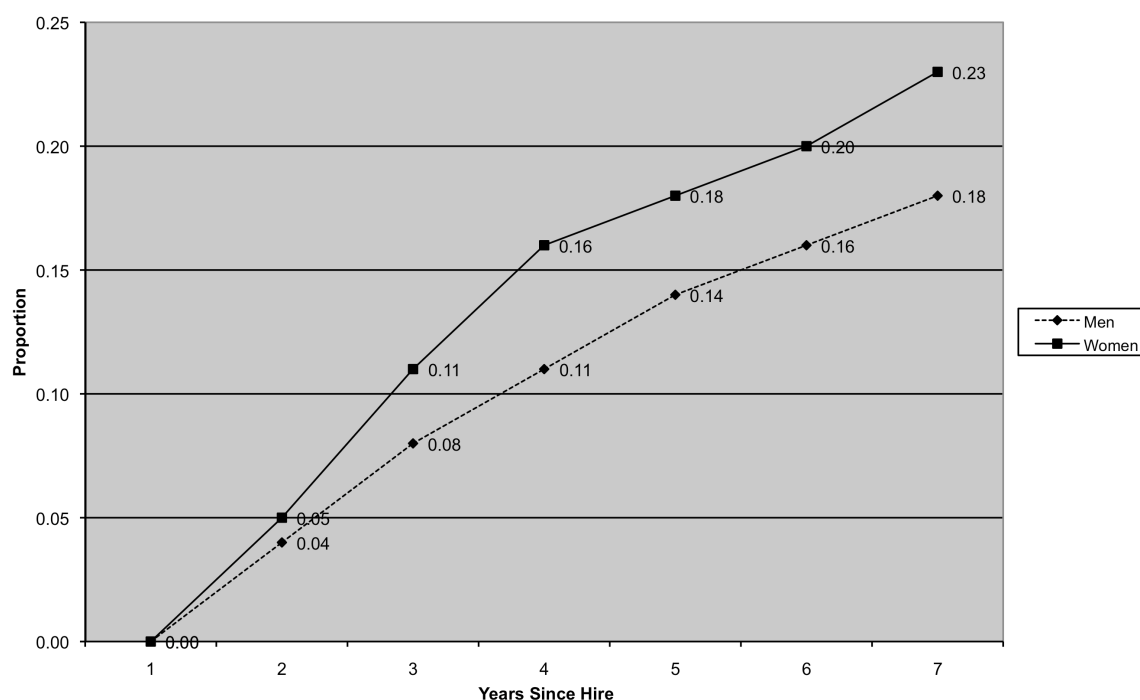
The examination of gender differences in the promotion from assistant to associate professor with tenure adopted a life table estimates methodology used by demographers. The tables are derived from the experience of assistant professors appointed to UT Austin since 1997 (N=792, 494 men and 298 women). The method provides the probabilities of being promoted by year in rank. Two tables are calculated: one based on the total number of professors appointed to assistant professor positions, and a second for only professors that remain at UT Austin through the time period (“censored on leaving”). Constraining the analysis was the fact that no data are available on the reasons why individuals did not continue their appointment at UT Austin (denied tenure, resigned to take a position elsewhere, left higher education, or others).

The results of the analysis indicate little difference between the probabilities of promotion for male or female assistant professors during their first 4 years after appointment. However, in year 5, a higher

probability for promotion emerges for male assistant professors, resulting in shorter time-to-promotion among men. That is, men are more likely to stand for early promotion, resulting in a gender gap in the 5th year. The lower probability of promotion among women continues in the following years. Among professors who remained at UT Austin through the start of their 7th year, 50% of women and 70% of men had been promoted to associate professor (see Table 4 in Appendix 3). This result indicates that female assistant professors take somewhat longer to achieve tenure than is the case for their male colleagues. But for those professors that remain at UT Austin through year 9, similar probabilities of promotion are found for men and women.

This study should be understood as exploratory. The administrative data system does not contain certain information that would have been highly useful. For example, it does not contain information regarding any leaves of absences, nor the purpose of the leaves. In addition, no data on the reasons why assistant professors resigned from UT Austin are available. To the extent that systematic differences by gender on such variables exist, having such information would contribute to a fuller understanding of the causes of differences in time to tenure.

Figure IV.1. Proportion of Assistant Professors Who Left Before Promotion



Overall, more women leave the University prior to coming up for tenure and among women who stay, tenure is generally awarded later than it is for their male colleagues. Further, these gaps are quite sizeable, even nine years after the professors started their careers at UT.

The Study of New Scholars-Gender: Statistical Report conducted by the Harvard Graduate School of Education [9] identified the characteristics of a “great academic workplace” from the perspective of

faculty. The list of traits were related—in one way or another—to the promotion and tenure process (p. 3):

Clarity of tenure processes, expectations, and procedures;

Transparency of the tenure process;

Consistency of tenure practices, expectations, and messages;

Equity in the application of tenure standards;

Flexibility in tenure timelines;

Feedback on progress toward tenure;

Some understanding of the chances of receiving tenure;

Reasonable expectations for research, teaching, and service; and

Tenure decisions based on performance rather than on other factors (e.g., politics, relationships, or demographic characteristics).

Issues like these are also significant barriers to the promotion and award of tenure to women faculty members at UT Austin. Women faculty members rated the clarity of the promotion and tenure process significantly more negatively than did men. Women full professors and women faculty members in both the biological and physical sciences were less satisfied with the feedback they received regarding promotion and tenure. Moreover, significantly more females in every disciplinary group except social sciences and fine arts felt that they had to work harder to be perceived as legitimate scholars (Table 23 in Appendix 2). Table 32 in Appendix 2 (Perceptions of UT Administrative Processes) also addresses issues relevant to gender differences in support for scholarly endeavors.

Focus-group data indicated that minority women faculty members experience undue burdens associated with committee and administrative service, and that such obligations may prevent them from moving to full professor ranks.

Sabbaticals

UT Austin does not have a formal sabbatical leave policy as do peer institutions (e.g., UC Berkeley, UCLA, the University of Illinois at Urbana–Champaign, Indiana University, Michigan State University, University of Minnesota, University of Washington, University of Wisconsin). The University should establish an ad hoc committee to develop a sabbatical leave policy and should advocate for permanent funding of sabbaticals with the legislature. In the interim, generating funds to support a faculty sabbatical program should be a top priority of the Capital Campaign.

Key elements of a faculty sabbatical policy would include:

1. Purpose; eligibility criteria; application, review and approval procedures; and timeframes for applications and approvals.

2. The right to request a sabbatical leave every nth year (e.g., every 7th year) from the time of appointment, recognizing that approvals are not automatic but, rather, are based on evaluation of the merits of the leave request.
3. A minimum of one semester sabbatical leave at full salary or half-time salary for two semesters.
4. Conditions of the sabbatical (e.g., reporting requirements at completion of the leave; length of service to the University after completion of the leave; provisions for reimbursement when service requirements are not met).
5. Evaluation of the effectiveness of the sabbatical leave policy (e.g., number of requests, requests granted, results of evaluations, by the respective units, of contributions resulting from faculty leaves granted).

Work–Family Accommodations

Even though the policy of allowing faculty members to delay tenure decisions leads to a larger percentage of women eventually being promoted, women are still less likely to ever to get tenure than are men. Women faculty members are also more likely to have needed—but not used—family accommodations (Table 14 in Appendix 2). Differences were statistically significant in use of the provision to extend the tenure clock for faculty members who have had or have adopted a child (9.9% for female and 3.8% for male faculty members). Women are also significantly more likely to be caring for aging and/or ill parent, spouse or other relative (Table 16 in Appendix 2). Focus-group respondents indicated that some women faculty members relegate childbearing to tenure and promotion schedules. Tables 11–19 in the Appendix 2 address issues relevant to balancing work and family.

There appears to be considerable confusion about the UT Austin “stop-the-clock” policy. The policy is not adequately publicized to the faculty or to administrators involved in promotion and tenure decisions. The results of the climate survey suggest that implementation of the policy across the University is inconsistent. Faculty reported denials of requests, as well as a wide array of informal arrangements. Several comments illustrate this:

"I needed my tenure clock to stop and was told the modified duties program did not do this; so I took unpaid leave instead."

"I had to take unpaid leave since this [modified duties] was not approved by the Dean when I requested it."

Women faculty members also voiced concern that taking advantage of available accommodations is viewed negatively and/or is perceived by colleagues as a sign of weakness (Table 15 in Appendix 2). They perceive that using accommodations ultimately hurts their promotion and tenure chances. For example:

"I think colleagues see it as an unfair privilege."

"Faculty members are looked down upon for not pulling their own weight."

"[It] is considered as taking themselves off the fast track. No longer regarded as being serious about their career and passed over for new opportunities that arise."

“Overall, our faculty is very good at understanding the need and desire for family accommodations, but not all the faculty understand it. Those that don’t are less inclined to vote for promotion for those who have taken it. Fortunately, these are a minority.”

Generally, women reported wanting to use the family accommodation policies but not doing so more than men. An important exception to this is the spousal hire policy, which is needed but not used equally among men and women (Table 20 in Appendix 2, Shifrer). We note that this is a well-regarded policy. In the past the administration’s policy about spousal hiring was available on the web, and we note that it is no longer available, providing less universal access to knowledge about its existence.

Promotion and Tenure Recommendations

Data Collection. Better data collection systems are needed to determine:

- How many faculty members are actually denied promotion and/or tenure at UT Austin,
- Why women are less likely to be promoted and have to wait longer for promotion,
- Why women faculty members leave the University in greater numbers, and
- Whether there are differences in service roles/obligations of male and female faculty and how these affect trajectories toward promotion and tenure.

Promotion and Tenure Website. The University should establish and maintain a website to provide comprehensive information about promotion and tenure. Information posted should include:

- Promotion and tenure guidelines
- Frequently asked questions and answers
- Accommodations and supports available (e.g., stopping-the-tenure-clock, family-leave policies, childcare)
- Spousal hiring policy
- Available avenues to address concerns and complaints about the promotion and tenure process, including, for example, the candidate’s right to access promotion and tenure materials during evaluation processes; the roles of the Committee of Counsel on Academic Freedom and Responsibility, the Faculty Grievance Committees, and of the Faculty Ombudsperson in mediating complaints; as well as procedures for reconsideration of promotion and tenure decisions.

The website should provide links to colleges and schools; these units should be required to post any deviations from University guidelines and policies governing promotion and tenure processes.

Faculty Research Leaves. The University should collect data on the Faculty Research Assignment/Leave programs to determine whether there are inequities in awards given to men versus women faculty members. Deans and department chairs should report analyses of procedures used in the awarding of Dean’s Fellows and provide data on the number of awards given to men and women faculty members since the inception of this program. The University should explore the possibility of offering research grants designed to provide women faculty members with the support and flexibility necessary to balance work and family obligations.

The University should advocate for faculty sabbaticals at the legislature, and should seek funds for sabbaticals as part of the Capital Campaign.

Training for Administrators and Promotion and Tenure Committees. Improving promotion and tenure processes requires that the University focus specific attention on the quality of work conditions for women faculty members. Training should be provided relative to factors that influence these processes for women faculty members, and for policies and accommodations that address these issues—including family leave, “stop-the-clock” provisions—and so on. These policies should be clarified for faculty members, department chairs, departmental and college promotion and tenure committees, and deans. The annual chairs and directors training programs typically provided during August would be one means of conveying this information. However, follow-up is needed to ensure effective implementation of the policies. A specific goal of this training should be to ensure that administrators provide women faculty members access to available accommodations and supports when needed. Access to family leave and/or “stop-the-clock” provisions should be automatic for eligible faculty.

Climate and Work–Family Issues

Section V

(From the Executive Summary)

The most important findings from the 2007 UT climate survey concern reports of harassment and discrimination, attitudes about family friendly policies, opportunities for administrative leadership, and the sense of isolation among senior women faculty members. Over 14% of women faculty members at UT report that they have been subjected to sexual harassment. Women faculty members were also much more likely than male faculty members to report that they have experienced discrimination related to gender, race, age, or family status. Responses to questions about care responsibilities indicate that women are more likely to feel that UT does a poor job of providing support for work-family balance, and that use of work-family policies is likely to be viewed negatively by colleagues. Regarding administrative leadership, women faculty members were less likely to have served as administrators and more likely to wish that they had been asked to serve in such a position. Finally, overall, women faculty members at UT feel that the University is less collegial and supportive than do their male colleagues. In comparison with their male peers, senior women, and women faculty members—generally those in the physical sciences, social sciences, and humanities—are more likely to feel that they have to work harder to be perceived as legitimate scholars by their colleagues.

Information from the 2007 UT climate survey as well as from the surveys of chairs and deans indicate that there is a lack of clear knowledge about the existence and provisions of family friendly policies by both faculty and administrators at UT. Furthermore, from the climate survey we learn that many faculty members—especially women—have needed but not used these programs and policies. Over a quarter of female faculty members report needing but not using university childcare. Nearly a quarter of female faculty members report needing but not using the modified instructional duties policy. In the comments made regarding this issue, faculty members report concern over whether policy use would hurt their chances of promotion.

The primary data for the Climate and Work–Family subcommittee was the climate survey. The subcommittee also collected information about the University’s childcare center and conducted six focus groups: African-American women, Asian-American/Asian women, Latinas, two different groups on women in the sciences, and one on gay/lesbian/transgender faculty members. When applicable, UT Austin’s work–family policies are compared with 11 other peer institutions on characteristics such as childcare facilities, dual-career support, and “stop-the-clock” policies (see Table V.1).

The primary themes that emerged from the focus groups include:

- Women felt they were expected to participate more in service activities involving students, departments, and the University;
 - The representation of women and minorities on committees—although important—can be burdensome and detrimental to the tenure process.
- Women perceived discrepancies in salary to be due to:
 - Departmental executive committees not always evaluating their work objectively;
 - salary negotiations not being as aggressive as those of their male counterparts;
 - The fact that women were less likely to pursue outside job offers to increase their salaries;

- Women felt that they were expected to—and often did—relegate their child-bearing to tenure and promotion schedules;
- Women in general, and women of color in particular, felt that they face disrespect from students in larger measure than do men;
- Gay and lesbian faculty members have become frustrated at the lack of partner benefits, even though the issue is raised periodically, but ineffectively.

We use excerpts from the focus groups to elaborate some of these points. The excerpts have been edited both to preserve anonymity and to conform to grammatical conventions in written (as opposed to spoken) discourse.

The women who were interviewed revealed a remarkable candor and understanding that the problems at UT Austin are problems of society. One full professor in science, who started off earning substantially less than her male counterparts, put it this way:

*“They took advantage of me, but it was pretty open that they were doing it and I was at a place in my life where I went along with it. But I survived it... **I’ve suffered the kind of discrimination that is just societal. It’s subtle.** Like my department chairman really does think that these guys get paid as much as I do, but are nowhere near as research-competent as I am, or as research-focused, that they don’t do as much, that they are sacrificing because they care about these other things (such as administrative positions). I mean, he really believes that. And I can’t change that. He’s sincere.”*

And one lesbian professor, after a long discussion about partner health benefits, made a connection between the University and the health care crisis in the U.S.:

“Just around this table, some of us for example, have partners who are artists or—like my girlfriend—come from working class backgrounds, so I feel that my partnership puts me in contact with communities where not having health insurance is the norm. So I don’t have a middle-class professional entitlement that just assumes, of course, that one must have health insurance.”

Comparing the results of the Berkeley and UT Austin climate surveys, overall satisfaction levels were lower at UT. There is some indication that levels of satisfaction decrease as rank increases.

We will now summarize some of the findings from Appendix 2.

Collegiality

Table 6 from Appendix 2 shows how men and women feel about various issues relating to unit collegiality.

- More men (53.2%) than women (46.6%) believed that everyone shared in important decisions.
- A larger percentage of men (59.6%) than of women (47.1%) said faculty members communicate consistently with others.
- Far more men (66.8%) than women (53.9%) said feedback is sought and accepted.
- Men were more likely (65.6%) than women (57.9%) to say that colleagues solicited opinion about their research ideas and problems.
- More men (65.9%) than women (58.1%) said colleagues included them in new collaborative initiatives.
- More men (67.7%) than women (58.2%) said faculty members were encouraged and empowered.

Comments from the survey: *“The school is ruled by the dean and a few close associates with little or no consultation or respect for those outside the group.”*

One full professor woman in the Science group said she felt that many decisions are the result of informal friendships between men, relationships that are not open to women: *“...When the men socialize together... There’s all this discussion and deal making that goes on that just seems to me to be a little inappropriate and unfair. ...My issue is whether they realize it or not, there is a lot that goes on in those times that affects the rest of us that aren’t there.”*

Another woman in the Science group said she believes that, in instances when faculty are hired for prestigious chairs, women are often not considered: *“People are brought in as candidates [for] chairs, there are no open searches which helps in most cases. And so you have this group of males who spend time together, taught together, meet with their friends and they bring in predominantly male candidates.”*

There is solid mentoring. One minority associate professor said she found *“protection and mentoring from senior women who are white. I have at least three or four white women, senior professors who are always making sure that I am OK... but then these are professors who do research on gender, who are really aware of all these things, they are aware of race relations... I think it’s coming from a hard-core feminist perspective.”*

Sexual Harassment

Table 9 of Appendix 2 reports the responses to the question, “Have you been subjected to any unwanted sexual attention as an employee of UT Austin? This can include unwanted sexual jokes, remarks; pressure for dates; letters, emails, or phone calls; touching, cornering, or pinching; pressure for sexual favors; stalking; rape or assault, etc.”

We find it significant that 14.2% of female faculty members—1 in 7—answered “Yes.”

Caregiving Obligations

Women generally carry more of a burden in caring for ill or aging relatives. As can be expected, the burdens increase with rank (age). A greater percentage of male full professors are caring for ill or aging relatives (15.2%)—about 5 percentage points higher than their counterparts at lower ranks. Women full professors are slightly more burdened with the care of relatives (18.2%) than are those at lower ranks (17.8% for associate professors and 14.6% for assistant professors). But note that women—at all ranks—are more involved in care giving than are men.

UT Austin does not have eldercare resources; 10 peer institutions have resources (e.g., referral list, website, discounts); 4 peer institutions have specified centers to help with eldercare. (See Table V.1).

Children.

In Table 17 of Appendix 2, women professors at all ranks—T/TT—are shown to have, on average, fewer children than do men (1.49 for women, in comparison with 2.06 for men). The difference was particularly marked at the higher ranks, and in the age groups of 51 and higher—an indication that the older generation of women may have sacrificed having children for their careers.

Younger faculty women who were interviewed in focus groups appear to have felt disapproval by older faculty members for their family care responsibilities. One pregnant assistant professor in the sciences was admonished by an older female full professor, who told the younger woman she had chosen not to have children, because she was “serious” about her science career: “...*When I got pregnant her remark was, ‘How are you going to do this and get tenure?’ ...She had remarked that I hadn’t done it the right way that I should have waited for tenure first before having a child. ...She said that she chose to be a scientist and that she made a conscious decision not to have children because she knew she could never be a scientist and have children.*”

Women in science described negative perceptions from both men and women regarding childbearing: “...*When we were trying to get the stop-the-clock rule in play, the chair really thought it was a terrible idea to have this policy because you would have all these women who had weak credentials who would just get pregnant in order to get an extra year.*”

One Asian-American faculty member said she felt ambivalence. She is grateful for a lessened teaching load, but rankles that she was brought in at a low salary and that she continues to earn less than others in her department. She said: “*it’s great to have modified instructional duties, but it’s at the discretion of the chair and the dean to award it to you. So it becomes discretionary while maternity leave can be compulsory and sort of legally endorsed... I think it would fabulous if it was built into the system.*”

Spouse or Partner.

Table 18 of Appendix 2 reveals another possible trade-off for women, indicating that more men than women have spouses or partners. It is most marked among female full professors, 64% of whom said they had partners, in comparison with 81.5% of men.

When comparing the number of childcare facilities at UT Austin with that of 11 peer institutions, UT Austin has two childcare centers; 7 peer institutions have more than two, whereas 4 peer institutions have two or less; 6 peer institutions provide emergency/sick childcare (See Table V.1).

Work–Family Balance

The survey revealed sharp differences between men and women regarding whether colleagues in their discipline expressed concern that using a family accommodation policy might hurt their professional reputation: 33.2% of women said that they had heard such concerns expressed, in comparison with 13.8% of men. When the responses were broken down by discipline, the differences were particularly striking. In Engineering, 57.1% of women responded yes (31.9 percentage points more than men); in the Professions, 22.4% of women said yes (13.2 percentage points more than men); and in the Humanities, it was 52.7% of women, in comparison with 19.7% of men.

Considering the answer by rank, more women at the lower ranks than at the higher ranks had heard colleagues express concern.

Comments in the survey showed that there is a perception that those who use family leave are lazy, that it is perceived as an unfair privilege, and that it indicates being less serious about one’s career.

The focus groups illuminated these perceptions. One associate professor in the sciences said that she had simply decided not to go for a promotion to full professor for family reasons: The demands on her personal life—with a child, an aging parent, and a spouse with serious medical problems—

precluded her from doing so. Another science faculty member said the same thing: *“I’ve actually made a fairly conscious choice not to go for full professor anytime soon. That takes on a whole new level of responsibilities that will get shoved in your lap if you do that. And I just don’t want them.”*

These women are not suggesting that full professors should work less hard. They are explaining that the unequal caregiving burdens placed on women often discourage them from taking on more work.

Women in science with research labs describe the work as “24/7”, or similar to “running a business.” Women discussed the difficulties of adding family responsibilities to their work. The participants all agreed that the balancing act is difficult, but they addressed the issue in different ways: delaying promotion to full professor, delaying childbearing, receiving support from spouses regarding childcare and household responsibilities, receiving support from parents, and switching from a research to a teaching position.

One associate professor commented: *“Well it means 24/7, essentially. You’ve got graduate students that need tending. You’ve got undergraduates that you are mentoring. Writing grants, writing papers, reading other people’s papers and grants for various agencies, publications so ... The way I’ve come to think of this is it’s a small business. You’re a small business, you’ve got to do everything.”*

One associate professor commented: *“And if you are a woman and you’ve got family and you’ve got kids, biologically speaking no matter how helpful your husband is, a lot of the childcare is going to fall to you, especially in the middle of the night. It’s just the way kids are.”*

Another female associate professor one put it succinctly: *“I think one of the reasons women don’t go higher up the academic ladder is they say, ‘I don’t need this. I don’t have to do this.’ And they go do something else.”*

Accommodations Needed But Not Used

On the issue of work-family accommodations, survey respondents were asked: “Of the accommodations that do exist at UT Austin, [which] have you needed but not used?” Significant differences were found in four categories: 14% more women needed but did not use paid childbearing leave, in comparison with 6.7% of men. Also, far more women—23.2%—needed modified duties for faculty members with substantial dependent-care obligations than men; only 8.2% of men needed the modified duties, but didn’t ask for them. As for University-sponsored emergency childcare, 27.6% of the women respondents needed but did not use it— 11.3 percentage points more than men. Finally, 9.9% of the women respondents needed but did not use a stop-the-clock provision after the birth or adoption of a child. That is in comparison with 3.8% of the men surveyed. The two policies that are needed but not used at about the same rate among men and women are parental leave and the spousal hire policy.

Some comments from the survey are shown below.

“I didn’t want to extend the suffering; uncertain how using the policy would be perceived.”

“I only used a few weeks of sick leave for childbearing, because this accommodation uses up all your sick leave which might be needed for future emergencies.”

“I needed my tenure clock to stop and I was told the modified duties program did not do this; so I took unpaid leave instead.”

One untenured professor, whose baby was due in the middle of a semester, was told that she could take the time off without pay. The only alternative, she was told, was to find other professors to teach her classes in her absence. She was able to rely on her colleagues to pitch in, and only much later learned of that there were modified instructional duties.

Table V.1 shows a comparison of UT Austin with 11 peer institutions regarding family medical leave, paid childbirth leave, and stop-the-clock.

Family medical leave: UT Austin has 12 weeks unpaid; 7 peer institutions have unpaid leave ranging from 12 weeks to 1 year (3 allow 1 year); 4 peer institutions have paid leave ranging from 2 to 15 weeks.

Paid childbirth leave: UT Austin does not have paid leave; 7 peer institutions have 6 weeks; all peer institutions have a minimum of 2 weeks paid leave; 2 of them have more (1 semester, 90 days), and 2 of them have less (2 weeks, 3 weeks); 2 peer institutions provide paid leave for fathers.

Stop-the-clock: UT Austin provides 1 year (max. 2 years); 10 peer institutions provide at least 1 year (4 of these provide 2 years at most).

In Table 19 of Appendix 2, respondents were asked if they had ever considered leaving UT Austin because of family responsibilities. 35.6% of women said yes, which is 11.5 percentage points more than men. Asked in a different way—whether the professor had ever considered leaving UT Austin to improve the career of his or her partner—53.8% of women answered yes, in comparison with 42.6% of men.

Women in the focus groups indicated that there was a perception that the women would not be “going anywhere” if their spouses were at UT Austin and were happy. A female lecturer who was married to a tenure-track professor put his career before hers so that he could seek tenure while she tended to the children. Today, she has no illusions about ever getting her footing back.

For gay and lesbian faculty members with partners, health benefits loom as perhaps the most crucial issue. Some said they felt they had “sold out” by accepting a position at a university that does not provide benefits to partners. One gay professor did not realize the problem until negotiation time:

“I didn’t imagine that there was a university that had such outdated discriminatory policies until it was time to negotiate for a job, when the contract was actually on the table is when this sort of came up for me. And by then I didn’t have many other options to negotiate... [The department said] what we can do is if you find out how much it would cost to cover your partner, we’ll add that on to your salary. Which is another one of those sort of sell-out moves of trying to take care of your own thing... And so I went to the folks at benefits and asked what it was [the cost of buying insurance for his partner] and got a ridiculously low number... I thought it was low, but I didn’t have any experience with this and the people at benefits seemed to be very sure that it was like \$2,750 or something like that a year, really low.”

Since then, the man’s partner has had a serious medical problem and it is clear that staying at UT Austin is untenable. He also said his disaffection with the University, related to the lack of health benefits, has negatively affected his job performance:

“He got ill last year... We are still paying, or we are still owing, so we are not paying it. We can’t pay tens of thousands of dollars for two hospital visits that would absolutely not be an issue if one of us were a woman. And so, above and beyond the political things, it’s a matter of survival also. ... I probably am less productive than I could be. And I probably am more surly in the classroom and less giving to my students. The bottom line of the corporation is how I work as a cog in the wheel of this machine. It’s probably costing lots of money in terms of the constant in and out [people leaving the University], not being able to get programs that the University needs.

One female professor said she had been with her partner for 30 years, living apart for most of the time. Her partner works in a state that allows state employees to claim partners:

“So under her cover, while I was on leave the last time, we were able to register as domestic partners and I entered onto her healthcare plan and received partner benefits.

Regarding domestic partner benefits, UT Austin does not have benefits; 11 peer institutions have a minimum of medical and dental benefits for domestic partners; 9 peer institutions include additional benefits (e.g., life, FMLA)(See Table V.1.).

Promotion Concerns

In every discipline, except for Social Science and Fine Arts, women feel that they must work harder to be perceived as legitimate scholars (Table 23, Appendix 2). And, regarding constructive feedback, women more than men in the Biological and Physical Sciences feel that they must work harder than their colleagues to be perceived as legitimate scholars. Female full professors are especially isolated in receiving feedback.

Focus groups reveal these points:

- Sometimes promotion seems to be based on perception, rather than on reality.
- For minority women, it is often senior white women who provide the strongest mentoring.
- There is not always an understanding or respect for ethnic journals—a major concern for faculty women of color.
- Women find that they are expected to provide more service, although it is not highly valued and detracts from time spent on research.

Two female professors in science said that they had challenged the established method of arriving at departmental evaluations:

“One of our big problems in our college is that a lot of the decisions are based strictly on perception. Certain people are thought of as being leaders in the department and in their field. And yet, if you actually look at the files and the data these males weren’t more accomplished than many others. In fact, our chairman admitted being surprised when he actually had to look at the files. So part of the problem is getting the people who are making the decisions to actually look at the data and make decisions based on data.”

To the degree that promotion is helped by mentoring, there are inconsistent reports. One professor said that she had been mentored by 2 men for the past 2 years, but recently had been mentored by a woman. In those previous 10 days, she had gotten more mentoring than she had in the 2 years that she had been mentored by the men.

“I don’t have the sense that my colleagues are invested in my success. And a lot of that has to do with being a woman; a lot has to do with being an ethnic minority; a lot of it has to do with being in this department in this institution. But the previous institution where I was, within six weeks of my being on that campus, the six senior people who were on the executive committee had each taken me out to lunch or had me to their house for dinner. And I have yet to meet colleagues in my department after more than two years.... A very different investment in junior faculty.”

A tenured Asian-American faculty member said that in the mainstream journals in her field, there is little room for manuscripts that deal with topics that she finds the most engaging: gender and race:

“I have no interest in sort of engaging in the mainstream debates in my field because of the very problematic, incredibly racist, responses you get—because for a lot of people, race is just black and white.”

Faculty members in the African-American, Asian, Latina and Gay/Lesbian/Transgender focus groups said that, in the desire to achieve diversity at the University, the same people are often called upon to take on committee work. There are several telling remarks:

“I came to be the minority representative for this. And it was happening to all the junior faculty of color who were just getting spread very thinly across. It’s something that really would put faculty of color in a very vulnerable position.”

Those faculty members who are called on by their respective communities to appear on radio programs, panel discussions, or to make speeches, say that they feel compelled. One African-American professor said:

“I feel an obligation in some ways to give back because people did that for me, and so the key is to just balance it. And people in my department have actually told me, ‘Just say no.’ But it’s hard to explain to them... When Black students are coming in asking questions, I need to do it. There’s really no one else.”

One minority associate professor said she has noted that the cost of all that service translates into many women “stalling” in the associate level:

“Why? Because they are overburdened by service. Their service demands, the expectations [of others], and to be fair, the mindset that “if I don’t do it nobody else will,” the taking on of additional administrative work to make up for salary compression are combined together so we have this big bulk of our women faculty in the middle.”

Outside Offers

Table 24 of Appendix 2, reports the results of two questions: whether respondents have received a written outside offer while at UT Austin, and whether they had not pursued an outside offer because it might hurt a partner’s career.

Among men, 38.8% had received an outside offer, in comparison with 26.2% of women.

Likewise, 64.8% of women and 51.5% of men have not pursued outside offers because it might hurt a partner’s career.

Women in focus groups also said they believe that they are not tapped for outside jobs because it is known that they have a spouse and, in some cases, a family.

In the focus groups, the use of outside offers to increase current UT Austin salaries was widely acknowledged. Several women said they considered it “a game” they preferred not to engage in. One tenured minority woman said she considered it dishonest to apply for a job when you are not seriously entertaining leaving. Other women said they felt the exercise of applying for outside jobs was time intensive, unless one was serious.

“I find the whole process demoralizing, and humiliating. Because the University is telling us that our net worth can only be determined by what our market value is. And in our department, someone has even made it explicitly clear to me that the outside offer had better not be from just any university, but that it better be from a comparable university, preferably in the Big Ten.”

Administrative Opportunities

When respondents were asked if they had served—or had ever been asked to serve—in various administrative positions, a statistically significant difference between men and women was shown (Table 31, Appendix 2). Women were more likely to have never been asked, but would like to serve as chair, associate chair, director, associate director, or administrator of a center, institute, laboratory, program, or department.

More men than women had served in either a regular or an interim capacity. There are significant differences in the numbers of men and women who said they had never been asked and did not want to serve.

One gay professor said that he had served various times as department chair, successfully, and had been encouraged to apply for two deanships:

“We will say all sorts of nice things. We’ll be glad to let you direct [a studies center], we’ll be glad if you’ll be chair [of a department]; we’ll give you an endowed chair. However, that’s about as far as it’s going to go. There’s a glass ceiling that you can’t see, but I think it’s probably there.”

Recommendations

The Subcommittee has these recommendations:

1. Establish a campaign to educate deans and chairs about modified duties and other work–family policies available, as well as efforts to address the use of those programs. Provide incentives or rewards to those chairs and deans who make the policies known, available to, and used by faculty members.
2. Explore programs to address dual-career and eldercare concerns, since these issues affect both long-term retention and recruitment.
3. Keep track of tenure cases. What are the reasons for failure to tenure? What are the reasons for deciding not to go up for tenure? Is there a pattern? Are there actions that may be taken?
4. Expand programs designed to address harassment and discrimination.
5. Hire more senior women and more minorities in order to ameliorate heavy service burdens. There are more demands for them to serve on particular committees, especially when there is a need for diverse representation on those committees.

6. Establish a women's leadership program to train a new generation of administrators who will be prepared to serve.
7. Expand day care—especially for infants—and provide it for longer hours. Doing so will most likely require subsidizing day care.
8. Explore ways for the University to legally provide same-sex benefits. The results of this study demonstrate this to be a major concern that has created a severe hardship for faculty members in long-term relationships.

