

**Agencies of Change:
Faculty Leadership in Initiating and Sustaining Diversity at the University of
Arizona**

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Preface and Acknowledgments

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Introduction

In the late 1990s, a comprehensive study, initiated by collective action among several faculty women in the School of Science at Massachusetts Institute of Technology (MIT) found disparities that favored male academics in salary, office and laboratory space, awards, resources, committee assignments, named chairs, teaching obligations, and institutional responses to outside job offers to retain faculty (MIT, 1999). With the support of their dean and president, the network of women made several recommendations: (a) to ensure equity for senior women faculty, (b) to improve the professional lives of junior women faculty, and (c) to increase the number of women faculty (MIT, 1999). Their study witnessed some immediate institutional responses and received wide national attention. In addition to this change at MIT, other institutions, including Rutgers University, the University of Michigan, and the University of California-Los Angeles (UCLA), were inspired to investigate inequities on their own campuses (National Academy of Sciences, 2004).

At the University of Arizona (UA; see Appendix A for a list of acronyms frequently used throughout this report), a study that became known as The Millennium Project took up similar concerns. The Project was entirely initiated by faculty leaders, representing a collaboration between the President of the Association for Women Faculty (AWF) and the Chair of the Commission on the Status of Women (CSW), with no charge or direction initiating from the university administration. The university administration did, however, provide the funding for the Project after being approached by the Millennium faculty leadership. *The Millennium Project Report, Phase I: Faculty* (Cress, 2001; Cress, Dinnerstein, Miller, & Hart, 2001)¹, was released in October 2001.

The goals of the Millennium Project were to measure the campus climate for faculty women and faculty of color. The findings identified multiple aspects of the campus climate that must change in order to enhance academic excellence. Moreover, the Report suggested that unless climate issues were addressed, the university's goal of achieving an academic environment that will allow all faculty, staff, and students to be productive and unhindered by any impediments due to considerations of gender, race/ethnicity, disability, sexual orientation, or any other reason would be compromised. Further, a subsequent study was conducted to complement the study of faculty at the University of Arizona and focused on University staff and their experiences of campus climate. *The Millennium Project: Phase II* (Johnsrud, Perreira, Miller, Inoshita, & Hart, 2002) was released in October, 2002.

The challenge on completion of the Millennium Project was to find ways to take actions that would implement its recommendations. While important research has been undertaken nationally on campus climate for faculty (National Academy of Sciences, 2004), little has been done to investigate the impact of such studies, or to explore efforts by faculty to pursue change following completion of climate studies. The Agencies of Change Project that we report here is an exploratory case study that addresses how

¹ See also <http://www.u.arizona.edu/~millen/phase1/index.htm> for electronic versions of the technical reports.

faculty leadership at the University of Arizona has engaged with the difficult tasks of pursuing implementation in order to foster and sustain diversity initiatives. This study drew on a conceptual framework developed by Huberman and Miles (1984). They presented findings from a comparative case study about the implementation of school improvements. Although their work focused on policy implementation within the K-12 setting, it has implications beyond that setting. They identified policy implementations that ranged broadly from successful to failing. While that analysis was an important contribution to the literature, their ultimate purpose in the study was “to show just *what happened* in the course of these school improvement efforts, to explain *why* it happened, and to suggest the *implications* for changes...elsewhere” (Huberman & Miles, 1984, p. vi). It is this level of analysis that shaped the following questions for the current study:

1. *What* has happened at the University of Arizona to implement the recommendations set forth by the Millennium Project study for faculty?
2. *Why* did it happen?
3. *What* are the implications for change related to improving the campus climate for faculty at the University of Arizona?

In taking up these questions, our central focus is on *who* instituted the changes as we attempt to understand the role of faculty leadership and *how* faculty have worked with the administration. In order to implement the recommendations of The *Millennium Report*, the university President and the faculty Co-Chairs organized a university-wide *Millennium Report* Oversight Committee (MROC) starting in January, 2002. Our research emphasis was on the work of the MROC, the related college level faculty-led MROC committees that were established in most of the 15 Colleges at the University, and the three task forces within MROC designed to support the development of a Diverse Community, a Fair Community, and a Hospitable Community. The specific goals are:

1. to evaluate the impact of the faculty-led Millennium Project and its goals of supporting the development of an institutional culture at the University of Arizona that would foster productivity, creativity, and excellence among all faculty without hindrance due to gender, race/ethnicity, disability, and sexual orientation;
2. to examine the processes by which new structures continue to evolve in the University to bridge faculty and administrative roles in fostering institutional change; and
3. to understand what the successes and the barriers to success have been in instituting gender and racial/ethnic diversity at our institution.

This report presents the findings of the project. We focus on the ways in which diversity initiatives have been institutionalized at the University of Arizona, the evolving structure of campus committees and organizations dedicated to diversity efforts, and the effectiveness of these initiatives at the college and university levels.

The Institutional Setting

The University of Arizona prides itself on its reputation as a Research-Extensive institution and its many programs that are ranked among the top ten universities in the nation. The university has a student population of over 37,000, about 77% of whom are undergraduates. Numbers of male and female students are roughly equal, with a slightly larger percentage of female than male undergraduates. Despite the large Hispanic population in the city of Tucson and its proximity to both the Mexican border and several large Native American reservation communities, the student body is about 65% White, non-Hispanic. According to official university statistics from the most recent data available (fall, 2003), only about 13% of students are identified as Hispanic, 2% as American Indian/Alaskan Native, 3% Black, non-Hispanic, and 5% Asian/Pacific Islander. The remaining student population is identified as either unknown or non-resident alien (Decision and Planning Support, 2003-2004).

The university community employs over 14,000 individuals, including 1,540 instructional faculty (defined as “regular tenured and tenure-track instructional faculty, permanent lecturers”) (Decision and Planning Support, 2003-2004), and 841 other faculty members (defined as “adjunct, emeritus, clinical, research, and visiting faculty; non-tenure-track instructors, and non-permanent lecturers,” and also include librarians) (Decision and Planning Support, 2003-2004). The administration is comprised of 276 individuals (including executive administrators, other administrators, department heads, and academic directors), and 2,384 employees occupy professional positions within the university. This particular category of professionals is incredibly diverse and includes for example, some professionals whose work encompasses traditional faculty functions (e.g., research) and others whose primary role is managerial or administrative. Phase I and Phase II of the Millennium Project tried to address how these professionals experience campus climate, disaggregating them according to roles (i.e., faculty for Phase I and administration for Phase II). However, in both cases, the variation in that job category made it very difficult to have a complete picture of the experiences of those professionals and it is an area that warrants future investigation.

The 15 colleges that make up the university’s educational units, along with its other administrative and professional units, are governed by the Arizona Board of Regents (ABOR), a state-level board of appointed officials responsible for overseeing all three universities in Arizona’s public higher-educational system (ABOR, 2003). At the local level, the University of Arizona is led by University President Peter Likins (who also serves on the Board of Regents), with various functions managed by a team of vice Presidents, the Provost, and vice Provosts. Faculty and other professional staff also share in university decision-making through councils, a Faculty Senate, and a wide array of committees that offer advisory support to the administration.

This highly developed university structure is situated within the city of Tucson, Arizona, a diverse and rapidly growing metropolis of approximately 750,000 people. In addition to the university, the city also counts the Davis-Monthan Air Force Base as one of its largest employers. According to *Census 2000* statistics, Tucson’s demographic

breakdown appears as 61% White, non-Hispanic; 29% Hispanic; 3% Black/African American; 3% Native American; 2% Asian, 0.1% Native Hawaiian or Pacific Islander, and 2% other/two or more races. Notably, Tucson was listed as having the eighth-largest urban population of Native Americans in 2000; actual numbers of Native Americans living in the area are much higher due to the number of reservation communities bordering the Tucson metropolitan area (City of Tucson, 2005).

The Evolving Structure of Faculty and University Initiated Diversity Efforts

There are a number of organizations and committees at the University of Arizona devoted to issues of faculty diversity. One of the influences of the *Millennium Report* is the increased number of these organizations and how they intersect to achieve common goals of improving the recruitment, retention, promotion, work environment, and compensation of women and minority faculty. Although several of these organizations have been active at the University of Arizona for many years, the structure of organizations devoted to faculty diversity initiatives at the University of Arizona has changed since the *Millennium Report* was issued. In this section we review those organizations in place at the time of the Millennium Project, including those responsible for its initiation. We also summarize organizations that grew out of the Millennium Project goals, including the University-wide *Millennium Report* Oversight Committee (MROC). An important result of our project was the finding that faculty involvement in these organizations is remarkably fluid. Another important finding is that there are increased opportunities for participating in some form of campus diversity initiative, at least in part because of the establishment of college-based MROCs. In addition, it is important to note that the nature of the involvement at the level of college-based initiatives is due in part to the different structures of each college; and the degree to which some issues of diversity in the college had been addressed and embraced prior to the Millennium Project, including the presence of a more diverse faculty, student population, and curriculum.

Organizations in place when the Millennium Project was developed include the CSW and the AWF. In addition, at about the same time that the Millennium Project began, several faculty from the College of Medicine started their own project to look at inequities in hiring and salary called the Generating Respect for All in a Climate of academic Excellence (GRACE) Project.

The Association for Women Faculty

The Association for Women Faculty, founded by women faculty in 1982 as a membership organization aiming to support and advance women's position at the University of Arizona, has long been active in addressing such issues as salary equity, child and family care, and bringing women's concerns to the ABOR. Myra Dinnerstein, one of the founding members of AWF, was the director for the UA Women's Studies program in 1982. She felt very strongly that the academic program needed to focus on becoming institutionalized academically in the university and that a complementary organization for faculty women could serve as a grassroots activist group to provide

support for women faculty and to address issues germane to academic women on campus. Initially, the organization focused on addressing the vast gender based salary inequities and gradually widened its scope to address issues related to benefits, campus climate, and improving leadership opportunities for academic women. Over time, the participation of faculty women has waxed and waned. Certain issues, like salary inequities, galvanized over 100 women to press the university administration to address this problem. It is possible that the tangible nature of that particular issue, coupled with the founding of a new organization (i.e., the AWF) not long after the height of Second Wave Feminism led to the vitality of the organization at that point in history. Moreover, later AWF issues, like campus climate, are more subjective and some benefit issues, like stopping the tenure clock, are not salient for all women. In addition, as part of the AWF's activist strategies, it has worked closely with the university administration to address its concerns and foster change. The degree to which upper level administrators have been open to working with AWF is also a catalyst for the peaks and valleys experienced by the women involved. Finally, the demands of faculty work have changed over time, with research productivity expectations increasing greatly, and faculty have become increasingly more national and international in focus (rather than focused on the local community, as is the nature of activist work for the AWF) (Fairweather, 1996). As a result, it is not surprising that the lifecycle of AWF has also changed and will continue to change.

As mentioned in the introduction of this report, one of the more recent efforts of the AWF was working with the CSW to complete a comprehensive campus climate study, the *Millennium Project Report*. In following up on the *Millennium Report*, it has worked closely with the Provost to give greater visibility to equity and leadership for women. Its efforts have included bringing high profile women to campus to give presentations on these themes. In this context, in spring 2004, AWF hosted a Graduate Research Symposium on Women in Higher Education. This event, attended by around 60 faculty, staff, and graduate students from across campus brought women from different disciplines together to meet and discuss common interests and learn strategies to increase leadership and advancement opportunities for women and other under-represented groups. The program additionally gave graduate students a forum in which to present their work in conjunction with their faculty mentors and to have their work published in the proceedings. Keynote speaker at the Symposium was Virginia Valian (1998), author of *Why So Slow: The Advancement of Women*. After the student presentations and poster session, Dr. Valian conducted a special forum with the graduate students to discuss aspects of career progression and professional development. She also gave several talks and workshops on campus, including negotiation strategies for women and a presentation of her work to Deans and Department Heads on the issues of subtle discrimination, gender bias, and the long-term effects of accumulation of disadvantage.

In spring, 2005, AWF and the Provost's office hosted Deborah A. Freund, Vice Chancellor for Academic Affairs and Provost at Syracuse University. Dr. Freund gave two talks to faculty, "Women in Academic Administration" and "Comparing Notes on Challenges and Opportunities at Public and Private Universities." Reports from women who attended were favorable and included two positive outcomes: first that they learned

something from the talks and second that it was an opportunity to connect with other faculty on common ground.

Commission on the Status of Women

The Committee on the Status of Women predates the Millennium Project and Report by several years. It was created in July, 1989 by the ABOR on the recommendation of the Association for Women Faculty with the initial purpose of assessing the conditions of employment for women at the three state universities in Arizona. While it works in collaboration with other organizations and committees such as MROC and AWF, its focus in recent years has been on issues pertinent to women in general at the University. CSW hosted the first annual professional development conference on September 23, 2004. Entitled “Intersections: Living, Learning and Working,” this half-day event was attended by over 170 women. It targeted women in non-faculty entry-level positions and provided them with tools and resources to improve their performance in their current positions and for advancement.

Women’s Studies

Women’s Studies was initiated in 1975 as an interdisciplinary program led by an academic professional appointee on a year-to-year appointment and largely reliant on faculty in other departments to teach its courses. Through strong political leadership, it was gradually transformed to a Bachelor of Arts degree-granting program, acquired additional faculty lines, some created in response to university-wide initiatives such as revision of general education requirements, and achieved departmental status in 1997. It now offers a Master’s of Arts program and has 11 tenure-track/tenured faculty in addition to over 60 affiliated faculty across campus whose courses are cross-listed with Women’s Studies. The Women’s Studies Advisory Council, a community membership organization, engages in fund raising and has been a factor advancing Women’s Studies visibility and support. Women’s Studies was an early national leader in efforts to transform the curriculum to integrate feminist scholarship and material on women, beginning in 1979 with a grant from the National Endowment for the Humanities.

Southwest Institute for Research on Women

The Southwest Institute for Research on Women (SIROW), initiated in 1979 by the then Director of Women’s Studies with the support of a grant from the Ford Foundation, is a regional program that now has relationships with more than 30 colleges and universities in the southwestern United States and northwestern Mexico. It has a sustained record of success in being awarded external grant funds for research, faculty and curriculum development, and outreach projects that address cultural, economic, educational and health issues, and incorporates a Women in Science and Engineering Program. From its inception, SIROW projects have focused on the ethnic diversity of women and girls in the region.

The GRACE Project

The GRACE (Generating Respect for All in a Climate of academic Excellence) Project was initiated in 1999 within the College of Medicine (COM) by the Dean's Committee on Women Faculty. Representatives of each COM department were on the committee with the objective to "investigate causes of, and implement solutions to, gender disparities in track assignment, promotion, salary, and leadership positions at the COM" (Reed, Bassford, Reyna, St. Germain, Shisslak, Wright, & Schwindt, n.d.). The GRACE Project was conducted separately from the Millennium Project in part because of structural and financial differences of the COM from other colleges at the University of Arizona. The GRACE Project has been highly successful in reaching its objectives and has been nationally recognized for its efforts. The project was awarded the 2004 Progress in Equity Award by the American Association of University Women Legal Advocacy Fund.

Millennium Report Oversight Committee

The organization most closely resulting from the *Millennium Report*, Phase I at the university level is the *Millennium Report Oversight Committee* (MROC). The primary purpose of MROC is to provide broad oversight over the goals that were outlined in the *Millennium Report*. It was established in 2002 by UA President Likins and members were originally appointed by him, with strong recommendations from the original Millennium Project chairs. More recently, new faculty members have been invited by existing MROC members based on their known skills in leadership and commitment to diversity issues. The list of MROC members is forwarded to President Likins who endorses each member's appointment at the beginning of the academic year.

