

Improving the Campus Environment for Women

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Chancellor's Committee on Women**

Improving the Campus Environment for Women: Priority Action Items

During Spring semester, 2005, the Chancellor's Committee on Women (CCW) conducted a study of the campus environment for women. This study was intended to uncover some of the issues facing women on the Boulder campus, but also to generate ideas about how to address them. Through a series of meetings with women in different roles – faculty, staff, graduate students, undergraduate students – we attempted to understand how women assess the campus environment, the issues they face, the strategies they have followed to address them, and the changes they would like to see made to campus that will make it a better place to study and work. Over 200 women participated in these meetings, and several dozen other women contributed their thoughts and suggestions via e-mail, telephone calls, and other personal communications. In these exchanges, women imagined themselves as change agents who could make valuable contributions to improving the campus. The suggestions we report include a mix of actions that can be implemented relatively easily, as well as suggestions that require more fundamental culture change. In leading to improvements in the campus environment for women, these suggestions hold the potential to improve the campus as a place for everyone.

The report summarizes the comments and suggestions made in the meetings and in personal communications. The main issues facing women include: the need for flexibility to maintain work-life balance, the absence of childcare facilities on campus, building and campus safety, lack of information about policies and inconsistent application of them, the need for professional development opportunities, and a need to address disrespectful behaviors. In addition, it is very difficult to distribute information on the Boulder campus; this means that women often feel isolated and uncertain as to the resources available to them.

Priority Action Items:

In order to address the issues raised by women, we have identified priority action items. These are items that seem to be most important for the women and where some movement toward addressing these issues can be made in the short term. In offering these suggestions, however, we want to be clear that women would like to see progress made on other issues raised in the meetings but that might not be of such high priority. Morale on campus is very low, and a great deal of skepticism was expressed about the Administration's commitment to making changes that might disrupt gendered practices and behaviors. We believe that by initiating action on these priority items, it will be possible to demonstrate a commitment to improving the campus as a place that is safe, welcoming, and inclusive of all. To demonstrate that commitment, a timeline for implementation of these suggestions should be developed; in cases where a timeline cannot be specified, clear indications of how the campus administration has responded should be made public.

The list is unordered. More detail about each issue and recommendation is provided in the body of the report.

- Improve campus and building safety by ensuring that buildings are secure and by distributing information about campus crimes.
- Study the possibility of moving to a flexible tenure clock that is linked to caring responsibilities.
- Support flexible work hours for staff. Develop guidelines for the flexible work hours and job sharing
- Clarify policies surrounding family and medical leave. Develop a guide that discusses these policies and identifies campus resources.
- Re-evaluate the potential for a campus childcare facility. And then act on the recommendation.
- Institute mandatory training for Chairs and Directors about issues related to gender and to caring responsibilities. Make Chairs and Directors become responsible for climate (including family and medical leave) issues in their units.
- Institute professional development and mentoring opportunities for staff and for faculty who are not in tenure-stream lines.
- Allow staff to use their tuition waivers for all degree-related courses.
- Allow staff to take ESL courses on campus.
- Provide training opportunities for graduate students about how to interact with disruptive behaviors.
- Support a culture of recognition and respect. This involves greater acknowledgement of the important and diverse contributions made by individuals at the unit, college, division, and campus level.
- Clarify and make known the resources available to individuals who feel they have been mistreated or who have grievances.
- Encourage men to become part of the solution to gender issues on campus. Extend the recommendations made by Jackson Katz beyond Student Affairs.
- Institute training courses for graduate students on dealing with gender issues in the classroom as part of the Graduate Teacher Program.
- Develop an “A to Z” with information for graduate students about their concerns and resources available to them.
- Develop an “A to Z” for faculty and supervisors about advising graduate students.
- Standardize pay, class size and workloads for TAs across campus.
- Develop a mandatory first year experience course for undergraduates that addresses issues of gender, race, sexual orientation, sexual violence. It should also teach and model respectful behavior. The course should be rigorous and carry academic credit.
- Discount the rates of e-memos for student organizations that address climate issues. They are an effective way of distributing information to students.

