Unveiling and Addressing Gender and Racial Inequities in Higher Education Career Paths

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• Progress of women in academia:

Academic women representation doubled from 17% in the 1990s (Slack et al., 1996) to 34% in early 2010s (NASPAA, 2013), and 36% in late 2010s (Scutelnicu et al., 2018)

• Highest under-representation is in higher academic ranks and leadership positions (Sabharwal, 2013)
• 1 in 4 full professors is a woman (Todoran, 2024)
• 1 in 4 chairs or deans is a woman (Todoran, 2024)
Research Aims

• **How and why do faculty members differ in their academic and leadership career paths based on their gender, race, and the intersection of gender and race?**

• Original data coming from over 600 surveys and 40 interviews of faculty members in public affairs programs in 2017 and 2021
Tenure & Promotion Process

- Fairly clear expectations/guidelines:
  - Timeline: minimum years of probation
  - Mid-tenure review, annual evals
  - Not quite a transparent process
  - Internal process w external letters
  - Post-tenure promotion is not a given
  - Raise varies: $3,000-$20,000
<table>
<thead>
<tr>
<th>Research</th>
<th>Pre-Tenure</th>
<th>Post Tenure</th>
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<tbody>
<tr>
<td>Reputation</td>
<td>National</td>
<td>International</td>
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<tr>
<td>Quantity of Publications</td>
<td>Quantity of publications is valued over quality. Expectations for minimum number of publications that range from 1-2 refereed articles per year at R1 institutions to 2-5 publications during pre-tenure years at teaching-oriented universities. Preference is given to refereed articles; book chapters and other publications can help. Single and first-author publications expected.</td>
<td>Research productivity is similar to pre-tenure requirements, but the expectation is to demonstrate the contribution of one’s research to the field. Both refereed articles and books are valued/expected. Book chapters and other publications always help. Faculty are expected to also engage in applied research. Order of authors not as important.</td>
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<tr>
<td>Quality of Publications</td>
<td>Expectation to publish in refereed journals. Publishing in top tier journals is a plus but not expected.</td>
<td>Quality of publications is valued over quantity. Publishing in top tier journals is expected. Impact of scholarship is evaluated through the number of citations, downloads, views and other altmetrics. More value placed on quantitative over qualitative methods in publications.</td>
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<td>External Letters</td>
<td>An increased expectations to have external letters.</td>
<td>External letters are critical.</td>
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<td>Scholarly Recognitions</td>
<td>Awards of any kind are helpful but not expected.</td>
<td>National awards are expected.</td>
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<td>Grants</td>
<td>Not expected.</td>
<td>Expected.</td>
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<td>Conference Presentations</td>
<td>At least 1 presentation a year is expected.</td>
<td>Conference presentations are expected. Invited talks and guest lectures are also valued.</td>
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<tr>
<td>Theses/Dissertation Advisor</td>
<td>Not expected but a plus.</td>
<td>Expected.</td>
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Research

- Women publish refereed articles at 52% of men’s rate
- FOC publish refereed article at 74% of white faculty’s rate
- Their area of research is not valued by colleagues, editors & reviewers
- Women publish in lower ranked journals & have lower citation counts
- Women are held to higher research standards than men
Teaching Contributions

- Student teaching evaluations
- Peer observations
- Gendered patterns: women are held to higher teaching & advising standards by peers and students when compared to men
- Teaching loads are fairly similar
- Teaching has become more important in tenure decisions than in the past
<table>
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<th>Service Criteria</th>
<th>Pre-Tenure</th>
<th>Post Tenure</th>
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<tbody>
<tr>
<td><strong>Service Reputation</strong></td>
<td>Internal</td>
<td>Internal and External</td>
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<tr>
<td><strong>Internal Service</strong></td>
<td>Service requirements at the departmental and/or school level. With few exceptions junior faculty are protected from engaging in major service assignments.</td>
<td>Service is expected at all university levels (department/school, college, and university). Leadership roles in service are expected. Many faculty occupy administrative roles such as program directors and chairs. Service load for faculty increases significantly.</td>
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<td><strong>External Service</strong></td>
<td>Professional and community service is not expected but it's a plus.</td>
<td>Faculty are expected to engage in professional service such as serving as journal reviewers, serving on journal editorial boards, serving as editors, occupying leadership roles on the boards of professional associations, and serving as external accreditation reviewers and grant reviewers. Community service is also expected.</td>
</tr>
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Service Contributions

- **Gendered patterns:** women are held to higher standards & penalized for saying ‘no’ to service – unwritten rules of tenure
- WOC have the highest service load
- Invisible emotional labor
- Mentoring & professional networks play a key role
- Faculty value areas of the academy differently
Conclusion

- Research contributions – both quantity & quality/impact
- High quality publications
- Tenure-track faculty work more hours per week than mid-career faculty
- WOC engage in service more than anyone else
- Double penalty for women who are parents
- Higher research and service standards for women & faculty from under-represented groups
Recommendations

• Clear standards for tenure & promotion
• Faculty should reduce their service responsibilities
• Better time management to include research into one’s weekly schedules
• Gatekeepers should be more inclusive & diversify type & method of research
• Cite women’s work
• More collaboration opportunities
• Better research support for faculty
• Childcare support
• Overall career goal: promotion to full professor
Thank You!

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