Currently, the university level MROC has 24 regular and 5 *ex officio* members, led by a chair and two co-chairs. There is gender and minority diversity at this higher level. Members in MROC are divided into three task forces, which parallel the areas of emphasis in the *Millennium Report* itself: (a) Diverse, focusing on issues of diversity in recruitment and retention; (b) Fair, which focuses on fair and equitable hiring, compensation, and workloads; and (c) Hospitable, which addresses issues of campus climate. Each of these MROC task forces is co-chaired by two or more faculty. The task force chairs and the overall MROC chair and co-chairs form the MROC Executive Committee. This committee works to prioritize yearly initiatives and meets with the President and Provost at least once per semester, both of whom have provided significant financial and political support for committee activities. While MROC may be regarded as a faculty initiative, the goals are greatly enhanced by this support from upper administration.

Several campus-wide events have been hosted by MROC over the past several years (Hymel et al., 2003). One of these was a discussion of subtle discrimination issues that was well attended by faculty, deans, and upper administrators. Guest speakers included Cathy Trower from the Harvard Graduate School of Education and Allan Johnson, author of *Privilege, Power, and Difference*. Another activity sponsored by

MROC was a major workshop on cluster hiring to promote diversity, held in spring 2004. Guest speakers included Lester Monts, Senior Vice Provost for Academic Affairs, University of Michigan and David Gutierrez, Associate Professor, University of California, San Diego. Other major MROC initiatives have included: (a) the development of protocols for an annual salary equity process, (b) developing lines of communication with the emerging college-level MROCs to accomplish Millennium Project goals (see below), (c) establishing an effective exit interview process, and (d) working closely with the Office of the Provost to ensure that institutional data on minority and women faculty are available in timely and accessible forms.

Diversity Coalition

Another group that has emerged since the *Millennium Report* was issued is the Diversity Coalition. Prior to the Millennium Project, the President's Council on Diversity served as an advisory group to the President on diversity issues. That group was both reconfigured and renamed after the project with a new purpose. The Diversity Coalition was designed to ensure that groups with diversity interests could learn about each other's activities and to provide central administration with a clear view of campus-wide concerns and efforts. This coalition brings together members of the faculty-based university MROC along with representatives of all other faculty, staff, and administrative groups working to enhance diversity on the University of Arizona campus. It is chaired by Vice-President and Special Assistant to the President, Edith Auslander, who is a former member of the ABOR and an active member of the Tucson Hispanic community. Other current faculty members of the Diversity Coalition include the President of the Association of Women Faculty; the Chair of the Commission on the Status of Women; the heads of the President's advisors on American Indian, African-American, Hispanic, Asian-American, and community outreach teams; the Chair of the Committee of Eleven, an elected faculty committee; a representative from the Medical School's GRACE Project; and a representative of the Minority Women Faculty (see Appendix B for full list of membership for AY 2004-05). These faculty representatives share information on a monthly basis with staff and administrators who are also members of the coalition.

College-level MROCs

Important additions to the roster of organizations that have developed as a result of the *Millennium Report* are the college-level MROCs. The establishment of an oversight committee within each college was a priority of the university-wide MROC, with strong support from the President's and Provost's Offices. The Deans of each of the 15 colleges were encouraged to develop these committees and at the present time, about half of these colleges have formal committees. The establishment of college-level MROCs was seen as the most effective means of carrying out Millennium Project initiatives across a campus with highly disparate colleges.

Since the first establishment of college MROCs during AY 2002-03, there have been several means of integrating college and university MROC activities. These include information sharing meetings between the college MROC chairs and the university

MROC and structured meetings focusing on best practices hosted by the university MROC to which deans and college MROC chairs were invited. Further integration of the two levels of MROC has been enhanced by incorporating several college MROC members into the university-wide MROC task forces. Thus, the memberships of these faculty organizations overlap—as do the memberships for all other organizations on campus devoted to diversity. The university MROC has recognized this as both an asset and a detriment. It is an asset in that faculty leaders wearing multiple hats participate on its committee, bringing important skills and backgrounds to the table. It is a detriment in that some faculty members devote a tremendous amount of time to their volunteer activities as members and leaders of these different groups. These faculty are disproportionately female and within this group, women of color are especially overtaxed. In order to bring more faculty members into leadership positions, the university MROC Executive Committee has intentionally sought to extend invitations to a broader group of faculty to participate in the three task forces. For example, one of the new co-Chairs of the university-level MROC and Co-Chair of the MROC Fair Task Force is the Chair of the College of Science MROC, who is a white male.

Minority Women Faculty

Despite the fact that they are often the most frequently tapped individuals to participate in university/college/department committees and initiatives related to diversity, minority women faculty have self-organized into a new group called the Minority Women Faculty. This group is led by Toni Griego-Jones, who has been actively involved in AWF, is the current President-Elect of AWF, and has served as the CSW liaison for AWF in the recent past. They now have a seat on the Diversity Coalition (Appendix B) and are regularly invited to participate in other campus meetings. An important goal of the Minority Women Faculty is to provide an organization for female minority faculty to network and to share ideas about what is and what is not working on the University of Arizona campus. They also have brought forward the importance of disaggregating campus statistics so that race/ethnicity *and* gender status are reported, rather than white and people of color on one page and male/female on another, without looking at the inequities that arise out of the intersection of these two characteristics. Because Griego-Jones is also a co-Chair of the university MROC Diverse Task Force, she has been able to bring this issue forward more strongly by her participation in both groups than she would as a MROC task force chair alone.

In sum, one of the major structural changes at the University of Arizona has been the expansion of the number of committees, task forces, and other faculty associations devoted to diversity since the *Millennium Report, Phase I* was issued in 2001. At least in part this is because of the strong direction provided by University President Likins, who originally funded the *Millennium Report* and continues to promote diversity campus-wide. Faculty leaders actively participate in these multiple organizations, which provide numerous opportunities to share goals and strategies. An important initiative within the university-wide MROC was to promote the formation of college-level MROCs which would be better placed to carry out initiatives particular to their academic settings, but with continued interaction with the university-wide MROC. The intentional expansion of

the university-wide MROC to include members of the college level MROCs has added another layer of overlapping networks and provided opportunities for other faculty to learn how the university works. Some of the specific strategies are explored later in this report through focused analysis of two of the college MROCs, as well as the results of interviews with other campus organizations created before and after the *Millennium Report* was issued.

Qualitative Methods

Data Sources

To explore our research questions, we used a combination of focus groups and discussions² as well as analyses of reports prepared by college-based MROC committees. Because of the size and structure of the University, we followed a purposive sampling design of those participating in efforts to implement the Millennium Project recommendations. In addition, we analyzed the most recent annual reports submitted to the Provost to understand how diversity is viewed in the various colleges at the University.

Data collection and involved the following four components:

1. From the groups involved in the *original* study for the *Millennium Report* we selected four faculty focus groups from Agriculture and Biological Sciences and Social and Behavioral Sciences and Education. We also held discussion groups with current Board members of the Association for Women Faculty.
2. From groups arising *subsequent* to the *Millennium Report*, we interviewed the full university-based MROC committee and members of the Diversity Coalition.
3. The MROC College Committees established following the recommendations of the *Millennium Report* were set up to address specific needs of individual colleges. Each college dean was asked to convene a committee in their college and to submit reports to the Provost at the end of the AY 2003, detailing the committee's goals, objectives, and progress to date. These reports were later placed on file in the Diversity Resource Office (DRO).³
4. The process by which each MROC College Committee was set up differed considerably by college. For the current project, we selected two colleges which represent different histories of involvement in issues of campus climate change and approaches to designating members of their MROC committees: the College

² Since the methods for this study involved human subjects (i.e., focus groups, individual interviews, and discussion groups), approval was sought and granted by the University of Arizona's Institutional Review Board to maintain the highest ethical standards in conducting this research.

³ The Diversity Resource Office was established in 2003 to work with all campus organizations focusing on diversity, on behalf of both faculty and staff. It is overseen by the Vice President and Senior Associate to the President who also chairs the Diversity Coalition (<http://diversity.arizona.edu/office/office.shtml>). It should be noted that not all colleges convened formal MROCs or submitted reports, nor were all reports placed on file in the DRO. Three college reports missing from the DRO files, however, were available in online formats (Science, Agriculture and Life Sciences, and Nursing).

of Science (COS) and the College of Social and Behavioral Sciences (SBS). See Table 1 for demographic breakdowns of the various focus and discussion groups and Appendix C for copies of the semi-structured protocols and demographic surveys used for the interviews.

5. Each dean or center director is asked to annually submit a report to the Provost on the status of her or his college. This report is distinct from the college-based MROC reports described above. Sections of the most recent report (for AY 2004) from college deans and center directors that addressed diversity issues served as data for the purposes of additional document analysis.

[insert table 1 about here]

Data Analysis

For this particularistic (Merriam, 1998) qualitative case study, we analyzed transcripts and field notes from focus groups and individual interviews and documents. We employed a constant comparative approach (Strauss & Corbin, 1990), to discern patterns and themes in the data. These patterns and themes were then further analyzed to look for divergence and convergence. Trustworthiness of the findings was assured through triangulation of data sources (Patton, 1990) and saturation of categories (Lincoln & Guba, 1986). To assist in managing the data throughout the analysis process, NVivo, a qualitative computer software package, was used.

As previously stated, this study drew on the work of Huberman and Miles (1984) who found that the school improvement efforts they investigated fell into four categories: (a) highly successful, (b) relatively successful, (c) relatively unsuccessful, or (d) highly unsuccessful. Likewise, the efforts of the various task forces and groups in this study mirrored those categories. Faculty initiatives for change were analyzed at the level of each individual college-specific MROCs, through the reports submitted to the university Provost. However, when analyzing the data for each focus group (MROC, Diversity Coalition, and AWF), one overall measure of success did not emerge.

A separate analysis was used to report the findings from the faculty primarily housed in the Colleges of Science and Social and Behavioral Sciences who participated in the original Millennium Project study and again in the current Agencies of Change study. This analysis found patterns and themes that described the campus climate at two distinct points in time. Further, focus group interviews with the Social and Behavioral Sciences MROC and College of Science MROC members (including an individual interview with the chair of the COS MROC) were analyzed to uncover what happened in each of these colleges related to faculty change initiatives. These analyses were intended to explore how effective MROC initiatives were as perceived by those participating in change efforts and by those whose lives may be influenced by those efforts. Finally, a document analysis of the most recent annual reports submitted by college deans to the university Provost were analyzed to capture a glimpse of the current college-related attitudes and activities around diversity.

Results of the Qualitative Analysis

MROC

Highly successful. Participants in the MROC described three characteristics that suggested great success. First, those involved saw the longevity of the organization itself (the organization was established in 2001) as one measurement of success. Over the last 25 years at the UA, at least three other climate studies had been completed without any concrete changes developing due to the findings. The campus climate study in 2000-2001 was different in the eyes of those on the MROC and the fact that their oversight committee continued to solicit new members and to meet demonstrated a high degree of success. Second, one participant shared the following:

if success is determined by consciousness raising, then I think that the administration, or we, can say that that has been achieved. The diversity, the fact that we are in this office--the diversity resource office, that there are staff members here, that there was the diversity day, [these are indicators of success].

Third, another concrete measure of success that members of the MROC described was a workshop that the task forces organized around the issue of cluster hiring and another on subtle discrimination.

Relatively successful. Faculty on the MROC identified other aspects that were successful, but were careful to temper their evaluation with some degree of hesitancy or marginality. For example, one faculty member said that the MROC crafted very specific examples for colleges and programs to implement to improve the climate, and some colleges and programs have taken those ideas and have seen them to fruition. However, these ideas have not been implemented university-wide, so the success has been uneven. Another example of the relative success of the faculty initiatives that have been borne out of the MROC is the following, explained by a member of the committee:

Diversity is very visible and people say it all the time. It may be an empty phrase in a lot of their mouths, but it is said. It is recognized. People do pay obeisance to it and so on, which is better than nothing. It's not everything. It's nowhere near everything, but it is something. I think that this committee had a lot to do with it.

Relatively unsuccessful. Participants in the MROC focus group resoundingly expressed that the MROC was a fairly invisible group on campus. This lack of visibility made it difficult to achieve any sort of success, institution-wide. While there may be a commitment to changing the campus climate among those on the MROC, they felt hampered by the relative anonymity of the group itself. Several members of the MROC also felt frustrated by the lack of leadership, particularly by the Provost, on issues of diversity. This made their work difficult and somewhat unsuccessful. Moreover, one member felt even members of the MROC were beginning to lose energy and passion for the work at hand, as she said:

I think that has been one of the underlying problems of implementing things because it has been not only the administration that doesn't see the value of implementing some of these things or understand the significance or the process of implementing these, but it is the people that are part of the oversight too.

Highly unsuccessful. With the previous discussion and examples, there have been measures of success, as articulated by the faculty and analyzed in the data from those who are part of the MROC change initiative. However, there was a palpable frustration in the room during the focus group interview. This frustration was evident, even when stories of success were shared. Ultimately, one faculty member felt so strongly that the MROC and all related efforts toward enhancing campus climate and diversity at the University of Arizona were highly unsuccessful—there has not been a change in attitude about diversity on campus. Further, the lack of resources was an inadequate excuse for the lack of success. She remarked:

It's very easy to say "Oh, we have no money; now we can't do this fancy thing." It's not [improving]. It's a change in attitude that has not happened.

Diversity Coalition

Relatively successful. Unlike the MROC, members of the Diversity Coalition are pessimistic about the degree of success achieved by their initiatives. In fact, there was no evidence in the data gathered for this study of a high degree of success. Despite support from others within the group, one more optimistic member of the Coalition did cite this policy as relatively successful:

Look at our records. We can be effective. Recruitment and retention guidelines are one example.

Relatively unsuccessful. The very existence of the Diversity Coalition suggested that this initiative was not entirely unsuccessful. However, the purpose of the organization, many on the Diversity Coalition thought, had yet to be realized. The members of the focus group explained that the Diversity Coalition was intended to bring individuals from different campus constituencies related to diversity together to advise the President on matters of diversity. Yet, the members of the organization felt that they had little role in advising the President. While one member described that influencing decision-making related to diversity was what she had hoped would evolve, she articulated a different reality:

*There is an intersection between the Diversity Coalition and decision-making, but not at crucial points of decision-making; [one member of the Coalition] is at the decision-making table, but not **the** Diversity Coalition. When budgets and other main issues at the university get decided, the "**diversity**" gets left out or lost because no one is there to hammer home the issues.*

Highly unsuccessful. Members of the Diversity Coalition described a “sense of doing something.” But this sense of doing something was not affecting real change. Meeting and discussing issues of diversity did not improve the campus climate and members of the Coalition felt like the time had come to move toward real action. This meant that, to date, the organization and the faculty and administrative initiatives that could be credited to this group were really of no consequence.

AWF

Highly successful. Like the MROC, the AWF identified specific policies and practices that these faculty felt contributed to an improved campus climate for women and other underrepresented populations. Specifically, women in the AWF focus group described how important it was for the campus to have policies so that the tenure clock can be stopped twice and/or alternative work duties can be negotiated for child birth or adoption. They also identified the comprehensive salary study that AWF helped to conduct in the early 1980s that resulted in significant salary adjustments based on gender gaps in pay. In all these cases, it was due to the persistence of women involved in AWF that the policies and practices were ultimately implemented, earning this organization specific measures of success and wide ranging support from women faculty.

Less tangible measures of success were also identified. In fact, one woman explained that policy change might be less important than the following, with regard to the legacy of success of the AWF:

...I walked into [the] fall AWF reception probably in '89, I would guess, and there were probably 75 women in the house. And I came home and said to my husband, “Oh my god, there are women on this campus!” I had been here seven years and I had seen one. And here were 75 all in one room. So, it was finding out that there was a lifeboat out there that has got people in it. But whether there were ever issues addressed, to some extent, did not matter.