Improving the Campus Environment for Women: Preliminary Report

BACKGROUND

This study of the campus environment and climate for women was initiated in August 2004. At that time, President Elizabeth Hoffman held a series of meetings with women on campus to address concerns stemming from the Title IX lawsuit and the storm of publicity about the campus. In those meetings, women raised concerns about the campus climate that extended beyond the football program. President Hoffman asked then-Chancellor Bynny to initiate a task force to study climate issues for faculty women; Chancellor Bynny assigned this task to the Chancellor's Committee on Women (CCW).

CCW took on the task of assessing the environment for women, but made two important decisions. The first was to expand the scope of the study beyond women on the faculty; CCW represents all women on campus, and we wanted the study to reflect its broad remit. Second, CCW decided to focus on identifying solutions and actions that could improve the campus environment, rather than simply rehashing the issues that confront women. The Status of Women reports have documented many of these issues, and CCW felt it was necessary to shift focus to action items. As will be seen, many of the issues the women want addressed will improve the campus environment for everyone.

PROCEDURES

The study was organized around a series of meetings with women in different roles on campus and included faculty, staff and students. In February and March, 2005, CCW convened over 30 meetings attended by over 200 women to solicit ideas about the issues facing women and about ways they could be addressed. In addition, we asked for comments via e-mail, telephone calls, and other personal communications. In all cases, the key question asked was: "If you were in a position of power, what two things would you do to address the issues that have been raised? One of the steps you would take must not cost much or must be something we could implement in the short term." The intent was to move women out of their daily work roles and to imagine themselves as change agents. The qualification about resources reflected two feelings: 1) that there will not be an influx of resources to implement climate change, and 2) that it is important to identify steps where we can see action quickly. Morale on campus is quite low, and it seemed important to identify some changes that can be implemented quickly but that demonstrate a commitment to broader, fundamental changes to improve the campus environment for women.

While we have tried to reach as many women as possible, we know that certain voices and perspectives are not well represented here. For example, the meetings for faculty of color and for LGBT communities were scheduled just as the Churchill case reached a crescendo and the racist incidents on campus occurred; it seems that many individuals were involved in activism around those events and were not able to attend the meetings scheduled by CCW. Time constraints meant the meetings were not rescheduled. Similarly, the meetings with Laotian- and Spanish-speaking employees were difficult to schedule. Before any actions are

taken, we must be sure to gain the input from communities that were not well-represented in these meetings.

In writing this report, we have not attempted to filter out either the issues raised by women or their suggestions. As such, this report includes comments that individual members of CCW will not support. In some cases, participants in meetings may have partial or incorrect information that we have not been able to identify. In addition, we have not attempted to prioritize actions. We report these comments as a starting point for discussion and the development of strategies to improve the campus environment for women.

Meetings were facilitated by members of CCW, Staff Council, and the United Government of Graduate Students. The Office of Diversity and Equity and the Department of Human Resources provided staff support. LEAP provided financial support.

OVERALL ASSESSMENT OF CLIMATE

Many of the comments made here apply to all members of the campus community, but they may take particular importance in the context of a climate that many believe is still characterized by networks of influence that are gendered and a general clubiness between senior men in powerful positions, positions in which women are largely absent.