Table V.1. Comparison of UT Austin to Peer Institutions Regarding Family-Friendly Policies

School	Childcare	Family Leave	Paid Child-birth Leave	Eldercare	Domestic Partner Benefits	Stop-the-clock	Dual-Career Support
UC Berkeley	4 centers Afterschool & Summer programs	Unpaid (1 yr.) Part-time Modified duties	6 wks.	Counselor	Medical Dental Life	Yes (1 yr.: 2 yrs. max.) Child-bearing	Informal Coordinate w/chair
UNC Chapel Hill	1 center Provider referral list	Paid (1 sem.)	1 sem.	Resource list and referral Discount for services	Medical Dental Life	Yes (1 yr.: 2 yrs. max.) Childbearing Childcare	Formal Faculty Partner Asst. Program
U Illinois Urbana-Champaign	1 center Contract services for childcare	Paid (2 wks.) Can use accrued sick leave	2 wks.	No info	Medical Dental Life	No info	Formal Coordinate w/ OHR
Indiana U	3 centers Provider referral list Afterschool/emergency/sick care	Paid (15 wks. At 2/3 pay)	6 wks.	Resource list	Medical Dental Life Tuition asst.	Yes (1 yr.) (Based on leave policies) Childbearing/ Illness/ Caregiving	Formal Dual-Career Network Program
U Michigan	5 centers Emergency/sick care	Unpaid (12 wks.) Modified duties	3 wks. (sick leave)	Resource list and referral Turner Geriatric Center	Medical Dental	Yes (1 yr.) Child-bearing	Formal Spousal hiring, career resources, referrals

School	Childcare	Family Leave	Paid Child-birth Leave	Eldercare	Domestic Partner Benefits	Stop-the-clock	Dual-Career Support
Michigan State U	1 center Provider referral list Emergency/sick care	Paid (6 wks) Additional unpaid	6 wks	Resource list and referral Family Resource Center	Medical Dental Life FMLA Childcare	Yes (1 yr: 2 yrs max) (Based on leave policies) Childbearing Illness Caregiving	Informal Coordinate w/ Assoc. Provost
U Minnesota	6 centers Conference/visitor care	Unpaid (12 wks) Part-time	6 wks (mother) 2 wks (father)	Referral	Medical Dental Life Long term care	Yes (1 yr) Childbearing Illness Caregiving	Formal Spousal hiring, career resources, referrals
Ohio State U	2 centers Emergency/sick care Camp programs	Unpaid (1 yr)	6 wks (mother) 3 wks (father)	Resource list and referral	Medical Dental Life	Yes (1 yr) Childbearing Illness Caregiving	Formal Coordinate w/ Provost
UT Austin	2 centers Child care spots for new hires	Unpaid (12 wks) Modified duties	None 12 wks sick/vacation leave for childbirth recovery	None	None	Yes (1 yr: 2 yrs max) Childbearing	Informal Coordinate w/ Chair, Provost
U Washington	4 centers Provider referral list Emergency/sick care	Unpaid (12-26 wks) Paid (vacation/ sick time)	90 days	Resource list and referral Family Care Network	Medical Dental Life FMLA	Yes (1 yr) Childbearing (Based on leave policies)	Formal Spousal hiring, career resources, referrals
U Wisconsin	8 sites Provider referral list Afterschool/emergency/conference/sick care	Unpaid (1 yr) Part-time	6 wks	Resource list	Medical Dental Life FMLA Vision Accident Tuition asst	Yes (1 yr) Childbearing Illness Caregiving	Formal Spousal hiring, career resources, referrals
UCLA	3 centers (1 coming)	Unpaid (12 wks) Part-time Modified duties	6 wks	Resource list and referral Faculty Counseling Center	Medical Dental	Yes (1 yr: 2 yrs max) Based on leave policies Childbearing	Formal Higher Educ Recruit Consortium

(Constructed by Gretchen Ritter and Jamie Barner, April 2008)

Table Summary

UT Austin is compared with 11 peer institutions.

Bold comparisons reflect policies for the majority of peer institutions.

Childcare: UT Austin has two childcare centers; **7 peer institutions have more than two**, whereas 4 peer institutions have two or less; 6 peer institutions provide emergency/sick childcare.

FMLA: UT Austin has 12 weeks unpaid; **7 peer institutions have unpaid leave ranging from 12 weeks** to 1 year (3 allow 1 year); 4 peer institutions have paid leave ranging from 2 to 15 wks.

Paid childbirth leave: UT Austin does not have paid leave; **7 peer institutions have 6 weeks paid leave**; all peer institutions have a minimum of 2 weeks paid leave; 2 have more (1 semester, 90 days), and 2 have less (2 weeks, 3 weeks); 2 peer institutions provide paid leave for fathers.

Elder care: UT Austin does not have eldercare resources; **10 peer institutions have resources** (e.g., referral list, website, discounts); 4 peer institutions have specified centers to help with eldercare.

Domestic partner benefits: UT Austin does not have benefits; **all 11 peer institutions have a minimum of medical and dental benefits** for domestic partners; 9 peer institutions include additional benefits (e.g., life, FMLA).

Stop-the-clock: UT Austin provides 1 year (max. 2 years); **10 peer institutions provide at least 1 year** (4 of these provide 2 years max.).

Dual-career support: UT Austin has an informal program; **9 peer institutions have formal programs** (e.g., spousal hire, career assistance, referrals, resources).

Other: Many of these universities provide lactation rooms on campus; almost all provide flexible work arrangement options.

Websites: Several institutions have family-friendly Websites. Those that are starred (*) are considered exceptional by the Task Force:

*UC Berkeley: <http://workandfamily.chance.berkeley.edu/>

UNC Chapel Hill: <http://hr.unc.edu/Data/benefits/workfamily/?folderView=collapsed>

U Illinois Urbana-Champaign: None

Indiana U: www.indiana.edu/~owa/familyfriendly.html

*U Michigan: www.provost.umich.edu/faculty/family/

*Michigan State: <http://worklife.msu.edu/>

U Minnesota: None

*Ohio State: <http://hr.osu.edu/worklife/>

UT Austin: None; see provost's website: www.utexas.edu/provost/policies/family.html

U Washington: www.washington.edu/admin/hr/benefits/

U Wisconsin: www.wisc.edu/occfr/

UCLA: www.faculty.diversity.ucla.edu/05worklife/fampol/index.htm

Academic Leadership and Nontenure Track Faculty

Section VI

1. Academic Leadership

Results from the Climate Survey

This subcommittee evaluated the responses to questions about academic leadership on the UT climate survey conducted in fall of 2007. In general, women respondents showed interest in taking on leadership positions within the University, but they experienced or perceived barriers to their doing so (Table 31 in Appendix 2). Women faculty members seem to feel less supported by their unit than do men (Tables 4 and 6 in Appendix 2), undoubtedly making it harder for them to seek leadership positions. The difference is most pronounced for full professors, which seems counter-intuitive. This finding becomes another indication that seeking leadership positions (the next step for full professors) is more difficult for women than for men.

In terms of leadership positions held or sought by men versus women, Table 31 in Appendix 2 clearly shows a significant discrepancy. Significantly more T/TT males than females have served as chairs, associate chairs, and administrators/directors. Correspondingly, significantly more females responded that they desire to serve in these positions. For instance, 27.6 % of women respondents indicated that they would like to serve as department chairs, whereas only 22.6 % men wanted to serve. Only 9.3 % women, however (as opposed to 21.8 % of men), have actually served as chair.

Comparisons with Peer Institutions

In addition to evaluating our own climate survey, we gathered data on the following items from UT Austin and its peer institutions:

- The numbers of women and men in leadership positions on campus.
 - University leadership (president, provost, vice provosts, vice presidents, senior leadership)
 - College/school leadership (deans, associate deans)
 - Endowed chairs and professorships
 - Departmental leadership (department chairs, associate chairs)
 - Center/Director leadership (directors, associate directors, assistant directors)
- Any leadership programs offered for women on the campus
- Climate surveys regarding gender equity on campus

Comparing leadership data across institutions is especially difficult for (at least) this reason: Administrative titles vary in name and signification. At the University of Washington, for instance, many of the senior administrative positions are held by staff, not faculty. Nonetheless, we have gathered sets of data from these 6 peer institutions and compared them where we could.

University of Michigan

University of North Carolina of Chapel Hill

University of Washington

University of California, Berkley

The Ohio State University

University of Illinois at Urbana–Champaign

(most recent obtainable data are from 1999)

Data on Leadership Positions

Table VI.1. shows the data collected on administrative leadership positions at UT Austin. Notice that we are still missing numbers of center directors and other campus-wide administrative positions.

Table VI.1. Leadership Data from UT Austin, as of October 2008**

Administrators at UT Austin, Feb. 2008*	# of men	# of women	% women
Campus Administrative Units			
President	1		0%
Vice-Presidents	7	4	36%
Senior Assoc. Vice-Presidents	1	1	50%
Assoc. Vice-Presidents	10	12	55%
Ass't. Vice-President	3	7	66%
Executive Vice-President and Provost's Office			
Provost	1		0%
Executive Vice-Provost	1		0%
Vice-Provost and Dean of Graduate Studies		1	100%
Vice-Provost	4	1	20%
All Colleges/Schools Combined (Colleges/Schools/Institutes)			
Dean	13	5	28%
Assoc. Dean	14	9	39%
Assistant Dean	25	36	59%
Departments Within Colleges/Schools			
Department Chair	44	11	20%

* No “Assistant” positions other than Ass’t. Vice-President and Ass’t. Dean are reported here.

** UT Data Center

These data reveal apparently better leadership opportunities for women faculty members at the campus level (though not at the very top) than at the college/school level. Of our Vice-Presidents, 36% are women, and women surpass parity at the Associate Vice-President level. For both levels, however, the proportion of women increases as the position decreases in authority; the largest percentages of women in academic leadership positions are at an “assistant” level: 66% of Assistant Vice-Presidents are women, and 59% of Assistant Deans. This would be good news if these assistant positions are considered grooming opportunities for higher leadership; our follow-up work should include tracking the promotions of these women.

Of the comparable leadership data we were able to collect at this time, Table VI. 2. compares UT Austin with peer institutions.

Table VI.2. Number and Percent of Women in Leadership Positions (2007)

	UT Austin	Ohio State	IUCU (1999)	U Washington	U Michigan
	# women (%)	# women (%)	# women (%)	# women (%)	# women (%)
Vice-Presidents	3 (50%)	0 (0%)	No data	5 (50%)	3 (60%)
Deans	5 (28%)*	7 (29%)	6 (35%)	8 (44%)	11 (41%)
Dept. chairs or equivalent	11 (20%)	24 (23.5%)	10 (13%)	11 (10%)	37 (28%)

*** The number of deans reported here (from UT Data center) conflicts with data reported in the Faculty Handbook (in which 3 is the number).**

From these limited data, it seems that UT Austin might well explore the reason for the relatively low percentage of women leaders at the unit level (deans).

Another way to look at women faculty’s leadership at UT Austin is by comparing the number of deans with the number of T/TT faculty members in the corresponding college/school. Women account for 20% of the deans on campus in schools and colleges that have T/TT faculty members.

Table VI.3. Number of Women Deans at UT Austin, as Compared With the Number of Tenured and Tenure-Track Faculty, by College/School, as of October 2008 (UT Data Center)

College/School	Male Deans	Female Deans	T/TT Faculty #men/#women	T/TT Faculty % men/% women
Architecture	1		31/12	72% / 28%
Business	1		96/33	74% / 26%
Communication	1		52/48	52% / 48%
Education	1		65/70	48% / 52%
Engineering	1		232/26	90% / 10%
Fine Arts	1		104/51	67% / 33%
Geo. Sciences	1		36/1	97% / 03%
Info	1		13/5	72% / 28%
Law	1		53/15	78% / 22%
Liberal Arts	1		370/172	68% / 32%
Nat. Sciences		1	297/61	83% / 17%

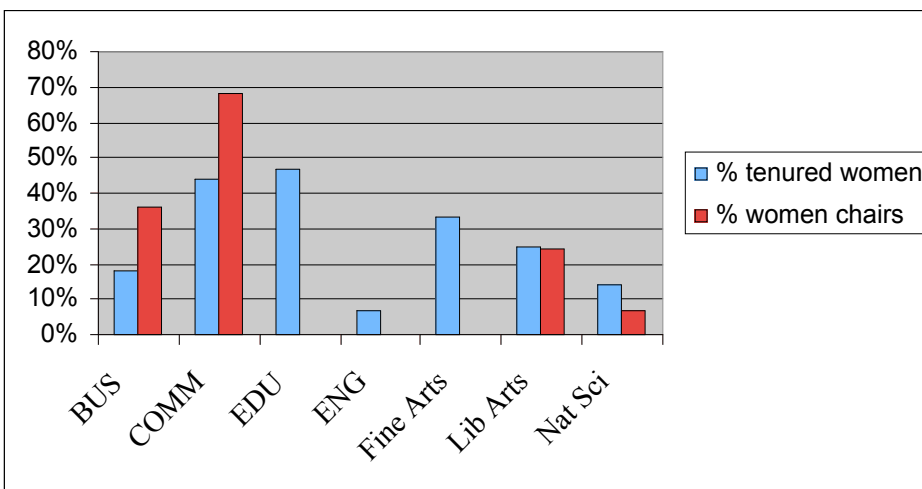
Nursing		1	1/22	04% / 96%
Pharmacy	1		34/9	79% / 21%
Public Affairs	1		22/7	76% / 24%
Social Work		1	10/20	33% / 67%
Total	12 (80%)	3 (20%)	1421/554 = 1975	72% / 28%

We can see four broad and interrelated issues from the above table:

1. Two schools that are not traditionally male-dominated fields (as are Engineering and Natural Sciences, for instance)—Fine Arts and Liberal Arts—have a disturbingly low percentage of women faculty members.
2. Neither of those schools have a woman dean.
3. The only woman dean from a non-women-dominated field is the Dean of Natural Sciences.
4. Other schools that are at or are close to gender parity (Communication and Education) nonetheless do not have women deans (though communications has had a woman as dean until recently).

As we continue to gather data, a useful comparison for each institution may be between the numbers of women leaders and those of tenured women in that college/school. Figure VI.1 compares the percent of women department chairs with the percent of tenured women in the corresponding college/school for UT Austin. There are 55 departments on campus that appoint greater than 0% FTEs for T/TT faculty members; these departments are located in the 7 colleges/schools listed in Figure VI.1.

Figure VI.1. The percent of women chairs in comparison with the percent of tenured women, by college/school, 2007



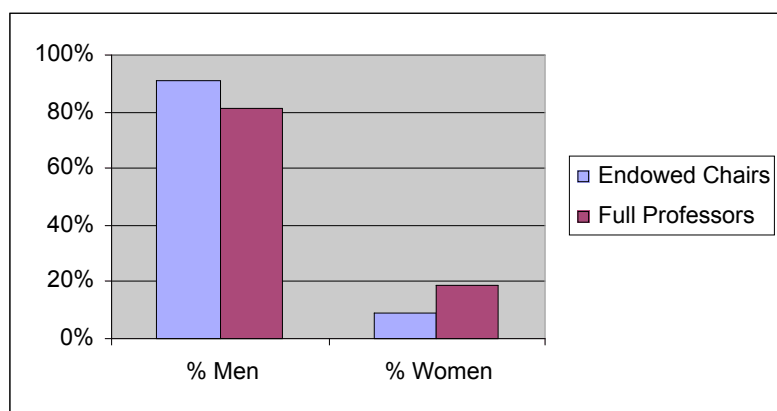
The Colleges of Communication and Business have admirably increased the presence of women department chairs; they are proportionally greater than the percent of tenured women faculty members. Fine Arts and Education, on the other hand, have no women departmental chairs at all. Liberal Arts is almost at parity (between women chairs and tenured women), and Engineering and Natural Sciences continue working on increasing the number of women faculty members. Across the UT Austin campus in 2007, only 20% of the department chairs are women. In the three largest

colleges (Engineering, Liberal Arts, and Natural Sciences), only 13% of the department chairs are women. Even taking into account the percentage of women among the tenured faculty members across these units (24%), women are underrepresented as chairs (16%). It also turns out that women are more likely to be chairs of smaller departments; thus, 16% of the T/TT faculty members report to women chairs, and 84% report to male chairs.

The Task Force identified that endowed chairs constitute another leadership position, in that they confer a certain amount of financial independence—and certainly prestige.

Out of 177 total endowed chairs, only 16—or 9%—are held by women faculty members, even though women account for 19% of the full professors at the University. Figure VI.2. shows this disparity.

Figure VI.2. Percent of total endowed chairs and full professor titles held by men and women at UT Austin



Leadership Programs and Climate Surveys

All of the peer institutions we contacted have stable leadership programs that are usually housed in a central administrative office and are designed to empower, recruit, and retain women faculty members. Please see the comparison chart appended as Attachment A: *GEFT Comparable Leadership Info*. These institutions have all conducted gender (and sometimes also minority) equity surveys and have issued at least one recent report on the status of faculty gender equity. All of these universities except Berkeley have standing faculty (or faculty/staff/student) committees on gender equity.

Recommendations for Promoting Academic Leadership

1. Create a Women's Leadership Initiative to promote women's leadership campus-wide. (Make this initiative a part of the Capital Campaign.)
2. Conduct focus groups to help determine why women professors feel that they must work harder and are less supported than their male colleagues.
3. Gather data on women faculty participation in major committees: budget and executive committees, University policy committees, Faculty Council, Graduate Assembly, and so on. Some of those data are available in the provost's office; some may have to come from other sources.
4. Review procedures for selection of chairs and deans.

5. Track promotion records for women in Assistant Vice-President and Assistant Dean positions. Are these heavy-work/minimal-authority positions a positive step up on the academic-administration career ladder, or a dead end?

2. Status of NTT Faculty

In general, the committee has concluded that the data from the 2007 climate survey on NTT faculty members are ambiguous and inconclusive. In spite of our good-faith effort to construct survey questions that would reveal what academic life is like for these faculty members, we did not solve the problem posed by the bewildering number of titles for NTT faculty. Following on the 2005 presidential report *Recommendation Report on the Status of NTT Faculty*, we wished to target longer-term fulltime NTT faculty members who are making careers here at UT Austin, but titles—even if they are accurately assigned—do not necessarily reveal whom these faculty are. In some colleges and schools, the title “Clinical” means fulltime; in others, it does not. Similarly with the “Lecturer” titles, the length and commitment of service to the University cannot be gathered from title alone. And for purposes of data analysis, NTT faculty titles were often lumped together, making it even more difficult to determine the type and quality of university affiliation.

Unlike the 2003 UC Berkeley Climate Study, we decided to survey the NTT faculty members as well as the T/TT faculty members, but not all of the questions we posed were relevant to all of the NTT respondents. And, in some cases, the numbers are so small that we have no reliable data for some questions. We did discover a few findings in the survey data and in the compensation analysis, however, and have several recommendations for how to gather more and more pertinent information on NTT faculty members.

Findings on NTT Faculty

1. For NTT faculty in the Physical Sciences and Humanities (Table 3 in Appendix 2), the difference in satisfaction levels between men and women is startling (90% vs. 60% and 100% vs. 66.7%, respectively). Since all titles were lumped together, we do not know whether there is an even more severe problem with one category. The causes of this large difference in job satisfaction must be explored.
2. Unlike TT faculty members, NTT faculty women have more children than their male counterparts (Table 17 in Appendix 2). These women faculty members may be dealing with heavier burdens of family responsibilities.
3. Clarity about the promotion process for NTT faculty members was low amongst all respondents to the survey.
4. Fewer women NTT faculty (52.2%) than men (64.2%) agreed that their feedback is sought and accepted at UT Austin (see Table 7 Appendix 2). This finding is consistent with findings for T/TT faculty.
5. There is a statistically significant gap in both starting salaries and salaries for female NTT faculty. According to our most sophisticated statistical model, these women faculty earn, on average, \$2,997 less than their male counterparts (see Table 8, Appendix 3). And their starting salaries are \$4,507 less than men’s (see Table 9, Appendix 3).

Recommendations for NTT Faculty

1. Consider re-surveying the NTT faculty members and including questions about length and continuity of service to UT Austin.

2. Conduct focus groups to determine the problems with NTT women faculty members' satisfaction in the Physical Sciences and Humanities.
3. Conduct focus groups on family responsibilities of NTT women faculty members. Clarify which accommodation policies are available to NTT faculty members.
4. Establish guidelines on performance reviews and promotion for NTT faculty members and require departments/colleges to clarify these guidelines with NTT faculty members. Publicize the existing Recommendation Report on the status of NTT Faculty.
5. Provide greater opportunities for NTT faculty members to be involved in governance.
6. Develop a model for awarding equitable salaries to non-tenure-track faculty of both genders. Seek input of department chairs in developing the model.

3. Findings and Recommendations for Both T/TT and NTT Faculty

One of the most worrisome findings for both categories of faculty is the percentage of women faculty members indicating that they had been subject to discrimination or harassment on the basis of their gender within the last 5 years: 39% (Table 8 in Appendix 2). The fact that more women than men indicated that they have been subjected to discrimination on the basis of race, age, or family status needs further study. The 14% of T/TT women who feel that they have been subjected specifically to sexual harassment is very disturbing (Table 9 in Appendix 2).

Other Findings

1. For both categories of faculty, women feel less than men that "understanding is shown for family responsibilities" (Table 13 in Appendix 2). Combined with women faculty members' greater reluctance to use the family accommodation policies that are currently available (Tables 14–15 in Appendix 2), this finding has an impact on both ends of the hierarchy and probably hinders women in seeking positions of leadership.
2. For both categories, women agree less than men that their "feedback is sought and accepted." For both categories, women also feel more "under scrutiny by colleagues." These women do not feel that they are treated by colleagues as authorities or, in essence, colleagues (Tables 4–7 in Appendix 2).

Recommendations

1. Develop an aggressive campaign to enable and support accommodation use by educating faculty about family- and work-leave options.
2. Conduct focus groups on the lack of perceived collegiality in some parts of campus.
3. Develop programs to combat incidents of discrimination and monitor the results for effectiveness.

Academic Leadership and NTT Faculty
Section VI, Attachment A:
Gender Equity Task Force Comparable Leadership Information
Academic Leadership and NTT Faculty
Section VI, Attachment A:
Gender Equity Task Force Comparable Leadership Information

University	Gender Equity Committees	Reports and Climate Surveys	Programs
UC Berkeley		<p>UC Berkeley Climate Survey http://gradresearch.berkeley.edu/UCBclime.html Berkeley administered a campus climate survey for tenure track faculty in 2006. The findings are useful for comparable information.</p> <p>Committee on the Status of Women and Ethnic Minorities, Academic Senate, 2006-2007 http://academic-senate.berkeley.edu/committees/swem.html</p> <p>Report on the UC President's Summit on Faculty Gender Equity, 2002 (System-wide)</p>	<p>Office for Faculty Equity http://facultyequity.chance.berkeley.edu/about/about.html OFE's most vital goal is to address the barriers that prevent full participation of women & ethnic minority faculty, and seeks to accomplish this through progressive hiring practices, the research and development of supportive policies and dissemination of findings, consistent monitoring and improvement of merit reviews and promotions, and through building stronger community links to encourage retention.</p> <p>UC (System-wide) Faculty Family Friendly Edge http://ucfamilyedge.berkeley.edu/ An initiative designed to develop and implement a comprehensive package of innovative work-family policies and programs for ladder-rank faculty in the UC system. The Faculty Family Friendly Edge will promote the recruitment and retention of the best and the brightest, help all members of the university community achieve their fullest potential as scholars and teachers, and greatly contribute to the continued excellence of the University of CA.</p>
U Illinois Urbana-	Council on Gender Equity http://www.provost.uiuc.edu/committees/gende	UIUC Report of the Provost's Gender Equity Planning Team, 2007	Provost's Annual Lecture on Gender Equity Brings leaders in promoting gender equity in

Champaign	<p>r_standing.html Chancellor Richard Herman and Provost Linda Katehi have set up a new campus-wide Council on Gender Equity. The concept for the Council comes from the efforts of the Gender Equity Planning Team last year and the work of the Chancellor's Committee on the Status of Women over several years. The Council will join these two important groups and carry on critical work in this area, guiding implementation of new initiatives and strategies to address local equity issues that affect the campus environment and also progress outward to engage issues that influence education and well-being of women and men throughout the world.</p> <p>Co-Chairs: Gale Summerfield <summrfld@uiuc.edu> Cris Mayo <cmayo@uiuc.edu></p>	<p>See attachment.</p> <p>Board of Trustees Gender Equity Review, 2000 See attachment. Includes information on leadership, very relevant, particularly pages 1-7, 56-61.</p> <p>Committee on the Status of Women, through 2006 http://www.oc.uiuc.edu/csw/ Includes links to annual reports on the status of women on campus, comparison of FMLA for Big Ten universities, a 2001 powerpoint presentation on the status of women full professors at UIUC, a 2000 powerpoint presentation on women in graduate education at UIUC, the history of child care proposals and surveys from 1970-1998, and a report on the retention/promotion of male and female faculty members at UIUC.</p> <p>Status of Women Faculty at UIUC Report, 1999 http://www.oc.uiuc.edu/csw/report/index.htm Examines the professional climate and employment situation facing women faculty at UIUC.</p>	<p>higher education to campus, including Professors Nancy Hopkins (MIT), Virginia Valian (Hunter), Souad Halilia (Univ. of Tunisia) and Evelyn Hammonds (Harvard).</p> <p>Request for Proposals for Gender Equity Faculty Development Projects http://www.ips.uiuc.edu/wggp/GenderEquityRFP.shtml Requesting proposals for seed grant funding (between \$10K-15K) to initiate action-oriented interventions in support of gender equity in faculty development at this university, especially in areas of hiring, mentoring, retention, promotion, and institutional culture.</p>
U Michigan	<p>President's Advisory Commission on Women's Issues http://www.umich.edu/~cew/PACWI/PACWI.html PACWI offers insight and advice on a wide range of issues that concern women students, faculty and staff. The objective of the Commission is to help women achieve full and equal participation in all aspects of life and leadership at the University of Michigan.</p>	<p>Status of Women at UM http://www.hr.umich.edu/womenatum/ The report presents an accurate measure of the relative standing of women in the University, identifies areas where inequities exist, and provides benchmarks for setting goals and measuring progress. http://www.hr.umich.edu/womenatum/section1.html Includes information on academic</p>	<p>Center for the Education of Women http://www.umich.edu/~cew/ Offers services to students, faculty, staff and community members; advocates for women in higher education and in the workplace; and adds to our knowledge of women's lives through our ongoing research program. The CEW's focus areas include women's education, employment, careers, leadership growth and development, and well-being. Includes</p>

	<p>PACWI promotes the development of new policies, practices, and procedures designed to enhance gender and racial equity. PACWI meets regularly throughout the academic year. The membership includes faculty, staff and student representatives from across the campus.</p> <p>Chair: Carol Hollenshead, Director of the Center for the Education of Women (CEW)</p>	<p>administration and leadership. The University has made considerable progress in the appointment of women to senior leadership positions in recent years. As of 2001, women represent 47% of deans and 50% of executive officers. However, women account for only 28% of all department chairs (Chart 1, attachment). Women of color hold a small number of these academic leadership positions, representing just 10% of executive officers, 5% of deans, and 2% of department chairs (Chart 2, attachment). These percentages equate to 1 executive officer, 1 dean and 4 department chair positions being held by women of color. This is a good example of how percentages should be considered in conjunction with the actual numbers presented in any given chart.</p> <p>Principles for Best Practices: Improving the Climate for Female Faculty Members See attachment.</p> <p>The Michigan Faculty Work-Life Study, 1999</p> <p>Assessing the Academic Work Environment for Science and Engineering and Social Science Faculty at the University of Michigan in 2006: Gender, Race, and Discipline in Retention-Relevant Career Experiences See ADV-FacultyClimate-Rpt4-final.pdf attachment.</p> <p>Assessing the Academic Work Environment for Science and Engineering and Social Science Faculty at the University of Michigan in 2006: Gender, Race, and</p>	<p>numerous research publications.</p> <p>ADVANCE Program http://sitemaker.umich.edu/advance/home Began as a five-year, grant-funded project promoting institutional transformation with respect to women faculty in science and engineering fields. With the University's commitment to continue funding through June 2011, the program is gradually expanding to promote other kinds of diversity among faculty and students in all fields.</p>
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		Discipline in Department- and University-Related Climate Factors See ADV-FacultyClimate-Rpt2-final.pdf attachment.	
UNC Chapel Hill		Baseline Diversity Report, 2007 http://www.unc.edu/diversity/diversityplan/index.html Report of the Chancellor's Task Force on Diversity, 2004-2005 http://www.unc.edu/diversity/assessment/index.html In particular, see pages 12-14 for information on faculty and staff. Results of Spring 2006 Surveys of Women Faculty Report of the Committee on Appointment, Promotion, and Tenure, 2002 http://www.unc.edu/faculty/faccoun/reports/APTFinalReport.htm	Status of Women Committee http://www.unc.edu/faculty/faccoun/committees/CSWMain.shtml Part of the Office of Faculty Governance, appointed by the chair of the faculty. The committee addresses ongoing concerns of women faculty members, identifies obstacles to achievement and maintenance of equality in the representation and status of women on the faculty, and proposes steps for overcoming those obstacles. Carolina Women's Center http://womenscenter.unc.edu/ The mission of the Carolina Women's Center is to empower women and promote their equality in all spheres of life and to celebrate the work of women that better humankind. The CWC will achieve its mission through advocacy, education, outreach activities and support in providing assistance in areas of concern to women. Because it is campus-based, the CWC will utilize a broad base of resources as well as serve the greater good of the University.
Ohio State	The Women's Place http://womensplace.osu.edu/ Serves as a catalyst for institutional change to expand opportunities for women's growth, leadership and power in an inclusive, supportive, and safe university environment consistent with the goals of the Academic and Diversity Plans. Advocates policy changes that provide opportunities and address institutional barriers for women; provides a critical gender	Annual Diversity Data, 2007 http://hr.osu.edu/statistics/diversitydata_home.aspx Specifically, see University Level Reports: Summary 2007, Progress Report 2006-2007, and Progress Report 2002-2007 attachments. Diversity Action Plan, 2000 http://www.osu.edu/diversityplan/index.php A diverse environment at The Ohio State	President and Provost's Leadership Institute, 2008 See attachment. Office of Women in Higher Education Ohio Network http://aceohio.osu.edu/StateStrategicPlan.htm The Ohio Network is a state affiliate of the American Council on Education, Office of Women in Higher Education (ACE/OWHE).

	<p>analysis of policies and practices that impact the progress of women at OSU; collaborates with other groups to craft/refine policies and practices related to their mission; creates/supports initiatives with a direct link to institutional change for university women; supports and enhances the work of Critical Difference for Women as an integral part of TWP; strives to be a visible, available, and inclusive resource.</p> <p>See OSU Status Report on Women, 2007 attachment.</p>	<p>University is central to the mission and to the academic goals that have been set. This belief has long been professed, but the university has not acted aggressively and consistently on this belief. Some progress has been made, especially in the recruitment of women faculty, but, overall, the campus community is not diverse. The profile of faculty, staff and students is not as diverse as the state of Ohio or the nation.</p> <p>http://www.osu.edu/diversityplan/index_1.php#appendix</p> <p>Specifically, see Appendix A: Human Resources Diversity Plan Appendix attachment, which contains data on the number of executive, administrative, managerial, and faculty members at Ohio State from 1991-1999.</p> <p>Diversity Plans: An Analysis, 2005-2006</p>	<p>Our network's primary purpose is to promote the advancement of women into senior administrative positions in higher education and support the professional development of all women.</p>
U Washington	<p>President's Advisory Committee on Women http://depts.washington.edu/pacw/ PACW's mission is to collaborate with the President to improve the state of and environment for all UW women. The President's Advisory Committee on Women was established in 1996. The committee is charged with four tasks: identify issues of concern to women at the University; disseminate collected information on the status of women; advise the President concerning issues relating to women; and make recommendations to the President for improving the status of women faculty, staff, and students. Members are appointed by the President and include student, faculty, and staff representatives.</p>	<p>Report on Women at UW, 2007 http://depts.washington.edu/pacw/reports/women2007/index.shtml The Report on Women is the first attempt to bring together data that are currently being collected about women and present them in a coherent and easily understandable format as a baseline and a foundation for future study about UW women. See attachment, specifically pages 14-22.</p>	<p>Women's Center http://depts.washington.edu/womenctr/ The University of Washington Women's Center is a vital place where women and men partner to build a culture of gender equity campus-wide, locally and globally.</p> <p>ADVANCE Center for Institutional Change http://www.engr.washington.edu/advance/ The University of Washington (UW) envisions a campus in which all science, engineering, and mathematics (SEM) departments are thriving, all faculty are properly mentored, and every SEM faculty member is achieving his or her maximum potential. UW believes that cultural changes that are designed to help underrepresented groups invariably help all groups and improve the environment for everyone. Programs include leadership</p>

			<p>development, departmental changes, an examination of policies, visiting scholars program, mentoring programs, and transitional support programs.</p> <p>Leadership, Community, and Values Initiative http://www.washington.edu/president/lcvi/ In spring 2005, President Mark Emmert launched the Leadership, Community and Values Initiative to help create a work environment that "recognizes, enhances and sustains leadership at all levels of the UW community." The initiative's goal is to make the University of Washington a place where our most precious asset, our people, choose to work, stay, learn and contribute.</p>
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Data Collection and Publicity

Section VII

From the foregoing information, it is clear that there is a lack of awareness by faculty and administrators regarding what family-friendly policies are available at UT Austin.