Moreover, the longevity of the organization, which has been on campus for 23 years, reminds administrators on campus and the campus community more broadly, that the organization still has work to do and is not going away quietly. One woman said:

There is some fear factor, perhaps among the Provost and President, associated with when AWF comes to town, I think... which is a good thing.

Relatively successful. Showing the complexity of success, the women faculty in the AWF focus group described the success of a salary study and its subsequent remedies in the early 1980s, but went on to describe similar studies and related efforts on the part of the AWF that were only relatively successful. One woman explained:

Although I have to say, I don't think the salary remedies over the last 12 years or more are at all as good as what they did in the mid '85, '86, '87.

One policy in particular met with only relative success. The AWF was instrumental in developing a sick childcare policy for faculty. This policy was initially well-received by the AWF, but after several years, the Department of Human Resources modified the policy, which led to on-going conversations between human resources, the university President and Provost, and the women faculty in the AWF. In the end, the policy was not radically altered (as was the original plan of Human Resources), but the fact that it was modified at all, deemed this policy only relatively successful for the purpose of this study.

Relatively unsuccessful. Repeatedly, women in the AWF described how campus childcare was the singular initiative that has been a part of the organization's agenda for decades. There were times when this agenda item appeared to be making headway on campus. With the support of an AWF committee, headed by one of the two women (Naomi Miller) who initiated the campus climate study that served as the impetus for the current study, University of Arizona hired an expert in campus childcare programs and she began to seek external funding to move toward creating a lab school. This was a small victory, in light of growing childcare needs throughout campus, but a victory nonetheless. However, the victory was never fully realized. One of the AWF focus group members explains the reaction of Naomi Miller and the AWF:

[Naomi said “they] took ten years of my life, my effort in this, and just threw it away in two months!” And that was true. So, we got [the childcare program expert]; she was doing a good job... and somehow, Human Resources decided that what she was doing was not important to them and that they would reassign her to other duties and then things just fell to pieces.

In addition to the initial success and then unmitigated failure of campus childcare, members of the AWF discussed the nature of the organization, bringing together women from disciplines throughout the university. This cross- and inter-disciplinary organization had the potential to find common ground among faculty. While some common ground has been found, as described in the successes above, there is still a sense that these women faculty operate at cross-purposes. For example, one AWF member described:

... I was hoping that in AWF, we can have more of a discussion that is across the disciplines, because I find that...there are unique cultures in each college with a completely different idea of the universe... We are not helping with the dialogue with how to better do what we are supposed to be doing. We are not all agreeing with what we are supposed to be doing.

Highly unsuccessful. The data that emerged related to qualifying the initiatives of the AWF as highly unsuccessful looked very different compared to the other focus groups and the college-specific MROC reports. What emerged for women involved in this faculty-led change initiative related to aspects that were highly unsuccessful was the very definition of success that permeates the discourse at the university. The following passage from one of the AWF participants gets to the heart of the matter:

Whose standards are we using? Who gets to define those standards? Going back to your question on how successful we have been in this initiative, I don't see any discussion of the definitions having changed. I really don't. I do not see a real frank discussion about it...

The definition of success is based exclusively on quantitative measures that are differentially valued based upon resources and research. Less tangible, qualitative measures, like diversity or respect, do not get rewarded or deemed successful in the institution's discourse. Another participant illustrated this perspective in the following example:

You wouldn't go to the State Legislature and say: "I need a 10 million dollar salary package, because there's just not enough respect at Arizona!" You go because Georgia Tech hired four chemists. You say, "Boy, if you'd just given me a 40 million dollar building, I would have had four more chemists." ... But, fundamentally, it comes down to respect: who gives respect, who gets respect. More often than not, we are losing people because of a respect issue.

In the end, where the AWF had been highly unsuccessful is in trying to broaden and legitimate a definition of success that includes the voices of women and other underrepresented groups, diversity, and respect.

Reports from College MROCs

In 2003, each college was asked to submit reports to the Provost's Office that summarized their Millennium Project activities. These reports were also filed with the Diversity Resource Office.⁴ We thought that these reports would be useful for analysis because they provided a cross-section of campus activities. Not every college submitted a report, and those that were submitted varied widely in length and in approach. Nonetheless, they did provide us with an opportunity to evaluate how successful the colleges were in framing the issues, suggesting new strategies, and even implementing those strategies.

Highly successful. Those task forces that were highly successful were able to articulate the findings of the initial climate study and identify specific activities that they, as faculty, have engaged in to promote a climate that was more fair, hospitable, and diverse. Five college MROCs (i.e., Agriculture and Life Sciences, Humanities, Science, Social and Behavioral Sciences, and the Library⁵) were categorized as highly successful. Each college MROC used recommendations from the original report and adopted them for the particular nuances of their disciplinary fields. In the case of Agriculture and Life Sciences, Humanities, and Science, additional data and research were gathered to fully

⁴ Our copies for this analysis came from the files of the Diversity Resource Office, supplemented by reports available online (Science, Agriculture and Life Sciences, and Nursing).

⁵ The Library is not an "official" college at the university. However, the library has an academic dean who participates with the other academic deans on the Provost's council and voluntarily participated in this change initiative.

understand the nature of the climate in those particular colleges. Specific suggestions were made in each of these reports to recruit more diverse faculty, create equity in salaries and work load, and provide mentoring and support for underrepresented scholars. The College of Science adopted a unique approach to localize the diversity efforts even further than exploring issues at the level of the college—this college proposed to put an emphasis on the departments within the college to create individual departmental initiatives to address diversity. The College of Agriculture and Life Sciences and the Library also provided a timeline in order to implement the recommendations and on-going data collection effort, which suggested a sense of commitment and accountability toward improving the climate.

Relatively successful. Other MROCs were less specific about how to achieve their goals related to the original climate study. However, they still were relatively successful and took initiative to create reports detailing efforts that were necessary to address inequities in their own colleges. Faculty in these MROCs (e.g., Education and Law) took initiative to educate themselves on issues related to diversity and identified several educational seminars that college MROC faculty members attended in order to become better informed on issues like subtle discrimination. These faculty saw themselves as agents to address the recommendations of the original report as it related to their specific college. Yet, they also identified that it was ultimately the job of the administration (department heads, deans, Provost, and President) to institute new policies. They could identify what needed to be done, but rarely claimed any responsibility in implementing those changes. The Graduate College was also among those colleges that were considered relatively successful. The intent of the Graduate College to foster interdisciplinarity and to provide recommendations to enhance success to other colleges who tenure faculty who work in interdisciplinary fields like gender and ethnic studies was genuine; however, due to the fact that the Graduate College does not provide a tenure home for faculty, the potential reach of its recommendations was limited by the university's organizational structure. Finally, the College of Nursing was also identified as relatively successful. This college focused its energies on the lack of diversity among its students and faculty. Although diversity of students was not the focus of the original Millennium Project, this college connected these issues due to nation-wide nursing shortage that will continue to have implications for faculty diversity. The language of the report suggested that there was little that could be done to improve the diversity of its faculty by recruiting and retaining more faculty of color and men. However, rather than giving up on any efforts to diversify, the College of Nursing proposed the creation of an advisory board that includes members of the Tucson community to assist in recruitment and other diversity efforts. This advisory board mirrors the Community Advisory Board that was part of the original design of the Millennium Project, which intended to facilitate networks and improve relationships between the university and Tucson. Due to the clinical aspect of nursing, forging these ties is particularly important, as this college works directly with the city by providing patient care and these community leaders can promote the image of the College of Nursing to a diverse local citizenry.

Relatively unsuccessful. The College of Fine Arts and the Mel and Enid Zuckerman Arizona College of Public Health (MEZACOPH) were categorized as relatively unsuccessful. Each did convene on more than one occasion to discuss the original study and the response necessary from their respective colleges. However, they identified their college as a success story related to diversity and felt little, if anything, really needed to be done, except to continue on the course they had already set. Both college reports identified flaws in the original report and saw their college as unrepresented in the findings, but did not provide concrete evidence to confirm or deny this. Moreover, the MEZACOPH said that in order to recruit faculty to sit on the MROC, “pleading with individuals and use of strong-arm tactics was the most effective approach,” suggesting that these issues were not priorities for their faculty. However, as discussed in greater detail later, the structure and nature of the MEZACOPH in particular may make the MROC model less likely to “fit” for this college and may be why strong-arm tactics were deemed necessary to get buy in from its faculty.

Highly unsuccessful. Finally, those MROCs that were highly unsuccessful met once or twice since the original report was disseminated. But membership on these task forces consisted of only a few faculty (strongly persuaded by the Dean of those colleges) to participate. There were no progress reports or goals created by these faculty, and ultimately, the lack of evidence through submissions of a report indicated a lack of commitment to the importance of the Millennium Project for their college. Several⁶ of the university’s 15 colleges in existence at the time of the original Millennium Project (the College of Medicine was excluded in this investigation because faculty in this college were engaged in a separate and parallel effort through the GRACE Project) chose not to submit reports to the Provost. As a result, the researchers identified these remaining college MROCs as highly unsuccessful, demonstrating a lack of commitment in this university-wide initiative⁷. The colleges that did not have MROC reports in 2003 were: Architecture and Landscape Architecture, Eller College of Management, Engineering and Mines, and Pharmacy.

Analysis of Selected Faculty Experiences and Faculty Committees: Colleges of Science and Social and Behavioral Sciences

The data collected in the original *Millennium Project Report* were not disaggregated by field of study or college. However, for the Agencies of Change project, the original data from the project for faculty who participated in the agriculture and biological sciences and the social and behavioral sciences and education focus groups were analyzed and compared with the data from women faculty in these same areas of study. For the original study, one method used to disaggregate faculty was by broad academic fields. Because of the variation in college sizes, academic field was used rather

⁶ Determining this number is rather complicated, as one college, Arizona International College participated in the original study, but is no longer a college and the MEZACOPH became a college during the year the Millennium Project was released. Further, the Honors College, the Graduate College, and the Library have academic deans who lead those units, but function differently than other more “traditional” colleges.

⁷ There may be extenuating circumstances that led to these colleges failing to submit reports or that they were unable to be located at the time of analysis. However, based upon the data available to the researchers, as confirmed by the Diversity Resource Office, these were the submitted reports as of May, 2005.

than college to create purposeful samples. As a result, agriculture and biological sciences also included some faculty in the College of Science, although other faculty from that college were included in the engineering and physical sciences focus group. For the purpose of the Agencies of Change study, we maintained the sampling techniques from the original Millennium Project study and selected agriculture and biological sciences and social and behavioral sciences and education as the groups to invite to participate in this follow up investigation. Moreover, these selection criteria meant that those who participated in the original study were invited to participate in this phase, so the experiences and perceptions over time were shared by the same individuals who chose to participate in the follow up. As with all qualitative analyses, the results are not intended to be generalizable, but because the same individuals were asked to participate at two points in time, the data are more robust than if we had sampled a new group of faculty women in these fields of study. The faculty responded to the same questions regarding climate (factors that contribute to success, factors that hinder success, and recommendations for change).

Only one woman of color participated in the 2005 focus groups. In the areas of agriculture and biological sciences and social and behavioral sciences and education, the women overwhelmingly identified the salience of gender with regard to their experiences as faculty. They identified some improvements in the climate over the years, including those since the release of the Millennium Project, but they also said that in some cases things were getting worse. As in the initial project, these women addressed concerns about a lack of mentoring and support, ambiguity in the standards for all faculty for success in the promotion and tenure processes, being overextended and overcommitted, and the strong need for leadership (department chairs and deans) in order to implement necessary changes to improve diversity and enhance equity. Just as a qualitative study, such as the current one, is not intended to be generalizable, it is also not intended to determine causality. However, it does appear from the experiences and voices of the faculty in these fields that the climate for diversity has not changed dramatically in the last four years.

As mentioned above, the campus climate was inconsistently experienced by the women who participated in this study. Although the experiences described differed from 2000 to 2005, in all cases, leadership was a significant consideration in terms of how faculty experienced the campus climate. A woman in the Department of Physics shared stories of an incredibly supportive head from years ago. Yet, in that same department within the last 10 years under a different head, she shared experiences of harassment and manipulation as a result of gender, including harassment of even more vulnerable graduate student women. The following quotes reflect the critical nature of a supportive leader in facilitating a healthy climate for diversity:

The Dean doesn't get it... He doesn't really feel and understand what women go through. Particularly in my case, I think that because he has a wife, an aunt, and a mother who were in home economics, he feels somehow that he gets me, when I don't feel that he really does. (Agriculture and Biological Sciences Focus Group, 2005)

You know what came back in my tenure evaluation from the outside reviewers? It was that, and this was put into the letter that the Dean sent to me saying that no one at the junior level should have ever been “allowed” to do the kind of service that I did as a junior faculty member and my response was, “allowed?” It was assigned [by my chair] and I couldn’t say no. (Agriculture and Biological Sciences Focus Group, 2000)

The Dean is very helpful and enlightened, especially on LGBT issues... (SBS and Education Focus Group, 2005)

Related to how these women experience the campus climate was a sense among those who had been at the UA for a very long time that they were extremely loyal and that loyalty had been taken advantage of. For example, rather than negotiating outside offers (which administrators would never believe they would take anyway because of a sense of being place-bound), they continued to work hard and not get rewarded in the same ways their more transient and male colleagues have. This negative experience vis à vis the campus climate was buffered by a feeling of belonging to a larger community that in many respects was separate from the university.

I do like the Southwest and my parents are here. I can’t really go. I can’t leave them. So, I still believe we have good people at the University of Arizona. (Agriculture and Biological Sciences Focus Group, 2005)

I’m now 50 years old and one of the reasons I chose to stay is because I’ve been here for 25 years now and I’m married to someone who is a fourth generation Arizonan. I’ve got roots here. (Agriculture and Biological Sciences Focus Group, 2000)

In every focus group, the women participating shared stories of positive experiences and healthy, supportive climates, including some evidence of improvement over time. For example, two women shared the following:

I think that if you have people in administration who do not understand problems, [it can’t improve... I know it’s hard, but I think that it is important. I think the Dean and Provost understand this right now. (Agriculture and Biological Sciences Focus Group, 2005).

Things are a little better. People were nominated [as] “key personnel,” there was a nomination process. The college level has improved, but the department has not too much. Equity has improved. (SBS and Education Focus Group, 2005)

However, for every story there was a shadow story of a negative, hostile climate. Yet in all cases, the women did not indicate that they intended to leave the university. In fact, many of them shared that they not only were loyal to the UA and to the Southwest, but they felt a sense of responsibility to improve the climate at the UA. Some even reflected

that by participating in a focus group, they were doing something to improve the campus culture and climate.

In my case, that is what is keeping me...they don't know what to do with someone who is 100% teaching. There is no model for that even though we give lip service to that. It has never happened. So, I think when my daughter graduates, which is this year, I am just going to have to put my foot in gear--to put my foot on the gas and really blaze the trail. But, you know it's tiring. (Agriculture and Biological Sciences Focus Group, 2005)

...[T]hat's the only way that things change, slowly, slowly, by being there and being who you are, you and being who you are biologically as well as disciplinarily. You slowly, slowly change the system and I guess I don't have any great illusions that I'm going to do that myself but I do feel that that's...I'm sure that played a part in why I was hired and so I consider it as part of the work that I do. (Agriculture and Biological Sciences Focus Group, 2000)

I have intervened in minor and major ways with administrators. I can't complain without taking action. (Social and Behavioral Sciences and Education Focus Group, 2005)

Despite the on-going concerns about the climate raised by the women faculty in the focus groups described above, the COS and SBS MROCs felt that they had been able to make some impact on climates in their colleges. However, their sense of success was tempered, and interestingly, without solicitation, participants in each group brought up the other college as having been particularly effective.