1. Morale is low and there is a feeling that nothing will come of this process. Between the budget situation, negative publicity in the media, a history of compiling reports and not enacting substantive change, and the number of interim leadership positions, people are pretty skeptical. They note that the university is good at advertising the achievements of women –e.g., the front page of the web-site—but does not do much proactively to change the climate.
2. There is a widespread concern that the campus does not live up to the ideals of an institution of higher education, and in particular, an institution devoted to liberal education. Those ideals would include meritocracy, fair play, an interest in the development of all people, a concern for the whole person (rather than skill sets), and a culture of respect.
3. There is a feeling that the Boulder campus remains an “old boys’ club” in important ways; this feeling is strongest amongst faculty and staff, with few students making this comment. Particularly when it comes to hiring and promotion, there is a sense that the campus wants to reproduce itself and shies away from bolder initiatives that might challenge the networks of power and influence that operate on the campus. While this was most often expressed in terms of an old boys’ network, there was also a sense of “Boulder exceptionalism” – a feeling that the Boulder campus sees itself as unique and thus cannot learn or benefit from what other universities have developed.
4. Feelings of isolation and of a lack of community were common. There is a feeling that everyone is out for her- or himself. This is more than just a reaction to budgets, but a feeling that the campus administration has fostered a climate of competition that works against collaboration. There is little incentive to cooperate, to build community, or to recognize the varied contributions that people across campus make.

5. The campus does little to foster the career development of the people who work here. This is perhaps expressed most strongly amongst staff members, who are very unhappy at the removal of leadership and development programs that helped them learn about the campus and that provided training and experiences that would be useful as they sought new career opportunities on campus. In combination with the feeling that men were more likely to be mentored for promotion and that gendered hiring networks operate, this is a serious concern. While this issue was raised at almost every meeting with staff, it was also raised by members of the faculty, including instructors and research faculty.
6. Work/life balance was mentioned by almost everyone. There were several issues raised in this regard, including the difficulty of setting limits on work, childcare availability, unclear rules and expectations surrounding family leave, and partner hires.
7. Unacceptable behaviors on the part of co-workers, supervisors, and students were mentioned frequently. In part, this is related to the general lack of respect on campus, but in some cases, it goes beyond lack of respect to bullying and harassment.
8. It is very difficult to disseminate information on campus. There are policies in place to address some of the issues raised in the meetings, but participants often did not know about them. Furthermore, these policies are inconsistently applied, suggesting that department chairs and supervisors do not know about the policies, either. And many women were surprised that they were not the only ones experiencing problems, suggesting that there are barriers to the flow of information between women, as well.
9. Campus safety remains a pressing concern. As resources have become tighter, building and campus security seems to have been reduced. Campus safety was raised in many meetings, and it is an issue that women are tired of having to raise. It is time for the campus to take this seriously.

GENERAL SUGGESTIONS AND RECOMMENDATIONS

The recommendations made here are general and would require more specific actions to address. We raise these issues, however, because they cross-cut the divisions between faculty, staff and students. More specific suggestions are provided in subsequent sections.

1. Change needs to be modeled from the top, meaning that the Chancellor, Provost, Deans, Department Chairs, Institute Directors, and Supervisors need to model good practice and assume responsibility for the climate in their units. While some participants in the meetings suggested that steps to improve the climate be an explicit part of leaders' annual evaluations, there was a broader consensus on the need for on-going training on climate issues, campus policies, and the importance of taking responsibility for climate in units. Training would be in two key areas: policy (especially related to family leave) and in recognizing and addressing climate issues.
2. A common theme in the more specific recommendations detailed below is the need for greater flexibility. For many reasons, the campus has assumed an audit mentality related to every aspect of our work. While recognizing the need for accountability, faculty and staff felt that strict accounting had gone too far, thereby handcuffing our ability to do our jobs. Furthermore, issues of fairness arise, since not everyone's