We call for a dedicated website with information on family-friendly policies. An excellent example of such a website is the one maintained by the University of Michigan (www.provost.umich.edu/faculty/family/). It is easy to locate and navigate and includes information on all of the University's work-family accommodation policies and programs. In addition, the website includes statements from the University's president and provost indicating their support and commitment to these initiatives.

Throughout the report, we have indicated that there are areas where the University should undertake further research – for instance, on possibilities for creating a legal means to offer partner benefits; on the impact of governance structures on promotion and recognition for senior women faculty members; and on effective mentoring practices. We also urge the University to conduct exit interviews with all departing T/TT faculty members. These should be undertaken by a neutral third party.

Finally, we suggest a small set of key indicators for the provost to collect and publish each year.

Our eight key indicators are:

1. Salary equity: Using Model 5 from Section III, or some comparable multivariant model, show the average difference between the salaries (including supplements) of male and female faculty members, by rank.
2. Promotion rates: By gender, show how many people were up for promotion this year and how many were promoted.
3. Tenure times: By gender, of the people in their 7th year, show what percentage is tenured.
4. Full professors: By gender, show how many faculty members are full professors.
5. Hiring: By gender, show how many are full professors and how many have endowed positions
6. Attrition: By gender, show what percentage of the T/TT faculty left the University.
7. Governance: By gender, show how many faculty members are chairs or unit leaders.
8. Work–family: Show the work–family programs provided by UT Austin, specifically:
 - a. Childcare: Show how many children are accommodated and the length of the waiting list from a specific date.
 - b. Family leave: Show the number of weeks of paid and unpaid leave.
 - c. Childbirth leave: Show the number of weeks of paid leave, whether vacation and/or sick leave is expended, and the number of weeks of unpaid leave available.
 - d. Eldercare: Show whether assistance and referral services are available.
 - e. Domestic partner benefits: Show which of the following benefits are available for domestic partners of faculty members: medical insurance, dental insurance, life insurance, tuition assistance (and how much), employment referrals, and others.
 - f. Stop-the-clock: Show the number of years the tenure clock can be stopped.
 - g. Spousal hire: Show the procedure for obtaining a faculty position for qualified spouses.

- h. Dual-career support: Show whether there is a central office to assist with spousal employment referrals for UT Austin faculty members.

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Task-Force Personnel and Contributors

Appendix 1

Co-Chairs:

Dr. J Strother Moore, Department of Computer Science, College of Natural Sciences
Dr. Gretchen Ritter, Department of Government and Center for Women's and Gender Studies, College of Liberal Arts

Members:

Dr. Jamie Barner, College of Pharmacy
Dr. Elena McDonald-Buller, Center for Energy and Environmental Resources, Cockrell School of Engineering
Dean Douglas Dempster, College of Fine Arts
Professor Larry Doll, School of Architecture
Dr. John Dollard (ex officio), Office of Information Management and Assessment
Dr. Janet Ellzey, Department of Mechanical Engineering, Cockrell School of Engineering
Ms. Kristi Fisher (ex officio), Office of Information Management and Assessment
Ms. Amy Dove Forestell, Department of Astronomy, College of Natural Sciences
Professor Patricia Hansen, School of Law
Dr. Hillary Hart, Department Civil Architecture and Environmental Engineering, Cockrell School of Engineering
Dr. Madeline Hsu, Department of History and Center for Asian and Asian American Studies, College of Liberal Arts
Dr. Judith Langlois (ex officio), Office of the provost
Dr. Chandra Muller, Department of Sociology, College of Liberal Arts
Dr. Alba Ortiz, Department of Curriculum and Instruction, College of Education
Dr. Maggie Rivas Rodriguez, Department of Journalism, College of Communication
Dr. Sherri Sanders (ex officio), Division of Diversity and Community Engagement
Dr. Laura Starks, Department of Finance, Red McCombs School of Business
Dr. Sharon Stover, Department of Radio Television Film, College of Communication
Dr. Greg Vincent (ex officio), Vice President, Division of Diversity and Community Engagement
Dean Barbara White, School of Social Work
Dr. Robert Wilson, LBJ School of Public Affairs

Graduate Research Assistants:

Mr. Simon Barnes, Department of Sociology, College of Liberal Arts
Ms. S. Kiersten Ferguson, Division of Diversity and Community Engagement and Department of Higher Education Administration, College of Education
Mr. Todd Harvey, Department of Sociology, College of Liberal Arts
Ms. Anna S. Mueller, Department of Sociology, College of Liberal Arts
Ms. Dara Shifrer, Department of Sociology, College of Liberal Arts
Ms. Meredith Worthen, Department of Sociology, College of Liberal Arts

Other Contributors:

Ms. Janet Hart, Office of the Provost
Ms. Carol Hyink, Department of Computer Science, College of Natural Sciences
Mr. Jordan McCoy, Information Technology Services
Ms. Kathleen McDonagh, Center for Women's and Gender Studies, College of Liberal Arts
Ms. Staci Norman, Department of Computer Sciences
Professor David Rabban, School of Law
Dr. R. Kelly Raley, Department of Sociology, College of Liberal Arts

Report on Faculty Climate Survey at The University of Texas at Austin, Fall 2007
Appendix 2

Dara Shifrer, Chandra Muller, and Simon Barnes
Department of Sociology and Population Research Center

Table of Contents

INTRODUCTION	67
METHODOLOGY	71
FACULTY SATISFACTION	73
DISCRIMINATION OR HARASSMENT	81
WORK–FAMILY BALANCE.....	83
RECRUITMENT, SALARY, RETENTION, AND PROMOTION.....	90
VALUES.....	96
REFERENCES	102
APPENDIX A: CLIMATE SURVEY	103
APPENDIX B: EMAIL FROM PROVOST TO FACULTY	129
APPENDIX C: DISCIPLINARY GROUPS	129

List of Tables

TABLE 1. RESPONSE RATES	72
TABLE 2. GENERAL CAREER SATISFACTION BY RANK	74
TABLE 3. GENERAL CAREER SATISFACTION BY DISCIPLINARY GROUP AND SEX	74
TABLE 4. WORK ENVIRONMENT: <u>HIGHEST</u> LEVELS OF AGREEMENT THAT POSITIVE ASPECTS EXIST AT UT (TENURED/TENURE-TRACK FACULTY).....	75
TABLE 5. WORK ENVIRONMENT: <u>HIGHEST</u> LEVELS OF AGREEMENT THAT POSITIVE ASPECTS EXIST AT UT (NON-TENURE-TRACK FACULTY)	77
TABLE 6. WORK ENVIRONMENT: <u>LOWEST</u> LEVELS OF AGREEMENT THAT POSITIVE ASPECTS EXIST AT UT (TENURED/TENURE-TRACK FACULTY).....	78
TABLE 7. WORK ENVIRONMENT: <u>LOWEST</u> LEVELS OF AGREEMENT THAT POSITIVE ASPECTS EXIST AT UT (NON-TENURE-TRACK FACULTY)	79
TABLE 8. EXPERIENCED DISCRIMINATION	81
TABLE 9. EXPERIENCED SEXUAL HARASSMENT	81
TABLE 10. TAKING ACTION AGAINST DISCRIMINATION AND HARASSMENT	82
TABLE 11. WORK–FAMILY BALANCE: TIME	84
TABLE 12. WORK–FAMILY BALANCE: INFORMATION PROVIDED ON LEAVE OPTIONS	84
TABLE 13. WORK–FAMILY BALANCE: INSTITUTIONAL UNDERSTANDING	85
TABLE 14. WORK–FAMILY BALANCE: ENABLING AND SUPPORTING ACCOMMODATION USE.....	86
TABLE 15. WORK–FAMILY BALANCE: NEGATIVE IMPACTS OF ACCOMMODATION USE	87
TABLE 16. FAMILY RESPONSIBILITIES: OTHER	88
TABLE 17. FAMILY RESPONSIBILITIES: CHILDREN	89
TABLE 18. FAMILY RESPONSIBILITIES: SPOUSE OR PARTNER.....	90
TABLE 19. WORK-FAMILY BALANCE: CAREER DECISIONS	90
TABLE 20. SPOUSAL CAREER CONCERNS	91
TABLE 21. SATISFACTION WITH RANK AND SALARY	92
TABLE 22. RATE OF CAREER PROGRESSION	92
TABLE 23. PROMOTION CONCERNS	94
TABLE 24. OUTSIDE OFFERS.....	95
TABLE 25. BENEFITS FOR NON-TENURE-TRACK FACULTY.....	96
TABLE 26. SALARY INCREASES FOR NON-TENURE-TRACK FACULTY	96
TABLE 27. SERVICE: COMMITTEE PARTICIPATION	97
TABLE 28. VALUE DIFFERENCES	97
TABLE 29. SCHOLARLY ENDEAVORS VALUED DIFFERENTIALLY BETWEEN SELF AND UNIT, AND BY GENDER	98

TABLE 30. MENTORING..... 99

TABLE 31. ADMINISTRATIVE OPPORTUNITIES..... 100

TABLE 32. PERCEPTIONS OF UT ADMINISTRATIVE PROCESSES 101

List of Figures

FIGURE 1. AVERAGE SALARY FOR MEN & WOMEN WITH DIFFERENT PERCEPTIONS OF THE SPEED OF THEIR CAREER PROGRESSION, ADJUSTED FOR RANK, FIELD, RACE, TERMINAL DEGREE, YEARS OF DEGREE, YEARS OF RANK, AND YEARS AT UT..... 93

Introduction

This report summarizes the findings from a climate survey administered to tenured/tenure-track and non-tenure-track faculty members at The University of Texas at Austin (UT) in the fall of 2007. In addition to gauging the general campus climate for all UT faculty members, the goal of this survey was to assess working conditions, with a specific focus on areas that may be germane to the experiences of female faculty members, such as work–family balance. Portions of the climate survey were modeled on a survey administered at the University of California at Berkeley (Berkeley in this report) in 2003; when possible, comparisons with the results from the Berkeley campus survey are drawn. The major sections of the climate survey include faculty satisfaction; discrimination and harassment; work–family balance; recruitment, salary, promotion, and retention; values; and administrative leadership and professional development. Below, we briefly summarize the main findings in an executive summary. This summary is followed by a description of the methodology and six major sections with more detailed findings that include tables and figures.

Executive Summary:

1. **Faculty Satisfaction:** The climate survey measured general satisfaction, as well as satisfaction in specific aspects of the work environment. Overall, the majority of faculty members expressed general satisfaction; however, the levels were lower than those reported by faculty at UCB. There were few significant gender differences, with only UT women in Biological Sciences and Fine Arts significantly less satisfied than their male counterparts; gender differences were also significant within the Biological Sciences at UCB (UCB did not create a separate disciplinary group for Fine Arts in their analysis).
2. Pertaining to more specific aspects of the work environment, UT women were less satisfied than the men in their units with conditions relating to collegiality within the unit, communication between colleagues, shared decision making, and support for research endeavors. This result suggests that women may experience less favorable conditions than men in regard to governance and informal social processes, and each of these conditions has been linked by researchers to career success.
3. **Discrimination or Harassment:** A remarkably high percentage—39.2%—of UT tenured/tenure-track women reported having been subjected to discrimination on the basis of gender in the past 5 years, and 14% reported experiencing sexual harassment. Overall, women were much more likely than men to report having experienced discrimination (on the basis of gender, race/ethnicity, age, disability, family status, and personal issues), and they were also more likely to have been subjected to sexual harassment. Of those who experienced discrimination or harassment on the basis of gender or race/ethnicity, few felt that they could take action.
4. **Work–Family Balance:** Tenured/tenure-track women at UT were generally less satisfied than men with the time balance between work and family. With regard to administrative accommodations to address work–family balance issues, tenured and tenure-track women hired in 2002 or later were less satisfied than their male counterparts with the information they received about work- and family-leave options. More generally, women were more likely than men to report a lack of understanding about family responsibilities on the part of their unit, and they more often agreed that they had heard colleagues express concern that using a family accommodation might have a negative impact on professional reputation.
5. Women were more likely than men to have reported needing—but not having used—a family accommodation. A higher percentage of women than of men are caring for an aging and/or ill parent, spouse, or other relative. Tenured/tenure-track females have fewer

- children and are less likely to have a spouse or a partner than are their male counterparts; female full professors are markedly less likely to have a spouse or a partner than are females in other ranks. Of the faculty who do have a spouse/partner and/or children, women are more likely than men to have considered leaving UT because of family responsibilities or to improve career opportunities for a spouse. The smaller numbers of children and lower rates of marriage and partnering suggest that women may “select into” tenured and tenure-track faculty positions, with some women choosing non-tenure-track career options, possibly as a consequence of the greater burden of work–family balance.
6. **Recruitment, Salary, Promotion, and Retention:** Significantly more women than men reported not having a spouse or partner when they were recruited. Among those with a spouse or partner, significantly higher percentages of men than of women reported that their spouses or partners did not work outside the home, could be flexible, or made a sacrifice for the move. Significantly higher percentages of women than men reported that their spouses or partners did not relocate, either to preserve the spouse/partner’s career, or because accepting the position did not require a move.
 7. A higher percentage of men than of women are satisfied with their salaries, with the largest gap existing among full professors. Among tenured/tenure-track faculty in general, there are no significant gender differences in satisfaction with current rank; however, a significantly greater percentage of female than of male assistant professors are satisfied with their current ranks. A larger percentage of women than of men reported that their careers were progressing “slower than other faculty members” in their unit, whereas men were more likely to report that their careers were progressing “faster.” Among faculty members who reported that their careers were progressing faster than others, there was a gender gap in salary of approximately \$10,000—even after taking into account field, faculty rank, year of highest degree, and other controls. Overall, tenured/tenure-track women are less satisfied than men with the feedback that they receive on job performance and the clarity of the promotion process; they are also more likely than men to report that they have to work harder than their colleagues to be perceived as legitimate scholars.
 8. Among tenured/tenure-track faculty members, more men than women reported having received an outside offer while at UT. This gap is largest among full professors and those who obtained their highest degree in the 1980s or before. More women than men reported that they had not pursued an outside offer because of the negative impact it might have on the career of their spouse or partner. This difference is significant among faculty of all ranks, and is largest for full professors and faculty who earned their highest degree in the 1980s and 1990s. This is likely an underestimation of the impact of family concerns on pursuing outside offers, since women may also be more likely than men to consider children and/or elderly dependents in addition to a spouse or partner. It is further possible that these issues make men more favorable candidates to prospective employers, especially in recruitment for the senior ranks. Women may face a particular disadvantage if salary raises and other compensation, such as receiving endowed positions or course release, depends on procuring outside offers.
 9. Finally, among non-tenure-track faculty, women, on average, have received a raise more recently than men. The overwhelming majority of non-tenure-track respondents are eligible for medical and retirement benefits, with women even more likely than men to report eligibility.
 10. **Values:** Women serve on more committees than do men. In addition, greater percentages of women than of men reported that their service contributions are not valued—a gap that is especially pronounced among full professors. More women than men reported that they value service and teaching more than their unit does. Women were more likely than men to report that they value scholarship to the same degree as their unit does, whereas men

were more likely than women to report disagreement with their unit in the amount that they value scholarship (one group of men reported valuing scholarship more highly, whereas another group reported valuing it less).

11. **Administrative Leadership and Professional Development:** A higher percentage of tenured/tenure-track women than of men reported having received mentoring at UT, but they were less satisfied than men with opportunities to receive professional mentoring. Men are more likely to have served in administrative positions, whereas women are more likely to have wanted to serve but were never asked. More men than women perceive that agreements are honored and that disputes and problems are resolved effectively at UT. Men were also more likely than women to think that faculty members at UT are encouraged and empowered, feedback is sought and accepted, and everyone shares in making important decisions.

Methodology

The Data subcommittee of the UT Gender Equity Task Force (GETF) was charged with collecting new data to inform on current conditions at the University. Subcommittee members were Jamie Barner, Doug Dempster, John Dollard, Kristi Fisher, Hillary Hart, J Moore, Chandra Muller, and Bob Wilson. In the summer of 2007, the subcommittee reviewed data and surveys from various organizations and other universities, including the American Association of University Professors (AAUP); The Collaborative on Academic Careers in Higher Education (COACHE); the University of California, Berkeley; The Mapping Project; Massachusetts Institute of Technology (MIT); University of Rhode Island; and the University of California, Los Angeles (UCLA). Drawing from a broad range of sources, the subcommittee decided to administer a climate survey of all faculty members, modeled most closely after the climate survey administered to Berkeley faculty in 2003. The subcommittee recognized the value of being able to compare our results with those from a peer institution, especially in the case of subjective topics, such as levels of satisfaction. The UT climate survey was designed over the summer of 2007; some Berkeley questions that were deemed irrelevant to UT were excluded or modified, whereas other sections or questions of specific interest to the GETF were added.

Information Technology Services (ITS) at UT created a web-based version of the climate survey (Appendix A). Although Berkeley administered its survey only to tenured/tenure-track faculty members, the UT survey was distributed by email to both tenured/tenure-track and non-tenure-track faculty members. The ranks on ITS' email list of UT faculty included Research Affiliated Faculty, Specialist, Lecturer, Visiting Faculty, ROTC, Clinical Professor, and Adjunct within non-tenure-track faculty; and Assistant Professor, Associate Professor, Full Professor, and Full Professor Plus (endowed chair or professorship) within tenured/tenure-track faculty. In analyses, Full Professor and Full Professor Plus were collapsed into one category. To encourage faculty members both to respond and to do so in a timely manner, the climate survey was introduced by the Executive Vice President and Provost, Steve Leslie, in an email on September 17, 2007 (Appendix B). A modified version of this email acted as a cover page for the online version of the climate survey. A special effort was made to include new hires by comparing a list of survey participants with updated administrative records later in the semester. After reports from some faculty members of having technical difficulties or an inability to access the survey, all faculty members were notified by email that the survey would be disabled until the ITS team could resolve issues with the central oracle server. Two days later, faculty members were notified that the survey was once again enabled. In an effort to increase response rates, two to three email reminders were sent to non-responders, and provosts and deans were encouraged to remind faculty in their departments to complete the survey. As of October 14, 2007, ITS reported 1,325 completed responses out of 3,269 potential respondents (a 41% response rate). Because of the initial problems in administering the survey, the window of time for the survey to be accessible online was extended beyond 1 month. By the end of October 2007, the survey was closed, with a cumulative response rate of 44.2% (Table 1). A total of 27.1% of non-tenure-track faculty and 54.4% of tenured/tenure-track faculty responded to the survey (in comparison with 61% of the tenured/tenure-track faculty in Berkeley's 2003 survey).

Table 1. Response Rates

<i>Faculty Group</i>	<i>Number Surveyed</i>	<i>Number Responded</i>	<i>Response Rate (in percentages)</i>
<i>Rank</i>			
Research Affiliated Faculty	17	10	58.8
Specialist	65	13	20.0
Lecturer	578	198	34.3
Visiting Faculty	7	#	#
ROTC	9	#	#
Clinical Professor	249	61	24.5
Adjunct	200	22	11.0
Assistant Professors	384	225	58.6
Associate Professors	454	262	57.7
Full Professor	498	253	50.8
Full Professor Plus	529	275	52.0
<i>Gender</i>			
Men	1921	781	40.7
Women	1069	539	50.4
<i>Race</i>			
White	2457	1111	45.2
Black	111	51	46.0
Hispanic	176	70	39.8
Asian	230	82	35.7
Native American	16	6	37.5
Underrepresented Minorities (excluding Asians)	2687	1193	44.4
<i>Tenure Status</i>			
Tenured/Tenure-Track	1865	1015	54.4
Non-Tenure-Track	1125	305	27.1
<i>College*</i>			
Architecture	60	28	46.7
Business	186	80	43.0
Communications	144	66	45.8
Education	225	82	36.4
Engineering	348	150	43.1
Fine Arts	205	91	44.4
Information	29	19	65.5
Geological Sciences	38	27	71.1
Law	148	36	24.3
LBJ	40	24	60.0
Liberal Arts	679	362	53.3
Natural Sciences	493	233	47.3
Nursing	103	36	35.0
Pharmacy	205	45	22.0
Social Work	68	36	52.9
Interdisciplinary	5	#	#
Total	2990	1320	44.2

*Three respondents and 11 non-respondents are missing on all administrative dichotomous college variables; #Cell size too small to report.

Every available method was employed to obtain representative results of tenured/tenure-track faculty at UT while still maintaining confidentiality. First, to protect confidentiality, the administrative ID for each faculty respondent was decoupled from the survey responses. Before administrative ID numbers were expunged from the data file, selected variables from administrative records were fuzzed for confidentiality and appended to the climate survey. Doing this allowed analysts to supplement and/or verify results and to evaluate the climate survey data for potential bias. This data file has been stored on a secure server, maintained by the Computing and Information Services within the UT Population Research Center, and has been accessible to only the few researchers working on this project. Before the release of this report, the complete file with linked administrative data was destroyed to avoid any possible breach of confidentiality. Lastly, cell sizes smaller than five were never included in results that were released beyond our research group.

A weight based on disciplinary group, rank, and gender was created for each tenured/tenure-track respondent; because of lower response rates and inconsistent job categories, creating a weight for non-tenure-track faculty members was impossible. Consequently, non-tenure-track faculty members were excluded from most analyses. In a modified version of Berkeley's strategy for managing the large number of departments (referred to as "unit" in this report) within universities, seven disciplinary groups of departments were created: Engineering, Professional Schools, Humanities, Social Sciences, Biological Sciences, Physical Sciences, and Fine Arts (for more details, see Appendix C). The weight for each tenured/tenure-track respondent is the inverse of the response rate within his or her respective disciplinary group-rank-gender subgroup. Berkeley presented only unweighted statistics, whereas all results for tenured/tenure-track faculty presented in this report are weighted so as to be representative of the tenured and tenure-track faculty at UT (all frequencies and non-tenure-track statistics are unweighted).

I. Faculty Satisfaction

Overall, the majority of UT faculty reported being satisfied with their current positions at UT: Specialists were the only faculty members with fewer than 74% responding ‘very satisfied’ or ‘somewhat satisfied’ (Table 2). Among tenured/tenure-track faculty, the mid-ranks reported less satisfaction than those at the highest and lowest levels. A similar pattern was exhibited among Berkeley tenured/tenure-track faculty, although their levels of faculty satisfaction were generally higher than those of UT.

Table 2. General Career Satisfaction by Rank

“All things considered, how satisfied are you with your current position at UT?”	Percentage Who Responded ‘Very Satisfied’ or ‘Somewhat Satisfied’ (vs. ‘Somewhat Dissatisfied’ or ‘Very Dissatisfied’)	
Rank	UT	Berkeley
Assistant Professor	79.6	[84]
Associate Professor	77.4	[79]
Full Professor	74.0	[80]
Full Professor Plus	79.6	[89]
Research Affiliated Faculty	88.9	NA
Specialist	66.7	NA
Lecturer	79.0	NA
Clinical Professor	79.3	NA
Adjunct	90.5	NA

Overall, female faculty members reported lower levels of satisfaction than did male faculty members, although the differences were not significant (Table 3). **Significant gender differences in career satisfaction were found, however, for tenured/tenure-track faculty within the Biological Sciences (53.3% of females vs. 77.2% of males) and Fine Arts (57.0% of females vs. 75.8% of males).** Tenured/tenure-track women in the Humanities, Professions, and Engineering reported higher levels of satisfaction than did their male counterparts, but the gender differences were not significant. Tenured/tenure-track females in the Biological Sciences at both UT and Berkeley had the lowest levels of satisfaction. Berkeley did not include a Fine Arts unit.

Table 3. General Career Satisfaction by Disciplinary Group and Sex

“All things considered, how satisfied are you with your current position at UT?”	Percentage Who Responded ‘Very Satisfied’ or ‘Somewhat Satisfied’ (vs. ‘Somewhat Dissatisfied’ and ‘Very Dissatisfied’)			
	Tenured/Tenure-Track		Non-Tenure-Track	
	Males	Females	Males	Females
All Fields	78.4	75.9	83.5	77.8
<i>Disciplinary Groups</i>				
Engineering	79.0	86.4	81.0	100.0
Biological Sciences	77.2	53.3**	77.8	69.6
Physical Sciences	84.6	73.9	90.0	60.0
Professions	77.6	82.7	81.0	83.3
Social Sciences	78.2	76.5	#	80.0
Humanities	73.6	77.2	100.0	66.7
Fine Arts	75.8	57.0*	NA	NA

** Difference is significant at $p < .01$ level; * Difference is significant at $p < .05$ level; # Cell size too small to report.

Thirty-four positive aspects of the work environment were rank ordered according to the level of agreement that each exists at UT. The 10 top-ranking (according to percent who agreed) and ten lowest-ranking items (those receiving lowest levels of agreement) are shown in Tables 4 and 6 for tenured/tenure-track faculty members, and in Tables 5 and 7 for non-tenure-track faculty members. The non-tenure-track tables do not include comparisons with Berkeley, since Berkeley did not collect data on non-tenure-track faculty members.

Of the positive aspects of the work environment that the highest percentages of faculty members agreed existed at UT, significantly fewer tenure/tenure-track women than men agreed (Table 4). These significant differences included items related to the research environment, collegiality, and effective governance. The items identified as positive at UT were similar to those that appeared in Berkeley's top 10 list.

Table 4. Work Environment: Highest Levels of Agreement That Positive Aspects Exist at UT (Tenured/Tenure-Track Faculty)

Percentage Who Responded 'Definitely Agree' or 'Somewhat Agree' in Rank Order					
UT Rank	UCB Rank [@]	"Indicate your level of agreement or disagreement with each of the following statements about your colleagues. In general, the colleagues in my unit:"	All	Males	Females
1	1	Maintain high research standards	90.0	91.0	87.4*
2	2	Maintain high teaching standards	85.5	85.7	85.2
3	6	Treat staff with respect (e.g. administrative, clerical, technical, etc.)	83.2	83.9	81.7
4	8	Are collegial	83.0	86.0	75.5***
5	9	I do not feel I am ignored in my unit [^]	80.0	81.4	76.5*
6	3	I do not feel under scrutiny by my colleagues [^]	78.9	81.5	72.3***
7		Maintain a supportive working environment	78.7	81.8	70.8***
8	4	Agreements are honored	78.7	80.2	74.9*
9	10	Understanding is shown for family responsibilities	77.8	81.5	69.7***
10		The administration is effective	77.0	78.8	72.4**
	5	My unit colleagues value my research interests			
	7	I am not reluctant to bring up issues that concern me about the behavior of colleagues [^]			

[^]Reverse coded for consistency in rank ordering of table. Actual survey item wording: "I feel I am ignored in my unit," "I constantly feel under scrutiny by my colleagues," "I am reluctant to bring up issues that concern me about the behavior of my colleagues for fear that it might affect my advancement." For the exact wording see the survey items at the end of this document.

[@]Bolded if gender difference was significant (Berkeley didn't specify level).

*** Difference is significant at $p < .001$ level.

** Difference is significant at $p < .01$ level.

* Difference is significant at $p < .05$ level.

Comments: Work Environment (Tenured/Tenure-Track)

- "My section is remarkably democratic and collegial in its actions. That is one feature that keeps me in Austin."

- “I very much like my department, and I also very much like the institute I am affiliated with. I am a senior faculty member and have taught elsewhere and feel that the administrative workings of UT are exemplary.”
- “I came to UT from a dysfunctional department at another prominent institution UCLA. It has been a pleasure to work with a group of highly motivated and talented colleagues who help and promote each other.”

Similar to tenured/tenure-track faculty, non-tenure-track females exhibit lower levels of agreement than do non-tenure-track men overall that various positive aspects of the work environment exist at UT (Table 5). There were significant gender differences in agreement that understanding is shown for family responsibilities (77.4% women vs. 89.7% men), that the faculty member does not feel scrutinized by colleagues (75.0% women vs. 90.0% men), and that commitment to diversity is demonstrated (73.2% women vs. 84.2% men). Overall, however, there are fewer significant gender differences among the non-tenure-track faculty than among the tenured/tenure-track faculty, possibly because of smaller sample sizes or greater variability in the group.

Table 5. Work Environment: Highest Levels of Agreement That Positive Aspects Exist at UT (Non-Tenure-Track Faculty)

Percentage Who Responded 'Definitely Agree' or 'Somewhat Agree' in Rank Order				
UT Rank	"Indicate your level of agreement or disagreement with each of the following statements about your colleagues. In general, the colleagues in my unit:"	All	Males	Females
1	Maintain high research standards	91.7	91.4	91.8
2	Understanding is shown for family responsibilities	81.5	89.7	77.4*
3	Agreements are honored	80.8	85.9	77.9
4	I do not feel under scrutiny by my colleagues^	80.7	90.0	75.0**
5	Treat staff with respect e.g., administrative, clerical, technical, etc.	79.4	80.2	79.0
6	Are collegial	79.4	80.8	78.6
7	Maintain high teaching standards	77.2	79.6	75.7
8	Commitment to diversity is demonstrated	77.2	84.2	73.2*
9	The administration is effective	76.3	82.4	72.7
10	Value diversity	74.5	73.8	75.0

^Reverse coded for consistency in rank ordering of table. Actual survey item wording: "I feel I am ignored in my unit," "I constantly feel under scrutiny by my colleagues," "I am reluctant to bring up issues that concern me about the behavior of my colleagues for fear that it might affect my advancement." For the exact wording see the survey items at the end of this document.

** Difference is significant at $p < .01$ level.

* Difference is significant at $p < .05$ level.

Comments: *Work Environment (Non-Tenure-Track Faculty)*

- "As an adjunct, I'm only at UT during class and do not have much knowledge of the working of the department beyond the effect on my class. My impression is that it is an outstanding department with excellent staff, leadership, and professors..."
- "The level of collaborative decision-making and communication is amazingly high."

A similar gendered pattern emerged regarding the lowest levels of agreement that various positive aspects exist at UT. **Again, both tenured/tenure-track and non-tenure-track women feel less positive about UT's work environment than do their male counterparts.**

The positive aspects of the UT work environment that attracted the lowest levels of agreement among tenured/tenure-track faculty were similar to those that appeared in Berkeley's bottom 10 list (Table 6). **Among tenured/tenure-track faculty, significantly lower percentages of women than of men agreed that research endeavors are supported by colleagues, that colleagues communicate effectively, and that unit decision-making occurs collectively.** 58.1% of women felt that they are included in new collaborative initiatives (vs. 65.9% of men), and 57.9% of women felt that their opinions are solicited about research ideas and problems (vs. 65.6% of men). 47.1% of women versus 59.6% of men felt that faculty members communicate consistently with one another, and 46.6% of women versus 53.2% of men agreed that everyone shares in making important decisions.

Table 6. Work Environment: Lowest Levels of Agreement That Positive Aspects Exist at UT (Tenured/Tenure-Track Faculty)

Percentage Who Responded 'Definitely Agree' or 'Somewhat Agree' in Rank Order					
UT Rank	UCB Rank [@]	"Indicate your level of agreement or disagreement with each of the following statements about your colleagues. In general, the colleagues in my unit:"	All	Males	Females
1		I do not feel my area of research is on the fringe of the discipline I share with my colleagues in my unit [^]	48.6	49.6	46.0
2	6	Everyone shares in making important decisions	51.4	53.2	46.6**
3	1	Faculty communicate consistently with one another	56.1	59.6	47.1***
4	2	There is a shared vision	58.4	59.7	55.1
5	4	I receive constructive feedback about my performance	58.5	58.3	59.2
6	3	I am assisted in obtaining the resources I need	61.5	62.7	58.4
7		Feedback is sought and accepted	63.1	66.8	53.9***
8	7	My unit colleagues solicit my opinions about their research ideas and problems	63.4	65.6	57.9**
9	8	My unit colleagues include me in new collaborative initiatives	63.7	65.9	58.1**
10	9	Faculty are encouraged and empowered	65.0	67.7	58.2***
	5	My colleagues work collaboratively			
	10	My views are not the minority in my unit [^]			

[^] Reverse coded for consistency in rank ordering of table. Actual wording: "I feel my area of research is on the fringe of the discipline I share with my colleagues in my unit," "I feel that my views are in the minority in my unit." For the exact wording see the survey items at the end of this document.

[@] Bolded if gender difference was significant (Berkeley didn't specify level).

*** Difference is significant at $p < .001$ level.

** Difference is significant at $p < .01$ level.

Comments: *Work Environment (Tenured/Tenure-Track Faculty)*

- “The school is ruled by the dean and a few close associates with little or no consultation or respect for those outside the group.”
- “...Our research center has zero community and a dictator as Director. There is no input from any PIs at the Center, and apparently no recourse for PIs. This situation is close to unbearable, and almost enough to make me want to leave UT.”
- “Faculty on the EC are, when it comes to salaries, incapable of recognizing anyone for unusual merit, believing in a Lake Woebegone attitude: we’re all above average. The resulting salary compression is exceptionally demoralizing.”