...perhaps when there is a good connection between SBS MROCs and the Dean's Office, [we will be more effective]. I get a sense that that works well through the College of Science. I get a sense that there is good communication there. Whatever that communication is...I think that is important. (SBS MROC)

It's hard to keep optimism up. We've got so far to go, look at SBS, who's on the march to achieving equity; here, we've just got the conversation going. (COS MROC)

Reflecting on the effectiveness of diversity efforts within another college suggests that while there are some things that have worked well, there are also ways that these faculty-led initiatives could transform to be even more effective. Each has a lesson to learn from the other. However, each also has a very different set of circumstances, and those particularities seem to have an impact on the ways these organizations have operated.

First, the COS MROC has a Dean who has been supportive of the work of MROC. He provided \$25,000 to support the initiatives of the MROC, matched by the Office of the Provost, and has recently begun to recognize from some faculty within the

college, especially women, that problems and inequities continue to exist. Thus, with the active support of the Dean, the chair of the COS MROC, Bill McCallum, was purposeful to invite a mix of people from every college department and managed the MROC so that inactive members were removed from the committee.

I didn't want the committee to consist entirely of people who department heads routinely nominate for this sort of work. Because I thought, if it was going to do anything, you also wanted a mix. You wanted also, some people who are not necessarily women. People who are not necessarily minorities, and I also wanted department heads to nominate people who were...you know, carried some weight within their departments.

He also did not rely solely, or even primarily, on meetings to move the agenda of the MROC forward. The group met about once each semester, but communicated electronically.

The outcome of the communications of the COS MROC has been an initiative that was constructed on a data- and resource-driven, scientific model. The primary focus for the MROC has been directed on providing opportunities for individual departments to apply for funding to conduct research to address pipeline issues in a way that speaks to scientists. The MROC chair explained:

So, if you want scientists to actually do something different, you have to convince them that there really is something that needs to be done. And I thought that the way to do that is to have the science departments themselves do their own information gathering...So, that was the underlying premise,...to get the departments to do some information gathering. To give them a certain amount of leeway as to exactly which area had to be related to diversity, but within that framework, which area they chose to investigate...Then we went to the Provost and the Dean, got some money, and started on this project.

Members of the COS MROC supported these strategies, as they mirrored the priority to demonstrate evidence in their work as academics and to have autonomy in directing their own inquiry. They explained:

We have a "research flair" here; it's what's going on, we're hands on.

We're trying to create an environment of interest and knowledge, getting people to care. I don't think people are actively sexist or racist, but there's a culture of resignation that nothing will change. Our efforts are to find sparks of interest; we're trying to make things not imposed from above. We did ask for money, too. It's a small amount of money, but there have been some successes.

The Departments of Physics, Chemistry, Mathematics, Speech and Hearing Sciences, and Geosciences have all received funding as a part of the COS MROC grant effort and some have finished reports based upon the research they have conducted in

their departments. The Chair of the COS MROC hoped that in the fall, all the reports will be completed and presented in a college-wide workshop. Already the fruits of one project from Geosciences have had larger implications. Based upon the conceptual framework from Virginia Valian (1998), the data analysis from Geosciences has resulted in a packet that the COS MROC plans to distribute to hiring committees throughout the college. Yet, it is important to put these activities in the context described earlier. Although there have been tangible outcomes from the work of the COS MROC, the women who participated in the science-based focus groups did not describe a markedly different climate as a result. Moreover, members of the COS MROC also articulated some challenges and frustrations, and lack of success:

The frustration is to see that people are interested in change, but now we are confronted by these [diversity] issues on a daily basis. I'm not necessarily feeling like we're having an effect.

It is taking up time. I'm getting put on lots of committees because of my active involvement; I'm the "token white male."

Will it be sustained? I'm running out of energy, and people are busy. Our best bet for sustaining is producing more active, interested, involved people. We need to get a number of people interested and educated.

Unlike the COS MROC that took several semesters to coalesce, the SBS MROC was formed immediately following the release of the *Millennium Project Report*. Members of the committee saw costs to be involved, as many activists in these sorts of faculty-led initiatives have already described. But they also shared that participation in the SBS MROC helped them feel part of something larger.

You learn more than you would in your home unit: diversity, salary equity, lots of talk about salaries in the college.

So, one of the things that happens in this committee is that I learn about and know what is going on, be represented by all of my colleagues and we can exchange information that gives us all a better understanding of what SBS is in the colleges.

This is a committee that does a lot of work. There is a cost because of the work. But the benefits are that "it is the right thing to do."

Within the organization of the SBS MROC, a college administrator attends and actively participates as an ad hoc member. This is different from the COS MROC, as the Dean and other administrative leaders at the college-level are outside the actual MROC process (other than to provide resources and verbal support). This sort of administrative participation has provided a sense of "realism" and advocacy to the university administration.

I think that having that ad hoc member of the committee certainly helps a lot. I feel that what we are doing here has...that is making, well, involvement and that there is a certain connection between the Provost's office and this has been a very important part of that.

[T]hat forces us to think within the box. It keeps us realistic, right, for better or for worse. But, we are not going to extend our energies, hopefully not expend our energies on things that are just pie in the sky.

Not only does the SBS MROC feel a connection to the Provost, but one member of the current SBS MROC also served on the University MROC. This relationship provided a mutually enhanced experience and the member who served in a dual-capacity felt that such a network was important.

In fact, administrative involvement on the SBS MROC was recognized as one of the reasons a primary initiative, how Key Personnel were allocated, was implemented.

And a department head here is also on this committee, or at least he was in the past, so that when they're at a head's and director's meeting and they say SBS MROC supports this, it was very hard with the Key Personnel, for the heads and directors to argue with what SBS MROC had said. So, it was really effective, and without that, it would have been very difficult to get the heads to agree to a number of somewhat controversial aspects.

Whether administrative involvement was instrumental or not, the SBS MROC also highlighted other activities as indicative of some level of success, for example, creating a template for a consistent performance review process and initiating the Salary Equity Project.

However, members on the SBS MROC demonstrated some level of frustration in determining how effective and successful they had been. They shared:

This is just a basic question about how do you measure something as elusive as the success rate on issues, particularly issues that our central to the Millennium Report: hospitality and climate. How is that a measurable outcome?

I think we are very much active in terms of trying to develop initiatives, but haven't gotten up to a point where we have a way of evaluating how successful we are. I don't know if that would help us in our objectives to have that kind of evaluation process...but that is not what we explicitly have right now.

I'm not sure we are successful. I think that we are successful in some ways. We are successful in the ways that are articulated in terms of being advisory, having a voice that is listened to within SBS. We have been unsuccessful when we set out

to try to make an initiative that requires funding and when we grow beyond SBS's funding. That has been unsuccessful.

This ambivalence and uneven sense of success was a consistent feature in all the faculty-led initiatives under investigation in this research. Being critical of one's work and the work of others is part of faculty life, so perhaps it is not surprising that this theme continues to emerge. Yet, despite this degree of criticism and challenge, a modicum of influence and an unmitigated commitment toward diversity for those involved can be teased out.

Analysis of 2004 Annual Reports from Colleges and Centers

The Office of the Provost did not request an annual report from the college MROCs in 2004. Instead, information on diversity was embedded in the general request by the Provost to each dean for their annual report. Unlike the college-based MROC reports analyzed earlier in this study, the annual reports explored here are required by each college dean, associate dean, or center director, as a way to reflect on the many goals and objectives of a particular college at the University of Arizona. These reports reflect on topics beyond MROC-specific initiatives (although each college is asked to reflect on issues of faculty and student diversity), including curriculum, personnel, and budget. Thus, although not originally intended to be included in the design of the Agents for Change project, the researchers requested and were given access to these data to provide a more recent picture of how diversity efforts were being operationalized within colleges and centers at the UA.

Reports from 14 deans and directors were submitted to the Provost for the AY 2004. The reports from the Colleges of Medicine and Engineering and Mines were unavailable at the time of the data analysis. The exclusion of the College of Medicine was consistent with the rest of the data from this study. Since the GRACE Project (described earlier as a parallel project to the Millennium Project for the UA College of Medicine) highlighted that specific college, the lack of information for the College of Medicine for the Agencies of Change research was not deemed problematic. Further, we note that follow up is continuing in the College of Medicine which has sought and gained national funding for a Center of Excellence in Women's Health and a Center of Excellence in Hispanic Health, both of which address issues related to climate. However, the lack of information from the College of Engineering and Mines, a college that has faced challenges nationally with regard to diversity issues for faculty (Nelson & Rogers, 2005), was disconcerting, particularly because no MROC reports were submitted in 2003 to the Provost from the College of Engineering and Mines either. In addition, this College has one of the lowest percentages of female tenure-track faculty among its ranks (see Appendix D).

For the report, each author was asked to reflect on progress made related to cultural inclusiveness and diversity in her or his unit. In every case, the reports relied on numbers as a way to demonstrate diversity—how many women and people of color were represented in the unit's faculty, staff, and student cohorts, despite the fact that some

units (i.e., the Library and the Colleges of Fine Arts and Public Health) defined diversity to include other factors such as sexual orientation, age, and religion. Some units felt they were making significant progress with regard to the numbers of women (Humanities and SBS) and/or people of color within their faculties (like the Department of Language, Reading, and Culture within the College of Education and different departments within the College of Public Health); however, each unit indicated that increasing diversity continued to be a goal.⁸ It is interesting to note that the College of Architecture reported numbers of women and people of color together, rather than as separate categories, making it difficult to fully discern the true demographics of the unit. The predominant way units articulated enhancing diversity was through recruitment; only the Colleges of Humanities, Law, and Architecture addressed retention and promotion issues for underrepresented populations. Again, even when including a discussion on retention to complement recruitment, the focus of improving diversity was primarily to create a critical mass of women and faculty of color, not on other less tangible climate issues. However, there were some exceptions, as discussed below.

Five of the 14 reports specifically mentioned the work of the college-based MROC in their unit. An additional unit, the College of Law, mentioned campus-wide diversity efforts and the university MROC, but not because of the impact they may be having on the climate of the college; rather the identification of these faculty-led change initiatives was based upon recognizing the work of two women faculty within the college who have been very involved in these campus efforts, including the current university MROC Chair, Mona Hymel. The Library and the Colleges of Education, Humanities, Science, and Social and Behavioral Sciences dedicated a portion of their report to the work that the unit's MROC has done to improve the environment relative to diversity. Salary and workload inequities, physical safety, harassment, and faculty and student recruitment were issues that these MROCs had identified and began to make recommendations to address and implement mechanisms to rectify concerns.

In addition to the work in which college MROCs were engaged, these annual reports also highlighted specific strategies and programs to address issues of concern around diversity in their units. Some of these practices, which have been initiated both within and outside the college-MROC processes, include:

- grant-funded initiatives to increase numbers of minorities (College of Pharmacy)
- outreach with Native American communities and Mexico (Colleges of Education and Public Health)
- scholarships, postdoctoral, endowed, and visiting scholar opportunities for underrepresented populations (Colleges of Humanities, Fine Arts, Public Health)
- curricular and research initiatives that include a distinct multicultural focus (Colleges of Education, Public Health, Fine Arts, Law)

⁸ It is important to note that our study does not look at variation *within* colleges. Thus, a department with a high number of women or minority faculty can significantly affect a particular college's overall percentages.

- bilingual services and support (College of Public Health, UA South)
- research development fund for research to support faculty (predominantly women and underrepresented minorities) who have heavy teaching and service (College of Humanities)
- hosting local conferences highlighting underrepresented populations in keynote and other predominate roles (College of Nursing)

Institutional Data on Faculty Diversity

Quantitative data on female and minority tenure-track faculty, new hires, faculty retention and loss, and salaries are additional ways of looking at the success of the Millennium Project at the University of Arizona. Ten years of institutional data were examined to see whether there had been improvements over this period and particularly since the *Millennium Report* were issued in 2001. These data are also useful for contextualizing the qualitative data discussed in the present report, especially with respect to the varying experiences of faculty from different colleges expressed in the focus group interviews.

Data on tenure-track faculty and new hires were provided by Wendy Miley of the Office of Institutional Research and Evaluation for the period from 1995 through 2005 (Table 2). Over the past 10 years these data show that there has been a small, but steady gain in the number of female tenure-track faculty at the University of Arizona (Figure 1a). The percentage of all women on the faculty has increased from 21.6 to 28.5 percent over the 10-year period. The percentage of faculty of color have only increased from 10.8 to 13.0 percent, but these increases have not been as steady (Figure 1b). When race/ethnicity and gender are disaggregated, the data show that the percent of women of color increased from 3.1 to 4.0 percent and men of color from 7.7 to 8.9 percent (Figure 1c). The slope of the increases of all of these categories has not changed since the *Millennium Report* was issued.

[insert table 2 about here]

[insert figures 1a-c here]

The above institution-wide statistics mask considerable variation among the colleges (Appendix D). In fact, several colleges have relatively high percentages of women tenure-track and minority faculty. Those colleges currently in the upper quartile of percent of women tenure-track faculty are Nursing, UA South, Education, Fine Arts, and Social and Behavioral Sciences (the latter two are tied at 44%). Those in the lowest quartile are the Colleges of Engineering and Mines, Optical Sciences, Science, and Pharmacy. Colleges with the highest percentages of faculty of color are Law and Management, with Education, Engineering and Mines, and Medicine all tied for third place. Those colleges with the lowest percentages of faculty of color are Public Health, Optical Sciences, UA South, and Agriculture.

Many of these colleges are relatively small. The seven largest colleges, Agriculture, Education, Science, Social and Behavioral Sciences, Engineering and Mines, Fine Arts, and Humanities all have over 100 faculty and changes in the percentages of women and faculty of color in these colleges have considerable influence on the overall institutional pattern. As Figure 2a shows, there is a large gap between the four colleges with the highest percentages of women faculty (Education, Fine Arts, Social and Behavioral Sciences, and Humanities) and the three other largest colleges (Agriculture, Science, and Engineering and Mines). All seven of these colleges have shown some improvement with regard to diversity in the faculty ranks throughout the ten years of data, with Social and Behavioral Sciences showing the largest increase (from 33 to 44 percent). Of these seven colleges, this is also the only college that has shown a substantial increase in female faculty since the *Millennium Report* was issued in 2001. In fact, the others have remained relatively stable over the past few years and one college (i.e., Education) actually shows a drop in the percentage of female faculty in the past four years.

[insert figure 2a here]

The percentage of faculty of color in the seven largest colleges do not follow the same trajectory through time as female faculty (Figure 2b). The Colleges of Education, Engineering and Mines, and Humanities currently have the highest percentages of faculty of color, followed by the Colleges of Science and Social and Behavioral Sciences. Fine Arts and Agriculture have the lowest percentages. The most improved colleges over the ten-year period are Science and Social and Behavioral Sciences, which went from 8 to 12 and 8 to 11 percent faculty of color, respectively. The Colleges of Agriculture and Fine Arts are virtually unchanged from their low percentages over the decade, while the Colleges of Education, Humanities, and Engineering and Mines have actually decreased. Of particular concern is that there are three colleges that show drops in faculty of color since the *Millennium Report* was issued in 2001—Agriculture, Humanities, and Engineering and Mines. Education shows the most improvement over this shorter period, which only partially makes up for a dramatic drop in faculty of color at this college that took place between 1997 and 2001 (from 18 to 9 percent).