- situation is the same; employment law cases provide good examples of the ways in which inflexible rules actually expose the university to legal risk because of the gendered implications of some of those rules. Flexible work hours and flexible tenure clocks linked to caring responsibilities are two instances that experience from other universities shows improves the campus work environment, improves retention of valued faculty and staff, and that reduces the campus's exposure to gender bias lawsuits. We realize that flexible employment may not be available in all positions or in all departments, but the campus can begin to identify the conditions and settings in which it could be made available.
3. The campus needs to provide an expanded range of childcare options. In 2001, Human Resources chaired a task force that conducted a study on this topic. They found that campus childcare was feasible, if it were not subsidized. The campus needs to revisit this issue, as it has become even more pressing with the passage of time. As housing costs rise in the areas surrounding Boulder, new faculty and staff live farther and farther away. Balancing work and childcare becomes more difficult under these circumstances. In addition, as more families live in school districts that are not linked to the campus schedule, more work time is missed¹. Childcare linked to the campus schedule can more easily address these concerns.
 4. The campus needs to foster a climate of recognition, reward, and respect. Top businesses around the country have realized the importance of recognition at all job classifications; it is time the campus do so as well. Recognition need not be expensive; it can range from simply saying "thank you", to plaques, to more substantive rewards. It is *not* limited to an annual ice cream social or lunch. As an example, see Human Resources "Supervisor's Guide to Motivating Employees" at <http://www.colorado.edu/humres/managers/SGMotivatingEmployees.html?a=6>
 5. Related to the above point, the campus needs to understand, recognize, and value the contributions of the people who work here beyond the tenure track faculty. It is not true that the university is run by the faculty, as is sometimes claimed; it runs because of the efforts of an extraordinary number of women, only a fraction of whom are tenure track members of the faculty or are in leadership positions.
 6. The campus needs to find better strategies for disseminating information. Rather than relying on one format – such as administrative e-memos – multiple and repeated strategies should be implemented (e.g., administrative e-memos, Buff Bulletins, memos to department chairs, advertising on the webmail login, etc).
 7. Campus and building security needs to be addressed. This involves a concerted effort to provide information about threats on campus, such as informing people when incidents have occurred and reminders to secure doors and windows. There is a casual attitude to security on campus, and many people find reduced access to be inconvenient. Improving safety, then, requires changes to attitudes, as well as to buildings and physical infrastructure.
 8. There is some controversy about the role that men should play in addressing the issues raised in this report; this reflects empowerment debates generally. Across the board, however, there was support for encouraging men to take some responsibility for the behaviors of other men and for creating a climate that is often unreceptive to concerns related to gender, sexuality, and race. The Jackson Katz seminars and workshops were widely praised. The campus needs to find a way to implement some of the suggestions put forward by Katz, and to take seriously the role of men in addressing the problems women face. And given the gendered power structure of

the university, men will have to take a leading role in implementing change and in ensuring that procedures and recommendations are followed.

In the following sections of the report, we present a more detailed discussion of the issues facing women and the suggestions made to address these concerns. We start with a discussion of safety issues, and then discuss specific concerns raised by faculty, staff and students.

BUILDING SECURITY AND CAMPUS SAFETY

This issue as raised by every group. As noted previously, women think it is past time for the campus to take firm action on safety issues.

Issues

- Buildings are unlocked on weekends and late at night to accommodate Continuing Education classes, classes offered by other entities that pay rent, and sometimes to accommodate student needs to access equipment, such as in laboratories. Many women report feeling insecure, but that they are trapped by demands of instructors, supervisors, and the ways in which work is organized (e.g., women in some research programs and custodial staff are obliged to work late at night and on weekends).
- Some building entrances are framed by thick bushes that limit visibility.
- Some parts of campus are not well-lighted. This is a particular issue on the older parts of campus and in areas that do not have high traffic.
- Problems in building security are not reported by police to departments, etc. Women cannot plan to be safe if we do not know what and where the problems are.
- There are not enough escorts for Night Walk/Night Ride program.
- Building and campus safety issues often seem directed only to students, when many members of the faculty and staff also work on campus at night and on weekends.
- Safety is a concern during semester breaks. Buildings remain open regular hours, and staff feel concerned about safety when alone in the buildings.
- Reporting victimization requires going through many levels and repeating the story multiple times. This causes additional suffering and discourages individuals from reporting problems.
- Parking is often remote and poorly lit. The campus-wide emphasis on taking public transportation has certain advantages, but it overlooks the other demands on women, which often mean they need to work late at night.