Among non-tenure faculty members, there was only one item of the least positive aspects of the work environment that women faculty members rated significantly lower than men (Table 7): Only 52.2% of women versus 64.2% of men agreed that feedback is sought and accepted at UT. This was also a significant gender difference among tenured/tenure-track faculty members.

Table 7. Work Environment: Lowest Levels of Agreement That Positive Aspects Exist at UT (Non-Tenure-Track Faculty)

Percentage Who Responded ‘Definitely Agree’ or ‘Somewhat Agree’ in Rank Order				
UT Rank	“Indicate your level of agreement or disagreement with each of the following statements about your colleagues. In general, the colleagues in my unit.”	All	Males	Females
1	I do not feel my area of research is on the fringe of the discipline I share with my colleagues in my unit [^]	39.9	31.4	45.6
2	Everyone shares in making important decisions	40.4	47.1	36.4
3	There is clarity about the promotion process	40.9	45.3	38.4
4	My unit colleagues solicit my opinions about their research ideas and problems	43.2	46.9	40.7
5	My unit colleagues include me in new collaborative initiatives	45.4	38.6	49.6
6	My colleagues seek my opinion on important departmental or unit-level issues	47.7	47.3	48.0
7	I do not have to work harder than my colleagues to be perceived as a legitimate scholar [^]	50.0	51.9	48.8
8	Faculty communicate consistently with one another	51.6	55.8	49.2
9	I receive constructive feedback about my performance	56.1	57.3	55.4
10	Feedback is sought and accepted	56.6	64.2	52.2*

[^] Reverse coded for consistency in rank ordering of table. Actual wording: “I feel my area of research is on the fringe of the discipline I share with my colleagues in my unit,” “I have to work harder than my colleagues to be perceived as a legitimate scholar.”

* Difference is significant at $p < .05$ level.

Comments: Work Environment (Non-Tenure-Track Faculty)

- “Teaching faculty members are excluded from most of the faculty decision making processes. Solely teaching faculty are dedicated and hard working faculty members who are public and university spirited and as such should be embraced and welcomed fully into the faculty, in more than just the title.”

- “Non-tenure track faculty members are treated like sled dogs. The tenure/non-tenure track caste system is horrible.”
- “Decisions come primarily from the Dean and Chair with little or no input from those affected.”
- “Promotion track for non-tenure track faculty is unclear and not a priority.”

II. Discrimination or Harassment

Overall, a strikingly high percentage of women—39.2%—reported experiencing discrimination on the basis of gender in the past 5 years (Table 8), and 14% experienced sexual harassment (Table 9). Women were significantly more likely to have reported experiencing discrimination on the basis of: gender (39.2% of women vs. 3.5% of men), race/ethnicity (11.6% of women vs. 5.1% of men), age (11.9% of women vs. 4.3% of men), and family status (15.7% of women vs. 2.8% of men).

Table 8. Experienced Discrimination

“In the table below, indicate whether you have been subjected to any kind of discrimination or harassment as a UT employee within the past 5 years. Discrimination or harassment can include unwanted comments directed at you or made directly to you about a colleague.”			
<i>Tenured/Tenure-Track – Results in Percentages</i>			
<i>Basis of Discrimination</i>	<i>All</i>	<i>Males</i>	<i>Females</i>
Gender	13.4	3.5	39.2***
Race/ethnicity	6.9	5.1	11.6***
National background	5.1	5.5	3.9
Sexual orientation	2.6	2.4	3.1
Age	6.4	4.3	11.9***
Disability issues	1.2	#	2.3**
Family status	6.4	2.8	15.7***
Religion	2.9	3.0	2.5
Social class	1.7	1.6	1.8
Other personal issues	6.9	6.0	9.3*

*** Difference is significant at $p < .001$ level.

** Difference is significant at $p < .01$ level.

* Difference is significant at $p < .05$ level.

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A significantly greater percentage of tenured/tenure-track women (14.2%) than of men (2.2%) reported having experienced sexual harassment (Table 9).

Table 9. Experienced Sexual Harassment

“Have you been subjected to any unwanted sexual attention as an employee at UT? This can include unwanted sexual jokes, remarks; pressure for dates; letters, emails or phone calls; touching, cornering or pinching; pressure for sexual favors; stalking; rape or assault, etc.”			
<i>Tenured/Tenure-Track</i>	<i>All</i>	<i>Males</i>	<i>Females</i>
Percentage Who Responded ‘Yes’ (versus ‘No’)	5.5	2.2	14.2***

*** Difference is significant at $p < .001$ level.

Of those who reported experiencing discrimination and/or harassment on the basis of gender or race/ethnicity, the majority felt they could not take any action (Table 10).

Table 10. Taking Action Against Discrimination and Harassment

“Please also indicate whether you felt you could take any action in response to incidents of each type of discrimination or harassment.”	
<i>Tenured/Tenure-Track Faculty</i>	
<i>Basis of Discrimination or Harassment</i>	Percentage Who Responded ‘Yes’ (vs. ‘No’)
Gender	19.6
Race/ethnicity	30.3

Note: Percentage out of those who had reported an incident of discrimination or harassment.

Cell sizes too small to report for other types of discrimination or harassment

Comments: *Use the space below to provide any further comments you may have regarding sexual harassment or any form of discrimination you may have experienced. Please do not mention any names, as this might compromise the confidentiality of the survey.*

- “I have colleagues who come from wealthier backgrounds than I do. I know that in several cases they have argued for admission of graduate students based on socio-economic status and have in cases explicitly stated them to be safer bets than those less fortunate. Given my own experience I disagree with such feelings and do not appreciate those prejudices.”
- “As a US citizen, I have felt very much like a minority and an irrelevant part of my Department. Many of my concerns, regarding national competitiveness, entrepreneurial skill sets in our graduate students, and ability to fill US defense jobs with US citizens who might graduate from our department are ignored and often minimized in discussion.”
- “Administration not interested in getting to the heart of issues. Just concerned with minimizing liability and PR risk. People are treated as being disposable.”
- “I work in a very male dominated field and I never integrated to the same extent as my male colleagues. I socialized with my colleagues for awhile but found that this only broke down barriers and gave them permission to be even less respectful of me. I have been actively bullied by colleagues regarding lab space or sharing equipment. This behavior did stop when I was appointed to an administrative position that gave me access to higher level university officials.”
- “Many comments that are completely inappropriate from some male colleagues in [my unit]”
- “There exists a de facto discrimination against young faculty who want to lead a balanced life. It is impossible to achieve the absurd goals that are being set by senior professors for promotion and advancement without working 60-80 hours per week. The absurdity is that we are being held to standards that few of these senior professors ever achieved when they were assistant and associate professors.”
- “There is wide-spread discrimination against Asian students and faculty including both international and Asian-American at UT.”
- “It has been suggested to me how many children I should have. I have heard disparaging remarks about my religion from students and faculty.”
- “UT has and has had more than its fair share of misogynists at leadership levels and not all of them are men. Discrimination and marginalization rather than harassment are important issues that need to be addressed.”

- “Faculty and Staff have at times been far too cavalier with respect to sexual harassment, and I am aware of several incidents – to many – where faculty and staff members in my school have made unwelcome and inappropriate remarks to students.”
- “I am too busy to have time to think about this issue. Personally, I try to conduct my work with highest ethics and moral standard.”

III. Work–Family Balance

Tenured/tenure-track men and women between 41 and 45 years of age reported the lowest mean levels of satisfaction with the time balance between work and family: 2.31 for men (between ‘Somewhat Satisfied’ and ‘Somewhat Dissatisfied’ on average) and 1.96 for women (‘Somewhat Dissatisfied’ on average) (Table 11). UT’s mean levels of satisfaction are similar to Berkeley’s, but UT’s lowest levels of satisfaction occur for faculty aged 41 to 45, whereas Berkeley’s lowest levels occurred for faculty in the age interval of 46 to 50. **Female faculty members report lower mean levels of satisfaction with time available for work and family than do male faculty members, with the gender differences significant for tenured/tenure track faculty in all age intervals except faculty members younger than 36.**

Table 11. Work–Family Balance: Time

<p>“Specify the highest degree to which you are satisfied with each of the following: 1—Time available for scholarly work, 2—Balance between personal and professional life, 3—Amount of time you have for yourself Mean level of satisfaction: (4=‘Very Satisfied,’ 3=‘Somewhat Satisfied,’ 2=‘Somewhat Dissatisfied,’ 1=‘Very Dissatisfied’)</p>					
Age	Tenured/Tenure-Track			Non-Tenure-Track	
	All T/TT	Males	Females	Males	Females
Under 36	2.44	2.56	2.23	#	2.63
36 to 40	2.23	2.32	2.06*	2.65	2.52
41 to 45	2.20	2.31	1.96*	2.77	2.54
46 to 50	2.31	2.41	2.14*	2.71	2.47
51 to 55	2.38	2.52	2.04**	3.02	2.66
56 to 60	2.41	2.53	2.05**	2.89	2.53
Over 60	2.88	2.99	2.29***	3.36	2.88

*** Difference is significant at $p < .001$ level.

** Difference is significant at $p < .01$ level.

* Difference is significant at $p < .05$ level.

Females expressed lower levels of satisfaction than did males with the information that they receive on family- and work-leave options (Table 12); among tenured/tenure-track faculty hired in 2002 or after, significantly lesser percentages of females than of males are ‘Very Satisfied’ or ‘Somewhat Satisfied’ (44.0% vs. 56.4%) with the information they received on family- and work-leave options.

Table 12. Work–Family Balance: Information Provided on Leave Options

“Specify the highest degree to which you were satisfied with new employee procedures at UT and/or within your unit?: Receiving information on family and work leave options. ” Percentage Who Responded ‘Very Satisfied’ or ‘Somewhat Satisfied’ (vs. ‘Somewhat Dissatisfied’ and ‘Very Dissatisfied’)			
<i>Tenured/Tenure-Track</i>	<i>All</i>	<i>Males</i>	<i>Females</i>
<i>Hired in 2002 or after</i>	52.0	56.4	44.0*

* Difference is significant at $p < .05$ level.

Overall, fewer females than males reported that understanding is shown for family responsibilities at UT. Significant gender differences were found in Biological and Physical Sciences, Professions, and Fine Arts (Table 13). The gender difference in the percentages who agreed that understanding is shown for family responsibilities was significant amongst all tenured/tenure-track faculty (69.7% of

women vs. 81.5% of men), and within the disciplinary groups of Biological Sciences (47.5% of women vs. 84.7% of men), Physical Sciences (62.3% of women vs. 87.3% of men), Professions (73.0% of women vs. 83.4% of men), and Fine Arts (59.2% of women vs. 86.8% of men).

Table 13. Work–Family Balance: Institutional Understanding

“Indicate your level of agreement or disagreement with each of the following statements about your unit: Understanding is shown for family responsibilities. Percentage Who Responded ‘Strongly Agree’ and ‘Somewhat Agree’ (vs. ‘Somewhat Disagree’ and ‘Strongly Disagree’)			
<i>Tenured/Tenure-Track</i>	<i>All</i>	<i>Males</i>	<i>Females</i>
All Fields	77.8	81.5	69.7***
<i>Disciplinary Groups – Tenured/Tenure-Track only</i>			
Engineering	75.7	77.1	65.1
Biological Sciences	72.3	84.7	47.5***
Physical Sciences	84.7	87.3	62.3**
Professions	79.2	83.4	73.0**
Social Sciences	77.7	77.6	77.9
Humanities	74.9	75.8	73.5
Fine Arts	87.3	86.8	59.2***

*** Difference is significant at $p < .001$ level.

** Difference is significant at $p < .01$ level.

Among tenured/tenure-track faculty members, females reported needing but not using family accommodations more often than did males (Table 14). Of the faculty members who reported being aware that the accommodation existed at UT, significantly higher percentages of tenured/tenure-track females than males needed but did not use: paid childbearing leave (14.0% of females vs. 6.7% of males), modified duties due to substantial dependent care obligations (23.2% of females vs. 8.2% of males), university-sponsored childcare (27.6% of females vs. 16.3% of males), and the provision to extend the tenure clock due to having or adopting a child (9.9% of females vs. 3.8% of males). Overall, more men than women reported needing but not using the spousal hiring accommodations, although the difference was not statistically significant.

Table 14. Work–Family Balance: Enabling and Supporting Accommodation Use

“Of the accommodations that do exist at UT, have you:” Percent Who Responded ‘Needed But Not Used’ <i>Tenured/Tenure-Track</i>			
<i>Accommodations</i>	<i>All</i>	<i>Males</i>	<i>Females</i>
Paid childbearing leave	8.7	6.7	14.0**
Paid parental leave	10.2	9.0	13.4
Paid leave for eldercare or spousal care	9.5	#	10.9
Modified duties for faculty with substantial dependent care obligations	15.5	8.2	23.2***
University sponsored childcare	20.2	16.3	27.6***
University sponsored emergency childcare	#	#	#
Dual career job placement assistance	6.7	6.8	#
Spousal hiring for academic spouses	8.2	8.9	6.6
Provision to extend the tenure clock for faculty who have had or have adopted a child	6.0	3.8	9.9***
Travel funds for faculty traveling with a small child to a conference or for research	#	#	#

*** Difference is significant at $p < .001$ level.

** Difference is significant at $p < .01$ level.

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Comments: *Reasons accommodations were not used despite being needed*

<i>Paid childbearing leave</i>	<ul style="list-style-type: none"> • “It was not available when I was in need.” • “Only used a few weeks, because this accommodation uses up all your sick leave which might be needed for future emergencies” • “I needed my tenure clock to stop and I was told the modified duties program did not do this; so I took unpaid leave instead.” • “Texas law does not allow paternal leave nor any leave before the end of first year of service, the time when I needed it” • “...tenure track faculty are offered modified duties not paid leave” • “Was not viewed as favorable by colleagues” • “Did not know how to use it; survived without it”
<i>Modified duties for faculty w/ substantial dependent care obligations</i>	<ul style="list-style-type: none"> • “Could not afford the time due to professional obligations” • “Feel that this would hurt my tenure package.” • “Did not have classroom teaching duties at the key time for other reasons; uncertain how using the policy would be perceived” • “Not offered by the University at that time” • “Negative views/impressions associated with modifying my duties”
<i>University sponsored childcare</i>	<ul style="list-style-type: none"> • “Did not exist when I needed childcare” • “No space in center” • “Too expensive for more than one child” • “No openings available at the time; since then I got into a different daycare.” • “V. long wait list; after many years, my child simply ended up going to school instead.”

<i>Provision to extend the tenure clock for faculty who have had or have adopted a child</i>	<ul style="list-style-type: none"> • “Didn’t want to extend the suffering; uncertain how using the policy would be perceived” • “Fear of impression of weakness” • “Had to take unpaid leave since this was not approved by the Dean when I requested it” • “It was not on my agenda as my research was progressing well” • “For women this would be negatively perceived by tenure reviewers.” • “I was the sole financial support of my family and could not afford to take unpaid leave...”
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Tenured/tenure-track females are more likely than tenured/tenure-track males to have heard concerns from colleagues that using a family accommodation may have a negative impact on the faculty member’s professional reputation (Table 15). Gender differences in this awareness were significant among tenured/tenure-track faculty overall (33.2% of women vs. 13.8% of men) and within each rank, as well as within all disciplinary groups, excepting the Social Sciences.

Table 15. Work–Family Balance: Negative Impacts of Accommodation Use

“Over the past five years, have any of your colleagues expressed the concern that using a family accommodation policy might have a negative impact on their own professional reputation?”			
<i>Tenured/Tenure-Track</i>	Percentage Who Responded ‘Yes’ (vs. ‘No’ and ‘Do not Know’)		
	<i>All</i>	<i>Males</i>	<i>Females</i>
All Fields	19.1	13.8	33.2***
<i>Disciplinary Groups—Tenured/Tenure-Track Only</i>			
Engineering	28.3	25.2	57.1**
Biological Sciences	20.6	#	50.1***
Physical Sciences	10.3	8.3	#
Professions	14.3	9.2	22.4***
Social Sciences	17.1	14.0	25.6
Humanities	31.3	19.7	52.7***
Fine Arts	15.0	#	24.9***
<i>Rank</i>			
Full Professors	12.5	9.7	24.7***
Associate Professors	26.6	20.8	35.9***
Assistant Professors	28.1	20.0	40.7***

*** Difference is significant at $p < .001$ level.

** Difference is significant at $p < .01$ level.

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Comments: “In the space below, please describe what kind of impact taking family accommodations has had on the professional reputations of your faculty.”

- “I have heard a few negative comments from peers, who expressed a sense of laziness of the part of those taking advantage of family leave. These comments were made in passing, and were surprising, and may point to a bigger cultural problem at UT.”
- “Lower research grant record. Lower number of publications”

- “I am a senior male faculty member in a male-dominated profession (and department). Overall, our faculty is very good at understanding the need and desire for family accommodations, but not all the faculty understand it. Those that do not are less inclined to vote for promotion for those who have taken it. Fortunately, these are a minority.”
- “Slowed professional growth.”
- “Generally negative, one asks if the University should really have this responsibility”
- “I think colleagues see it as an unfair privilege.”
- “There are very divisive people in the department who will use anything available in the zero-sum game of promotion and hiring.”
- “Considered as taking themselves off the fast track. No longer regarded as being serious about their career. Now passed over for new opportunities that arise.”
- “Definite negative feeling from some (but not all) male colleagues”
- “Faculty members looked down upon for not pulling their own weight.”
- “My department is very supportive. However, I hear from women in other engineering departments of backlash associated with faculty having children and taking advantage of any accommodations provided by the University.”

Among tenured/tenure-track faculty members, females are consistently and significantly more likely than males to be caring for an aging and/or ill parent, spouse, or other relative (Table 16). Among tenured/tenure-track faculty members, the gender differences are significant overall (17.0% of women vs. 13.4% of men); among associate professors (17.8% of women vs. 10.6% of men); among faculty members in the age intervals of 41–45 years (18.6% of women vs. 9.7% of men) and 56–60 years (29.1% of women vs. 16.9% of men); and among faculty members who obtained their highest degree in the 1990s or 1980s.

Table 16. Family Responsibilities: Other

“Are you currently caring for an aging and/or ill parent, spouse or other relative?” Percentage Who Responded ‘Yes’ (vs. ‘No’)			
<i>Tenured/Tenure-Track</i>	<i>All</i>	<i>Males</i>	<i>Females</i>
All Fields	14.4	13.4	17.0*
Rank			
Full Professors	15.8	15.2	18.2
Associate Professors	13.3	10.6	17.8*
Assistant Professors	11.9	10.1	14.6
<i>Age at Time of Survey—Tenured/Tenure-Track only</i>			
Under 40	7.1	7.5	#
41 to 45	12.4	9.7	18.6*
46 to 50	12.5	10.4	16.2
51 to 55	21.5	18.5	28.4
56 to 60	19.8	16.9	29.1*
Over 60	14.0	15.1	#
<i>Obtained Highest Degree—Tenured/Tenure-Track only</i>			
Obtained highest degree in the 2000s	8.4	8.6	8.1
Obtained highest degree in the 1990s	12.8	9.5	19.2**
Obtained highest degree in the 1980s	17.9	15.4	24.8*
Obtained highest degree before 1980	16.0	16.2	14.5

** Difference is significant at $p < .01$ level.

* Difference is significant at $p < .05$ level.

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Female tenured/tenure-track faculty members have significantly lower average numbers of children than do their male counterparts (Table 17). This difference is significant overall and among full professors, faculty members in the age intervals of 51—55 years, 56—60 years, and 60 years or above; and among faculty members who obtained their highest degree between 1970 and 2000.

Table 17. Family Responsibilities: Children

	All Children Mean of the sum of: 1—Children you cared for in the past: include only children who have moved out of the house, 2—Children you care for currently: include only children who are still living in your household			Children Currently at Home Mean of: 1—Children you care for currently: include only children who are still living in your household		
	<i>All</i>	<i>Males</i>	<i>Females</i>	<i>All</i>	<i>Males</i>	<i>Females</i>
Non-Tenure-Track	1.81	1.90	1.76	0.65	0.57	0.69
Tenured/Tenure-Track	1.90	2.06	1.49***	0.67	0.68	0.64
<i>Rank</i>						
Full Professors	2.09	2.24	1.45***	0.51	0.53	0.41
Associate Professors	2.03	2.07	1.98	0.94	0.96	0.91
Assistant Professors	1.25	1.42	1.00	0.77	0.86	0.62
<i>Age at Time of Survey—Tenured/Tenure-Track only</i>						
Under 36	0.87	0.89	0.85	0.55	0.54	0.56
36 to 40	1.83	2.02	1.48	1.13	1.19	1.00
41 to 45	2.17	2.34	1.79	1.26	1.35	1.04
46 to 50	2.27	2.40	2.03	1.12	1.19	0.99
51 to 55	1.95	2.15	1.51*	0.63	0.72	0.42*
56 to 60	1.84	2.05	1.18***	0.30	0.31	0.26
Over 60	1.95	2.06	1.34**	0.11	0.12	0.06
<i>Obtained Highest Degree—Tenured/Tenure-Track only</i>						
In the 2000s	1.21	1.33	1.04	0.77	0.82	0.70
In the 1990s	2.11	2.29	1.75*	1.11	1.23	0.89**
In the 1980s	2.07	2.21	1.68*	0.74	0.79	0.61
In the 1970s	1.88	2.01	1.30**	0.22	0.24	0.17
Before 1970	2.09	2.14	1.65	0.09	0.08	0.14

*** Difference is significant at $p < .001$ level.

** Difference is significant at $p < .01$ level.

* Difference is significant at $p < .05$ level.

Female faculty members are less likely to have a spouse or partner than are male faculty members, and the gender difference is significant for tenured/tenure-track faculty (87.5% of men vs. 70.5% of women) (Table 18). The gender difference in having a spouse/partner is significant for all tenure/tenure-track faculty and among Associate and Full Professors. A markedly lower percentage of female full professors (64.0%) are partnered than are females of other ranks.

Table 18. Family Responsibilities: Spouse or Partner

Percentage Who Responded 'Married' or 'Partnered' (vs. 'Divorced,' 'Widowed' or 'Single')			
	<i>All</i>	<i>Males</i>	<i>Females</i>
Non-Tenure-Track	78.3	82.7	75.7
Tenured/Tenure-Track	82.7	87.5	70.5***
<i>Rank</i>			
Full Professors	84.3	81.5	64.0***
Associate Professors	82.5	87.8	74.1***
Assistant Professors	78.9	81.9	74.5

*** Difference is significant at $p < .001$ level.

Tenured/tenure-track females are significantly more likely than counterpart males to have considered leaving UT because of family responsibilities (35.6% vs. 24.1%) or to improve career opportunities for their spouse or partner (53.8% vs. 42.6%) (Table 19).

Table 19. Work-Family Balance: Career Decisions

<i>Tenured/Tenure-Track</i>	Percentage Who Responded 'Yes' (vs. 'No')		
	<i>All</i>	<i>Males</i>	<i>Females</i>
Have you ever considered leaving UT because of family responsibilities?	27.3	24.1	35.6***
Have you ever considered leaving UT to improve career opportunities for your spouse or partner?	45.3	42.6	53.8***

*** Difference is significant at $p < .001$ level.

IV. Recruitment, Salary, Retention, and Promotion

Higher percentages of male than of female tenure/tenure-track faculty reported that their spouses or partners made accommodations so that they could accept the position at UT (Table 20); gender differences were significant across all possible responses. Significantly higher percentages of men than of women reported that their spouses/partners made sacrifices in their careers (25.8% vs. 21.4%), that their spouses/partners worked in a field that allowed for flexibility in geographical location (21.2% vs. 11.7%), or that their spouses/partners didn't work outside of the home at that time; whereas 9.0% of females versus 4.5% of males reported that their spouses/partners were unable to immediately move with them in the interest of preserving their own careers. Significantly higher percentages of females than of males also reported that they did not have a spouse or partner (30.3% vs. 16.4%) or that accepting a position at UT did not require a geographical move (10.5% vs. 3.1%). These results suggest that there are marked gender differences in the process of selecting an academic position, as well as in balancing having both a career and a relationship.

Table 20. Spousal Career Concerns

“How was the career of your spouse or partner affected by your decision to accept the position at UT?”			
<i>Tenured/Tenure-Track Faculty</i>	<i>Results in Percentages</i>		
	<i>All</i>	<i>Males</i>	<i>Females</i>
I did not have a spouse/partner at that time	20.2	16.4	30.3***
My spouse/partner did not work outside of the home at that time	13.1	17.7	#
Accepting the position did not require a geographical move so my spouse/partner was able to keep his/her former job	5.2	3.1	10.5***
My spouse/partner works in an occupational field which allows for flexibility in geographical location and was able to move with me	18.5	21.2	11.7***
My spouse/partner made sacrifices in his/her career to support my career	24.6	25.8	21.4*
My spouse/partner was unable to immediately move in the interest of preserving his/her career	5.7	4.5	9.0***
Other	11.9	65.0	35.0**

*** Difference is significant at $p < .001$ level.

** Difference is significant at $p < .01$ level.

* Difference is significant at $p < .05$ level.

Comments: *Spousal Career Concerns*

- “My spouse was also hired here”
- “My spouse was working when I accepted the appointment at UT, but was ready to start a new life as a stay-at-home mom”
- “Did fine finding a position in Austin”
- “Relationship dissolved in part due to position at UT”
- “We divorced about the time of my move to UT”
- “For some years, we lived >50 miles from UT”
- “My husband retired to enable our move to Austin”
- “My spouse did not move”

Tenured/tenure-track females are generally less satisfied than males with their current salaries, but in some cases, they are more satisfied with their current ranks (Table 21). In contrast with male counterparts, significantly higher percentages of female Assistant Professors are very or somewhat satisfied with their ranks, whereas significantly lesser percentages of all tenured/tenure-track females in general and female Full and Associate Professors are very or somewhat satisfied with their current salaries.

Table 21. Satisfaction with Rank and Salary

Specify the degree to which you are satisfied with each of the following:	Current Rank			Current Salary		
	Percentage Who Responded ‘Very Satisfied’ or ‘Somewhat Satisfied’ (vs. ‘Somewhat Dissatisfied’ or ‘Very Dissatisfied’)					
	<i>All</i>	<i>Males</i>	<i>Females</i>	<i>All</i>	<i>Males</i>	<i>Females</i>
Tenured/Tenure-Track	88.1	88.7	86.3	58.2	62.0	48.3***
<i>Rank</i>						
Full Professors	96.5	96.2	98.1	64.6	67.3	53.0***
Associate Professors	74.2	75.1	72.9	46.8	50.8	40.5*
Assistant Professors	82.1	78.6	87.5*	54.8	56.9	51.6

*** Difference is significant at $p < .001$ level.

** Difference is significant at $p < .01$ level.

* Difference is significant at $p < .05$ level.

More tenured/tenure-track females than males feel that they have progressed more slowly than other faculty members, whereas fewer females than males feel that they have progressed more quickly (Table 22). A significant association was present between gender and perceived rate of career progression among all tenured/tenure-track faculty and within every disciplinary group, except Fine Arts.

Table 22. Rate of Career Progression

“How do you regard your career progression (e.g., promotion, raises, etc.) relative to that of other faculty members in your unit and track?”						
<i>Tenured/Tenure-Track</i>	Percentage Who Responded ‘Slower than other faculty members’			Percentage Who Responded ‘Faster than other faculty members’		
	<i>All</i>	<i>Males</i>	<i>Females</i>	<i>All</i>	<i>Males</i>	<i>Females</i>
All***	20.3	16.5	29.9	33.1	36.7	23.9
<i>Disciplinary Groups</i>						
Engineering*	17.1	15.1	35.1	36.4	40.1	#
Biological Sciences***	28.0	18.4	52.3	19.7	17.8	24.6
Physical Sciences***	11.4	8.7	#	36.1	37.7	#
Professions**	20.8	17.3	26.1	33.3	38.1	25.8
Social Sciences*	18.1	19.8	13.4	34.6	39.2	22.1
Humanities**	26.8	20.6	38.1	30.1	35.2	20.7
Fine Arts	21.8	19.9	25.4	21.8	19.9	25.4

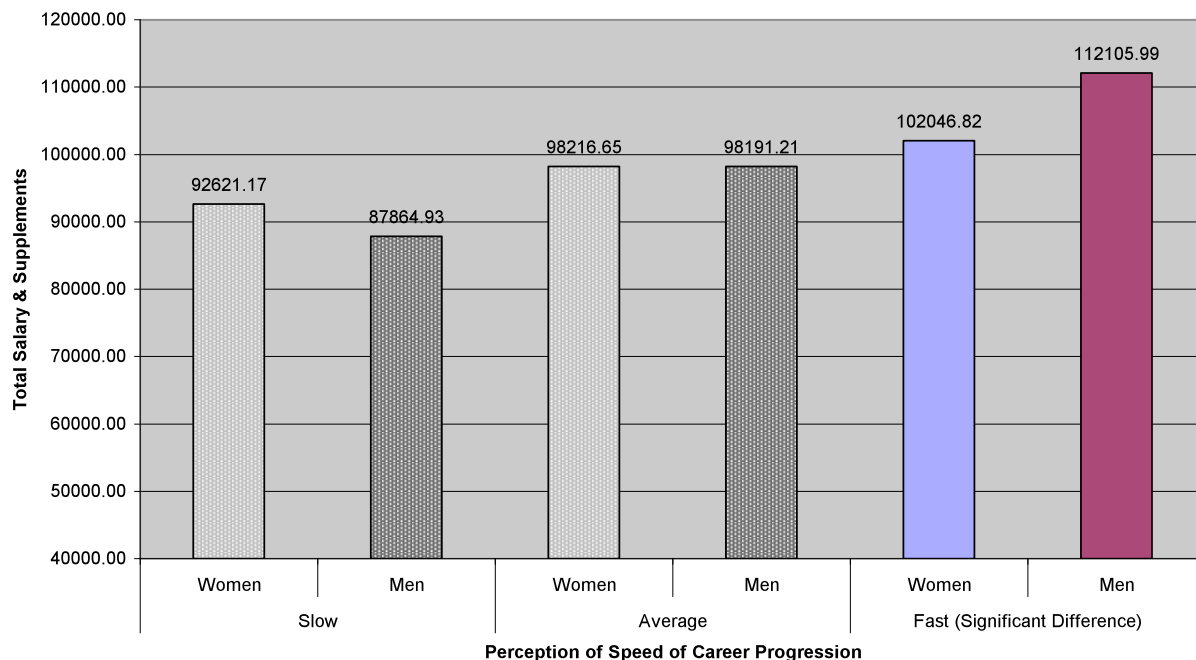
*** Difference is significant at $p < .001$ level.

** Difference is significant at $p < .01$ level.

* Difference is significant at $p < .05$ level.

Of tenured/tenure-track faculty members who perceive their careers as progressing faster than others in the unit, males have significantly higher salaries than do females, net of all controls, with a mean salary of \$102,046.82 for women and \$112,105.99 for men (Figure 1). Tenured/tenure-track faculty members reporting average and slow career progression do not differ significantly by gender with respect to salary. Note that these estimated average salaries are based on models similar to those shown in the compensation report and are adjusted for field, being white, terminal degree, year of degree, rank, years in rank, and years at UT (Mueller, Raley, and Muller 2008).

Figure 1. Average Salary for Men & Women with Different Perceptions of the Speed of their Career Progression, Adjusted for Rank, Field, Race, Terminal Degree, Years of Degree, Years of Rank, and Years at UT



Female tenured/tenure-track faculty members expressed significantly lower levels of agreement than did tenured/tenure-track men that constructive feedback on performance is received and that there is clarity about the promotion process (Table 23); the former gender difference was significant among the Biological and Physical Sciences, as well as among Full Professors. **Tenured/tenure-track females expressed significantly higher levels of agreement than did counterpart men that they have to work harder than their colleagues to be perceived as legitimate scholars**—a gender difference that remained significant within the disciplinary groups of Engineering, Biological Sciences, Physical Sciences, Professions, and Humanities, and amongst Full and Assistant Professors.