[insert figure 2b here]

Although the percentages of women and faculty of color have increased slightly through time university-wide, the numbers of new hires do not show the same trend (Table 3). Over the past ten years there have been 613 new tenure-track hires, of which 223 (36.4 percent) are women and 96 (15.7 percent) are faculty of color (6.5 percent of the total are women of color). Despite the fact that these percentages of women and people of color are higher than the overall percentages of women faculty and faculty of color on the tenure-track, the numbers widely fluctuate over time. Except for the most recent year, AY 2004-05, the percentage of women new hires was actually higher in AYs 1995-96 and 1996-97 (Figure 3a). The percentage of newly hired faculty of color has also fluctuated over the past decade, showing a precipitous drop between AY 1999-2000 and AY 2001-02, just as the *Millennium Report* was published (Figure 3b). This was followed

by a quick recovery in the following two academic years, to their highest level in a decade. Unfortunately, the last academic year saw a decrease to almost the exact same percentage as a decade ago (17.3 percent compared to 17.8 percent ten years ago). When women and men of color are disaggregated, the two groups generally track each other (Figure 3c), with a trough around the time that the *Millennium Report* was issued, a rebound, and a decrease in the past academic year. New hires for AY 2004-05 are well below what they were ten years ago (7 percent versus 11.1 percent ten years ago).

[insert table 3 about here]

[insert figures 3a-c here]

Another way to measure success using institutional data about tenure-track faculty is to look at the extent to which women faculty and faculty of color are being retained. Data from 1999 through 2004 show that retention rates improved from 28 to 63 percent for women and from 38 percent to 53 percent for faculty of color (Garcia & Miley, 2005; figure 4). However, this improvement has been recent (only within the last two years) and retention rates for women were below those of men for four of the six reported years, as were the retention rates for faculty of color compared to their white faculty colleagues.⁹

[insert figure 4 here]

Last, we looked at aggregate data on tenure-track faculty compensation (Table 4).¹⁰ Over the past ten years, there has been no change in the difference between male and female salaries. Institution-wide, men make \$11,515 more than women, a figure that is virtually the same as it was ten years ago at \$11,408. Today, female full professors make \$8,020 less than male full professors, versus \$5,402 ten years ago; female associate professors make \$1,980 less than male associate professors, versus \$2,032 ten years ago; and female assistant professors make \$7,194 less than male assistant professors, versus \$4,475 ten years ago. Only female lecturers make more than their male counterparts. Percentage-wise, the gap in pay is smallest for associate professors (97.09%) and highest for assistant professors (88.48%). Since the *Millennium Report* was issued in 2001, the greatest improvements have been at the associate professor and lecturer levels, the gap has decreased by over 3% in the past few years for associate professors and female lecturers now make 7.18% more than their male counterparts.

[insert table 4 here]

¹⁰ These data do not include the College of Medicine. In addition, because the data are institution-wide, there are considerable differences among colleges that are not expressed. A comprehensive study of faculty salaries has not been completed at the University of Arizona since the *Millennium Report* was issued, even though it was one of the major recommendations of that report. Despite the lack of a university-wide salary study, individual colleges have instituted new ways to evaluate salary equity. Notable among these is one developed by the College Agriculture and Life Sciences MROC, which provides clear directions to each department heads for evaluating who should receive equity raises.

Thus, although there have been improvements in retention rates, and new hires of women faculty and faculty of color are at rates that are higher than the overall population of women faculty and faculty of color on the tenure-track, the percentages of women and people of color (including women of color) have only increased slightly in ten years. In addition, based on university-wide data, women are still paid less than men at all faculty ranks except lecturers. The net result is that if one was a faculty member at the University of Arizona ten years ago and remained on the faculty today, there is little evidence for change in terms of these institutional statistics. From the perspective of many other faculty and administrators, particularly in those colleges that have been actively recruiting women and people of color, there have been many significant changes in hiring procedures and in the retention of women and people of color. However, looking at the institutional data in the aggregate and coupling it with the qualitative findings, it becomes clear as to why different faculty and administrators view the successes of the Millennium Project and other related diversity efforts on the University of Arizona campus in vastly different ways.

Discussion

What Happened?

First, it important to understand *who* participated in these faculty-led change initiatives at the University of Arizona in order to capture the complexities of *what happened*. Although demographic data of those faculty involved in drafting the college-based MROC annual reports were not recorded for this study (except for the Colleges of Science and Social and Behavioral Sciences, which were recorded through their involvement in focus groups), demographic data for those participating in other focus groups were recorded. From these data, we learned that most of the faculty who were involved in the change initiatives were faculty with tenure. In addition, most of the change agents participating were women. And on a campus where less than 20% of the faculty identify as people of color, nearly one-third of the faculty involved in focus groups for this study identified as people of color.

Second, the conceptual framework used in this study further enhanced the understanding of what happened. Huberman and Miles (1984) considered success when analyzing the innovation and change at 12 schools based upon stable, institutionalized wide spread use that has had a positive impact on climate. They also discussed the highly unsuccessful measure as based in part on indifference among administrators and teachers. When adapting this conceptual framework to understand what has happened at the University of Arizona related to implementing the recommendations of a campus climate study, the results were mixed. The findings were not only uneven between individual colleges and college MROCs, but also within individual faculty-led organizations that have missions directly related to improving equity and increasing diversity. In addition, it is important that the climate of each college now and prior to the Millennium Project, the nature of the disciplines and fields within each college, and the structural differences of each college are considered. These factors may influence how success is measured and understood.

Overall, college-based initiatives (MROCs), analyzed through annual reports submitted to the Provost and through focus group interviews with the COS and SBS MROCs, suggested that faculty in some colleges have worked very hard to create processes and recommendations, based upon a model that reinforces the very nature of faculty work. This professionalized activism (Hart, in press) demonstrated that activities like funding, collecting, and analyzing college-specific data (i.e., *research*); attending and presenting professional development sessions and workshops on issues of diversity (i.e., *teaching*); and meeting as a committee to consider the climate in each college (i.e., *service*) were very much a part of the way some faculty engaged in change initiatives related to the campus climate study.

The extent to which particular faculty, and particular colleges, participated varied across the university, ranging from some colleges in which faculty engaged in multiple professionalized activist strategies and events, to others who did not engage at all in professionalized activism or any other sort of initiative. These findings are also evidenced in the 2004 annual reports. However, it must be noted that the data analyzed were reports submitted by deans or associate deans of each college (or ghost written by a designee who is unknown) for the Provost, and a different or more complete picture would be painted if faculty in these colleges who were part of the task forces were interviewed and/or observed, as we were able to do with the Colleges of Science and Social and Behavioral Sciences. Moreover, when looking specifically at the 2004 annual reports, administrative leaders in colleges and units tend to focus on diversity as an issue of numbers, despite the intent of the Millennium Project and subsequent faculty-led MROCs and other change initiatives to expand the issue of diversity to one that includes climate issues for women, people of color, and ultimately the entire campus community. In fact, while the College of Fine Arts evidenced a more inclusive understanding of diversity that went beyond gender and race/ethnicity in its annual report, the author of that report also lauded the “color blind” mission of its Theatre Arts department. The idea of a color blind philosophy suggests that diversity is not fully embraced; race and ethnicity are seen as invisible and difference is ignored rather than celebrated for the uniqueness it brings. This perspective, like basing diversity solely on numbers, seeks to reinforce the incomplete nature of what diversity can and should be (White, 2005).

Data from the focus group interviews reinforced faculty participation that was inconsistent. The faculty interviewed expressed a commitment to the original campus climate study and to improving the climate, where findings suggested the campus was not as fair, hospitable, and diverse as the faculty expected. The faculty involved in the MROC, Diversity Coalition, and AWF described strategies and activities in line with professionalized activism, similar to the initiatives described by the college-based MROCs. Moreover, faculty in the university MROC and in the AWF were most likely to identify specific policies and practices that emerged from their professionalized activism that resulted in some measure of success in terms of campus climate.

In several instances, faculty described (either in a college-based MROC report or verbally in a focus group) specific policies, activities, and procedures that were

implemented as a result of efforts of their change initiatives. Using Huberman and Miles (1984) conceptual framework, these endeavors did demonstrate success. However, stories from the women in the AWF outlined the inadequacy of this framework for our study, suggesting that it is incomplete. It failed to recognize that standards of success, as hooks (1993) argued, are different for those who are underrepresented and oppressed in the academy.

How faculty worked with administration. How faculty worked with administrators varied, based upon the particular organization. Those organizations that also included representation of administrators (either in college or academic department administration, like department chairs, or in administrative units like multicultural programs or a Vice President) saw that collaborating and partnering with administrative leadership were critical to the success of their diversity efforts. While some faculty participating in these groups were more cynical and less apt to embrace alliances with the administration, the groups themselves were based upon a certain degree of administrative appointment (although the university-wide MROC was initially appointed by the President based solely on recommendations of the faculty Co-Chairs of the Millennium Project). This connection and the involvement of administrators in these groups meant that some of the faculty reluctance and caution was tempered with a perceived need to work directly with the administration to achieve success. This strategy has been referred to as creating prestige networks (fostering relationships with those in traditional university leadership roles in order to advance the organization's agenda) (Hart, 2003). Hart originally coined this term to describe the nature of the relationships that the AWF fostered as part of its activist agenda. Like professionalized activism, AWF continues to use a certain degree of prestige networking. However, the women faculty involved in the organization at the time the Agencies of Change data were collected articulated a shifting strategy. These women saw their roles now as more adversarial to the administration and as serving as monitors to ensure that the administration was aware of the diversity issues that remain unresolved.

Why Did It Happen?

The demographic breakdown of participation among change agents was not surprising. One would expect that those who appeared to have more legitimate power (i.e., faculty with tenure) would serve in leadership roles and would seek to protect those who are most vulnerable. In fact, at a research university, like the University of Arizona, it is the socialized norm to protect the research time of junior faculty by limiting or avoiding their service activities, despite the potential benefits of service for creating a sense of belonging and self-worth (Boice, 2000) and for facilitating helpful networking and mentoring. Thus, this important work is relinquished to their more senior colleagues. In addition, serving on committees dedicated to activism and change rarely "count" in the promotion, tenure, and review processes. Further, working toward institutional transformation is a risky undertaking. Faculty involved in such work are often considered "agitators" and "troublemakers" (Theodore, 1986), so faculty who do not have the security of tenure (including those not on the tenure-track) might be less likely to engage in change initiatives. Yet, it is also important to note that while the change initiatives are intended to address climate in a broad sense, faculty issues are the most salient for these

activists, and faculty issues related to being on the tenure-track are particularly pronounced.

However, the gender breakdown and the fact that over one-third of those involved in change efforts are faculty of color paint a different picture. In a documented climate (as evidenced in the climate study that precipitated the change initiatives under investigation) where women and faculty of color experience inequities, including subtle and less-subtle forms of harassment, these particular faculty were among the most active in trying to improve the overall experience for themselves and their colleagues. The campus climate study at the University of Arizona clearly described an experience where women and faculty of color felt overburdened by and unrewarded and unappreciated for the service that they do; yet, evidence from the current study reinforced that it was these same faculty who were championing the service work involved in these change initiatives. This finding clearly supports work done by Bird, Litt, and Wang (2004); Baez (2000); and Turner and Thompson (1993), which suggested that women and faculty of color were often drawn to academic “institutional housekeeping” (Bird et al, 2004, p. 194), a purposeful term intended to reclaim the significance of housekeeping as legitimate and meaningful.

Further, when you examine the work of faculty disaggregated by college, the situation was similar to that described above. The College of Public Health is an example where the faculty involved in the college MROC had been less successful. High proportions of the faculty in this college were supported only by grant funds and were thus not tenured or on the tenure-track, so this vulnerability may lend itself to a lack of initiative, motivation, and availability on behalf of its faculty. Complicating the situation further is that those in public health, by the very nature of their chosen discipline, are interested in community outreach and activism, which makes those faculty likely candidates to be involved in diversity initiatives. Yet, when one looks at the structure of academic work within public health, the disciplinary structure (as described above with regard to the reliance on soft money and numbers of non-tenure-track faculty) does little to support activist academics who are interested in working on social change initiatives on their own campus. While it is not surprising that the more vulnerable faculty in the College of Public Health did not participate based upon the analysis of the MROC reports, participation with regard to other underrepresented (and therefore, vulnerable) populations became less intuitive. Many of the colleges and units that were the most feminized at the University of Arizona were also the same colleges that developed stronger plans and had started to implement recommendations at the college-level. The data that emerged from the MROC reports from the Library and the Colleges of Humanities and Social and Behavioral Sciences were good examples of this. Moreover, even for those colleges that had been identified as less successful in their change efforts, they at least made an attempt to think about the issues identified in the campus climate study and created a college-based MROC. Other colleges chose not to participate in these change initiatives at all, nor did they submit the requested annual MROC reports. Among the colleges that did not submit MROC reports were the less feminized College of Engineering and Mines. Thus, in the college where women and faculty of color were least visible, one found the efforts of faculty in that college the least evident—perhaps because

there were limited numbers of underrepresented faculty in this college to conduct the institutional housekeeping (Bird et al., 2004).

For those faculty involved in university-wide change efforts (e.g., MROC, Diversity Coalition, AWF) and in the COS and SBS MROCs, they overwhelmingly articulated an almost visceral need to work toward improving the campus climate. This agenda was so important to these faculty that they chose to participate despite the lack of reward related to their faculty work. Many faculty who participated in each focus group expressed frustration due to a perceived lack of institutional commitment on the part of institutional leaders (particularly the Provost) in such change efforts. Given that the faculty in the MROC, Diversity Coalition, AWF, and the COS and SBS MROCs described using a strategy of prestige networking (Hart, 2003) by working with the university President and Provost (or in the case of the college-based MROCs, the college Dean) to initiate transformation, institutional leadership who appeared disengaged, disinterested, or hostile to change efforts ultimately hindered any positive climate change. The Diversity Coalition, which has the strongest relationship to the university leadership, in part because some of the members included senior level administrators, only saw success in terms of the working with the President and Provost to have them change policies and procedures related to campus climate. This particular strategy to advance the goals of the Diversity Coalition through prestige networking appeared to stagnate the organization, such that the faculty involved were no longer sure of the purpose of the group and were pessimistic about being successful (using any definition of success) in change initiatives.

The stories told in this study were often discouraging. There was an overall impression among the faculty that while there were moments where aspects of campus climate had the potential to improve and sustain themselves, there were as many moments (if not more) where efforts were stagnated and even regressed. The underlying lesson learned was that change is slow. The women faculty in the AWF understood this, as demonstrated by the longevity of the organization and the tenacity of the faculty involved in it. They also articulated new ways to construct their activism. Specifically, they identified “guerrilla warfare” as one strategy they use to work for change. This means that they feel that working against the power structure, rather than with it, is sometimes necessary to build a more hospitable and equitable environment. Unlike the tactics described in a previous study of the AWF (Hart, in press), these women began to see themselves as activist professionals (Hart, in press), maintaining their professional academic role as faculty women, but foregrounding their activism as a way to keep the administration in check. Time involved in change initiatives and an organizational history may explain why the AWF was frustrated, but did not see giving up or getting out of activist work as an option, whereas faculty in the other focus groups were more willing to consider abandoning the initiatives.

Implications

The findings from this study have several implications. First, the nature of faculty-led initiatives is complex. Who participates and how they participate vary widely.

Gender, race, ethnicity, discipline, academic rank, and ideas of success further complicate what faculty-led initiatives look like at the University of Arizona. For instance, “[b]etween 1976 and 1993, the number of non-tenure track full-time faculty increased by 142% for women and 54% for men” (Chronister, Gansneder, Harper, & Baldwin, as cited in Perna, 2001, p. 585). This means as workers in a broad category, the numbers of non-tenure track faculty continue to grow. Given the clustering of women in these positions nationally and the degree to which they have become a significant portion of the instructional workforce in academe (which undoubtedly has an influence on the numbers of faculty of color as well), it is critical that faculty-led change initiatives are considering these faculty as they work to transform institutions. Yet, studies like *Agencies for Change* indicate that this growing cadre of faculty is often forgotten or ignored in the important work in which faculty change agents are engaging.