Recommendations

- Provide information on assaults, prowlers, and so forth to departments when they occur. A frequently updated map or a public database could be produced to indicate where problems have occurred.
- Ensure doors and accessible windows (e.g., on fire escapes) are locked.
- Check landscaping to ensure visibility.
- Do a survey of lighting and improve it in problem areas.

- Advertise a phone number so that people can report outages on lights. This might also be put right on the pole.
- As buildings are converted to swipe cards for keys, students enrolled in classes requiring access after hours can be granted access.
- Chairs, supervisors, and faculty need to be aware that when they have expectations of people to work late at night or on weekends, they put students and employees at risk. They need to be educated on the problems of safety, but also on ways that work can be restructured or on the precautions *they* need to take to ensure the safety of students, employees, and faculty.
- Funding for building improvements need to be provided by Facilities Management or from the campus level ICR, rather than departments.
- Emergency phones need to be tested frequently, and in some cases, relocated.
- Remember that East Campus is part of the campus.
- Expand the Night Walk/Night Right program for all members of the university community.
- Return the Office of Victim Assistance the fully-funded, fully-staffed level it was at before the budget cuts of the past few years.
- Streamline the reporting process. Have the multiple groups that require information meet to identify the kinds of information they need and to develop a way to get as much information as possible from the first meeting.
- Implement restorative justice procedures.
- Improve the accessibility and lighting of campus parking.

FACULTY CONCERNS AND RECOMMENDATIONS

In many ways, the faculty are calling for a new model of a professor, one that recognizes the realities of our lives, rather than what Joan Williams terms the “ideal worker” who works without obligation to family, community, or personal life, who is mobile, who requires no recognition, and who is satisfied to stay at a particular task or station throughout a career. The faculty recommend changes that recognize our families, our lives in our communities, and obligations to a broader society. We ask for a model of a worker who will be loyal to the department and to the university, but who still expects recognition and reward. We ask to be treated with respect and to recognize that our needs and abilities to work in particular ways will change through our life and career courses. And we ask to be safe from physical and verbal abuse.

When talking about “faculty”, most people assume we are talking about 9 month, tenure-stream faculty. In fact, a host of employment contracts are also included as faculty: 12 month research professors, librarians, research assistants and PRAs, instructors on multi-year contracts and ad hoc instructors.

Awareness and consciousness of climate issues

Issues

- Participants in our meetings noted that well-meaning people are often oblivious to problems of gender bias. A host of studies have documented the same phenomenon. Raising these issues in retreats or faculty meetings is very difficult, particularly if it is a woman, a feminist, or a pre-tenured colleague who feels the issue requires discussion.
- The campus seems to have an attitude that simply hiring women and complying with equal employment opportunity regulations is enough to address climate issues. Climate, however, is best addressed through attitude changes that involve openness to a diverse workforce. The simple fact of hiring of women and people of color is *necessary*, but is not *sufficient* to effect climate change.
- There is concern that some departments do not face the same scrutiny with regard to climate issues as do others. There is a feeling that departments with powerful department chairs, good reputations, or close relations with administrators can get away with unfair or discriminatory practices.
- Sometimes gender bias is not subtle, resulting in behaviors that are often threatening, bullying, or harassing. There should be no place for this in an institution charged with imparting a liberal education.
- The disrespect shown to women who are members of the administrative staff affects the ways in which women who are members of the faculty are treated.