Table 23. Promotion Concerns

“Indicate your level of agreement or disagreement with each of the following statements about your unit.”	Mean level of agreement: (3=‘Definitely Agree,’ 2=‘Somewhat Agree,’ 1=‘Somewhat Disagree,’ 0=‘Definitely Disagree’)								
	I receive constructive feedback about my performance			There is clarity about the promotion process			I have to work harder than my colleagues to be perceived as a legitimate scholar		
<i>Tenured/Tenure-Track</i>	<i>All</i>	<i>M</i>	<i>F</i>	<i>All</i>	<i>M</i>	<i>F</i>	<i>All</i>	<i>M</i>	<i>F</i>
All Fields	1.70	1.76	1.55**	1.95	1.99	1.85*	0.91	0.77	1.25***
<i>Disciplinary Groups – Tenured/Tenure-Track only</i>									
Engineering	1.82	1.81	1.94	2.04	2.08	1.72	0.80	0.73	1.46*
Biological Sciences	1.57	1.71	1.18*	1.60	1.68	1.40	1.03	0.86	1.44*
Physical Sciences	2.00	2.06	1.38*	2.21	2.23	1.90	0.59	0.52	1.29**
Professions	1.71	1.71	1.72	1.94	1.95	1.94	0.86	0.72	1.08**
Social Sciences	1.74	1.81	1.56	2.00	1.92	2.22	1.01	0.90	1.29
Humanities	1.61	1.67	1.51	2.00	2.03	1.93	1.10	0.94	1.39**
Fine Arts	1.25	1.31	1.13	1.56	1.72	1.26	1.17	1.03	1.43
<i>Rank</i>									
Full Professors	1.73	1.79	1.46**	2.16	2.19	2.01	0.76	0.66	1.22***
Assoc. Professors	1.58	1.61	1.75	1.71	1.80	1.53	1.08	0.99	1.23
Assistant Professors	1.79	1.84	1.67	1.63	1.72	1.71	1.08	0.91	1.33**

*** Difference is significant at $p < .001$ level.

** Difference is significant at $p < .01$ level.

* Difference is significant at $p < .05$ level.

Female faculty members are less likely than male faculty members to have received a written outside offer while at UT (Table 24); this gender difference is significant among tenured/tenure-track faculty (26.2% of women vs. 38.8% of men), Full Professors (33.1% vs. 47.9%), and faculty members who obtained their highest degree in the 1980s or before. **Relevant for recruitment and promotion, significantly higher percentages of females than of males conceded that they have not pursued outside offers because of the negative impact it might have on the career of their spouse or partner (Table 24).** This gender difference is significant among tenured/tenure-track faculty (64.8% of women vs. 51.5% of men), all three tenured/tenure-track ranks, and faculty members who obtained their highest degree in the 1990s or 1980s.

Table 24. Outside Offers

	Have you ever received a written outside offer while at UT?			Have you ever not pursued outside offers because of the negative impact it might have on the career of your spouse or partner?		
	Percentage Who Responded 'Yes' (vs. 'No')			Percentage Who Responded 'Yes' (vs. 'No')		
	<i>All</i>	<i>Males</i>	<i>Females</i>	<i>All</i>	<i>Males</i>	<i>Females</i>
Non-Tenure-Track	27.6	29.0	26.7	47.5	42.6	50.5
Tenured/Tenure-Track	35.3	38.8	26.2***	55.0	51.5	64.8***
<i>Rank</i>						
Full Professors	45.2	47.9	33.1***	55.1	52.6	67.1**
Associate Professors	30.9	32.5	28.5	57.3	52.1	65.9**
Assistant Professors	14.4	13.9	15.1	50.9	45.3	59.8*
<i>Obtained Highest Degree—Tenured/Tenure-Track Only</i>						
In the 2000s	15.3	14.3	16.6	50.4	45.4	57.6
In the 1990s	30.2	30.2	30.2	60.4	55.5	70.2**
In the 1980s	35.8	40.2	24.2**	59.8	56.6	69.5*
Before 1980	48.6	51.4	33.6**	48.0	46.7	55.7

*** Difference is significant at $p < .001$ level.

** Difference is significant at $p < .01$ level.

* Difference is significant at $p < .05$ level.

Significantly higher percentages of female than of male non-tenure-track faculty members have medical and retirement benefits (Table 25). Approximately half of those who are not eligible would like to be eligible.

Table 25. Benefits for Non-Tenure-Track Faculty

<i>Non-Tenure-Track</i>	Percentage Who Responded 'Yes' (vs. 'No')		
	<i>All</i>	<i>Males</i>	<i>Females</i>
Are you eligible for medical benefits?	87.6	81.7	91.2*
Are you eligible for retirement benefits?	88.9	83.3	92.2*
Would you like to be eligible for medical benefits? (asked of those not already eligible)	47.2	45.0	50.0
Would you like to be eligible for retirement benefits? (asked of those not already eligible)	62.1	62.5	61.5

* Difference is significant at $p < .05$ level.

The mean number of years since last salary increase is significantly lower for female non-tenure-track faculty members than for their male counterparts; on average, males report no increase in 1.08 years in comparison with 0.62 years for females (Table 26).

Table 26. Salary Increases for Non-Tenure-Track Faculty

"How long has it been since your last salary increase?"		
Mean number of years: (0=Less than 1 year, 1=1 year, 2=2 years, 3=3 years, 4=More than 3 years)		
<i>All</i>	<i>Males</i>	<i>Females</i>
0.79	1.08	0.62**

** Difference is significant at $p < .01$ level

V. Values

Tenured/tenure-track females serve on significantly more committees at the unit (2.90 vs. 2.46 on average) and university levels (1.15 vs. 0.90 on average) than do their male counterparts (Table 27).

Table 27. Service: Committee Participation

“Specify the number of each of the following types of committees you are serving on this year and indicate how many you chair (e.g. executive, search, admissions, ad hoc review, awards, space, etc.) Do NOT include graduate student examination committees.”	Mean number of committees			Mean number of committees chaired		
	Tenured/Tenure-Track					
	All	M	F	All	M	F
In your unit	2.68	2.46	2.90**	0.71	0.72	0.68
University-wide	0.97	0.90	1.15**	0.10	0.09	0.11
Academic or professional organizations off-campus	1.42	1.37	1.53	0.27	0.28	0.26

** Difference is significant at $p < .01$ level.

Although there are no significant gender differences in agreement that the criteria for productivity are appropriate or that teaching contributions are valued appropriately (Table 28), **female tenured/tenure-track faculty and female Full Professors express significantly lower levels of agreement than do male counterparts that their service contributions are valued appropriately.**

Table 28. Value Differences

“To what extent do you agree with the following statements?”	Mean level of agreement: (3=‘Definitely Agree,’ 2=‘Somewhat Agree,’ 1=‘Somewhat Disagree,’ 0=‘Definitely Disagree’)									
	<i>Tenured/Tenure-Track</i>			<i>Full Professors</i>		<i>Associate Professors</i>		<i>Assistant Professors</i>		
	<i>All</i>	<i>M</i>	<i>F</i>	<i>M</i>	<i>F</i>	<i>M</i>	<i>F</i>	<i>M</i>	<i>F</i>	
I believe the criteria for productivity are appropriate	1.94	1.97	1.86	2.05	1.96	1.81	1.74	1.85	1.88	
I believe my teaching contributions are valued appropriately	1.80	1.83	1.73	1.90	1.76	1.75	1.67	1.70	1.77	
I believe my service contributions are valued appropriately	1.70	1.76	1.53***	1.81	1.49**	1.59	1.41	1.79	1.71	

*** Difference is significant at $p < .001$ level.

** Difference is significant at $p < .01$ level.

Respondents were asked to assign a level of importance to 35 scholarly endeavors in terms of their own beliefs and then their perception of the orientation of their academic units. These two responses were compared in order to determine whether the faculty member perceives each scholarly endeavor as being of greater, same, or lesser value to him- or herself than to the unit. Table 29 presents the 15 scholarly endeavors for which the gender differences among tenured/tenure-track faculty were significant; the scholarly endeavors are grouped within scholarship, service, and teaching clusters.

Significantly higher percentages of females than of males reported valuing scholarship to the same degree as their unit; in contrast, significantly higher percentages of males than of females disagreed with their unit about the value of scholarship. Although some males held scholarship to be of greater value, others saw it of less importance to them than to their unit.

Females were more likely than males to report that they valued service more than did their unit, whereas males were more likely to place about the same or less value on service. For example, significantly higher percentages of females than of males felt that mentoring students from underrepresented groups (50.8% of women vs. 29.5% of men) and mentoring faculty (41.2% of women vs. 32.0% of men) was of greater importance to them than to their unit.

With the exception of teaching lecture courses, significantly higher percentages of females than of males perceived teaching endeavors (supervising dissertations, directing graduate student research, teaching seminar courses, and designing new courses) as being of greater importance to them personally than to their unit.

Table 29. Scholarly Endeavors Valued Differentially Between Self and Unit, and by Gender

Table 2: Scholarly Endeavors Varied Differentially Between Sen and Jnr, and by Gender						
Scholarly Endeavors	Level of importance for self in comparison with perceived importance for unit —Percentage who indicated:					
	Greater		Same		Lesser	
	Tenured/Tenure-Track					
	Male	Female	Male	Female	Male	Female
Scholarship						
Scholarly work in your discipline*	25.9	23.4	63.4	69.3	10.7	7.3
Number of refereed articles published**	10.7	7.7	65.1	73.5	24.2	18.9
Writing textbooks*	20.2	14.4	59.0	65.8	20.9	19.9
Consulting**	38.0	29.6	53.0	61.2	9.0	9.2
Service						
Mentoring faculty**	32.0	41.2	54.6	47.8	13.4	11.0
Mentoring students from underrepresented groups***	29.5	50.8	56.8	42.5	13.7	6.7
Mentoring undergraduates*	34.7	39.8	53.7	46.2	11.6	14.0
Promoting diversity***	25.4	44.5	54.5	45.3	20.1	10.2
Building community in your unit*	37.7	43.2	55.3	48.3	7.1	8.6
Serving on important but time-consuming committees**	17.7	21.4	52.2	44.0	30.1	34.5
Teaching						
Number of dissertations chaired*	13.8	18.9	60.6	57.7	25.6	23.4
Directing the research of graduate students*	27.6	34.3	60.4	54.9	12.1	10.8
Teaching lecture courses***	20.1	8.5	54.4	54.0	25.5	37.5
Teaching seminar courses with active student discussion***	39.4	49.3	52.6	47.4	8.1	3.3
Designing one or more new courses*	37.9	41.0	51.9	52.8	10.2	6.2

*** Gender differences are significant at $p < .001$ level.

** Gender differences are significant at $p < .01$ level.

* Gender differences are significant at $p < .05$ level.

Note: Due to rounding, male/female row percentages do not always total 100%.

VI. Administrative Leadership and Professional Development

Significantly more female than male tenured/tenure-track faculty members and Full Professors perceived having had an *informal or formal* mentor on the UT campus (Table 30), with markedly higher percentages in the lower ranks, indicating increased access to mentoring at UT in recent years. However, significantly lesser percentages of female than of male tenured/tenure-track faculty members, Full Professors, and Associate Professors expressed satisfaction with opportunities to receive professional mentoring. This result suggests that although there may be mentoring programs or informal mentoring relationships in place, they have been of questionable value to many women.

Table 30. Mentoring

	Have you had an informal or formal mentor on the UT campus?			Specify the degree to which you are satisfied with each of the following: Opportunities to receive professional mentoring		
	Percentage Who Responded 'Yes' (vs. 'No')			Percentage Who Responded 'Very Satisfied' or 'Somewhat Satisfied' (vs. 'Somewhat Dissatisfied' or 'Very Dissatisfied')		
	<i>All</i>	<i>Males</i>	<i>Females</i>	<i>All</i>	<i>Males</i>	<i>Females</i>
Tenured/Tenure-Track	44.2	39.9	55.3***	59.6	63.5	51.1***
<i>Rank</i>						
Full Professors	28.6	27.3	34.5*	63.8	68.1	47.3***
Associate Professors	49.2	46.0	54.3	55.4	59.6	49.5*
Assistant Professors	79.6	77.6	82.5	56.9	57.3	56.5

*** Difference is significant at $p < .001$ level.

* Difference is significant at $p < .05$ level.

Significantly more tenured/tenure-track males than females have served in administrative positions, such as chairs (9.3% of women vs. 21.8% of men), associate chairs (8.8% of women vs. 16.2% of men), and administrators/directors (27.8% of women vs. 36.9% of men) (Table 31). **Correspondingly, significantly more females responded that they would like to serve in these various positions but have never been asked.** Alternatively, significantly more women than men have never been asked but do not want to serve as a chair, whereas significantly more men than women have never been asked but do not want to serve as an associate director.

Table 31. Administrative Service

“Please indicate whether you have served or been asked to serve in any of these positions.”												
Percentage Who Responded ‘Yes’ (vs. ‘No’)												
Type of Service	“Never been asked but would like to serve”			“Asked to serve but said no”			“Served” or “Served in interim capacity”			“Never been asked and do not want to serve”		
	Tenured/Tenure-Track											
	All	M	F	All	M	F	All	M	F	All	M	F
Dean	16.4	16.1	17.2	#	#	#	#	#	#	80.3	79.6	82.0
Assoc. or Asst. Dean	20.7	19.5	23.6	4.7	4.9	4.1	8.4	9.2	6.5	66.2	66.4	65.8
Chair	24.0	22.6	27.6*	5.9	6.6	4.2	18.3	21.8	9.3***	51.9	49.1	58.9***
Associate Chair	21.6	20.2	25.1*	2.6	2.6	2.8	14.1	16.2	8.8***	61.7	61.1	63.3
Administrator or Director@	26.5	24.8	30.8**	2.6	2.2	3.4	34.3	36.9	27.8***	36.6	36.1	38.0
Associate Director@	28.1	26.0	33.4**	1.6	1.4	2.1	15.2	15.7	13.9	55.1	56.9	50.6*

*** Difference is significant at $p < .001$ level.

** Difference is significant at $p < .01$ level.

* Difference is significant at $p < .05$ level.

Cell size too small to report.

[@]Of a center, institute, laboratory, or program.

Tenured/tenure-track females have less positive perceptions of UT administrative processes than do their male counterparts (Table 32). Women express significantly lower levels of agreement than do men that agreements are honored, disputes and problems are resolved effectively, faculty members are encouraged and empowered, feedback is sought and accepted, and that everyone shares in making important decisions.

Table 32. Perceptions of UT Administrative Processes

Mean level of agreement: (4='Definitely Agree,' 3='Somewhat Agree,' 2='Somewhat Disagree,' 1='Definitely Disagree')			
“Indicate your level of agreement or disagreement with each of the following statements about your unit.”	<i>Tenured/Tenure-Track</i>		
	<i>All</i>	<i>Males</i>	<i>Females</i>
Agreements are honored	2.10	2.14	2.01*
The administration is effective	2.02	2.05	1.94
All faculty are encouraged to participate in strategic planning for the direction of the unit	1.84	1.86	1.81
Disputes and problems are resolved effectively	1.78	1.84	1.63**
Faculty are encouraged and empowered	1.73	1.79	1.59**
Feedback is sought and accepted	1.70	1.76	1.55**
I am assisted in obtaining the resources I need	1.69	1.71	1.64
I receive constructive feedback about my performance	1.63	1.64	1.61
There is a shared vision	1.60	1.64	1.52
Everyone shares in making important decisions	1.46	1.50	1.36*

** Difference is significant at $p < .01$ level.

* Difference is significant at $p < .05$ level.

Comments: “Please use the space below to provide any further comments you may have on how decisions are made in your unit.”

- “Faculty in the department are given every opportunity to express their opinions and be heard. They are not quite so likely to take responsibility for their own actions, however, and will frequently reject their previously agreed decisions.”
- “There are a few faculty that dominate the discussions and have a strong impact on decisions.”
- “The Budget Council has been given authority, over and above the Department Chair, to make policy and decisions. I have been disappointed by the lack of professionalism by a very few of our BC members, and frankly, am shocked at how poorly some of our women faculty are considered/treated in these meetings. I applaud our Department Chairman, who does his best to keep this unruly bunch moving forward, but I must say that the BC governance is flawed – The Department Chair should have more autonomy...”
- “Chairs communicate regularly with faculty at budget council meetings and retreats. In [my unit] there are faculty lunches nearly weekly.”
- “I very much like my department, and I also very much like the institute I am affiliated with. I am a senior faculty member and have taught elsewhere and feel that the administrative workings of UT are exemplary.”
- “The administration of my department depends heavily on the department chair. Our current chair is very open to suggestions. Previous chairs have been more authoritarian.”

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Appendix 2A: Climate Survey

**Maintaining your confidentiality is
our top priority.**

Confidential Climate Survey for UT Faculty

Dear Colleagues,

I am asking for your assistance with an important effort that will benefit our university. We are interested in understanding the quality of academic life for The University of Texas at Austin faculty. This survey asks for your assessment of the work climate for faculty, in such areas as support for academic advancement, relations with colleagues, access to resources, the competing time demands on faculty members and the challenges of managing your academic and personal responsibilities.

This is the first campus-wide climate survey ever conducted at UT Austin. To ensure the accuracy of the survey's results, it is important that we hear from the entire faculty. Thank you in advance for your time and effort in contributing to this milestone event. Survey results will assist in our ongoing efforts to make UT Austin an excellent place to work.

Our university aspires to be the leading public university in the nation. To achieve that vision it is essential that we recruit, promote and retain a great faculty. Your responses to this survey will help the University institute policies that promote an equitable and supportive work environment for all of us.

Sincerely,

Steven Leslie
Provost

Confidentiality and Privacy

Your survey responses will keep strictly confidential. *All results from this survey will be presented in aggregate, so there is no possibility of identifying responses with individuals.*

Survey responses will be detached automatically from your identifying information once you have completed the survey. For analysis purposes we will retain a small amount of administrative information that will be masked, making it impossible to link your survey responses to your identity. All survey responses will be kept on a secure, non-networked server.

We hope that you will answer every question; however, you are always free to not answer a question or stop the survey without penalty or loss of benefits. Your participation is voluntary.

If you have questions about the survey or would like to talk more about the issues raised here, please contact J Moore 471-9590 or Gretchen Ritter at 232-7252, Co-Chairs of the Gender Equity Task Force. If you have questions about your rights as a participant, concerns or complaints please contact Jody Jensen at 471-8871, IRB Chair.

Please note that on smaller computer screens or at higher magnifications, you may need to scroll to the right on your screen to read an entire question.

The survey will take **approximately 30 minutes** to complete. The survey will be available to complete for one month from today.

{I agree to participate in this survey}

I decline to participate in this survey}

A. Employment Experience

1. Have you ever held a tenure-track position at UT?

- ☐ Yes
- ☐ No *{Skip questions marked as not for non-tenure track}*

2. Please specify the year that each of the following events occurred if applicable:

Event	Year of event?
2a. First tenure-track appointment at UT	Year? <i>{2007</i> 2006 2005 2004 2003 2002 2001 2000 1999 1998 1997 1996 1995 1994 1993 1992 1991 1990 1989 1988 1987 1986 1985 1984 1983 1982 1981 1980 1975-1979 1970- 1974 1965-1969 1960-1964 1959 <i>or earlier}</i>
2b. Year received tenure at UT (academic year that it took effect)	Year? <i>{Not</i> <i>applicable</i> 2007 2006 2005 2004 2003 2002 2001 2000 1999 1998 1997 1996 1995 1994 1993 1992 1991 1990 1989 1988 1987 1986 1985 1984 1983 1982 1981 1980 1975-1979 1970- 1974 1965-1969 1960-1964 1959 <i>or earlier}</i>
2c. What year did your current rank at UT take effect?	Year? <i>{2007</i> 2006 2005 2004 2003 2002 2001 2000 1999 1998 1997 1996 1995 1994 1993 1992

	1991	1990	1989
	1988	1987	1986
	1985	1984	1983
	1982	1981	1980
	1975-1979	1970-	
	1974	1965-1969	
	1960-1964	1959	
	or earlier}		

2d. How was the career of your spouse or partner affected by your decision to accept the position at UT?

- I did not have a spouse/partner at that time
- My spouse/partner did not work outside of the home at that time
- Accepting the position did not require a geographical move so my spouse/partner was able to keep his/her former job
- My spouse/partner works in an occupational field which allows for flexibility in geographical location and was able to move with me
- My spouse/partner made sacrifices in his/her career to support my career
- My spouse/partner was unable to immediately move in the interest of preserving his/her career

• Other, please specify:

Throughout this survey, you will be asked questions about your ‘unit.’ Unit will refer to the UT Department, School or organized research group making decisions on raises, promotions, and other administrative issues that impact you.

3a. Some faculty have dual appointments – which best describes your faculty appointment?

- Single appointment {Skip Question 3c}
- Appointed to two distinct UT units with only the primary appointment having input into my promotions, raises, etc. {Skip Question 3c}
- Appointed to two distinct UT units with both the primary and secondary appointments involved in decisions regarding my promotions, raises, etc. {Question 3c should only pop up for respondents who choose this answer}

• Other, please specify: {Skip Question 3c}

3b. In which academic unit is your primary faculty appointment?

College or School	Department
School of Architecture	Architecture
	Architectural History
	Community & Regional Planning
	Historic Preservation
	Interior Design
	Landscape Architecture
	Sustainable Design
	Urban Design
McCombs School of Business	Accounting

	<i>Finance</i>
	<i>Information, Risk, and Operations Management</i>
	<i>Management</i>
	<i>Marketing</i>
<i>College of Communication</i>	<i>Advertising</i>
	<i>Communication Sciences and Disorders</i>
	<i>Communication Studies</i>
	<i>Public Relations</i>
	<i>Radio – Television – Film</i>
	<i>School of Journalism</i>
<i>Continuing & Extended Education Division</i>	<i>Distance Education Center</i>
	<i>Professional Center</i>
	<i>Petroleum Extension Center (PETEX)</i>
	<i>Joe C. Thompson Conference Center</i>
	<i>University Extension</i>
<i>College of Education</i>	<i>Curriculum and Instruction</i>
	<i>Educational Administration</i>
	<i>Educational Psychology</i>
	<i>Kinesiology and Health Education</i>
	<i>Special Education</i>
<i>Cockrell School of Engineering</i>	<i>Aerospace Engineering and Engineering Mechanics</i>
	<i>Biomedical Engineering</i>
	<i>Chemical Engineering</i>
	<i>Civil, Architectural, and Environmental Engineering</i>
	<i>Electrical and Computer Engineering</i>
	<i>Materials Science and Engineering (includes Texas Materials Institute)</i>
	<i>Mechanical Engineering (includes Operations Research and Industrial Engineering)</i>
	<i>Petroleum and Geosystems Engineering</i>
<i>College of Fine Arts</i>	<i>Art and Art History</i>
	<i>Music</i>
	<i>Theatre and Dance</i>
	<i>Blanton Museum of Art</i>
	<i>Performing Arts Center</i>
<i>Graduate Studies</i>	<i>Graduate School Professional Development Classes</i>
	<i>Doctoral and Master's Portfolio Programs</i>
<i>School of Information</i>	
<i>Jackson School of Geosciences</i>	<i>Bureau of Economic Geology</i>
	<i>Geological Sciences</i>
	<i>Institute for Geophysics</i>
<i>School of Law</i>	
<i>LBJ School of Public Affairs</i>	
<i>College of Liberal Arts</i>	<i>Center for African and African American Studies</i>
	<i>American Studies</i>
	<i>Anthropology</i>

	<i>Asian Studies</i>
	<i>Center for Asian American Studies</i>
	<i>Edward A. Clark Center for Australian and New Zealand Studies</i>
	<i>Classics</i>
	<i>Comparative Literature Program</i>
	<i>Center for Cultural Studies</i>
	<i>Center for East Asian Studies</i>
	<i>Economics</i>
	<i>English</i>
	<i>European Studies</i>
	<i>French and Italian</i>
	<i>Geography and the Environment</i>
	<i>Germanic Studies</i>
	<i>Government</i>
	<i>History</i>
	<i>Humanities Program</i>
	<i>Latin American Studies</i>
	<i>Linguistics</i>
	<i>Linguistics Research Center</i>
	<i>Medieval Studies Program</i>
	<i>Center for Mexican American Studies</i>
	<i>Middle Eastern Studies</i>
	<i>Center for Middle Eastern Studies</i>
	<i>Philosophy</i>
	<i>Plan II Honors Program</i>
	<i>Psychology</i>
	<i>Religious Studies Program</i>
	<i>Reserve Officers Training Corps (ROTC)</i>
	<i>Division of Rhetoric and Composition</i>
	<i>Center for Russian, East European, and Eurasian Studies (UT-REENIC)</i>
	<i>Science, Technology, and Society Program</i>
	<i>Slavic and Eurasian Studies</i>
	<i>Sociology</i>
	<i>South Asia Institute</i>
	<i>Spanish and Portuguese</i>
	<i>Western Civilizations and American Institutions</i>
	<i>Center for Women's and Gender Studies</i>
<i>College of Natural Sciences</i>	<i>Astronomy</i>
	<i>School of Biological Sciences – Section of Integrative Biology</i>
	<i>School of Biological Sciences – Section of Molecular Cell and Developmental Biology</i>
	<i>School of Biological Sciences – Section of Molecular Genetics and Microbiology</i>
	<i>School of Biological Sciences – Section of Neurobiology</i>
	<i>Chemistry and Biochemistry</i>
	<i>Computer Sciences</i>

	<i>Human Ecology</i>
	<i>Marine Science</i>
	<i>Mathematics</i>
	<i>Physics</i>
<i>School of Nursing</i>	
<i>College of Pharmacy</i>	<i>Medicinal Chemistry</i>
	<i>Pharmaceutics</i>
	<i>Pharmacology and Toxicology</i>
	<i>Pharmacotherapy</i>
	<i>Pharmacy Administration</i>
	<i>Pharmacy Practice</i>
<i>School of Social Work</i>	
<i>Undergraduate Studies</i>	
<i>Interdisciplinary Academic Units</i>	<i>Center for Cellular and Molecular Toxicology</i>
	<i>Computational and Applied Mathematics Graduate Program</i>
	<i>ConneXus: Connections in Undergraduate Studies</i>
	<i>Environmental Science Institute</i>
	<i>Graduate School Professional Development and Community Engagement</i>
	<i>Institute for Cellular and Molecular Biology</i>
	<i>Institute for Neuroscience</i>
	<i>Science and Technology Commercialization</i>
	<i>Texas Materials Institute</i>

3c. In which academic unit is your secondary faculty appointment?

College or School	Department
<i>School of Architecture</i>	<i>Architecture</i>
	<i>Architectural History</i>
	<i>Community & Regional Planning</i>
	<i>Historic Preservation</i>
	<i>Interior Design</i>
	<i>Landscape Architecture</i>
	<i>Sustainable Design</i>
	<i>Urban Design</i>
<i>McCombs School of Business</i>	<i>Accounting</i>
	<i>Finance</i>
	<i>Information, Risk, and Operations Management</i>
	<i>Management</i>
	<i>Marketing</i>
<i>College of Communication</i>	<i>Advertising</i>
	<i>Communication Sciences and Disorders</i>
	<i>Communication Studies</i>
	<i>Public Relations</i>
	<i>Radio – Television – Film</i>
	<i>School of Journalism</i>
<i>Continuing & Extended Education Division</i>	<i>Distance Education Center</i>
	<i>Professional Center</i>

	<i>Petroleum Extension Center (PETEX)</i>
	<i>Joe C. Thompson Conference Center</i>
	<i>University Extension</i>
<i>College of Education</i>	<i>Curriculum and Instruction</i>
	<i>Educational Administration</i>
	<i>Educational Psychology</i>
	<i>Kinesiology and Health Education</i>
	<i>Special Education</i>
<i>Cockrell School of Engineering</i>	<i>Aerospace Engineering and Engineering Mechanics</i>
	<i>Biomedical Engineering</i>
	<i>Chemical Engineering</i>
	<i>Civil, Architectural, and Environmental Engineering</i>
	<i>Electrical and Computer Engineering</i>
	<i>Materials Science and Engineering (includes Texas Materials Institute)</i>
	<i>Mechanical Engineering (includes Operations Research and Industrial Engineering)</i>
	<i>Petroleum and Geosystems Engineering</i>
<i>College of Fine Arts</i>	<i>Art and Art History</i>
	<i>Music</i>
	<i>Theatre and Dance</i>
	<i>Blanton Museum of Art</i>
	<i>Performing Arts Center</i>
<i>Graduate Studies</i>	<i>Graduate School Professional Development Classes</i>
	<i>Doctoral and Master's Portfolio Programs</i>
<i>School of Information</i>	
<i>Jackson School of Geosciences</i>	<i>Bureau of Economic Geology</i>
	<i>Geological Sciences</i>
	<i>Institute for Geophysics</i>
<i>School of Law</i>	
<i>LBJ School of Public Affairs</i>	
<i>College of Liberal Arts</i>	<i>Center for African and African American Studies</i>
	<i>American Studies</i>
	<i>Anthropology</i>
	<i>Asian Studies</i>
	<i>Center for Asian American Studies</i>
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	<i>Classics</i>
	<i>Comparative Literature Program</i>
	<i>Center for Cultural Studies</i>
	<i>Center for East Asian Studies</i>
	<i>Economics</i>
	<i>English</i>
	<i>European Studies</i>
	<i>French and Italian</i>
	<i>Geography and the Environment</i>

	<i>Germanic Studies</i>
	<i>Government</i>
	<i>History</i>
	<i>Humanities Program</i>
	<i>Latin American Studies</i>
	<i>Linguistics</i>
	<i>Linguistics Research Center</i>
	<i>Medieval Studies Program</i>
	<i>Center for Mexican American Studies</i>
	<i>Middle Eastern Studies</i>
	<i>Center for Middle Eastern Studies</i>
	<i>Philosophy</i>
	<i>Plan II Honors Program</i>
	<i>Psychology</i>
	<i>Religious Studies Program</i>
	<i>Reserve Officers Training Corps (ROTC)</i>
	<i>Division of Rhetoric and Composition</i>
	<i>Center for Russian, East European, and Eurasian Studies (UT-REENIC)</i>
	<i>Science, Technology, and Society Program</i>
	<i>Slavic and Eurasian Studies</i>
	<i>Sociology</i>
	<i>South Asia Institute</i>
	<i>Spanish and Portuguese</i>
	<i>Western Civilizations and American Institutions</i>
	<i>Center for Women's and Gender Studies</i>
<i>College of Natural Sciences</i>	<i>Astronomy</i>
	<i>School of Biological Sciences – Section of Integrative Biology</i>
	<i>School of Biological Sciences – Section of Molecular Cell and Developmental Biology</i>
	<i>School of Biological Sciences – Section of Molecular Genetics and Microbiology</i>
	<i>School of Biological Sciences – Section of Neurobiology</i>
	<i>Chemistry and Biochemistry</i>
	<i>Computer Sciences</i>
	<i>Human Ecology</i>
	<i>Marine Science</i>
	<i>Mathematics</i>
	<i>Physics</i>
<i>School of Nursing</i>	
<i>College of Pharmacy</i>	<i>Medicinal Chemistry</i>
	<i>Pharmaceutics</i>
	<i>Pharmacology and Toxicology</i>
	<i>Pharmacotherapy</i>
	<i>Pharmacy Administration</i>
	<i>Pharmacy Practice</i>
<i>School of Social Work</i>	
<i>Undergraduate Studies</i>	

<i>Interdisciplinary Academic Units</i>	<i>Center for Cellular and Molecular Toxicology</i>
	<i>Computational and Applied Mathematics Graduate Program</i>
	<i>ConneXus: Connections in Undergraduate Studies</i>
	<i>Environmental Science Institute</i>
	<i>Graduate School Professional Development and Community Engagement</i>
	<i>Institute for Cellular and Molecular Biology</i>
	<i>Institute for Neuroscience</i>
	<i>Science and Technology Commercialization</i>
	<i>Texas Materials Institute</i>

4. Please indicate whether you have served or been asked to serve in any of these positions.

Type of Service	Served	Served in interim capacity	Asked to serve but said no	Never been asked but would like to serve	Never been asked and do not want to serve
Dean					
Associate or Assistant Dean					
Chair					
Associate Chair					
Administrator or director of a center, institute, laboratory, or program					
Associate director of a center, institute, laboratory, or program					

5a. How many classes and students did you teach during the 2006-2007 academic year? (If you team teach in courses, use the combined total of your teaching when responding to the questions.)

Type of Course	Number of Sections	Average Number of Students Per Section	Number of Distinct Courses
Undergraduate	Sections? {none 1 2 3 4 5 6}	Students? {none less than 5 5 to 20}	Courses? {none 1 2 3 4 5 6}

		21 to 50 51 to 100 101 to 250 251 to 500 more than 500}	
Graduate	Sections? {none 1 2 3 4 5 6}	Students? {none less than 5 5 to 20 21 to 50 51 to 100 101 to 250 251 to 500 more than 500}	Courses? {none 1 2 3 4 5 6}
Professional	Sections? {none 1 2 3 4 5 6}	Students? {none less than 5 5 to 20 21 to 50 51 to 100 101 to 250 251 to 500 more than 500}	Courses? {none 1 2 3 4 5 6}
Individualized teaching		Students? {none less than 5 5 to 20 21 to 50}	

5b. Have you requested to teach a course in the past 5 years and not been assigned to teach it?