Second, some faculty in this study have felt an overwhelming sense of discouragement and frustration. However, these faculty were extremely committed to improving campus climate and creating an environment at the University of Arizona that is more diverse, hospitable, and fair. These faculty were interested in social justice, the value diversity adds to education, and in the institution itself. The faculty “brain drain” has been an issue of fundamental concern at this campus, and issues of faculty retention are significant nation-wide. Institutional leaders can and should capitalize on loyal and dedicated faculty. Faculty involved in change initiatives related to campus climate were trying to reduce faculty attrition directly and indirectly—and such work should be legitimately rewarded. Further, the faculty involved already have strong institutional loyalty and the university should think very seriously about how leaders can work with faculty activists to maintain that loyalty. Faculty change agents who have been involved in climate work for years will become disenfranchised if institutions don’t respond to the dedication and service they provide. This ultimately means that institutional housekeeping must be institutionalized and valorized, not marginalized. As noted earlier, women and faculty of color are the ones most engaged with diversity initiatives and their efforts put them the most at risk in terms of what is valued or counted in university evaluations. Faculty and university leaders must reclaim service as a vital part of institutional transformation and academic excellence (Bennett, 1998; Bird et al., 2004).

Further, if domination and patriarchy are part of the organization and operation of the academy (hooks, 1993), then in order to witness success, a new definition must be created, one that includes diversity and respect and is not measured solely according to a model *supposedly* based on a meritocracy. Working with institutional leaders, through prestige networking and using professionalized activist strategies may result in an improved campus climate for diversity; however, faculty activists must consider whether the strategies they use serve to replicate the patriarchy and an existing model of success or whether they must be expanded (this is to suggest that it does not have to be an either/or phenomenon, but can be a both/and) to craft a new and vibrant model of success that dismantles hierarchy and domination.

Conclusion

In a time in academe where many campuses are assessing the climate for underrepresented groups of faculty and are making specific recommendations about what campuses need to do to enhance the climate to assure academic excellence (National Academy of Sciences, 2004), it is critical that these reports do not sit on a shelf and collect dust. Rather, it is imperative that campuses are taking these reports, as evidenced by some events at MIT (Koerner, 1999) and at the University of Arizona, and work to level the academic playing field. This case study provided evidence of how faculty on one campus has tried to work toward change, specifically toward creating a more diverse, fair, and hospitable campus climate¹¹. The results are mixed, but in all cases, there is much to be learned from these events. Faculty on other campuses may be able to adapt the successes and avoid the mistakes described in this study to foster a climate at their college or university that will prevent further marginalization of underrepresented groups in academe.

¹¹ It is important to note that our research to date has not been able to fully address all the dimensions (i.e., diverse, fair, and hospitable) originally outlined in the *Millennium Project Report*.

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Tables and Figures

Table 1. *Participant Demographics*¹²

Focus/Discussion Group	Gender		Academic Rank						Race/Ethnicity					
	Female	Male	Prof.	Assoc	Asst	Lecturer	Academic Professional	Other	White	African American/ Black	Native American	Asian American/ Pacific Islander	Hispanic	Other
MROC Executive Committee	5	1	3	1	0	1	1	0	4	1	1	0	0	0
AWF	6	0	3	0	0	0	1	2	6	0	0	0	0	0
Diversity Coalition	11	2	4	4	0	0	4	1	5	1	0	1	4	2
SBS MROC	4	3	1	3	2	0	1	0	5	1	0	0	1	0
COS MROC	4	4	4	2	0	1	0	1	7	0	0	1	0	0
Colleges of Education/SBS	2	0	1	1	0	0	0	0	1	0	0	1	0	0
Colleges of Agriculture/Life Science	3	0	2	1	0	0	0	0	3	0	0	0	0	0
TOTALS	35	10	18	12	2	2	7	4	31	3	1	3	5	2

¹² These numbers are based upon the data compiled from the demographic surveys filled out at the time of the interviews. Some respondents discussed being involved in more than one initiative (most often described as one university-level initiative and a college-level initiative). However, the numbers reported here reflect only one respondent who participated in more than one focus group for this study.

Table 2. *Tenure-track Faculty by Minority¹³ and Gender Status, 1995-2005¹⁴*

	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05
Total Minority	167	172.	176	184	179	185	185	189	187	205	203
Total Non-minority	1380	1435	1424	1411	1395	1384	1363	1375	1373	1364	1362
Total Female	334	370	334	397	405	403	410	427	429	449	446
Total Male	1213	1237	1266	1198	1169	1166	1138	1137	1131	1120	1119
Total Minority Female	48	48	51	52	51	45	50	54	50	66	63
Total Minority Male	119	124	125	131	128	137	135	135	137	139	140
Total Non-minority Female	286	322	203	345	354	358	360	373	379	383	383
Total Non-minority Male	1094	1113	1221	1067	1041	1029	1003	1002	994	981	979
Total Faculty	1547	1607	1600	1595	1574	1569	1548	1564	1560	1569	1565
Percent Minority	10.8	10.7	11	11.5	11.4	11.8	12	12.1	12	13.1	13
Percent Non-minority	89.2	89.3	89	88.5	88.6	88.2	88	87.9	88	86.9	87
Percent Female	21.6	23.	20.9	24.9	25.7	25.7	26.5	27.3	27.5	28.6	28.5
Percent Male	78.4	77	79.1	75.1	74.3	74.3	73.5	72.7	72.5	71.4	71.5
Percent Minority Female	3.1	3.	3.2	3.3	3.2	2.9	3.2	3.5	3.2	4.2	4
Percent Minority Male	7.7	7.7	7.8	8.2	8.1	8.7	8.7	8.6	8.8	8.9	8.9
Percent Non-minority Female	18.49	20.	12.7	21.6	22.5	22.8	23.3	23.8	24.3	24.4	24.5
Percent Non-minority Male	70.7	69.3	76.3	66.9	66.1	65.6	64.8	64.1	63.7	62.5	62.6

¹³ For the purposes of institutional research, the UA uses the term "minority" and it is defined to include Native Americans, African Americans, Hispanics, and Asian Americans.

¹⁴ Source: UA Office of Institutional Research and Evaluation, data from Integrated Information Warehouse, run by Wendy Miley, Monday, April 11, 2005 (data base is from October run). Includes all tenure and continuing track faculty, part and full-time, including those on sabbatical. Does not include faculty on leave without pay.

Table 3. *University of Arizona Tenure-track New Hires, 1995-2005*¹⁵

	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05
Total Minority	8	10	7	7	10	14	6	5	8	12	9
Total Non-minority	37	56	40	37	45	53	60	63	51	32	43
Total Female	13	29	20	14	20	18	23	27	18	17	24
Total Male	32	37	27	30	35	49	43	41	41	27	28
Total Minority Female	5	4	4	0	5	4	3	1	3	7	4
Total Minority Male	3	6	3	7	5	10	3	4	5	5	5
Total Non-minority Female	8	25	16	14	15	14	20	26	15	10	20
Total Non-minority Male	29	31	24	23	30	39	40	37	36	22	23
Total New Hires	45	66	47	44	55	67	66	68	59	44	52
Percent Minority	17.8	15.2	14.9	15.9	18.2	20.9	9.1	7.4	13.6	27.3	17.3
Percent Non-minority	82.2	84.8	85.1	84.1	81.8	79.1	90.9	92.6	86.4	72.7	82.7
Percent Female	28.9	43.9	42.6	31.8	36.4	26.9	34.8	39.7	30.5	38.6	46.2
Percent Male	71.1	56.1	57.4	68.2	63.6	73.1	65.2	60.3	69.5	61.4	53.8
Percent Minority Female	11.1	6.1	8.5	0	9.1	6	4.5	1.5	5.1	15.9	7.7
Percent Minority Male	6.7	9.1	6.4	15.9	9.1	14.9	4.5	5.9	8.5	11.4	9.6
Percent Non-minority Female	17.8	37.9	34	31.8	27.3	20.9	30.3	38.2	25.4	22.7	38.5
Percent Non-minority Male	64.4	47	51.1	52.3	54.5	58.2	60.6	54.4	61	50	44.2

¹⁵ Source: Office of Institutional Research and Evaluation, data from Integrated Information Warehouse, run by Wendy Miley, Monday, April 11, 2005 (data base is from October run).

Table 4. *Differences in Salary between Women and Men, Full-time Faculty*¹⁶

Rank	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Dollar Amount Difference Between Women and Men's Salaries (Women less than Men)											
Professor	(\$5,402)	(\$5,722)	(\$7,876)	(\$8,757)	(\$7,713)	(8,686)	(\$9,079)	(\$6,928)	(\$8,280)	(\$7,150)	(\$8,020)
Associate	(\$2,032)	(\$2,855)	(\$2,673)	(\$3,239)	(\$2,454)	(2,950)	(\$2,337)	(\$3,948)	(\$3,898)	(\$1,056)	(\$1,980)
Assistant	(\$4,598)	(\$4,978)	(\$3,552)	(\$1,211)	(\$1,715)	(1,272)	(\$4,122)	(\$4,776)	(\$6,574)	(\$7,793)	(\$7,194)
Lecturer	(\$4,475)	(\$2,266)	(\$2,682)	(\$6,145)	(\$6,762)	(7,150)	(\$5,447)	(\$6,298)	\$320	\$1,025	\$3,829
TOTAL	(\$11,408)	(\$12,358)	(\$12,473)	(\$12,714)	(\$12,725)	(12,480)	(\$12,778)	(\$12,361)	(\$13,043)	(\$9,644)	(\$11,515)
Percent Difference in Salaries (Women/Men)											
Professor	92.09%	92.01%	89.24%	88.51%	90.27%	89.57%	89.51%	92.22%	91.02%	90.87%	91.79%
Associate	95.77%	94.34%	94.81%	93.95%	95.53%	94.94%	96.16%	93.76%	94.07%	98.11%	97.09%
Assistant	89.79%	89.20%	92.27%	97.43%	96.49%	97.47%	92.33%	91.49%	88.83%	86.31%	88.48%
Lecturer	88.92%	94.48%	93.58%	86.90%	85.99%	86.13%	89.16%	88.12%	100.58%	102.07%	107.18%
TOTAL	80.66%	79.96%	80.10%	80.50%	81.31%	82.41%	82.64%	83.66%	83.38%	85.79%	86.02%

¹⁶ Source: Office of Institutional Research and Evaluation, <http://daps.arizona.edu/daps/selected/facstaffdemog/facsal/index.html>. Includes full-time tenure-track faculty, including department heads, 9- and 12-month contracts, with 12-month converted. Does not include College of Medicine.

Figure 1a. *Male/Female Tenure Track Faculty, AY 1994-95 to 2004-05* (data from Table 2)

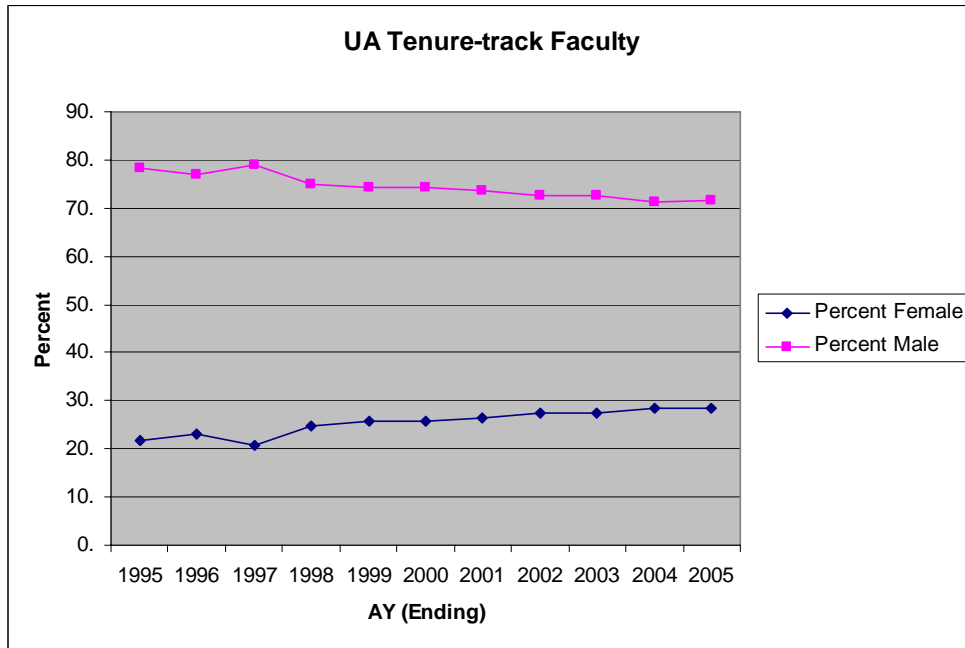


Figure 1b. *Minority/Non-minority Tenure Track Faculty, AY 1994-95 to 2004-05* (data from Table 2)

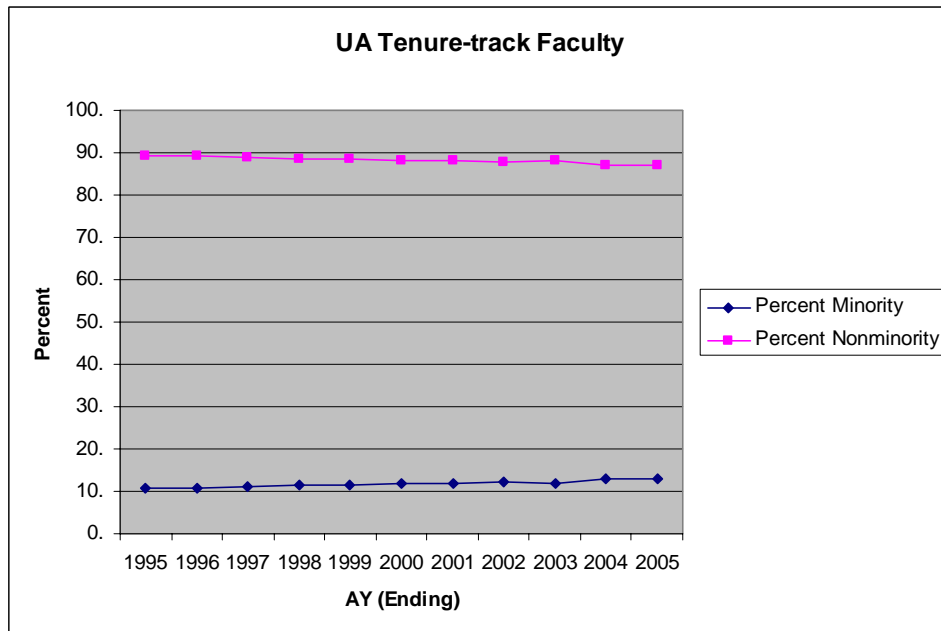


Figure 1c. *Tenure Track Faculty by Gender and Minority, AY 1994-95 to 2004-05* (data from Table 2)