Recommendations

- Culture change needs to come from the top. Campus officers must model practices that enhance a feeling of receptiveness to women and to families and must accept responsibility for creating a better environment.
- There should be mandatory training for deans, department chairs, institute directors, and other campus officials so that they can learn the issues surrounding gender bias, learn to recognize it, and understand why it is in the interest of everyone to address it. This training should include strategies for addressing gender bias and resources to help them in this task.
- There should be a campus resource for people who feel that climate issues in departments or other units need to be addressed. The Ombuds office is not currently structured to allow this and the Office of Diversity and Equity does not have the resources to mediate discussions in departments about the kinds of strategies they can follow to improve departmental climates.
- Develop and disseminate clear procedures on how discrimination claims should be addressed.
- The new campus policies on harassment are an important step, and the campus needs to ensure the policies are enforced. This will require widespread distribution of the policies and training. The model of the sexual harassment training was frequently mentioned.
- Establish “reorientation” meetings. Many of the issues that were raised in the meetings may have been covered in the orientation meetings for new faculty. The needs of faculty change, however. It would be useful to offer meetings once or twice

- a year on specific topics – e.g, family leave, retention, mentoring options, etc – much as is done for retirement planning.
- Provide more forums for faculty to address specific issues, or even just to learn the strategies individuals have developed to deal with them – e.g., work-life balance, issues facing mid-career faculty, etc. These forums should provide opportunities to hear other people’s stories of coping, as well as providing opportunities for other kinds of interactions.

Hiring, mentoring, retention and promotion

Issues

- Despite guidelines for open hiring at the campus level, several instances were reported of relying on personal networks to hire candidates who will not disrupt the gender balance in departments or who will not challenge gender biases. As one woman noted, “Hiring is about reproducing ourselves.” In some colleges, the hiring process is not open to people who are not on the search committee, extending in some cases to the point where faculty do not know that searches are being conducted in their research fields.
- Women still appear to enter with poor start up and salary packages relative to similarly qualified male candidates, although there does not appear to have been an equity study along the lines of the MIT study for women on this campus.
- There seems to be no clear and consistently followed process for retention offers. Given this is the way most raises and resources are gained, close attention needs to be given to whether there is gender bias. Several stories suggest that men are more likely to get pre-emptive retention offers than are women.
- Although mentoring programs are required for pre-tenure faculty, some departments do not have them, and there is a considerable diversity in the way the programs are implemented. While this diversity may be appropriate, reflecting varied disciplinary cultures that operate on this campus, it appears that many women are not provided with adequate mentoring. This may be particularly acute for women with families, as they may not be able to participate in the informal mentoring situations that often occur outside the regular work day.
- Instructors, RAs, and PRAs lack access to formal mentoring. Even if they intend to remain in those kinds of lines, they still require help with developing a career path and with identifying resources for problem-solving.
- Women post-tenure feel part of an academic “sandwich generation” that is isolating and unproductive. Associate professors, in particular, feel they have an extra burden as they take on mentoring responsibilities and additional service work. This comes at a time in the life course where they are also sandwiched by caring responsibilities with their families. As such, they do caring work in their departments and at home. Because of their position in departments (e.g., one of a handful of tenured women), they may feel unable to talk freely about the issues they face with pre-tenured women.
- There is a sense that women and people of color are more likely than men to be hired in “irregular” faculty lines (e.g., joint appointments, appointment without PhD,

in programs without tenure lines). These people feel even more uncertain with regard to tenure, mentoring, and career development than do people in regular faculty lines.

Recommendations

- Empower the Office of Diversity and Equity or some similar office to enforce recruiting and search procedures. This is more than meeting with the search committee at the beginning of a search; it would also involve collecting information about the candidates who applied, who were brought for interviews, and hiring decisions. This information should be monitored to identify units where there appears to be evidence of gender bias in hiring. This office should also serve as a mediator for concerns about unfair hiring practices.
- Deans and higher-level administrators need to ensure that decision-making in hiring and retention is transparent. This requires collecting information and input from faculty, rather than just from department chairs.
- Evaluate the effectiveness of mentoring programs. This would involve more than simply collecting the description of mentoring programs, but talking with pre-tenured faculty about their effectiveness.
- Identify mentors for faculty nationally if suitable mentors are not available in departments.
- Initiate a MIT-style study of start up packages and resource distribution on campus.
- Institute the option of mentoring for instructors, RAs and PRAs, along the lines of the LEAP coaching.
- Initiate a forum or set of informal gatherings for post-tenure women to meet, to discuss problems, and to reduce isolation.
- Women need to ask for more.
- Memoranda of Understanding need to be carefully crafted for faculty in irregular lines, with particular attention given to tenure and promotion standards, mentoring, and processes for faculty to raise issues and concerns.