- ☐ Yes
- ☐ No

6. How many of each of the following types of advisees did you have in the 2006-2007 school year?

Type of Advisee	Number of Advisees
Undergraduate students (whose research you supervise)	Advisees? {none, 1, 2 to 4, 5 to 10, 11 to 20, 21 to 40, more than 40}
Undergraduate students (whom you advise about course schedules)	Advisees? {none, 1, 2 to 4, 5 to 10, 11 to 20, 21 to 40, more than 40}
Master's students (terminal degree)	Advisees? {none, 1, 2 to 4, 5 to 10, 11 to 20, 21 to 40, more than 40}

Professional degree students (J.D., M.P.H., etc.)	Advisees? {none, 1, 2 to 4, 5 to 10, 11 to 20, 21 to 40, more than 40}
Doctoral students (whose research you supervise)	Advisees? {none, 1, 2 to 4, 5 to 10, 11 to 20, 21 to 40, more than 40}
Doctoral students (whom you advise about academic matters)	Advisees? {none, 1, 2 to 4, 5 to 10, 11 to 20, 21 to 40, more than 40}
Pharm.D. students	Advisees? {none, 1, 2 to 4, 5 to 10, 11 to 20, 21 to 40, more than 40}
Postdoctoral fellows	Advisees? {none, 1, 2 to 4, 5 to 10, 11 to 20, 21 to 40, more than 40}
Student organizations	Organizations? {none, 1, 2 to 4, 5 to 10, 11 to 20, 21 to 40, more than 40}

7a. Specify the number of each of the following types of committees you are serving on this year and indicate how many you chair (e.g. executive, search, admissions, ad hoc review, awards, space, etc.) Do NOT include graduate student examination committees.

Committees	Number of Committees	Number of Committees Chaired
In your unit	Committees? {none 1 2 3 4 5 6 or more}	Chaired? {none 1 2 3 4 5 6 or more}
University-wide	Committees? {none 1 2 3 4 5 6 or more}	Chaired? {none 1 2 3 4 5 6 or more}
Academic or professional organizations off-campus	Committees? {none 1 2 3 4 5 6 or more}	Chaired? {none 1 2 3 4 5 6 or more}

7b. Have you ever wanted to serve on a committee at UT but were not given the opportunity to serve?

- ☐ Yes
- ☐ No

8. Would you consider a part-time option for your faculty position at UT, with health benefits and pro-rated salary?

- ☐ Yes, I am interested in a permanent part time position.

- Yes, I would be interested in working part-time for limited periods as the need arose.
- No, I have no interest in working part-time under these conditions.
- I already work part-time.

9a. Please indicate, to the best of your knowledge, the availability of these family-friendly accommodations at UT. (Check all that apply.)

Accommodations	Available through the University	Available through my College or School	Available through my Department	Not available at UT at all	Do not know if available
Paid childbearing leave					
Paid parental leave					
Paid leave for eldercare or spousal care					
Modified duties for faculty with substantial dependent care obligations					
University sponsored childcare					
University sponsored emergency childcare					
Dual career job placement assistance					
Spousal hiring for academic spouses					
Provision to extend the tenure clock for faculty who have had or have adopted a child					
Travel funds for faculty traveling with a small child to a conference or for research					

9b. Of the accommodations that do exist at UT, have you:

Accommodations	Used	Needed but not used	Not needed
Paid childbearing leave			
Paid parental leave			
Paid leave for eldercare or spousal care			
Modified duties for faculty with substantial dependent care obligations			
University sponsored childcare			
University sponsored emergency childcare			
Dual career job placement assistance			
Spousal hiring for academic spouses			
Provision to extend the tenure clock for faculty who have had or have adopted a child			
Travel funds for faculty traveling with a small child to a conference or for research			

9c. Of the accommodations that you have needed but have not used, was it because of:

Accommodations	Other
Paid childbearing leave	Please specify:
Paid parental leave	Please specify:
Paid leave for eldercare or spousal care	Please specify:
Modified duties for faculty with substantial dependent care obligations	Please specify:
University sponsored childcare	Please specify:
University sponsored emergency childcare	Please specify:
Dual career job placement assistance	Please specify:
Spousal hiring for academic spouses	Please specify:

Provision to extend the tenure clock for faculty who have had or have adopted a child	Please specify:
Travel funds for faculty traveling with a small child to a conference or for research	Please specify:

B. Career Satisfaction

10a. All things considered, how satisfied are you with your current position at UT?

- ☐ Very satisfied
- ☐ Somewhat satisfied
- ☐ Somewhat dissatisfied
- ☐ Very dissatisfied

Please consider 'research' to include any creative effort you make in a professional capacity

10b. Specify the degree to which you are satisfied with each of the following:

	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied	Not applicable
1) Current rank					
2) Current salary					
3) Administrative support for contracts and grants					
4) Teaching responsibilities					
5) Advising responsibilities					
6) Committee responsibilities					
7) <i>Quantity</i> of space for research					
8) <i>Quality</i> of space for research					
9) Unit and campus-wide research and library facilities					
10) Computer facilities and support					
11) Resources for new ventures					
12) Number of graduate students					
13) Quality of graduate students					
14) Opportunities to collaborate with faculty in home unit					
15) Opportunities to collaborate with faculty in other units on the UT campus					
16) Intellectual stimulation of your work					
17) Clerical and administrative support					
18) Parking					
19) Time available for scholarly work					
20) Balance between personal and					

professional life					
21) Amount of time you have for yourself					
22) Commute time					
23) Diversity of students					
24) Recruitment of students					
25) Opportunities to receive professional mentoring					

If you were hired at UT prior to 2002, click [HERE](#) to skip to question 12.

11a. Were you appointed after a national search by the University?

- ☐ Yes
- ☐ No

11b. Specify the degree to which you were satisfied with new employee procedures at UT and/or within your unit?

	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied	Not applicable
a. Feeling welcomed by administrators and colleagues					
b. Receiving information on benefits					
c. Receiving information on family and work leave options					
d. Receiving information on university resources for teaching and research					
e. Clear explanation of expectations for promotion					
f. Clear explanation of the factors that influence raises					

12. The tables below list major types of scholarly endeavor. In the yellow portion of each table, please indicate how much importance this endeavor has for YOU. In the green portion of each table, indicate your impression of the level of importance the endeavor has for your UNIT.

Type of scholarly endeavor	Importance for you				Your impression of importance for your unit			
	Extremely important	Somewhat important	Not too important	Not applicable	Extremely important	Somewhat important	Not too important	Not applicable
Your scholarly reputation								

Number of distinguished awards received									
Scholarly work in your discipline									
Scholarly work in areas outside of your specific discipline									
Serving as dean, chair or administrator									
Editing books									
Editing journals									
Consulting									
Bringing in grant funding for your own research									
Bringing in grant funding for collaborative efforts									

Type of scholarly endeavor	Importance for you				Your impression of importance for your unit				
	Extremely important	Somewhat important	Not too important	Not applicable	Extremely important	Somewhat important	Not too important	Not applicable	
Number of dissertations chaired									
Directing the research of graduate students									
Placing former graduate students in top-level positions									
Teaching lecture courses									
Teaching seminar courses with active student discussion									
Designing one or more new courses									
Mentoring faculty									
Mentoring students from underrepresented groups									
Mentoring undergraduates									
Refereeing conference proceedings									

Type of scholarly endeavor	Importance for you	Your impression of importance for your unit
----------------------------	--------------------	---

	Extremely important	Somewhat important	Not too important	Not applicable	Extremely important	Somewhat important	Not too important	Not applicable
Promoting diversity								
Working with K-12 schools								
Building community in your unit								
Serving on important but time-consuming committees								
Quality of professional work (e.g. architectural work, clinical practice, artwork, etc.)								
Quality of artistic performances (e.g. concerts, shows)								
Writing textbooks								
Peer review of grants								

Type of scholarly endeavor	Importance for you				Your impression of importance for your unit			
	Extremely important	Somewhat important	Not too important	Not applicable	Extremely important	Somewhat important	Not too important	Not applicable
Number of books published								
Positive peer reviews of books published								
Number of refereed articles published								
Frequency with which refereed articles are cited by other scholars								
Number of presentations at national or international conferences								
Number of patents								
Peer reviewer for journals								

13. To what extent do you agree with the following statements?

	Not applicable	Definitely agree	Agree somewhat	Disagree somewhat	Definitely disagree
a. I believe the criteria for productivity are appropriate.					
b. I believe my teaching contributions are valued appropriately.					
c. I believe my service contributions are valued appropriately.					

14. How do you regard your career progression (e.g., promotion, raises, etc.) relative to that of other faculty members in your unit and track?

- ☐ Faster than other faculty members
- ☐ Average in comparison to other faculty members
- ☐ Slower than other faculty members

If you answered 'slower' or 'faster,' explain why:

15a. Have you ever received a written outside offer while at UT?

- ☐ Yes
- ☐ No {skip to Question 16a}

15b. Where were the outside offer(s) from? (Check all that apply)

- ☐ Other postsecondary institution(s) {if no check here, skip to Question 16a}
- ☐ Industry or government organization(s)

☐ Other, please specify:

How many total offers from other postsecondary institutions?	Offers? {1 2 3 4 5 or more}
How many offers from departments ranked comparably or higher?	High Ranking Offers? {0 1 2 3 4 5 or more}
Were any of these offers matched?	<input type="radio"/> Yes <input type="radio"/> No

15c. Have you ever not pursued outside offers because of the negative impact it might have on the career of your spouse or partner?

- ☐ Yes
- ☐ No

16a. Over the past five years, have any of your colleagues expressed the concern that using a family accommodation policy might have a negative impact on their own professional reputation?

- ☐ Yes
- ☐ No
- ☐ Do not know

16b. Over the past five years, have any of your colleagues commented that other faculty members may be hurting their careers by making use of family accommodations policies?

- ☐ Yes
- ☐ No
- ☐ Do not know

16c. Now think of all of your colleagues who have made use of family accommodation policies over the past five years. Do you think taking these accommodations has affected the professional reputations of any of these faculty members among their departmental colleagues?

- ☐ Yes
- ☐ No *{skip to Section C}*
- ☐ Do not know *{skip to Section C}*
- ☐ No accommodations used *{skip to Section C}*

<p>In the space below, please describe what kind of impact taking family accommodations has had on the professional reputations of your faculty.</p>

<div></div>

C. Work Environment

17. Indicate your level of agreement or disagreement with each of the following statements about your colleagues.

In general, the colleagues in my unit:	Not applicable	Definitely agree	Agree somewhat	Disagree somewhat	Definitely disagree
a. Maintain high research standards					
b. Maintain high teaching standards					
c. Treat staff with respect (e.g. administrative, clerical, technical, etc.)					
d. Maintain a supportive working environment					
e. Work collaboratively					
f. Are collegial					
g. Value diversity					

18. Indicate your level of agreement or disagreement with each of the following statements about your unit.

In my unit:	Not applicable	Definitely agree	Agree somewhat	Disagree somewhat	Definitely disagree
a. The administration is effective.					
b. There is a shared vision.					
c. Faculty communicate consistently with one another.					
d. Everyone shares in making important decisions.					
e. Feedback is sought and accepted.					
f. Faculty treat each other in an even-handed way.					
g. I receive constructive feedback about my performance.					
h. I am assisted in obtaining the resources I need.					
i. Agreements are honored.					
j. Disputes and problems are resolved effectively.					
k. Understanding is shown for family responsibilities.					
l. Commitment to diversity is demonstrated.					
m. Faculty are encouraged and empowered.					
n. All faculty are encouraged to participate in strategic planning for the direction of the unit.					

o. There is clarity about the promotion process.					
--	--	--	--	--	--

Please use the space below to provide any further comments you may have on how decisions are made in your unit.

19. Indicate your level of agreement or disagreement with the following statements concerning relationships with your colleagues in your unit.

In my unit:	Definitely disagree	Disagree somewhat	Agree somewhat	Definitely agree	Not applicable
a. My unit colleagues value my research interests.					
b. I feel my area of research is on the fringe of the discipline I share with my colleagues in my unit.					
c. My unit colleagues solicit my opinions about their research ideas and problems.					
d. I constantly feel under scrutiny by my colleagues.					
e. My colleagues seek my opinion on important departmental or unit-level issues.					
f. I feel that my views are in the minority in my unit.					
g. I feel I am ignored in my unit.					
h. I find the unwritten rules about interaction with unit colleagues to be problematic.					
i. I have to work harder than my colleagues to be perceived as a legitimate scholar.					
j. My unit colleagues include me in new collaborative initiatives.					
k. I am reluctant to bring up issues that concern me about the behavior of my colleagues for fear that it might affect my advancement.					
l. Generally I feel comfortable with the atmosphere in my department.					

20a. Have you had an informal or formal mentor on the UT campus?

- ☐ Yes
- ☐ No *{skip to Question 21}*

20b. Indicate your level of agreement or disagreement with each of the following statements about your mentors on the UT campus.

I have had mentors on the UT campus who:	Definitely disagree	Disagree somewhat	Agree somewhat	Definitely agree	Not applicable
a. Serve as role models					
b. Promote my career through networking					
c. Advise me about preparing for promotions or leadership positions					
d. Advise me about getting my work published					
e. Advise me on informal politics					
f. Advocate for me					

21. To what degree do you agree or disagree with the following statements?

	Definitely disagree	Disagree somewhat	Agree somewhat	Definitely agree	Not applicable
a. I feel loyal to this university.					
b. I feel loyal to my department.					
c. I feel loyal to my students.					

22a. In the table below, indicate whether you have been subjected to any kind of discrimination or harassment as a UT employee within the past 5 years. Discrimination or harassment can include unwanted comments directed at you or made directly to you about a colleague. Please also indicate whether you felt you could take any action in response to incidents of each type of discrimination or harassment.

Basis of Discrimination	Experienced discrimination?		Felt you could take action?	
	Yes	No	Yes	No
Gender				

Race/ethnicity				
National background				
Sexual orientation				
Age				
Disability issues				
Family status				
Religion				
Social class				
Other personal issues				

22b. Have you been subjected to any unwanted sexual attention as an employee at UT? This can include unwanted sexual jokes, remarks; pressure for dates; letters, emails or phone calls; touching, cornering or pinching; pressure for sexual favors; stalking; rape or assault, etc.

- ☐ Yes
- ☐ No

Use the space below to provide any further comments you may have regarding sexual harassment or any form of discrimination you may have experienced. Please do not mention any names, as this might compromise the confidentiality of the survey.

D. Demographic Information

23. Do you hold an endowed position?

- ☐ Yes
- ☐ No

24. What is your gender?

- ☐ Male
- ☐ Female
- ☐ Transgender
- ☐ Prefer not to say

25. What is your sexual orientation?

- ☐ Bisexual
- ☐ Gay
- ☐ Lesbian
- ☐ Heterosexual
- ☐ Uncertain
- ☐ Prefer not to say

26a. In what country did you spend most of your childhood?

26b. What language did you speak at home?

27. What is the highest level of education your parents have?

Parent	Highest Education Level							
	8 th grade or less	9 th , 10 th or 11 th grade	High school diploma or equivalent	Some college	Associate degree or equivalent	College degree	Master's or professional degree	Doctorate
Father's education								
Mother's education								

28a. Have you ever considered leaving UT because of family responsibilities?

- ☐ Yes
- ☐ No

28b. What is your current marital or relationship status?

- ☐ Married
- ☐ Partnered
- ☐ Widowed {Skip to question 28}
- ☐ Divorced {Skip to question 28}
- ☐ Single {Skip to question 28}

28d. What is your partner's or spouse's employment status?

- ☐ Full-time
- ☐ Part-time
- ☐ Temporarily unemployed
- ☐ Unemployed

28e. If your spouse or partner is employed at UT, what type of appointment does he or she have?

- ☐ Not employed at UT
- ☐ Faculty Member
- ☐ Research Appointment
- ☐ Administrative or Professional
- ☐ Staff
- ☐ Other

28f. Have you ever considered leaving UT to improve career opportunities for your spouse or partner?

- ☐ Yes
- ☐ No

29. Are you currently caring for an aging and/or ill parent, spouse or other relative?

- ☐ Yes
- ☐ No

30. How many children under 18 have you taken care of?

Number of Children Cared For	
a. Children you cared for in the past: include only children who have moved out of the house.	Children? {none 1 2 3 4 5 6 or more}
b. Children you care for currently: include only children who are still living in your household.	Children? {none 1 2 3 4 5 6 or more}

E. Final Questions

31. Please discuss the top reasons you feel negatively about your position as a faculty member at UT.

32. Please discuss the top reasons you feel positively about your position as a faculty member at UT.

33. In the space below, please provide any additional comments that you may have that would help us understand your responses or give us insight into the issues covered in this survey as they relate to your academic unit.

Thank you very much for taking the time to participate in our survey! If you are finished, please click SUBMIT. If you would like to return to previous answers later, please click SAVE.

Appendix 2B: Email from Provost to Faculty

Dear Colleagues,

I am asking for your assistance with an important effort that will benefit our university. We are interested in understanding the quality of academic life for faculty at The University of Texas at Austin. This survey asks for your assessment of the work climate for faculty, in such areas as support for academic advancement, relations with colleagues, access to resources, the competing time demands on faculty members and the challenges of managing your academic and personal responsibilities.

This is the first campus-wide climate survey ever conducted at UT Austin. To ensure the accuracy of the survey's results, it is important that we hear from the entire faculty. Thank you in advance for your time and effort in contributing to this milestone event. Survey results will assist in our ongoing efforts to make UT Austin an excellent place to work.

Our university aspires to be the leading public university in the nation. To achieve that vision it is essential that we recruit, promote and retain a great faculty. Your responses to this survey will help the University institute policies that promote an equitable and supportive work environment for all of us.

Sincerely,

Steven Leslie
Provost
Confidentiality and Instructions

Your survey responses will keep strictly confidential. *All results from this survey will be presented in aggregate, so there is no possibility of identifying responses with individuals.* Survey responses will be detached automatically from your identifying information once you have completed the survey.

If you have questions about the survey or would like to talk more about the issues raised here, please contact J Moore 471-9590 or Gretchen Ritter at 232-7252, Co-Chairs of the Gender Equity Task Force.

Please click on the link below to access the survey. The survey will take **approximately 30 minutes** to complete. The survey will be available to complete for one month from today.

ADD LINK TO SURVEY

Appendix 2C: Disciplinary Groups

Disciplinary Groups	Colleges or Departments
Engineering	Cockrell School of Engineering
Professional Schools	School of Architecture
	College of Communication
	College of Education
	School of Information
	School of Law
	McCombs School of Business
	School of Nursing
	College of Pharmacy
	LBJ School of Public Affairs
	School of Social Work
	Air Force Science
Humanities	Classics
	English
	French and Italian
	Geography and the Environment
	Germanic Studies
	History
	Humanities
	Liberal Arts
	Linguistics
	Middle Eastern Studies
	Philosophy
	Rhetoric and Composition
	Slavic and Eurasian Studies
	Spanish and Portuguese
Social Sciences	American Studies
	Anthropology
	Asian Studies
	Economics
	Government
	Psychology
	Science, Technology and Society
	Sociology
Biological Sciences	Biological Sciences
	Botany
	Cell and Molecular Biology Program
	Human Ecology
	Integrative Biology
	Marine Science
	Microbiology
	Molecular Cell and Development Biology
	Molecular Genetics and Microbiology
	Neurobiology
	Zoology
Physical Sciences	Geological Sciences

	Astronomy
	Chemistry and Biochemistry
	Computer Sciences
	Mathematics
	Natural Sciences
	Physics
	UTeach – Natural Sciences
Fine Arts	College of Fine Arts

Appendix 3

Report on Gender Equity in Compensation at The University of Texas at Austin
for the Gender Equity Task Force

Anna S. Mueller, R. Kelly Raley, & Chandra Muller
Department of Sociology & Population Research Center

Introduction

In reviewing reports from other institutions, we found that many universities have conducted analysis of administrative data, and most find gender gaps in key indicators. As part of the compensation analysis for the gender equity task force analysis, an analysis of administrative data with was conducted. At UT Austin for this report, we considered representation of women by rank, salary and salary supplements, and promotion rates and time to promotion and found gender disparities in several important areas.

Table 1 (see Appendix) shows the faculty headcount for tenured and tenure-track faculty by gender, college, department, and rank in the Spring of 2008. Only one department on campus, Petroleum and Geosystems Engineering, has no women. A number of departments have no female full professors, including Engineering, Chemical Engineering, and Liberal Arts (COLA), American Studies, Economics, Geography, Middle Eastern Studies, and Slavic & Eurasian Studies. In COLA, women make up less than 20% of the full professors in four departments (English, Government, Linguistics, and Philosophy). Unlike COLA, every department Natural Sciences (CNS) has at least one female full professor; however, five departments have only one female full professor (Astronomy, Chemistry and Biochemistry, Marine Science, Molecular Cell Biology, and Physics).

Table 1A shows the headcount for full professors only, including whether they have salary supplements. Overall, 52% of full professors at UT receive a salary supplement. The allocation of supplements varies across colleges, with relatively large percentages of faculty members receiving supplements in Engineering, Education, Law, Business, and Pharmacy, and small percentages of faculty members in Liberal Arts receiving supplements. The last column of the table shows the percentage of supplements received by female full professors in each department and college. When this column is compared to the percentage of full professors that are female we see that in many colleges women are underrepresented in the group that receives salary supplements. For example, while 26% of full professors in Fine Arts are female, only 17.7% receive a supplement. Similarly, in COLA, women make up 20% of all full professors but receive only 13.6% of the salary supplements. Although the percentage of women full professors in The Cockrell School of Engineering is low (6%), 100% of them receive supplements. In general, it appears that women are given supplements at around the same rates as men in colleges with more supplements.

Table 2 provides a descriptive picture of the state of salary, rank, and gender at UT in the Fall of 2007 from the analytic sample used in this compensation report. The analytic sample is extremely similar to the UT population in Spring 2008 (the most recent data possible to obtain at this date). At UT, men make up 72 percent of the overall tenured and tenure-track faculty and 81 percent of all full professors. The statistics in Table 2 show that the average salary of male tenured or tenure track faculty is higher than the average salary of female tenure or tenure track professors. Among men, more are full professors, and women are about equally distributed between the three ranks. When

analyzing mean salary by rank, men still have higher mean salaries than women at the assistant, associate and full professor levels. This gap is largest among full professors and smallest among associate professors.

Overall, the picture provided by the descriptive statistics presented in Tables 1, 1A & 2 suggests that a full investigation into gender equity in compensation at UT is warranted.

Data & Methods

This investigation of gender equity in compensation uses administrative data on faculty appointments and compensation based on the academic year that began in fall 2007. Because faculty are clustered within departments and colleges and there are large differences in salary levels between the departments (for example, Computer Science faculty tend to have higher salaries than faculty in English), we employ hierarchical linear modeling using the HLM 6.0 statistical analysis software (Raudenbush and Bryk 2002; Raudenbush, Bryk, Cheong, and Congdon 2004). This method allows us to partition the variance in compensation into two portions: variation due to differences *between* departments (or colleges) and variation due to differences in individuals *within* the same department (or college). Gender, years since highest degree, or rank are examples of potential differences between individuals within the same department. Throughout this report we refer to the variation due to differences between departments as the level-2 or department-level variation. The variation due to differences among individuals within the same department is referred to as the individual-level variation.

By partitioning the variance into two portions, the hierarchical-linear models allow us to model individual factors that explain variation within departments while also controlling for differences between departments. For tenured and tenure-track faculty, 43 percent of the variation in total salary (including supplements) at the University of Texas is due to differences *between* departments, while 57 percent is due to individual factors (*within* departments) (see Table 6, Unconditional Model, for an example). The highly-statistically significant amount of variation in compensation that is due to differences between departments indicates that salaries are significantly clustered within fields and that hierarchical-linear modeling is an appropriate and necessary method for accurately estimating the role of individual factors in faculty compensation.

The Strengths and Limits of the Administrative Compensation Data

The UT administrative data contain a wealth of information on faculty at The University of Texas at Austin from 1996 to 2007. Unlike previous studies, we are able to include an analysis of gender disparities in salaries among non-tenure-track faculty in addition to tenured or tenure-track. We are also able to examine gender equity in starting salaries for all faculty (tenured or tenure-track or non-tenure-track) that were hired at UT in 1996 or later. Similar to prior research, we also have access to a wealth of demographic, academic, and administrative variables that may contribute to or explain gender disparities in compensation.

In addition to these strengths, there are also limitations to the administrative compensation data. First, in the administrative records at UT, each faculty member is assigned to one primary department; this department is usually the department responsible for paying the largest portion of the faculty member's salary. Second, though we have data from 1996 to 2007, the population of faculty at UT changes, sometimes dramatically, from year to year. The population of UT faculty changes as departments hire new professors or as professors move to other institutions, retire, or are denied tenure. Unfortunately, currently, UT does not maintain data on people's reasons for leaving the University. Additionally,

when we restrict our analytic samples to faculty with longitudinal data – in other words, faculty with data who we can follow for multiple years – our samples decrease in size dramatically. This dramatic reduction in sample size is problematic for drawing conclusions because instead of analyzing all faculty, we are analyzing a select group – the faculty members who chose or who were able to continue their career at UT. This group may be very different from the people who left UT. Without information on the people who left, we cannot assess this potential bias.

Finally, the fact that women constitute only 28 percent of the tenure and tenure-track faculty body at UT poses problems for statistical analysis, particularly once the faculty is divided into departments or colleges. Approximately 33.3% of departments or colleges at UT have fewer than six female tenured or tenure-track faculty. When the number of females is broken down by department and rank, a drastic number of departments or colleges do not have sufficient sample size to accurately or meaningfully analyze the full role of gender in faculty compensation.

This simple descriptive finding – that there are not enough women at UT to analyze with multivariate regression models many aspects of gender inequity in compensation or promotions – provides powerful evidence that gender equity is an important issue for UT to examine. See Table 11 in the Appendix for the exact numbers of tenure and tenure-track women and men by department and rank.

Though the number of women across departments poses challenges for regression analysis, we are not the first researchers to deal with this issue. Like the University of Michigan, we created groups of similar departments within the same college. Departments' average salaries for assistant professors and average salaries for all professors were the primary sources of information for determining similar departments. Departments were never combined with departments outside their colleges, and colleges without departments were never combined with other colleges. Table 10 in the Appendix details the creation of the "Department Groups" for Tenured or Tenure-Track faculty in 2007. Because in the last ten years, some departments have been dissolved and new departments and colleges have formed, there are slight variations in the specific department groups depending on which years of data are being analyzed. There are also some departments at UT that only have non-tenure-track faculty (such as UTeach); this resulted in very slight differences between the department groups for tenured/tenure-track and non-tenure track faculty.

Analytic Plan

To analyze gender disparities in compensation and promotion at UT, we examine the salaries (in 2007) and starting salaries of tenured/tenure-track and non-tenure-track faculty. For tenured and tenure track faculty in 2007, we analyze their 9-month salary that includes the regular salary and the amount paid as salary from other sources, such as endowed chairs or administrative supplements. We refer to this as "Total Salary and Supplements". Our analyses of starting salaries (for all professors) and of salaries in 2007 for non-tenure-track professors use the 9-month regular salary. We refer to these as either "Starting Salary" or "Salary". We also assess timing of promotion from assistant to associate professor for a sample of male and female professors. We utilize five analytic samples. An overview of the samples is provided in Table 3 (below).

Table 3: Overview of Analytic Samples

Dependent Variable	Sample Size	Purpose
Total Salary in 2007	1967	to assess the gender gap in total salaries (and supplements) for all tenured or tenure-track faculty in 2007
Salary in 2007	1393	to assess the gender gap in salaries for all NON-tenure-track faculty in 2007
Starting Salary	1027	started at UT after 1996 (includes all new tenure-track faculty, any rank)
Starting Salary	2702	to assess starting salaries of all non-tenure-track faculty who started at UT after 1996
Promotions	751	to assess timing of promotion from assistant to associate professor among faculty who started at UT in 1997 or more recently

As a first step, we estimate a fully unconditional model⁵ to determine whether there is significant variation in salaries across level 2 units (the department groups) for each analytic sample (see Tables 6,7,8, & 9, Unconditional Models). The unconditional model also tells us how much of the variation in the outcome is due to differences between level 2 units and differences within level 2 units (Raudenbush and Bryk 2002). The estimates of variance from the unconditional models serve as a baseline against which we can evaluate how much of the individual variation in salaries we are explaining with our independent variables (see Table 6,7,8, & 9, Models 1-6). Next we estimate a series of nested models.⁶ First we estimate models that control for gender (Tables 6,7,8, & 9, Model 1) which provide an estimate of the overall gender gap. Second, we estimate the gender gap in salaries after controlling for rank (Models 2). We estimate these models in part because rank explains more variation in salaries than any other single individual-level variable. Conceptually, it also represents a primary pathway through which gender inequities may develop. Finally, we estimate models that include all-available potential explanatory or control variables. The analyses presented in Table 12 (in the appendix) replicate those presented in Table 6 using an analytic sample that excludes six of the highest paid professors at UT (these professors are all men). The results presented in Table 12 are similar in substance and statistical significance to those presented in Table 6 and lend further support to the findings of Table 6. As a last step, we evaluate the funding required to address the observed gender gap in salary.

Results

Tenured & Tenure-Track Faculty

Salaries in 2007

Table 6 (presented in the Appendix) presents unstandardized regression coefficients from hierarchical-linear models predicting total salary (including supplements) of all tenured and tenure-track faculty at UT in 2007. Model 1 indicates that, on average, female faculty make \$12,792 less than male faculty, after variation between department groups is controlled.

⁵ This model is also referred to as a one-way ANOVA.

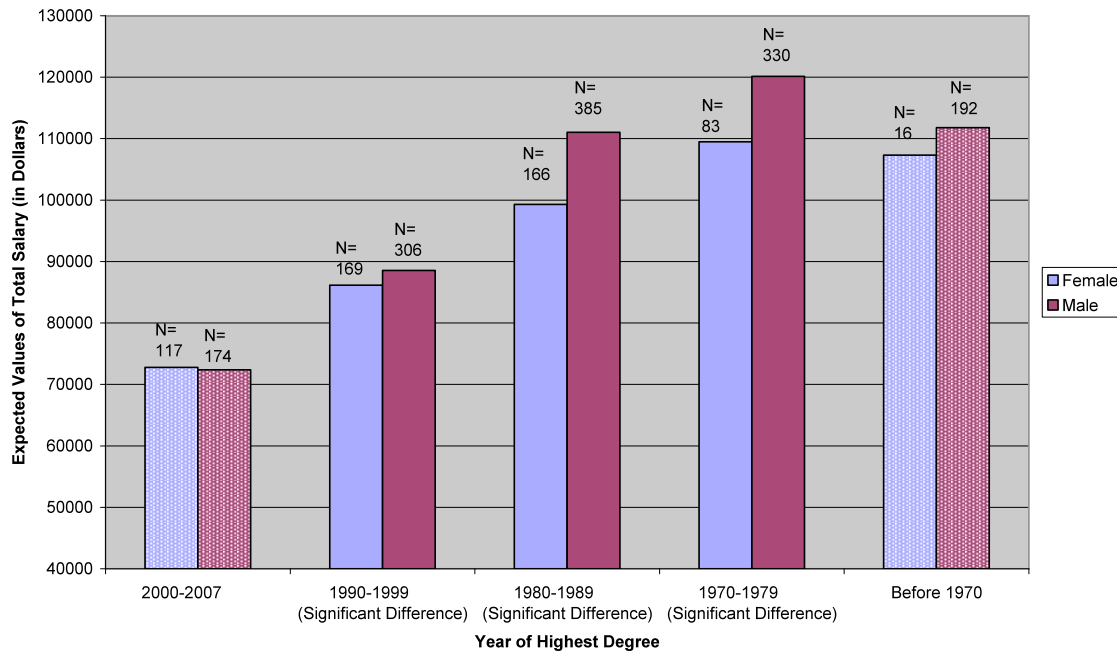
⁶ Note: Because all models are estimated using HLM software, department groups are controlled for in every model presented in the tables and figures.

After adding controls for rank to Model 1, the disparity between male and female faculty salaries is diminished to \$3,432, though the disparity remains statistically significant and not unsubstantial (see Model 2). Even after taking rank into account, we find gender gaps in salary. A substantial amount of the gap is due to differences in rank largely because women tend to be in the lower ranks, and men are more likely to be full professors. Additionally, as discussed below, women are less likely to be promoted and have longer time to promotion, which may influence their salaries over the long run. Though the overall gender gap diminishes from Model 1 to Model 2 (from -12792.11 to -3432.56), there is still a significant difference between men and women's salaries. In other words, on average across the University, male professors earn about \$3,432 more than female professors even after one takes into account the salary structure in their department and their rank.

Model 3 adds controls for the year that faculty earned their highest degree because salaries tend to increase as careers progress. This is an important control because of demographic changes in women faculty over the last thirty or forty years. Although one can see that more senior faculty earn higher salaries (except for those who earned their degrees before 1970), the inclusion of year of highest degree did not significantly change our estimates of the gender gap in salaries because the differences are reflected in rank.

In ancillary analyses not shown, we evaluated whether there was a gender gap according to when they earned their highest degree, shown in Figure 1. Because of differential promotion rates we did not control for rank in the analysis. Among tenured or tenure-track faculty, there are statistically significant salary gaps between men and women who got their highest degree (usually their PhD) in 1990-1999, 1980-1989, and 1970-1979. Though a salary gap is apparent in the group who earned their highest degree before 1970, it is not statistically significant, probably due to the small number of female faculty members in that category (there are 16 female faculty members versus 192 male faculty members). In the group who most recently earned their highest degree, there is no statistically significant gender gap in current salary (and there are sufficient numbers of men and women to detect a significant gap if one existed).