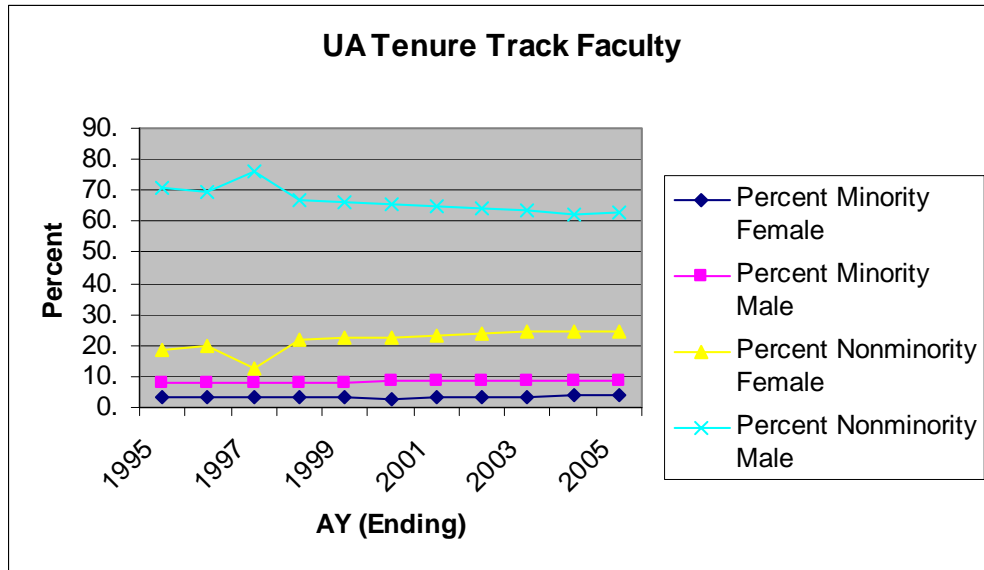


Figure 2a. *Percent Female Tenure-Track Faculty by Selected Colleges, AY 1994-95 to 2004-05 (data from Appendix D)*

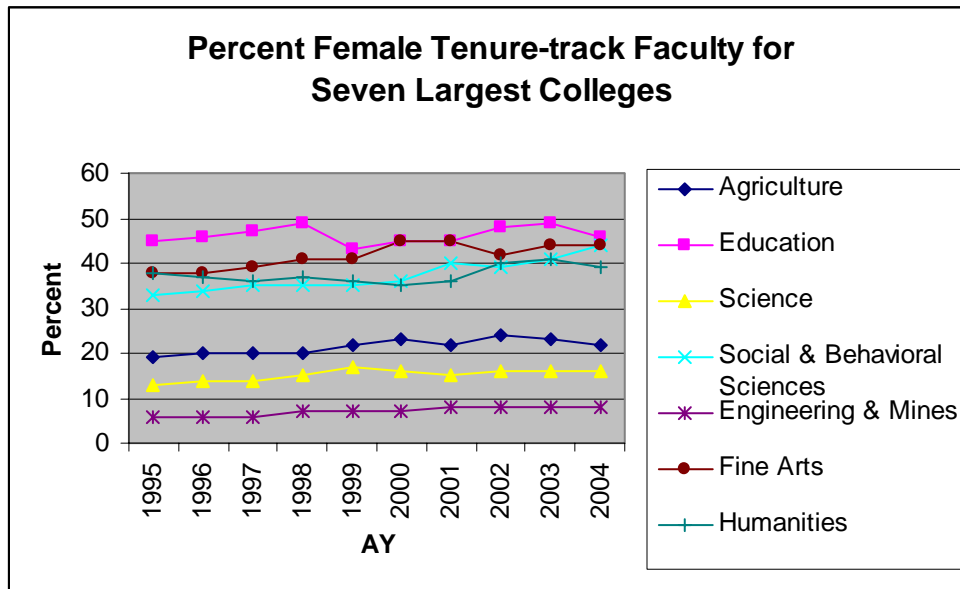


Figure 2b. *Percent Minority Tenure-Track Faculty by Selected Colleges, AY 1994-95 to 2004-05 (data from Appendix D)*

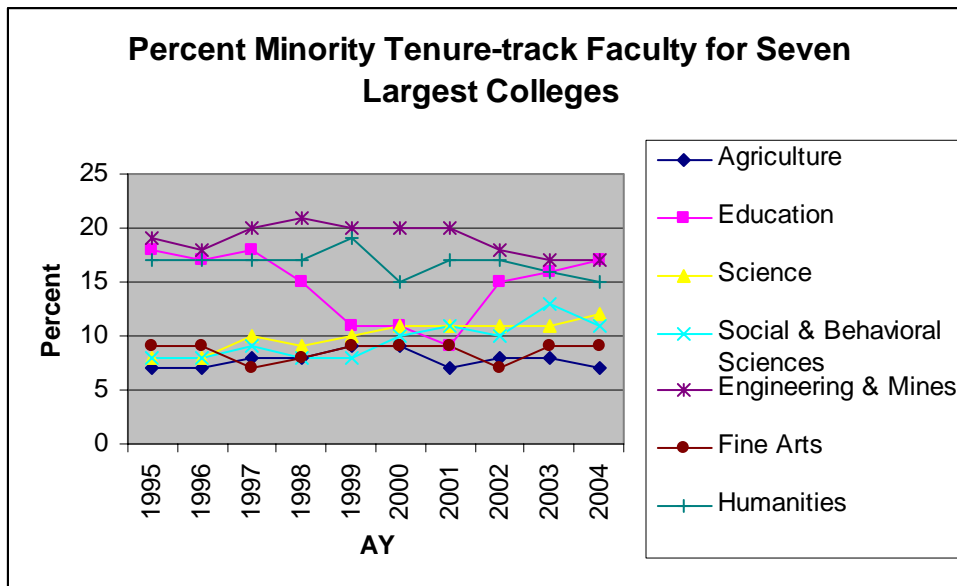


Figure 3a. *Tenure-track Faculty New Hires by Gender, AY 1994-95 to 2004-05* (data from Table 3)

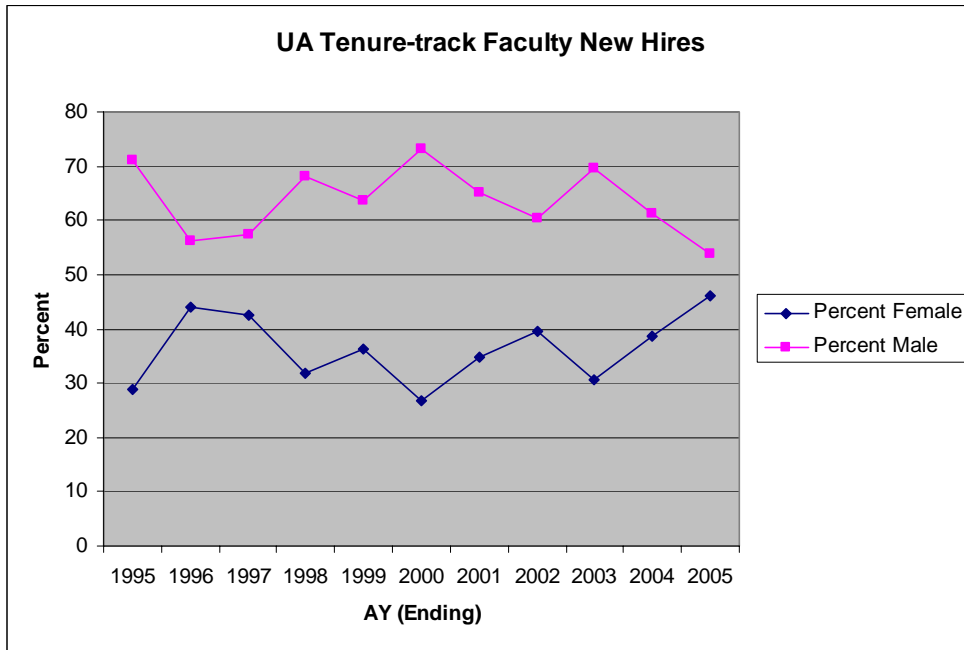


Figure 3b. *Tenure-track Faculty New Hires by Minority Status, AY 1994-95 to 2004-05* (data from Table 3)

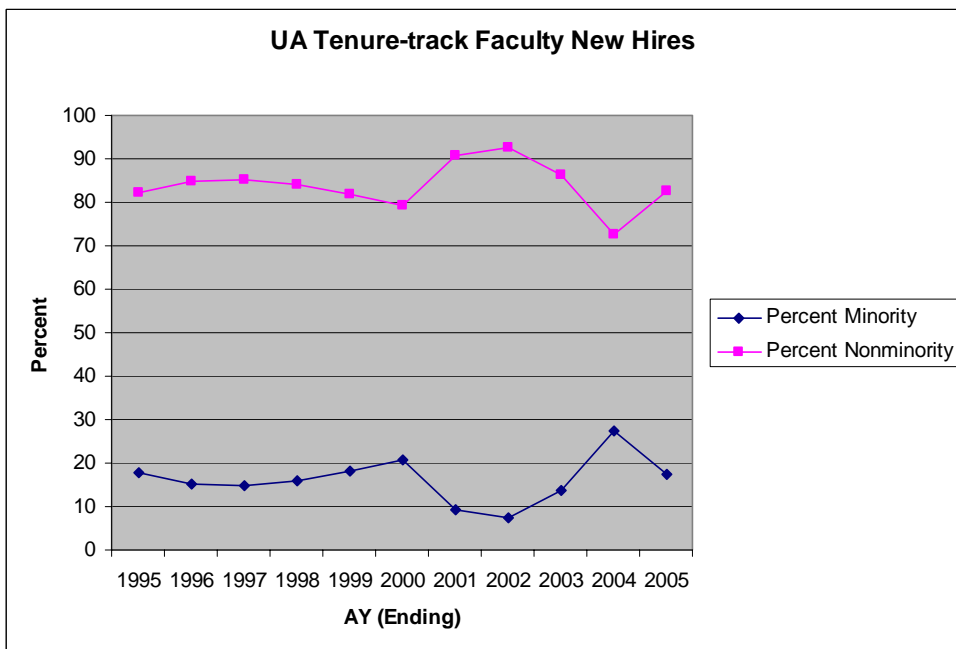


Figure 3c. *Tenure Track Faculty New Hires by Gender and Minority Status, AY 1994-95 to 2004-05 (data from Table 3)*

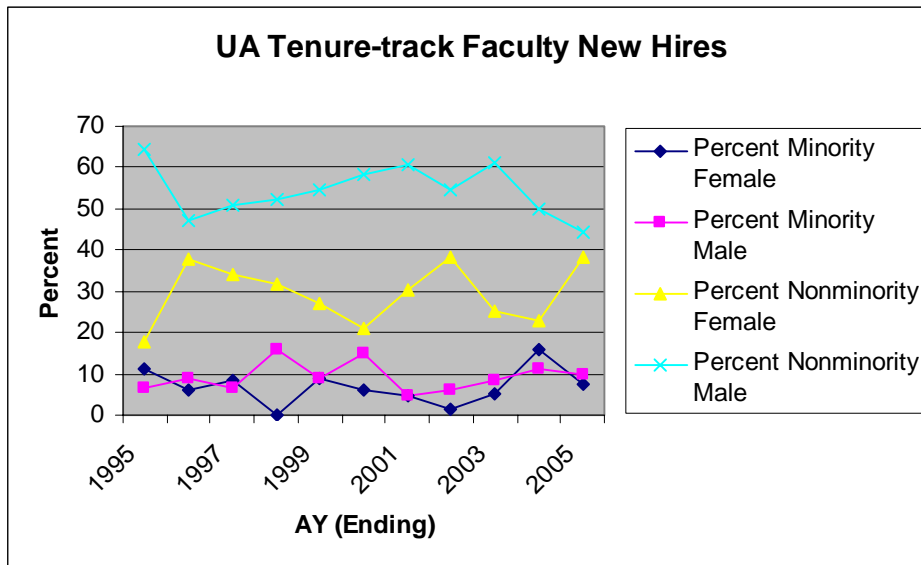
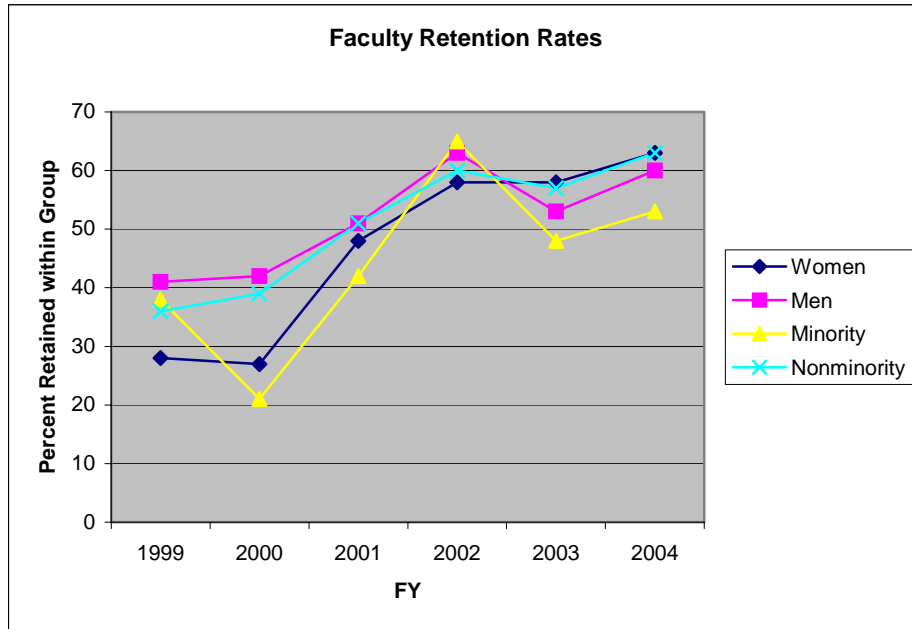


Figure 4. *Faculty Retention Rates by Subgroup* (data from Garcia and Miley, 2005 and OIRE, May 27, 2005)



Appendix A

University of Arizona Agencies of Change Project
List of Acronyms

Abbreviation	Definition
ABOR	Arizona Board of Regents
AWF	Association for Women Faculty
AY	Academic Year
CALS	College of Agriculture and Life Sciences
COS	College of Science
CSW	Committee on the Status of Women
DAPS	Decision and Planning Support; provides university with demographic data and other quantitative measures
DRO	Diversity Resource Office
GRACE	Generating Respect for All in a Climate of academic Excellence, project conducted by faculty in College of Medicine to look at hiring and salary practices
LBGT	Lesbian, Bisexual, Gay, and Transgender
MEZACOPH	Mel and Enid Zuckerman Arizona College of Public Health
MROC	Millennium Review Oversight Committee
OIRE	Office of Institutional Research and Evaluation (formerly DAPS)
SBS	College of Social and Behavioral Sciences
SIROW	Southwest Institute Research on Women
UA	University of Arizona
VP	Vice President

Appendix B

Members of the Diversity Coalition AY 2004-05¹⁷

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¹⁷ Source: <http://diversity.arizona.edu/office/coalition.shtml>

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Appendix C
Discussion and Focus Group Protocols and Demographic Surveys

Agencies of Change, University of Arizona

DISCUSSION GROUP PROTOCOL

I. Welcome, Thank you for coming, Introduction of Facilitator and Recorder

II. Overview of the Project This focus group is part of a larger multi-university project, funded by Rutgers University in association with the Ford Foundation and further supported by The University of Arizona, to better understand faculty initiatives for change. Specifically, the research team hopes to evaluate the impact of the faculty-led Millennium Project, which was initiated by faculty leaders in 1999 to support development of an institutional culture at the University of Arizona that would foster productivity, creativity, and excellence among all faculty. In addition, we hope to examine the processes by which new structures continue to evolve in the University to bridge faculty and administrative roles in fostering institutional change and to understand what the successes and the barriers to success have been in instituting gender and racial/ethnic diversity at our institution.

To accomplish our goals, we are conducting a series of focus groups with faculty who have been involved in campus efforts related to the Millennium Project. The information collected from each of these groups will be analyzed separately and held in the strictest confidence. Participation is strictly voluntary and individual names will be removed from the report and any related publications that result from this study.