**Figure 2: Expected Values for Total Salary adjusted for Female and Year of Highest Degree:
Estimated by a Hierarchical Linear Model - Tenured and Tenure Track Faculty (2007)**



It is possible that some social change in gender equity in academia may have occurred and is reflected in the lack of a gender gap among the newest cohort of faculty members. Alternatively, it may be that the gender gaps in compensation occur later in the career trajectory, after promotions to associate professor, or that the inequality simply accumulates over time. If either of these is the case, it may simply be that recent PhDs (from 2000-2007) have not been in faculty positions long enough for gender inequalities in salary to develop.

We were also interested in exploring whether we could use the administrative data to detect potential pathways that may affect gender equity in compensation. Model 4 in Table 6 presents the full model, including all available controls, many of which may serve as pathways that may generate gender inequity in salaries. Despite the substantial controls that are included in this model, such as years at UT or years in rank, we still find a highly statistically significant gender gap in salaries across the University. Net of all these explanatory factors, on average, female faculty earn \$2,261 less than male faculty.

The final model in Table 6 (Model 5) includes an interaction term between rank and gender, allowing us to estimate a gender gap for each rank separately. This provides evidence that the overall gender gap in salaries observed in the previous models is primarily driven by a gender gap in the salaries of full professors. On average, female full professors earn \$9,028 less than their male counterparts, net of all other factors (see the coefficient under the “Interactions” subheading for Female by Full Professor). Once this interaction between gender and rank is included in the model (in addition to all available controls), we find that the gender gaps at other ranks are statistically insignificant (see the coefficient for “Female” in Model 5, which represents the gap among assistant professors, and the coefficient under the “Interactions” subheading for Female by Associate Professor).

It is worth noting that Model 2, accounts for 31% of the individual-level variation in salaries as compared to only 2% in Model 1 when rank was not controlled. These findings suggest that rank explains more individual-level variation in salaries than any other variable in the model. Because rank is such a powerful predictor of salary and gender may play a role in promotions⁷, the fact that the gender gap in salaries is still statistically significant after controlling for rank and all of the other powerful controls shown in the last models is an important finding.

Starting Salaries in the Last Ten Years

Table 7 (see Appendix) presents unstandardized regression coefficients from hierarchical-linear models predicting starting salaries for tenured or tenure-track faculty hired at UT from 1997 to 2007. Model 1 suggests that the starting salaries of female faculty are approximately \$8,879 less than the starting salaries of male faculty; however, once we control for rank this coefficient is reduced to \$2,381 and is only marginally significant (p value < 0.10). This suggests that rank explains the gender gap in starting salaries; in other words, females are more likely to be hired at lower ranks than men. As a final step, we investigated interactions between sex and rank to determine whether there was a gender gap in starting salaries at different ranks. This answers the questions: do women who start at UT as full professors earn the same salary as men who start at UT as full professors? Do women who start as associate professors earn the same as men who start as associate professors (and so on)? Model 3 provides evidence that female full professors, on average, receive significantly lower starting salaries than male full professors. In fact, on average, the starting salaries of female full professors are \$12,229 less than the starting salaries of male full professors. We did not find a statistically significant gap among male and female associate or assistant professors.

Promotions

Table 4 (below) and Figures 3 & 4 (below) present information about the timing of promotion from assistant to associate professor among faculty who started at UT in 1997 or more recently. The left side, shows the probability of being promoted given that the faculty member stayed at UT. Among those still at UT at the start of their seventh year, fifty percent of women and seventy percent of men had been promoted to associate professor. Men are also more likely to go up for early promotion, evidenced by the emerging gender gap in the fifth year.

One possible reason for this gender difference in the timing of promotion is that women more often "stop the tenure clock" to care for family members. It is tempting to look at the shrinking gender gap in years 8 and 9 as support for this interpretation. Note, however, that this shows the proportion obtaining tenure given that they stayed at UT. Many who are not awarded tenure in their sixth year leave and some leave earlier when they get discouraging signals from their departments. It seems likely that many of those who stay did stop the clock because otherwise they would not have been able to stay past their seventh year as an assistant professor. However, in absolute number they are a small group of women and men who are not representative of their entering cohort.

The right side of Table 4 shows the proportion promoted among everyone who started at UT. That is, in the left side of Table 4, those who left UT are dropped from the analysis in the year they left; in the right side of the table, they continue to be represented in the analysis even after they leave UT. The gender gap at the start of the seventh year is of similar magnitude as it was in the censored analysis (20 percentage points) and the gender gap shrinks in the eighth and ninth years, but not as much as it did on the left-side of the table. Altogether the results indicate that women wait longer than men for

⁷ We present evidence that gender does play a role in promotions in a later section of this report.

tenure. Some of this longer wait is likely due to women taking time out to care for family members. That the right-side table shows the gender gap shrinking in the eighth and ninth years suggests that the policy of allowing faculty to delay tenure decisions leads to a larger percentage of women eventually promoted. Nonetheless, despite this policy, ultimately women are less likely ever to get tenure than men.

This analysis is far from ideal. We were not able to identify periods where faculty stopped the tenure clock and this means we have no information on how much of the gender gap in the timing of promotion could be due to this policy. Furthermore, the reasons why men and women leave UT might differ and these differences could impact this analysis. For example, if women are more likely to leave UT in their third or fourth year either because they felt that they were unlikely to get tenure or because they did not feel that they were supported by the University, then the left-table underestimates gender differences in the failure to thrive at UT. Conversely, if the most successful women are disproportionately recruited away from UT, then we are over-estimating gender differences. Better data would help us to identify why women are less likely to be promoted and have to wait longer for promotion.

Table 4: Lifetable Estimates of Promotion from Assistant to Associate Professor					
	Censored On Leaving UT			Not Censored on Leaving UT	
	Women	Men		Women	Men
2	0.00	0.00		0.00	0.00
3	0.01	0.02		0.01	0.02
4	0.06	0.07		0.05	0.06
5	0.10	0.15		0.08	0.13
6	0.13	0.28		0.10	0.24
7	0.50	0.70		0.36	0.56
8	0.74	0.80		0.50	0.61
9	0.83	0.85		0.55	0.63

Note: The right side of the table shows the proportion promoted among everyone who started at UT. On the left side of the table those who left UT are dropped from the analysis in the year they left; in the right side of the table, they continue to be represented in the analysis even after they leave UT.

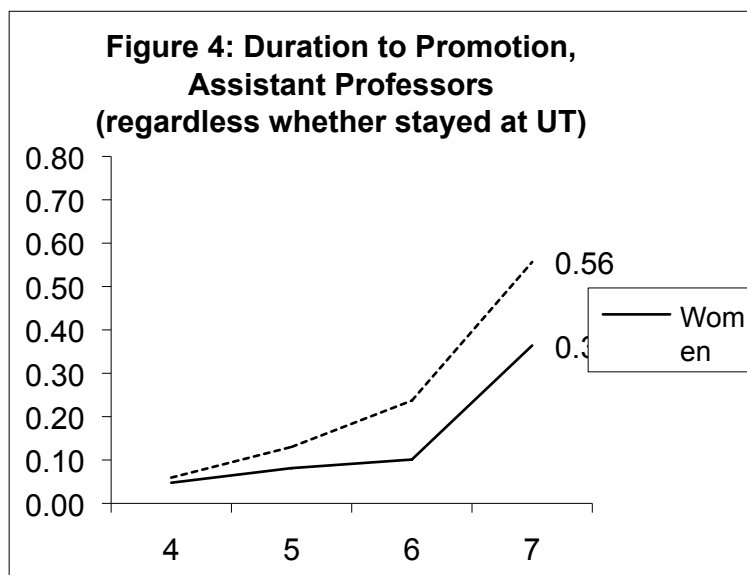
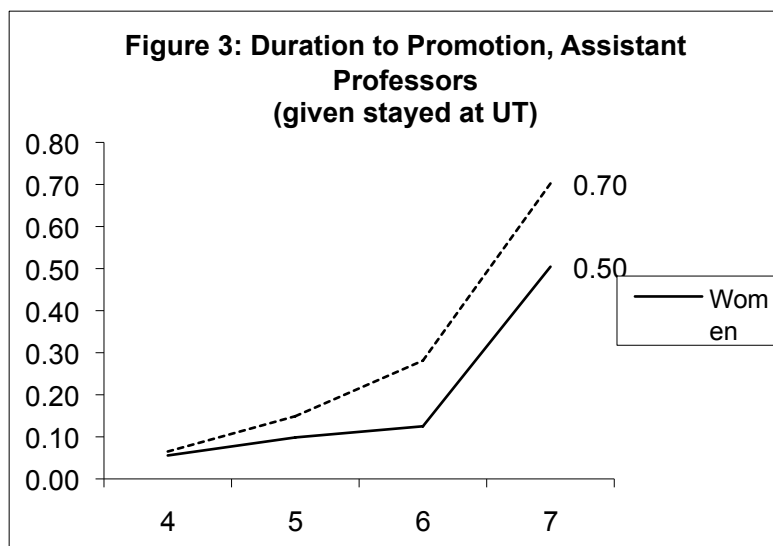


Table 5 (below) provides an analysis of the percent of assistant professors hired at UT Austin since 1997 who had yet to be promoted and who left UT Austin before or without promotion. We found that among faculty who had yet to be promoted, 23% of women faculty left in the University over their first seven years while only 18% of male assistant professors did.

Table 5: Percent of Assistant Professors Who Left Before Promotion

Sample: Assistant professors hired at UT Austin since 1997

	Men	Women
1	0	0
2	4%	5%
3	8%	11%
4	11%	16%
5	14%	18%

6	16%	20%
7	18%	23%

Non-Tenure-Track Faculty

Salaries

Table 8 (see Appendix) presents unstandardized regression coefficients from hierarchical-linear models predicting the salaries of non-tenure-track faculty in 2007. These models take into account differences in salary due to differences in departments or fields (e.g., Computer Science vs. English). On average, female non-tenure-track faculty earn \$6,639 less than their male counterparts (Model 1). In contrast to the tenure and tenure-track faculty, there is less consistency across the University in the meaning of job titles/rank for non-tenure-track faculty. Nonetheless, including rank in this model diminishes the gender gap to \$4,473 though the gap remains statistically significant (p value < 0.01) (Model 2). Model 3 estimates the disparity between male and female salaries net of all possible controls and explanatory variables. In the full model, female non-tenure-track faculty earn, on average, \$2,997 less than their male counterparts (and this gap remains significant at the 0.05 level). In other words, net of all factors for which we have data, female non-tenure-track faculty earn less than males at UT.

Starting Salaries in the Last Ten Years

A similar picture appears in Table 9 (see Appendix), which analyzes starting salaries for non-tenure-track faculty hired in the last ten years. Net of rank, women earn a starting salary that is \$6,117 less than men's. In the full model, this gap is only reduced to \$4,507.

Taken together, the results from Tables 8 and 9 suggest that there is a serious gap in both starting salaries and salaries in 2007 for non-tenure-track faculty.

Policy Recommendation: What can be done to address the current gap among tenure-track faculty at UT?

The primary purpose of this study was to provide information that may be used to create policies to promote gender equity at the University of Texas. With that in mind, we conclude this report by conducting analyses that allow us to identify: (1) the total size of the gender gap across the University; (2) the colleges in which the gender gap is largest, most significant; and (3) to estimate the size of the gap per college. Our goal is to determine the amount of funds required overall and by each college to eliminate the gender gap that we observed in the 2007-2008 data.

Because findings from the previous portions of this compensation analysis suggest that the gender gap in compensation at UT is primarily driven by inequities among full professors, we conduct these final analyses in a sample restricted to full professors. Further, we do not control on mechanisms that have previously been shown to produce gender inequality – such as years in rank or chair of department. Women are more likely to take longer to be promoted and they are significantly less likely to be chair of their department. We control for years at UT, whether or not they have a terminal degree, an administrative position, and the year they earned their highest degree. Importantly, in these models, we also allow the coefficient for female to vary across level 2 units (the department groups) – in other words, we allow female to have a random effect. This means that the estimated effect of being female can be different, in terms of salary, when a female is in Arts or Law or Engineering (etc.) Though we allow the female coefficient to vary, our estimates indicate that the effect of being

female on salary is statistically similar across all the units (see Table 13, Model 2, Female Slope). This suggests that the fixed effect (see Table 13, Model 2, Female coefficient) of \$8,350.14, which we use to estimate the total funds needed to address the University-wide gender gap, is a good estimate of the gender gap for women across the departmental units or colleges.

Though that is important information, we can use the female slope to extract additional information from this model by analyzing the empirical Bayes Residuals produced by allowing Female to vary across level 2 units (Raudenbush and Bryk 2003). The empirical Bayes (EB) residual (at level 2) produced by allowing the female coefficient to vary across level 2 units is the deviation of an EB estimate of the effect of being female from its predicted value based on the level-2 model (Raudenbush and Bryk 2003). Also provided with the EB residual is a 95% confidence interval, allowing us to assess how confident we can be that the residual is not equal to zero (that there is no difference between the predicted and observed estimate of being female in that level-2 unit). We compared these EB residuals to residuals produced from ordinary least squares (OLS) regressions estimated for each unit; where we achieved substantively comparable findings we could be confident in our estimates. Although OLS is not well suited to this task, which is why we do not rely on the estimates, it provides a benchmark that is useful for comparison. However, our final estimates are based on the more robust EB residuals.

Table 14 provides the EB residuals by level-2 units. From this table it is possible to note that there is some variation in the effect of female (however, we know that the differences are not statistically significant). The EB residual is largest in the Law School (-1611.09). This means that the predicted gender gap in Law was \$1,611.09 smaller than the observed gender gap. In some colleges, like Architecture and Pharmacy, the EB residual is quite small indicating that there was very little difference between the predicted and observed gender gaps in the colleges. However, these two colleges provide an opportunity to mention the importance of caution when interpreting these data. Both Pharmacy and Architecture have fewer than 5 female full professors (they have three and two, respectively). This means that the 95% confidence interval for the EB residual is quite large and indicates that we cannot be sure that the deviation (or lack thereof) is accurate. We are confident of our overall estimate, even for the smaller colleges in the University. We simply do not have the statistical power to arrive at precise point estimates due to the lack of women at the full professor rank in these colleges. In general, this is the case of colleges with fewer than five female full professors.

Table 15 uses the information reported in Tables 13 and 14 to provide recommendations on how much funding is needed to address the observed gender gaps at UT for the 2007-2008 academic year. Our goal was to estimate the total funding required by college. This was possible for some but not all colleges. For larger colleges and colleges with large salary discrepancies between departments within a college (for example, Advertising salaries are generally higher than the other departments in Communication), we broke out the college into more than one level-2 “unit” (see Table 10 for a complete list). Generally, units with small numbers of women or units where there was a large range in female full professors’ salaries produced estimates about which we had less confidence. Table 15 shows that we estimate that the total funding required to address the gender gap at the University is \$1,586,526.60. It also shows the estimated total amount of funds required by college when we can be confident in our estimates. For example, the total amount required for Natural Sciences (CNS) is \$224,298.02. For units about which we cannot confidently produce point estimates of the gap, we combine the total amount of funding required to address the gaps, or \$148,473.56.

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Table 1: Faculty Headcount by College, Department and Gender

Faculty Headcount as values			Male	Female	% Female
ARCHITECTURE	ARCHITECTURE	Full Professor	12	2	14.29%
		Associate Professor	13	5	27.78%
		Assistant Professor	6	5	45.45%
		Subtotal	31	12	27.91%
	ARCHITECTURE		31	12	27.91%
COCKRELL SCHL OF ENGINEERING	AEROSP ENGNRG & ENGNRG MECH	Full Professor	23	2	8.00%
		Associate Professor	4	0	0.00%
		Assistant Professor	5	1	16.67%
		Subtotal	32	3	8.57%
	BIOMEDICAL ENGINEERING	Full Professor	5	1	16.67%
		Associate Professor	1	0	0.00%
		Assistant Professor	7	3	30.00%
		Subtotal	13	4	23.53%
	CHEMICAL ENGINEERING	Full Professor	15	0	0.00%
		Associate Professor	3	0	0.00%
		Assistant Professor	0	1	100.00%
		Subtotal	18	1	5.26%
	CIVIL, ARCH, & ENVIRN ENGR	Full Professor	26	2	7.14%
		Associate Professor	10	3	23.08%
		Assistant Professor	7	4	36.36%
		Subtotal	43	9	17.31%
	ELECTRICAL AND COMPUTER ENG	Full Professor	34	2	5.56%
		Associate Professor	7	0	0.00%
		Assistant Professor	17	1	5.56%
		Subtotal	58	3	4.92%
	MECHANICAL ENGINEERING	Full Professor	32	2	5.88%
		Associate Professor	11	2	15.38%
		Assistant Professor	9	2	18.18%
		Subtotal	52	6	10.34%
	PETROLEUM & GEOSYSTEMS ENGR	Full Professor	7	0	0.00%
		Associate Professor	4	0	0.00%
		Assistant Professor	5	0	0.00%
		Subtotal	16	0	0.00%
	COCKRELL SCHL OF ENGINEERING		232	26	10.08%

Note: Table continued on next page.

Table 1: Faculty Headcount by College, Department and Gender (cont'd)

COMMUNICATION	ADVERTISING	Full Professor	6	3	33.33%
		Associate Professor	2	2	50.00%
		Assistant Professor	4	2	33.33%
		Subtotal	12	7	36.84%
	COMMUN SCIENCES & DISORDERS	Full Professor	2	2	50.00%
		Associate Professor	1	2	66.67%
		Assistant Professor	1	5	83.33%
		Subtotal	4	9	69.23%
	COMMUNICATION STUDIES	Full Professor	6	2	25.00%
		Associate Professor	1	3	75.00%
		Assistant Professor	3	4	57.14%
		Subtotal	10	9	47.37%
	JOURNALISM	Full Professor	8	1	11.11%
		Associate Professor	4	3	42.86%
		Assistant Professor	1	4	80.00%
		Subtotal	13	8	38.10%
	RADIO-TELEVISION-FILM	Full Professor	4	3	42.86%
		Associate Professor	5	6	54.55%
		Assistant Professor	3	6	66.67%
		Subtotal	12	15	55.56%
	COMMUNICATION		51	48	48.48%
EDUCATION	CURRICULUM AND INSTRUCTION	Full Professor	8	7	46.67%
		Associate Professor	4	6	60.00%
		Assistant Professor	4	14	77.78%
		Subtotal	16	27	62.79%
	EDUCATIONAL ADMINISTRATION	Full Professor	9	3	25.00%
		Associate Professor	0	2	100.00%
		Assistant Professor	4	2	33.33%
		Subtotal	13	7	35.00%
	EDUCATIONAL PSYCHOLOGY	Full Professor	12	7	36.84%
		Associate Professor	3	4	57.14%
		Assistant Professor	2	5	71.43%
		Subtotal	17	16	48.48%
	KINESIOLOGY & HEALTH ED	Full Professor	6	4	40.00%
		Associate Professor	5	4	44.44%
		Assistant Professor	1	4	80.00%
		Subtotal	12	12	50.00%
	SPECIAL EDUCATION	Full Professor	3	3	50.00%
		Associate Professor	3	3	50.00%
		Assistant Professor	1	2	66.67%
		Subtotal	7	8	53.33%
	EDUCATION		65	70	51.85%

Note: Table continued on next page.

Table 1: Faculty Headcount by College, Department and Gender (cont'd)

FINE ARTS	ART & ART HISTORY	Full Professor	14	5	26.32%
		Associate Professor	15	11	42.31%
		Assistant Professor	4	1	20.00%
		Subtotal	33	17	34.00%
	MUSIC	Full Professor	29	7	19.44%
		Associate Professor	17	8	32.00%
		Assistant Professor	11	4	26.67%
		Subtotal	57	19	25.00%
	THEATRE AND DANCE	Full Professor	8	6	42.86%
		Associate Professor	4	6	60.00%
		Assistant Professor	2	3	60.00%
		Subtotal	14	15	51.72%
	FINE ARTS		104	51	32.90%
INFORMATION	INFORMATION	Full Professor	7	2	22.22%
		Associate Professor	2	1	33.33%
		Assistant Professor	4	2	33.33%
		Subtotal	13	5	27.78%
	INFORMATION		13	5	27.78%
JACKSON SCHL GEOSCIENCES	GEOLOGICAL SCIENCES	Full Professor	28	1	3.45%
		Associate Professor	6	0	0.00%
		Assistant Professor	2	0	0.00%
		Subtotal	36	1	2.70%
	JACKSON SCHL GEOSCIENCES		36	1	2.70%
LAW	LAW	Full Professor	47	13	21.67%
		Assistant Professor	6	2	25.00%
		Subtotal	53	15	22.06%
	LAW		53	15	22.06%
LIBERAL ARTS	AMERICAN STUDIES	Full Professor	2	0	0.00%
		Associate Professor	2	3	60.00%
		Assistant Professor	0	2	100.00%
		Subtotal	4	5	55.56%
	ANTHROPOLOGY	Full Professor	7	2	22.22%
		Associate Professor	8	5	38.46%
		Assistant Professor	6	7	53.85%
		Subtotal	21	14	40.00%
	ASIAN STUDIES	Full Professor	2	2	50.00%
		Associate Professor	4	2	33.33%
		Assistant Professor	4	3	42.86%
		Subtotal	10	7	41.18%
	CLASSICS	Full Professor	11	3	21.43%
		Associate Professor	1	1	50.00%
		Assistant Professor	5	2	28.57%
		Subtotal	17	6	26.09%

Note: Table continued on next page.

Table 1: Faculty Headcount by College, Department and Gender (cont'd)

LIBERAL ARTS	ECONOMICS	Full Professor	17	0	0.00%
		Associate Professor	5	1	16.67%
		Assistant Professor	8	3	27.27%
		Subtotal	30	4	11.76%
	ENGLISH	Full Professor	29	6	17.14%
		Associate Professor	11	18	62.07%
		Assistant Professor	8	5	38.46%
		Subtotal	48	29	37.66%
	FRENCH AND ITALIAN	Full Professor	6	5	45.45%
		Associate Professor	4	0	0.00%
		Assistant Professor	1	2	66.67%
		Subtotal	11	7	38.89%
	GEOGRAPHY & THE ENVIRONMENT	Full Professor	8	0	0.00%
		Associate Professor	3	1	25.00%
		Assistant Professor	3	2	40.00%
		Subtotal	14	3	17.65%
	GERMANIC STUDIES	Full Professor	3	3	50.00%
		Associate Professor	3	3	50.00%
		Assistant Professor	2	2	50.00%
		Subtotal	8	8	50.00%
	GOVERNMENT	Full Professor	17	2	10.53%
		Associate Professor	15	2	11.76%
		Assistant Professor	12	2	14.29%
		Subtotal	44	6	12.00%
	HISTORY	Full Professor	14	5	26.32%
		Associate Professor	15	11	42.31%
		Assistant Professor	7	9	56.25%
		Subtotal	36	25	40.98%
	LINGUISTICS	Full Professor	6	1	14.29%
		Associate Professor	2	1	33.33%
		Assistant Professor	2	3	60.00%
		Subtotal	10	5	33.33%
	MIDDLE EASTERN STUDIES	Full Professor	5	0	0.00%
		Associate Professor	4	3	42.86%
		Assistant Professor	1	3	75.00%
		Subtotal	10	6	37.50%
	PHILOSOPHY	Full Professor	18	2	10.00%
		Associate Professor	2	0	0.00%
		Assistant Professor	1	0	0.00%
		Subtotal	21	2	8.70%
	PSYCHOLOGY	Full Professor	21	7	25.00%
		Associate Professor	7	2	22.22%
		Assistant Professor	4	3	42.86%
		Subtotal	32	12	27.27%

Note: Table continued on next page.

Table 1: Faculty Headcount by College, Department and Gender (cont'd)

LIBERAL ARTS	RHETORIC & WRITING	Full Professor	2	2	50.00%
		Associate Professor	1	3	75.00%
		Assistant Professor	1	0	0.00%
		Subtotal	4	5	55.56%
	SLAVIC & EURASIAN STUDIES	Full Professor	1	0	0.00%
		Associate Professor	2	2	50.00%
		Assistant Professor	1	0	0.00%
		Subtotal	4	2	33.33%
	SOCIOLOGY	Full Professor	18	5	21.74%
		Associate Professor	5	4	44.44%
		Assistant Professor	5	6	54.55%
		Subtotal	28	15	34.88%
	SPANISH AND PORTUGUESE	Full Professor	7	4	36.36%
		Associate Professor	8	4	33.33%
		Assistant Professor	2	2	50.00%
		Subtotal	17	10	37.04%
	LIBERAL ARTS		369	171	31.67%
MCCOMBS SCHL OF BUSINESS	ACCOUNTING	Full Professor	13	1	7.14%
		Associate Professor	1	1	50.00%
		Assistant Professor	5	3	37.50%
		Subtotal	19	5	20.83%
	FINANCE	Full Professor	8	1	11.11%
		Associate Professor	3	1	25.00%
		Assistant Professor	12	1	7.69%
		Subtotal	23	3	11.54%
	INFO, RISK & OPERATNS MNGMT	Full Professor	18	3	14.29%
		Associate Professor	7	1	12.50%
		Assistant Professor	5	5	50.00%
		Subtotal	30	9	23.08%
	MANAGEMENT	Full Professor	5	2	28.57%
		Associate Professor	1	2	66.67%
		Assistant Professor	6	4	40.00%
		Subtotal	12	8	40.00%
	MARKETING	Full Professor	6	3	33.33%
		Associate Professor	2	3	60.00%
		Assistant Professor	4	2	33.33%
		Subtotal	12	8	40.00%
	MCCOMBS SCHL OF BUSINESS		96	33	25.58%

Note: Table continued on next page.

Table 1: Faculty Headcount by College, Department and Gender (cont'd)

NATURAL SCIENCES	ASTRONOMY	Full Professor	16	1	5.88%
		Assistant Professor	3	1	25.00%
		Subtotal	19	2	9.52%
	CHEMISTRY & BIOCHEMISTRY	Full Professor	28	1	3.45%
		Associate Professor	5	1	16.67%
		Assistant Professor	7	3	30.00%
		Subtotal	40	5	11.11%
	COMPUTER SCIENCES	Full Professor	29	3	9.38%
		Associate Professor	5	1	16.67%
		Assistant Professor	7	2	22.22%
		Subtotal	41	6	12.77%
	HUMAN ECOLOGY	Full Professor	4	7	63.64%
		Associate Professor	3	6	66.67%
		Assistant Professor	3	3	50.00%
		Subtotal	10	16	61.54%
	INTEGRATIVE BIOLOGY	Full Professor	17	3	15.00%
		Associate Professor	3	2	40.00%
		Assistant Professor	6	2	25.00%
		Subtotal	26	7	21.21%
	MARINE SCIENCE	Full Professor	6	1	14.29%
		Associate Professor	0	1	100.00%
		Assistant Professor	5	2	28.57%
		Subtotal	11	4	26.67%
	MATHEMATICS	Full Professor	36	4	10.00%
		Associate Professor	5	1	16.67%
		Assistant Professor	7	1	12.50%
		Subtotal	48	6	11.11%
	MOLECULAR CELL & DEV BIO	Full Professor	7	1	12.50%
		Associate Professor	6	2	25.00%
		Assistant Professor	4	1	20.00%
		Subtotal	17	4	19.05%
	MOLECULAR GENETICS & MICROBIOLOGY	Full Professor	14	3	17.65%
		Associate Professor	2	1	33.33%
		Assistant Professor	4	1	20.00%
		Subtotal	20	5	20.00%
	NEUROBIOLOGY	Full Professor	9	2	18.18%
		Associate Professor	2	0	0.00%
		Assistant Professor	4	2	33.33%
		Subtotal	15	4	21.05%
	PHYSICS	Full Professor	45	1	2.17%
		Associate Professor	4	1	20.00%
		Assistant Professor	5	2	28.57%
		Subtotal	54	4	6.90%
	NATURAL SCIENCES		301	63	17.31%

Note: Table continued on next page.

Table 1: Faculty Headcount by College, Department and Gender (cont'd)

NURSING	NURSING	Full Professor	1	8	88.89%
		Associate Professor	0	6	100.00%
		Assistant Professor	0	8	100.00%
		Subtotal	1	22	95.65%
	NURSING		1	22	95.65%
PHARMACY	PHARMACY	Full Professor	21	3	12.50%
		Associate Professor	5	4	44.44%
		Assistant Professor	8	2	20.00%
		Subtotal	34	9	20.93%
	PHARMACY		34	9	20.93%
PUBLIC AFFAIRS	LBJ SCHOOL OF PUBLIC AFFAIRS	Full Professor	15	3	16.67%
		Associate Professor	4	2	33.33%
		Assistant Professor	3	2	40.00%
		Subtotal	22	7	24.14%
	PUBLIC AFFAIRS		22	7	24.14%
SOCIAL WORK	SOCIAL WORK	Full Professor	7	10	58.82%
		Associate Professor	1	6	85.71%
		Assistant Professor	2	4	66.67%
		Subtotal	10	20	66.67%
	SOCIAL WORK		10	20	66.67%
University Total			1,419	553	28.04%

Table 1A: Number and Percent of Full Professors with Supplements, by Gender, Department and College

Faculty Headcount as values		Male	Female	% Female	n Male w/Supp	n Female w/Supp	% Faculty w/Supp	% Supp to Female
ARCHITECTURE	ARCHITECTURE	12	2	14.29%	9	1	71.43%	10.00%
COCKRELL SCHL OF ENGINEERING	AEROSP ENGNRG & ENGNRG MECH	23	2	8.00%	15	2	68.00%	11.76%
	BIOMEDICAL ENGINEERING	5	1	16.67%	4	1	83.33%	20.00%
	CHEMICAL ENGINEERING	15	0	0.00%	7	0	46.67%	0.00%
	CIVIL, ARCH, & ENVIRN ENGNR	26	2	7.14%	19	2	75.00%	9.52%
	ELECTRICAL AND COMPUTER ENG	34	2	5.56%	19	2	58.33%	9.52%
	MECHANICAL ENGINEERING	32	2	5.88%	21	2	67.65%	8.70%
	PETROLEUM & GEOSYSTEMS ENGR	7	0	0.00%	3	0	42.86%	0.00%
	COCKRELL SCHL OF ENGINEERING	142	9	5.96%	88	9	64.24%	9.28%
COMMUNICATION	ADVERTISING	6	3	33.33%	4	2	66.67%	33.33%
	COMMUN SCIENCES & DISORDERS	2	2	50.00%	1	0	25.00%	0.00%
	COMMUNICATION STUDIES	6	2	25.00%	3	0	37.50%	0.00%
	JOURNALISM	8	1	11.11%	5	1	66.67%	16.67%
	RADIO-TELEVISION-FILM	4	3	42.86%	3	1	57.14%	25.00%
	COMMUNICATION	26	11	29.73%	16	4	54.05%	20.00%
EDUCATION	CURRICULUM AND INSTRUCTION	8	7	46.67%	4	4	53.33%	50.00%
	EDUCATIONAL ADMINISTRATION	9	3	25.00%	8	3	91.67%	27.27%
	EDUCATIONAL PSYCHOLOGY	12	7	36.84%	9	6	78.95%	40.00%
	KINESIOLOGY & HEALTH ED	6	4	40.00%	4	2	60.00%	33.33%
	SPECIAL EDUCATION	3	3	50.00%	3	3	100.00%	50.00%
	EDUCATION	38	24	38.71%	28	18	74.19%	39.13%
FINE ARTS	ART & ART HISTORY	14	5	26.32%	7	1	42.11%	12.50%
	MUSIC	29	7	19.44%	17	1	50.00%	5.56%
	THEATRE AND DANCE	8	6	42.86%	4	4	57.14%	50.00%
	FINE ARTS	51	18	26.09%	28	6	49.28%	17.65%
INFORMATION	INFORMATION	7	2	22.22%	0	0	0.00%	NA
JACKSON SCHL GEOSCIENCES	GEOLOGICAL SCIENCES	28	1	3.45%	20	1	72.41%	4.76%
LAW	LAW	47	13	21.67%	41	12	88.33%	22.64%

Note: Table continued on next page.

Table 1A: Number and Percent of Full Professors with Supplements, by Gender, Department and College (cont'd)

LIBERAL ARTS	AMERICAN STUDIES	2	0	0.00%	0	0	0.00%	NA
	ANTHROPOLOGY	7	2	22.22%	1	0	11.11%	0.00%
	ASIAN STUDIES	2	2	50.00%	1	0	25.00%	0.00%
	CLASSICS	11	3	21.43%	4	1	35.71%	20.00%
	ECONOMICS	17	0	0.00%	7	0	41.18%	0.00%
	ENGLISH	29	6	17.14%	12	2	40.00%	14.29%
	FRENCH AND ITALIAN	6	5	45.45%	1	1	18.18%	50.00%
	GEOGRAPHY & THE ENVIRONMENT	8	0	0.00%	0	0	0.00%	NA
	GERMANIC STUDIES	3	3	50.00%	0	2	33.33%	100.00%
	GOVERNMENT	17	2	10.53%	3	0	15.79%	0.00%
	HISTORY	14	5	26.32%	8	1	47.37%	11.11%
	LINGUISTICS	6	1	14.29%	3	0	42.86%	0.00%
	MIDDLE EASTERN STUDIES	5	0	0.00%	0	0	0.00%	NA
	PHILOSOPHY	18	2	10.00%	3	0	15.00%	0.00%
	PSYCHOLOGY	21	7	25.00%	9	2	39.29%	18.18%
	RHETORIC & WRITING	2	2	50.00%	0	0	0.00%	NA
	SLAVIC & EURASIAN STUDIES	1	0	0.00%	0	0	0.00%	NA
	SOCIOLOGY	18	5	21.74%	4	0	17.39%	0.00%
	SPANISH AND PORTUGUESE	7	4	36.36%	1	0	9.09%	0.00%
	LIBERAL ARTS	194	49	20.16%	57	9	27.16%	13.64%
MCCOMBS SCHL OF BUSINESS	ACCOUNTING	13	1	7.14%	13	1	100.00%	7.14%
	FINANCE	8	1	11.11%	6	1	77.78%	14.29%
	INFO, RISK & OPERATNS MNGMT	18	3	14.29%	16	2	85.71%	11.11%
	MANAGEMENT	5	2	28.57%	5	2	100.00%	28.57%
	MARKETING	6	3	33.33%	6	3	100.00%	33.33%
	MCCOMBS SCHL OF BUSINESS	50	10	16.67%	46	9	91.67%	16.36%
NATURAL SCIENCES	ASTRONOMY	16	1	5.88%	11	0	64.71%	0.00%
	CHEMISTRY & BIOCHEMISTRY	28	1	3.45%	19	0	65.52%	0.00%
	COMPUTER SCIENCES	29	3	9.38%	17	1	56.25%	5.56%
	HUMAN ECOLOGY	4	7	63.64%	2	3	45.45%	60.00%
	INTEGRATIVE BIOLOGY	17	3	15.00%	9	2	55.00%	18.18%
	MARINE SCIENCE	6	1	14.29%	2	1	42.86%	33.33%
	MATHEMATICS	36	4	10.00%	13	2	37.50%	13.33%
	MOLECULAR CELL & DEV BIO	7	1	12.50%	1	0	12.50%	0.00%
	MOLECULAR GENETICS & MICROBIOLOGY	14	3	17.65%	4	0	23.53%	0.00%
	NEUROBIOLOGY	9	2	18.18%	2	0	18.18%	0.00%
	PHYSICS	45	1	2.17%	5	0	10.87%	0.00%
	NATURAL SCIENCES	211	27	11.34%	85	9	39.50%	9.57%
NURSING	NURSING	1	8	88.89%	0	6	66.67%	100.00%
PHARMACY	PHARMACY	21	3	12.50%	19	2	87.50%	9.52%
PUBLIC AFFAIRS	LBJ SCHOOL OF PUBLIC AFFAIRS	15	3	16.67%	9	1	55.56%	10.00%
SOCIAL WORK	SOCIAL WORK	7	10	58.82%	5	4	52.94%	44.44%
Total		570	120	17.39%	264	43	44.49%	14.01%

Table 6: Unstandardized Regression Coefficients from Hierarchical-Linear Models Predicting Total Salary and Supplements of Tenure-Track and Tenured Faculty in 2007

	Unconditional Model			Model 1			Model 2		
	Coefficient	SE	Sig	Coefficient	SE	Sig	Coefficient	SE	Sig
Intercept	110061.87	6912.72	***	110518.14	6663.78	***	110317.77	6347.15	***
Female	---	---	---	-12792.11	1182.80	***	-3432.56	871.77	***
Assistant Professor (Ref)									
Associate Professor	---	---	---	---	---	---	12662.21	1409.58	***
Full Professor	---	---	---	---	---	---	47086.01	2659.76	***
<u>Interactions</u>									
Female by									
Associate Professor	---	---	---	---	---	---	---	---	---
Full Professor	---	---	---	---	---	---	---	---	---
<u>Explanatory Variables</u>									
White	---	---	---	---	---	---	---	---	---
Terminal Degree	---	---	---	---	---	---	---	---	---
Chair of Department	---	---	---	---	---	---	---	---	---
Years in Rank	---	---	---	---	---	---	---	---	---
Years at UT	---	---	---	---	---	---	---	---	---
Administrative Position	---	---	---	---	---	---	---	---	---
Highest Degree Earned in 2000-2007	---	---	---	---	---	---	---	---	---
Highest Degree Earned 1990-1999	---	---	---	---	---	---	---	---	---
Highest Degree Earned 1970-1979	---	---	---	---	---	---	---	---	---
Degree Earned before 1970	---	---	---	---	---	---	---	---	---
Missing Date of Highest Degree	---	---	---	---	---	---	---	---	---
Department Level Variance	1024509078.77	32007.95	***	948621428.76	30799.70	***	867394682.75	29451.57	***
Individual Level Variance	1352715625.28	36779.28		1325225193.52	36403.64		928400505.57	30469.67	
Proportion of Total Individual Level Variance Explained by Model	0			0.02			0.31		
N (Department Groups)	21			21			21		
N (Individuals)	1967			1967			1967		

+ $p < .10$, * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$ (two-tailed tests)

Table 6 (cont'd): Unstandardized Regression Coefficients from Hierarchical-Linear Models Predicting Total Salary and Supplements of Tenure-Track and Tenured Faculty in 2007

	Model 3			Model 4			Model 5		
	Coefficient	SE	Sig	Coefficient	SE	Sig	Coefficient	SE	Sig
Intercept	110130.96	6386.67	***	108526.34	6077.02	***	108563.06	6081.36	***
Female	-3526.98	649.21	***	-2260.53	568.38	***	1448.52	1159.10	
Assistant Professor (Ref)	---	---	---	---	---	---	---	---	---
Associate Professor	14497.24	1460.12	***	21051.72	1784.07	***	21140.81	1914.30	***
Full Professor	48775.47	3007.40	***	39778.04	3629.45	***	63286.06	4381.17	***
<u>Interactions</u>									
Female by									
Associate Professor	---	---	---	---	---	---	-420.77	1818.19	
Full Professor	---	---	---	---	---	---	-9027.94	2484.47	**
<u>Explanatory Variables</u>									
White	---	---	---	-1213.38	1267.31		-1225.86	1320.67	
Terminal Degree	---	---	---	3999.68	1946.56	*	3692.46	1952.56	+
Chair of Department	---	---	---	19416.47	2875.70	***	19380.82	2862.47	***
Years in Rank	---	---	---	1858.99	406.56	***	1813.56	407.07	***
Years at UT	---	---	---	-2300.15	385.20	***	-2287.83	387.47	***
Administrative Position	---	---	---	27125.64	5121.15	***	27238.63	5131.33	***
Highest Degree Earned in 2000-2007	3549.65	1693.47	*	-6073.68	2560.65	*	-6435.97	2499.08	*
Highest Degree Earned 1990-1999	833.74	1766.62		-5729.70	2582.59	*	-5872.50	2517.93	*
Highest Degree Earned 1970-1979	5324.91	2750.25	+	10750.88	2054.80	***	10660.38	2030.91	***
Degree Earned before 1970	-3529.99	3782.57		4700.01	3563.80		4420.30	3526.05	
Mising Date of Highest Degree	5149.79	2179.69	*	-5717.19	2691.97	*	-6329.04	2636.48	*
Department Level Variance	877083759.85	29615.60	***	816610455.93	28576.40	***	818268433.66	28605.39	***
Individual Level Variance	923971229.39	30396.90		731430904.63	27044.98		728619212.01	26992.95	
Proportion of Total Individual Level Variance Explained by Model	0.32			0.46			0.46		
N (Department Groups)	21			21			21		
N (Individuals)	1967			1967			1967		

+ p < .10, * p < 0.05, ** p < 0.01, *** p < 0.001 (two-tailed tests)

Table 7: Unstandardized Regression Coefficients from Hierarchical Linear Models Predicting Starting Salaries for Tenured or Tenure-Track Faculty Hired from 1997 - 2007

	Unconditional Model			Model 1			Model 2			Model 3		
	Coefficient	SE	Sig	Coefficient	SE	Sig	Coefficient	SE	Sig	Coefficient	SE	Sig
Intercept	78205.81	4842.18	***	78367.43	4813.37	***	77329.91	5087.75	***	77433.44	5106.43	***
Female	---	---	---	-8879.08	1891.03	***	-2381.46	1271.67	+	-4.72	1206.45	
Assistant Professor (Ref)	---	---	---	---	---	---	---	---	---	---	---	---
Associate Professor	---	---	---	---	---	---	19143.80	2013.41	***	19480.08	2382.88	***
Full Professor	---	---	---	---	---	---	59795.02	1692.86	***	58762.48	2323.07	***
<u>Interactions</u>												
Female by												
Associate Professor	---	---	---	---	---	---	---	---	---	-2090.73	3472.04	
Full Professor	---	---	---	---	---	---	---	---	---	-12229.33	3494.35	**
<u>Explanatory Variables</u>												
White	---	---	---	---	---	---	---	---	---	296.43	1107.00	
Terminal Degree	---	---	---	---	---	---	---	---	---	1385.06	2369.81	
Highest Degree earned in 2000-2007	---	---	---	---	---	---	---	---	---	-58.59	2462.57	
Highest Degree earned in 1990-1999	---	---	---	---	---	---	---	---	---	768.48	2114.41	
Highest Degree earned in 1980-1989 (Ref)	---	---	---	---	---	---	---	---	---	---	---	---
Highest Degree Earned before 1979	---	---	---	---	---	---	---	---	---	15584.53	2582.56	***
Missing Date of Degree	---	---	---	---	---	---	---	---	---	26287.46	2638.70	***
Hired in 1997-1999 (Ref)	---	---	---	---	---	---	---	---	---	---	---	---
Hired in 1999-2001	---	---	---	---	---	---	---	---	---	7015.67	1739.26	***
Hired in 2002-2003	---	---	---	---	---	---	---	---	---	16536.01	1956.47	***
Hired in 2004-2006	---	---	---	---	---	---	---	---	---	24816.54	1884.76	***
Department Level Variance	467055066.94	21611.46	***	437345976.61	20912.82	***	506025916.03	22495.02	***	512915546.89	22647.64	***
Individual Level Variance	770235355.63	27753.11		755377762.13	27484.14		333576314.60	18264.07		240391166.15	15504.55	
Proportion of Total Individual Level Variance Explained by Model	0			0.02			0.57			0.69		
N (Department Groups)	20			20			20			20		
N (Individuals)	1027			1027			1027			1014		

+ p < .10, * p < 0.05, ** p < 0.01, *** p < 0.001 (two-tailed tests)

Table 8: Unstandardized Regression Coefficients from Hierarchical-Linear Models Predicting Salary of Non-Tenure-Track Faculty in 2007

	Unconditional Model			Model 1			Model 2			Model 3		
	Coefficient	SE	Sig	Coefficient	SE	Sig	Coefficient	SE	Sig	Coefficient	SE	Sig
Intercept	56213.92	2896.16	***	56173.45493	2766.42	***	57129.41	2558.29	***	56965.95	2598.23	***
Female	---	---	---	-6639.445728	1662.98	***	-4473.30	1382.03	**	-2997.45	1343.85	*
Lecturer (Ref)	---	---	---	---	---	---	---	---	---	---	---	---
Specialist	---	---	---	---	---	---	12625.61	2293.97	***	-10231.12	2298.04	***
Adjunct	---	---	---	---	---	---	12623.60	4211.64	**	12337.15	3263.53	***
Clinical	---	---	---	---	---	---	6431.42	4323.19		6742.57	3787.78	+
Visiting	---	---	---	---	---	---	32806.76	10700.77	**	37192.46	11675.37	**
Research Affiliated	---	---	---	---	---	---	31443.64	4712.13	***	31703.47	4676.58	***
Explanatory Variables												
White	---	---	---	---	---	---	---	---	---	-271.75	1186.60	
Terminal Degree	---	---	---	---	---	---	---	---	---	3625.11	1890.17	+
Administrative Position	---	---	---	---	---	---	---	---	---	16645.80	2091.23	***
Highest Degree Earned in 2000-2007	---	---	---	---	---	---	---	---	---	-4716.18	1952.58	*
Highest Degree Earned 1990-1999	---	---	---	---	---	---	---	---	---	-2238.76	1518.34	
Highest Degree Earned in 1980-1989 (Ref)	---	---	---	---	---	---	---	---	---	---	---	---
Highest Degree Earned 1970-1979	---	---	---	---	---	---	---	---	---	1200.78	1298.73	
Degree Earned before 1970	---	---	---	---	---	---	---	---	---	5553.56	2919.60	+
Missing Date of Highest Degree	---	---	---	---	---	---	---	---	---	-7123.45	2995.99	*
Years at UT	---	---	---	---	---	---	---	---	---	334.64	106.74	**
Department Level Variance	171376272.43	13091.08	***	155677909.75	12477.10	***	142773291.72	11948.78	***	133593096.29	11558.25	***
Individual Level Variance	337478285.11	18370.58		328249674.08	18117.66		280598129.31	16751.06		236985056.60	15394.32	
Proportion of Total Individual Level Variance Explained by Model	0			0.03			0.17			0.30		
N (Department Groups)	21			21			21			21		
N (Individuals)	1393			1393			1393			1392		

+ p < .10, * p < 0.05, ** p < 0.01, *** p < 0.001 (two-tailed tests)

Table 9: Unstandardized Regression Coefficients from Hierarchical Linear Models Predicting Starting Salaries for Non-Tenure-Track Faculty Hired from 1997 - 2007

	Unconditional Model			Model 1			Model 2			Model 3		
	Coefficient	SE	Sig	Coefficient	SE	Sig	Coefficient	SE	Sig	Coefficient	SE	Sig
Intercept	46809.91	3588.02	***	46616.92	3487.77	***	46490.92	3437.25	***	46296.62	3169.29	***
Female	---	---	---	-6872.45	729.72	***	-6117.04	928.00	***	-4506.69	786.05	***
Lecturer (Ref)	---	---	---	---	---	---	---	---	---	---	---	---
Instructor	---	---	---	---	---	---	3196.59	5351.24		7035.45	5494.62	
Specialist	---	---	---	---	---	---	-11492.18	3980.57	**	-9649.07	4138.92	*
Adjunct	---	---	---	---	---	---	3492.08	5661.20		964.44	4788.99	
Research Affiliated	---	---	---	---	---	---	31657.06	5129.12	***	25169.79	4596.24	***
Explanatory Variables	---	---	---	---	---	---	---	---	---	---	---	---
White	---	---	---	---	---	---	---	---	---	-140.32	694.65	
Terminal Degree	---	---	---	---	---	---	---	---	---	5074.70	1502.92	***
Highest Degree earned in 2000-2007	---	---	---	---	---	---	---	---	---	-12907.64	1784.55	***
Highest Degree earned in 1990-1999	---	---	---	---	---	---	---	---	---	-8076.98	1463.44	***
Highest Degree earned in 1980-1989 (Ref)	---	---	---	---	---	---	---	---	---	---	---	---
Highest Degree Earned in 1970-1979	---	---	---	---	---	---	---	---	---	239.51	1861.60	
Highest Degree Earned before 1970	---	---	---	---	---	---	---	---	---	8776.68	3042.89	**
Missing Date Degree	---	---	---	---	---	---	---	---	---	-2675.34	2582.80	
Hired in 1997-1999 (Ref)	---	---	---	---	---	---	---	---	---	---	---	---
Hired in 1999-2001	---	---	---	---	---	---	---	---	---	1492.53	1400.39	
Hired in 2002-2003	---	---	---	---	---	---	---	---	---	7438.82	1446.55	***
Hired in 2004-2006	---	---	---	---	---	---	---	---	---	11825.49	1540.89	***
Department Level Variance	289799918.69	17023.51	***	274757382.73	16575.81	***	267666049.51	16360.50	***	224863256.11	14995.44	***
Individual Level Variance	379059328.10	19469.45		368997607.28	19209.31		354858122.97	18837.68		315352242.19	17758.16	
Proportion of Total Individual Level Variance Explained by Model	0.00			0.03			0.06			0.17		
N (Department Groups)	22			22			22			22		
N (Individuals)	2702			2702			2702			2702		

+ p < .10, * p < 0.05, ** p < 0.01, *** p < 0.001 (two-tailed tests)

Table 10: Groups of Departments within Colleges		
New ID	Department	College
1	Architecture	Architecture
2	Radio Television Film	Communication
2	Communication Studies	Communication
2	Communication Science and Disorders	Communication
2	Journalism	Communication
3	Advertising	Communication
4	Ed Psych	Education
4	Kinesiology and Health Edu	Education
4	Curriculum and Instruction	Education
4	Special Edu	Education
4	Edu Admin	Education
5	All Engineering Departments	Engineering
6	All Art Departments	Arts
7	Information	Information
8	Geoscience	Geoscience
9	Law	Law
10	Marketing	Business
10	Information Risk and Management	Business
10	Management	Business
11	Accounting	Business
11	Finance	Business
12	Marine Science	Natural Science
12	Human Ecology	Natural Science
13	Chem and Biochem	Natural Science
13	Math	Natural Science
13	Mol, Cell Bio	Natural Science
13	Neurobiology	Natural Science
13	Genetics and Microbiology	Natural Science
13	Integrated Biology	Natural Science
13	Astronomy	Natural Science
13	Physics	Natural Science
14	Computer Science	Natural Science
15	Nursing	Nursing
16	Pharmacy	Pharmacy
17	Slavic Studies	COLA
17	Germanic	COLA
17	Asian Studies	COLA
17	French and Italian	COLA
17	Mid East Studies	COLA
17	English	COLA
17	History	COLA
17	Anthropology	COLA
17	Rhetoric and Writing	COLA
17	Philosophy	COLA
17	Spanish and Portuguese	COLA
17	Geography	COLA
17	Linguistics	COLA
17	Classics	COLA
17	American Studies	COLA
18	Psychology	COLA
18	Sociology	COLA
18	Government	COLA
19	Economics	COLA
20	Social Work	Social Work
21	LBJ	LBJ

Table 11: Number of Women and Men by Department and Rank (2007)

Department	College	Number of Tenured or Tenure Track Faculty		Number of Female Tenure Track Faculty by Rank			Number of Male Tenure Track Faculty by Rank			Number of Non-Tenure Track Faculty	
		Male	Female	Full	Assoc	Asst	Full	Assoc	Asst	Male	Female
Geoscience	Geosci	36	1	1	0	0	28	6	2	2	2
Architecture	Arch	30	13	2	6	5	12	12	6	18	8
American Studies	COLA	4	5	0	3	2	2	2	0	1	4
Anthropology	COLA	21	14	2	5	7	7	8	6	5	3
Asian Studies	COLA	10	7	2	2	3	2	4	4	7	18
Classics	COLA	16	6	3	1	2	11	1	4	1	1
Economics	COLA	30	4	0	1	3	17	5	8	7	5
English	COLA	48	29	6	18	5	29	11	8	5	2
Rhetoric and Writing	COLA	4	5	2	3	0	2	1	1	3	1
French and Italian	COLA	11	7	5	0	2	6	4	1	7	11
Geography	COLA	14	3	0	1	2	8	3	3	7	0
Germanic	COLA	8	8	3	3	2	3	3	2	3	1
Government	COLA	44	6	2	2	2	17	15	12	4	6
History	COLA	36	25	5	11	9	14	15	7	7	4
Linguistics	COLA	10	5	1	1	3	6	2	2	1	4
Middle Eastern Studies	COLA	10	6	0	3	3	5	4	1	5	4
Philosophy	COLA	21	2	2	0	0	18	2	1	4	0
Psychology	COLA	31	13	7	3	3	21	6	4	21	13
Slavic Studies	COLA	4	2	0	2	0	1	2	1	1	3
Sociology	COLA	28	15	5	4	6	18	5	5	1	5
Spanish and Portugese	COLA	17	10	4	4	2	7	8	2	4	10
Astronomy	Nat Sci	19	2	1	0	1	16	0	3	1	1
Chem and Biochem	Nat Sci	40	5	1	1	3	28	5	7	10	12
Computer Science	Nat Sci	41	6	3	1	2	29	5	7	12	4
Human Ecology	Nat Sci	10	16	7	6	3	4	3	3	2	25
Marine Science	Nat Sci	11	4	1	1	2	6	0	5	1	0
Math	Nat Sci	47	6	4	1	1	35	5	7	18	13
Physics	Nat Sci	54	4	1	1	2	45	4	5	0	0
Integrative Biology	Nat Sci	26	7	3	2	2	17	3	6	6	1
Neurobiology	Nat Sci	15	4	2	0	2	9	2	4	2	0
Molecular, Cell, and Dev Bio	Nat Sci	17	4	1	2	1	7	6	4	2	1
Molecular Genetics and Microbiology	Nat Sci	20	5	3	1	1	14	2	4	3	5

Table 11 (cont'd): Number of Women and Men by Department and Rank (2007)

Department	College	Number of Tenured or Tenure Track Faculty		Number of Female Tenure Track Faculty by Rank			Number of Male Tenure Track Faculty by Rank			Number of Non-Tenure Track Faculty	
		Male	Female	Full	Assoc	Asst	Full	Assoc	Asst	Male	Female
Accounting	Busines	19	5	1	1	3	13	1	5	9	6
Finance	Busines	23	3	1	1	1	8	3	12	13	6
Info, Risk, and Operations Management	Busines	30	9	3	1	5	18	7	5	8	9
Management	Busines	12	8	2	2	4	5	1	6	11	6
Marketing	Busines	12	8	3	3	2	6	2	4	8	14
Advertising	Comm	12	7	3	2	2	6	2	4	8	4
Journalism	Comm	13	8	1	3	4	8	4	1	12	11
Radio Television Film	Comm	12	15	3	6	6	4	5	3	22	7
Communication Studies	Comm	10	9	2	3	4	6	1	3	6	2
Communication Science and Disorders	Comm	4	9	2	2	5	2	1	1	0	5
Curriculum and Instruction	Edu	16	27	7	6	14	8	4	4	4	20
Educational Administration	Edu	13	7	3	2	2	9	0	4	24	11
Educational Psychology	Edu	17	16	7	4	5	12	3	2	5	17
Kinesiology and Health Education	Edu	11	12	4	4	4	5	5	1	23	23
Special Education	Edu	7	8	3	3	2	3	3	1	2	4
Aerospace Engineering	Engin	32	3	2	0	1	23	4	5	4	1
Chemical Engineering	Engin	18	1	0	0	1	15	3	0	11	2
Civil, Arch and Environmental Engineering	Engin	43	9	2	3	4	26	10	7	14	3
Electrical and Computer Engineering	Engin	57	3	2	0	1	33	7	17	37	4
Mechanical Engineering	Engin	52	6	2	2	2	32	11	9	17	1
Petroleum and Geosystems Engineering	Engin	16	0	0	0	0	7	4	5	7	2
Biomedical Engineering	Engin	13	4	1	0	3	5	1	7	13	5
Art and Art History	Arts	33	17	5	11	1	14	15	4	11	15
Theatre and Dance	Arts	14	15	6	6	3	8	4	2	6	11
Music	Arts	57	19	7	8	4	29	17	11	24	5
Law	Law	53	15	13	0	2	47	0	6	59	53
Information	Info	13	5	2	1	2	7	2	4	4	10
Nursing	Nurs	1	22	8	6	8	1	0	0	16	78
Pharmacy	Pharm	34	9	3	4	2	21	5	8	90	111
Social Work	Soc Wrk	10	20	10	6	4	7	1	2	10	43
LBJ	LBJ	22	7	3	2	2	15	4	3	13	4

Table 12: Unstandardized Regression Coefficients from Hierarchical-Linear Models Predicting Total Salary and Supplements of Tenure-Track and Tenured Faculty in 2007 - Restricted Sample

	Unconditional Model			Model 1			Model 2		
	Coefficient	SE	Sig	Coefficient	SE	Sig	Coefficient	SE	Sig
Intercept	109370.17	6610.93	***	109794.18	6364.05	***	109580.21	6085.52	***
Female	---	---		-12018.33	1204.09	***	-2865.72	960.24	**
Assistant Professor (Reference Group)	---	---		---	---		---	---	
Associate Professor	---	---		---	---		12375.60	1361.52	***
Full Professor	---	---		---	---		46163.97	2374.16	***
<u>Interactions</u>									
Female by									
Associate Professor	---	---		---	---		---	---	
Full Professor	---	---		---	---		---	---	
<u>Explanatory Variables</u>									
White	---	---		---	---		---	---	
Terminal Degree	---	---		---	---		---	---	
Chair of Department	---	---		---	---		---	---	
Years in Rank	---	---		---	---		---	---	
Years at UT	---	---		---	---		---	---	
Administrative Position	---	---		---	---		---	---	
Highest Degree Earned in 2000-2007	---	---		---	---		---	---	
Highest Degree Earned 1990-1999	---	---		---	---		---	---	
Highest Degree Earned 1980-1989 (Reference Group)	---	---		---	---		---	---	
Highest Degree Earned 1970-1979	---	---		---	---		---	---	
Degree Earned before 1970	---	---		---	---		---	---	
Missing Date of Highest Degree	---	---		---	---		---	---	
Department Level Variance	939839964.22	30656.81	***	870737293.21	29508.26	***	803282368.86	28342.24	***
Individual Level Variance	1102628951.82	33205.86		1078184851.73	32835.73		695470847.52	26371.78	
Proportion of Total Individual Level Variance Explained by Model	0			0.02			0.37		
N (Department Groups)	21			21			21		
N (Individuals)	1961			1961			1961		

+ $p < .10$, * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$ (two-tailed tests)

Note: Table 12 replicates the analyses presented in Table 6 after excluding several professors whose salaries were significantly higher than all others.

Table 12 (cont'd): Unstandardized Regression Coefficients from Hierarchical-Linear Models Predicting Total Salary and Supplements of Tenure-Track and Tenured Faculty in 2007 - Restricted Sample

	Model 3			Model 4			Model 5		
	Coefficient	SE	Sig	Coefficient	SE	Sig	Coefficient	SE	Sig
Intercept	109411.07	6122.18	***	107986.69	5950.68	***	108016.67	5953.30	***
Female	-2990.85	782.61	***	-1907.35	619.26	**	1143.52	1110.97	
Assistant Professor (Ref)	---	---		---	---		---	---	
Associate Professor	14348.00	1454.78	***	20599.25	1508.05	***	20649.60	1780.88	***
Full Professor	48398.80	2786.60	***	59571.96	3628.05	***	61608.91	3386.01	***
<u>Interactions</u>									
Female by									
Associate Professor	---	---		---	---		-281.96	1708.13	
Full Professor	---	---		---	---		-7478.11	2441.86	**
<u>Explanatory Variables</u>									
White	---	---		-1205.28	1330.14		-1216.71	1371.54	
Terminal Degree	---	---		3275.13	2234.25		3021.48	2225.25	
Chair of Department	---	---		21019.79	3053.24	***	20983.33	3033.46	***
Years in Rank	---	---		1672.15	341.84	***	1634.80	345.32	***
Years at UT	---	---		-2122.52	292.56	***	-2113.08	295.10	***
Administrative Position	---	---		22187.71	2877.42	***	22285.93	2915.04	***
Highest Degree Earned in 2000-2007	3597.20	1828.25	*	-5543.31	2022.61	***	-5851.25	2003.52	***
Highest Degree Earned 1990-1999	976.43	1795.56		-5330.51	2083.77	*	-5454.57	2062.40	**
Highest Degree Earned 1980-1989 (Reference Group)	---	---		---	---		---	---	
Highest Degree Earned 1970-1979	3857.27	2200.53		9266.25	2055.00	***	9197.61	2019.70	***
Degree Earned before 1970	-3181.48	4028.32	+	5246.42	4269.79		5019.44	4189.41	*
Missing Date of Highest Degree	5450.60	2140.62	*	-4970.25	2050.89	*	-5488.14	2027.26	+
Department Level Variance	804877455.47	28370.36	***	762698291.73	27616.99	***	764027102.41	27641.04	***
Individual Level Variance	692615236.93	26317.58		530659878.03	23036.06		528736167.14	22994.26	
Proportion of Total Individual Level Variance Explained by Model	0.37			0.52			0.52		
N (Department Groups)	21			21			21		
N (Individuals)	1961			1961			1961		

+ p < .10, * p < 0.05, ** p < 0.01, *** p < 0.001 (two-tailed tests)

Note: Table 12 replicates the analyses presented in Table 6 after excluding several professors whose salaries were significantly higher than all others.

Table 13: Unstandardized Regression Coefficients from Hierarchical-Linear Models Predicting Total Salary and Supplements of Full Professors in 2007

	Unconditional Model			Model 1			Model 2		
	Coefficient	SE	Sig	Coefficient	SE	Sig	Coefficient	SE	Sig
Intercept	128894.73	6263.94	***	129376.25	6321.34	***	127197.70	6409.83	***
Female	---	---	---	-6898.28	2639.11	*	-8350.14	1701.31	***
<u>Explanatory Variables</u>									
Terminal Degree	---	---	---	---	---	---	5081.32	4365.2	
Years at UT	---	---	---	---	---	---	-1241.95	136.44	***
Administrative Position	---	---	---	---	---	---	26757.88	3376.83	***
Highest Degree Earned in 2000-1990 (Reference Group)	---	---	---	---	---	---	---	---	---
Highest Degree Earned 1970-1979	---	---	---	---	---	---	21146.79	3821.28	***
Degree Earned before 1970	---	---	---	---	---	---	22558.89	5737.78	***
Missing Date of Highest Degree	---	---	---	---	---	---	17587.47	5019.13	**
Female Slope (Random Effect)	---	---	---	9015400.26	3002.57		1819.25	3309660	
Department Level Variance	814407995.81	28537.83	***	788688574.59	28083.60	***	826943240.73	28756.62	***
Individual Level Variance	1186273691.16	34442.32		1179411058	34342.55		966886170.75	31094.79	
N (Department Groups)	1031			1031			1031		
N (Individuals)	21			21			21		

+ $p < .10$, * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$ (two-tailed tests)

Table 14: Estimating the Gender Gap per Departmental Group Using Empirical Bayes Residuals and Hierarchical Linear Modeling in a Sample of Full Professors

New ID	College	Empirical Bayes Residual (at Level 2)^	Number of Female Full Professors	Observed Gender Gap
1	Architecture	42.55	2	\$ 17,468.37
2	Communication 1	336.38	8	\$ 67,402.14
3	Communication 2	321.06	3	\$ 25,324.12
4	Education	167.31	24	\$ 206,472.45
5	Engineering	-481.48	9	\$ 83,566.12
6	Arts	634.05	18	\$ 146,021.61
7	Information	386.88	2	\$ 16,744.35
8	GeoSciences	122.07	1	\$ 8,650.58
9	Law	-1611.09	13	\$ 136,145.62
10	Business 1	-840.08	8	\$ 77,297.11
11	Business 2	-710.55	2	\$ 19,051.91
12	Natural Sciences 1	408.79	8	\$ 66,793.11
13	Natural Sciences 2	594.60	16	\$ 130,460.60
14	Natural Sciences 3	-224.33	3	\$ 27,044.31
15	Nursing	158.39	8	\$ 8,612.40
16	Pharmacy	-87.15	3	\$ 26,611.64
17	Liberal Arts 1	325.95	35	\$ 295,268.15
18	Liberal Arts 2	197.50	14	\$ 119,997.90
19	Liberal Arts 3	-434.61	0	\$ -
20	Social Work	590.22	10	\$ 81,583.92
21	LBJ Public Affairs	103.54	3	\$ 26,010.19
Total	(NA)	(NA)	190	\$ 1,586,526.60

^The empirical Bayes residual at level 2 is the deviation of an empirical Bayes estimate from its predicted value based on the level-2 model.

Note: See Table 13 to view the hierarchical linear model that produced these estimates.

Table 15

Estimated Funds Needed to Remedy Existing Gender Gap among Full Professors at UT by College (Based on 2007-2008 Salary data)

College

Allocation of Total Estimated with Confidence:

Communication *	\$67,402.14
Education	\$206,472.45
Engineering	\$83,566.12
Arts	\$146,021.61
Law	\$136,145.62
Business **	\$ 77,297.11
Natural Sciences ***	\$224,298.02
COLA ****	\$415,266.05
Social Work	\$81,583.92

Unable to estimate Allocation of Total *****	\$148,473.56
---	---------------------

Total Funds	\$1,586,526.60
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* Includes RTF, Comm Studies, Comm Sci & Disorders, & Journalism (Advertising not included)

** Includes Marketing, Info/Risk/Management, and Management Departments, not Accounting and Finance

*** Approximately \$66,793 to Human Ecology and Marine Science, \$27,044 to Computer Science and \$130,461 to all other CNS departments with female faculty.

**** Approximately \$295,268 to Humanities with female faculty, \$119,997 to Social Sciences with female faculty

***** Includes Architecture, Advertising, Information Sciences, Jackson School, Accounting, Finance, Nursing, Pharmacy, Public Affairs. \$1,586,526.60