III. Consent Forms As a part of the university's human subjects policy, we need to have you read and sign a consent form. This form allows us to tape record your views while assuring you that we will handle and process the information with the highest integrity in maintaining confidentiality.

IV. Demographic Survey Also, we would like you to take a moment to complete a demographic survey form that includes a few questions on how you currently view and experience the campus. Please DO NOT put your name on this form.

All consent forms will be kept separate from demographic survey data, in order to guarantee the anonymity of the demographic data. (Hand-out forms and pens/pencils; collect all forms before continuing).

V. Focus Group Ground Rules As the facilitator, I will be leading you through a series of questions that focus on your experiences as a scholar, teacher, and colleague here at the University of Arizona. We would like you to answer honestly and articulate specific details that help us to understand your experience. It is quite likely that in your sharing you will reveal a range of emotions and feelings. We want to try to create a safe space for this to happen and so ask that each of you respect the others' perspectives and opinions.

At times, you may disagree with something someone has said—we want to hear those disagreements and contrary positions, but would ask that you disagree with respect and civility. And please remember that anything said within this focus group is confidential. It would be inappropriate for you to share with others outside this group what you heard within the context of this focus group.

I would like to ask that you please speak up a little louder than normal when you address the group so that we can make sure that the tape recorder captures your voice. It would also be helpful if only one person speaks at a time since multiple, simultaneous voices makes it difficult to hear and almost impossible to transcribe the flow of conversation from the tape.

VI. Questions and Probes: (Begin tape recording)

- 1) What is the purpose of this organization?
- 2) What are the benefits of being involved in this (Millennium Project) initiative?
- 3) What are the costs to being involved in this initiative?
- 4) How do you determine your agenda?
 - a. What sorts of strategies do you and the organization use to advance your agenda?
 - b. How do you engage others to help with the work?
- 5) How do you define success for this organization?
- 6) How is the initiative maintained?
 - a. What steps are being taken to institutionalize the efforts of this organization?
- 7) Describe the level of Administrative involvement.
 - a. How would you like Administrators to be involved?
- 8) What are some of the successes experienced as a result of the work of this organization?
- 9) What are some of the challenges you have faced in the work of this organization?
- 10) What environments encourage or discourage faculty participation?
- 11) What else would you like to share about the nature of your work in this organization that has not yet been covered?

VII. Is there anything else you would like to add or share that we haven't yet covered?

VIII. THANK YOU Should you have any further questions or concerns about this discussion group or the project, please do not hesitate to contact Lindy Brigham Ph.D. at 626-8307 lbrigham@ag.arizona.edu

Agencies of Change, University of Arizona

FACULTY FOCUS GROUP PROTOCOL

I. Welcome, Thank you for coming, Introduction of Facilitator and Recorder

II. Overview of Millennium Project and Focus Group This focus group is part of a larger project, funded by the Ford Foundation and further supported by Rutgers University and The University of Arizona, to better understand faculty initiatives for change. Specifically, the research team hopes to evaluate the impact of the faculty-led Millennium Project, which was initiated by faculty leaders in 1999 to support development of an institutional culture at the University of Arizona that would foster productivity, creativity, and excellence among all faculty. In addition, we hope to examine the processes by which new structures continue to evolve in the University to bridge faculty and administrative roles in fostering institutional change and to understand what the successes and the barriers to success have been in instituting gender and racial/ethnic diversity at our institution.

To accomplish our goals, we are conducting a series of focus groups with faculty who have been involved in campus efforts related to the Millennium Project. The information collected from each of these groups will be analyzed separately and held in the strictest confidence. Participation is strictly voluntary and individual names will be removed from the report and any related publications that result from this study. Again, thank you for your participation.

III. Consent Forms As a part of the university's human subjects policy, we need to have you read and sign a consent form. This form allows us to tape record your views while assuring you that we will handle and process the information with the highest integrity in maintaining confidentiality.

IV. Demographic Survey Also, we would like you to take a moment to complete a demographic survey form that includes a few questions on how you currently view and experience the campus. Please **DO NOT** put your name on this form.

All consent forms will be kept separate from demographic survey data, in order to guarantee the anonymity of the demographic data. (Hand-out forms and pens/pencils; collect all forms before continuing).

V. Focus Group Ground Rules As the facilitator, I will be leading you through a series of questions that focus on your experiences as a scholar, teacher, and colleague here at the University of Arizona. We would like you to answer honestly and articulate specific details that help us to understand your experience. It is quite likely that in your sharing you will reveal a range of emotions and feelings. We want to try to create a safe space for this to happen and so ask that each of you respect the others' perspectives and opinions. At times, you may disagree with something someone has said—we want to hear those disagreements and contrary positions, but would ask that you disagree with respect and

civility. And please remember that anything said within this focus group is confidential. It would be inappropriate for you to share with others outside this group what you heard within the context of this focus group.

I would like to ask that you please speak up a little louder than normal when you address the group so that we can make sure that the tape recorder captures your voice. It would also be helpful if only one person speaks at a time since multiple, simultaneous voices makes it difficult to hear and almost impossible to transcribe the flow of conversation from the tape.

VI. Individual Introductions Before turning on the tape, let's begin by briefly introducing yourself. And in two or three sentences, outline why you decided to participate in the focus group.

VII. Factors That Have Contributed to Your Success (Begin tape recording)
Since you have been at the University of Arizona, what factors have contributed to your ability to perform your job well/to meet your own goals and objectives?

Probes: (To facilitate discussion, but these do not all need to be addressed individually)

- Are there specific policies, procedures, programs that support/encourage/facilitate your work within your department/college/the university?
- Are professional standards and expectations the same for everyone?
- How does your department/college define professional success?
- What is valued and rewarded in your department/college/the institution?
- From your perspective, how are resources allocated within the department/college/the institution?
- What are your impressions of the tenure and promotion process?
- What opportunities have you had here at UA for being mentored or for providing mentorship to others?
- What do you like about working at the UA?
- Are you aware of any of the groups formed to implement recommendations of the *Millennium Report*? (university MROC, college-level MROC, the Diversity Coalition)
- Has the work of any of these groups made a difference?

(Anything else that has contributed to your success here at the University of Arizona?)

- How do you balance your multiple demands/tasks?
- How do you balance your professional and personal life?
- What gives you professional satisfaction?

VIII. Factors That Have Hindered or Impeded Your Success What has hindered or impeded your ability to realize your goals and objectives since being here at the University of Arizona?

Probes: (To facilitate discussion, but these do not all need to be addressed individually)

- Are there specific policies or procedures in your department/college/the institution that inhibit/impede you from performing effectively as a scholar and teacher?
- What is your perception of how grievances/complaints are handled in the department/college/the institution?
- Here at UA, have you ever felt that you were treated differently by others (faculty, administrators, staff, students) because of your gender, race/ethnicity, or any other reason?
- Do you think that these incidents are isolated and situational, or do you think these incidents characterize a pervasive experience on this campus?
- Have you ever intervened in situations at the institution where you recognized subtle or overt forms of discrimination? What encouraged you to or prevented you from intervening? What could someone have done?
- What do you perceive is the institution's position/priority regarding diversity and multicultural issues? How do you see this evidenced in your department/college? How does this affect student learning? How does this affect faculty retention? motivation? satisfaction?
- What do you not like about working at the UA?
- What causes you stress?
- Are you making decisions that force you to sacrifice academic excellence?
- What values are really important to you?

IX. What Do You Need to Do Your Best Work What do you need from your department/college/the institution in order to do your best work?

Probes: (To facilitate discussion, but these do not all need to be addressed individually)

- What specific strategies/recommendations/suggestions can you make for change/improvement regarding programs, procedures, policies that would enhance your ability as a faculty member?
- What would encourage you to fully engage in leadership and decision making at the institution?
- How can we insure that the results/recommendations of this project are implemented? What could be/should be the consequences?

X. Is there anything else you would like to add or share that we haven't yet covered?

XI. THANK YOU Contact Information: Lindy Brigham 626-8307
lbrigham@ag.arizona.edu

**Agencies of Change Focus and Discussion Groups
Demographic Survey**

*****DO NOT WRITE YOUR NAME ON THIS FORM*****

Responses to any of these questions are optional. Should you choose to answer the questions, please mark your response on the space next to the corresponding choice for each question or write your response next to or below the question. There are two sides to this form. Feel free to attach additional paper should you need more room to respond to the open-ended questions.

What is your gender?

- male
 female

What is your present academic rank?

- professor
 associate professor
 assistant professor
 lecturer
 instructor
 academic professional, list title: _____
 other

What is your administrative title?

- not applicable
 director; coordinator; or administrator of an institute, center, lab, specially-funded program
 department chair
 other

Racial/ethnic group (Mark all that apply):

- Caucasian, non-Hispanic
 African American/Black
 Native American
 Asian American/Pacific Islander
 Hispanic
 Other

What is the department of your current appointment? _____

How long have you been employed at The University of Arizona? _____

How long have you been in your current academic rank? _____

OVER (Page 1 of 2)

1) How did you get involved in this initiative?

2) Why are you involved in this initiative?

3) Describe your level of participation.

Demographic Survey for Agriculture and Biological Sciences and Social and Behavioral Sciences and Education Female Faculty Focus Groups

*****DO NOT WRITE YOUR NAME ON THIS FORM*****

Responses to any of these questions are optional. Should you choose to answer the questions, please mark your response on the space next to the corresponding choice for each question or write your response next to or below the question.

What is your gender?

- male
- female

What is your present academic rank?

- professor
- associate professor
- assistant professor
- lecturer
- instructor
- academic professional, list title: _____
- other

What is your administrative title?

- not applicable
- director; coordinator; or administrator of an institute, center, lab, specially-funded program
- department chair
- other

Racial/ethnic group (Mark all that apply):

- Caucasian, non-Hispanic
- African American/Black
- Native American
- Asian American/Pacific Islander
- Hispanic
- Other

What is the department of your current appointment? _____

How long have you been employed at The University of Arizona? _____

How long have you been in your current academic rank? _____

Appendix D

Minority and Women Tenure-track Faculty by College, AY 1995-96 to 2004-05¹⁸

a. Number of Female Tenure-track Faculty by College, AY 1995-96 to 2004-2005

College	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Agriculture	31	34	32	31	33	31	32	35	33	31
Architecture	1	3	7	6	6	8	9	8	2	4
Business & PA ¹⁹	14	16	18	18	19	18	21	16	13	18
Education	30	32	32	33	26	28	29	29	30	25
Engineering	9	8	8	9	9	10	11	11	10	10
Fine Arts	42	43	43	43	47	53	51	47	51	52
Humanities	50	47	45	46	45	43	47	54	53	47
Law	6	5	7	9	7	8	9	9	9	8
Medicine	43	39	43	45	46	41	41	45	51	50
Nursing	18	21	23	23	23	20	24	24	23	22
Pharmacy	6	7	7	8	6	5	6	5	6	6
Public Health	n/a ²⁰	n/a	n/a	n/a	n/a	3	4	1	2	3
Science	36	38	37	41	45	44	41	42	43	42
Social & Behavioral Sciences	74	77	77	75	76	79	84	84	89	102
Non-College Departments	9	15	18	17	16	18	13	14	15	14
Optical Sciences	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3
UA South	n/a	n/a	n/a	n/a	n/a	n/a	5	5	7	9
University Total Women	369	385	397	404	404	409	427	429	437	446
University Total Tenure-track Faculty	1604	1599	1595	1572	1566	1546	1564	1560	1558	1565

¹⁸ From online data from the UA Office of Institutional Research and Evaluation (Retrieved May 26, 2005, from <http://daps.arizona.edu/daps/selected/facstaffdemog/rgcr/index.html>), based on data in the Integrated Information Warehouse Personnel Census Files. These figures include department heads and directors of instructional units and excludes administrators at dean and above ranks. Both part-time and full-time faculty are included, but faculty on leave without pay are not included.

¹⁹ Now called the Eller College of Management

²⁰ "n/a" is used for colleges that were not in existence during the years of census.

b. Percent of Female Tenure-track Faculty by College, AY 1995-96 to 2004-2005

College	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Agriculture	19	20	20	20	22	23	22	24	23	22
Architecture	7	20	30	27	32	40	38	33	10	22
Business & PA	17	19	21	23	25	23	27	22	17	22
Education	45	46	47	49	43	45	45	48	49	46
Engineering	6	6	6	7	7	7	8	8	8	8
Fine Arts	38	38	39	41	41	45	45	42	44	44
Humanities	38	37	36	37	36	35	36	40	41	39
Law	22	22	29	36	29	33	31	31	31	29
Medicine	17	16	17	18	18	18	18	20	22	22
Nursing	100	100	100	100	100	100	100	100	100	100
Pharmacy	20	23	24	28	21	17	21	16	19	19
Public Health	n/a	n/a	n/a	n/a	n/a	33	40	14	29	38
Science	13	14	14	15	17	16	15	16	16	16
Social & Behavioral Sciences	33	34	35	35	35	36	40	39	41	44
Non-College Departments	16	27	26	24	24	25	45	45	25	28
Optical Sciences	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9
UA South	n/a	n/a	n/a	n/a	n/a	n/a	n/a	45	47	53
University Total	23	24	25	26	26	26	27	28	28	28

c. Number of Minority Tenure-track Faculty by College, AY 1995-96 to 2004-05

College	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Agriculture	12	11	12	12	14	12	11	12	11	10
Architecture	0	1	2	2	2	2	2	3	3	2
Business & PA	16	12	14	10	11	12	12	10	12	15
Education	12	12	12	10	7	7	6	9	10	9
Engineering	29	26	27	28	27	27	27	25	21	21
Fine Arts	10	10	8	8	10	11	10	8	11	10
Humanities	23	22	21	21	24	19	22	23	21	18
Law	3	2	2	4	4	5	6	6	7	7
Medicine	28	29	31	30	31	29	27	30	36	38
Nursing	0	0	0	0	0	0	1	1	2	2
Pharmacy	1	1	1	1	0	0	1	2	4	4
Public Health	n/a	n/a	n/a	n/a	n/a	1	1	0	0	0
Science	21	23	26	25	27	29	31	29	30	33
Social & Behavioral Sciences	17	18	20	17	18	21	23	21	27	25
Non-College Departments	7	9	8	9	8	9	8	7	9	7
Optical Sciences	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1
UA South	n/a	n/a	n/a	n/a	n/a	n/a	1	1	1	1
University Total Minority	179	176	184	177	183	184	189	187	205	203
University Total Tenure-track Faculty	1604	1599	1595	1572	1566	1546	1564	1560	1558	1565

d. Percent of Minority Tenure-track Faculty by College, AY 1995-96 to 2004-2005

College	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Agriculture	7	7	8	8	9	9	7	8	8	7
Architecture	0	7	9	9	11	10	8	13	14	11
Business & PA	20	14	16	13	15	15	16	14	15	18
Education	18	17	18	15	11	11	9	15	16	17
Engineering	19	18	20	21	20	20	20	18	17	17
Fine Arts	9	9	7	8	9	9	9	7	9	9
Humanities	17	17	17	17	19	15	17	17	16	15
Law	11	9	8	16	17	21	21	21	24	25
Medicine	11	12	12	12	12	13	12	13	15	17
Nursing	0	0	0	0	0	0	4	4	8	9
Pharmacy	3	3	3	3	0	0	4	6	13	13
Public Health	n/a	n/a	n/a	n/a	n/a	11	10	0	0	0
Science	8	8	10	9	10	11	11	11	11	12
Social & Behavioral Sciences	8	8	9	8	8	10	11	10	13	11
Non-College Departments	13	16	12	13	12	13	13	12	15	21
Optical Sciences	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3
UA South	n/a	n/a	n/a	n/a	n/a	n/a	n/a	12	7	6
University Total	11	11	12	11	12	12	12	12	13	15