Family Leave and Caring Responsibilities

Issues

- While there are campus policies with regard to family leave, chairs often do not know the policies or they implement those policies inconsistently. The inconsistency is between and within departments.
- Some feel warned off of taking leave, having been told they were getting “special advantages.”
- All 12-month faculty across the university system have one policy, but it seems better designed for those on soft money or in research positions. The system does not work for Libraries because the nature and time demands of these faculty appointments are so different.
- It is not clear how senior instructors are covered – or whether they are.

- People often have to negotiate leave at a time when they are most vulnerable (e.g., a pre-tenured woman)
- The maximum number of leaves (2) is a gendered limit, with implication that women can have two children while men can have more.
- Departments are not given resources to cover teaching of people taking family leave, making them less accommodating than they might otherwise be.

Recommendations

- Check to insure that policies are clear and consistent; post them on the Faculty Affairs web site.
- Offer mandatory training (and re-training) for chairs, directors, and supervisors
- Explore and implement some of the strategies of other universities, such as the California system and Michigan, including flexible tenure, differentiated workload linked to caring, and paid family leave.
- Centralize resources to give to departments so that teaching and other needs are covered. Experience from other universities suggests that if there are not resources like this, department chairs will be reluctant to grant mandatory leave and faculty will be wary of retaliation.
- Establish some entity within Faculty Affairs or the Office of Diversity and Equity that manages the family leave policy. This would be the point of contact for people requesting leave, to reduce vulnerability.
- Evaluate the possibility of moving to a flexible tenure clock linked to caring responsibilities. If this is done, clearer standards for tenure and for evaluating research and service need to be established.
- Develop a campus level “survival guide” related to family policies, resources, and strategies. A list-serve for people dealing with family issues could help to distribute information and to share coping strategies.

Childcare

Issues

- There is a shortage of childcare in Boulder County and for faculty and staff at CU.
- On-site childcare facilities should make it easier to combine work and family responsibilities. This is particularly important, as people live farther away from Boulder.
- Childcare facilities could be an important recruiting and retention tool.
- There is no back up for faculty and staff when their children are sick and cannot attend day care.

Recommendations

- Build an on-campus childcare facility for faculty, staff, and students. It will probably be expensive, but studies from other universities demonstrate its cost-effectiveness

- in terms of faculty's and staff's ability to come back to work earlier, productivity, and retention.
- Set up corporate accounts with services that provide in-home childcare for sick children. Individuals are responsible for paying the cost of the childcare, but the account needs to be set up.

Partner hires and dual career issues

Issues

- There is a real disincentive to offer positions to people whose partners are also academics or scientists. Departments often have to pay part of the line for a partner hire, it is complicated for chairs to negotiate the deals (particularly if the partner would be housed in a different unit), and future colleagues often feel they have “given up” an FTE, resources, or a potential colleague who might work in their area. This is despite the evidence that partner hires often result in colleagues who stay longer, feel gratitude and loyalty to the institution, and who are often some of our most productive colleagues.
- If a partner is hired into a soft money, instructor, or part-time position, it is often difficult to change the position down the road, even when the partner's qualifications have been demonstrated. In a reversal of the logic that holds in the hiring decision, departments seem to take the position that it is not in their interests to regularize the partner's employment, since they already get the benefits of that person as a colleague.
- Dual career couples often feel disadvantaged when negotiating for raises. They feel gratitude for the opportunities they have been given, but also feel they are taken advantage of. They also face difficulties in getting departments to live up to obligations.
- There is no consistency in the ways that partner hires are handled within departments, never mind between them. Too much relies on personal relationships with chairs.

Recommendations

- Collect better information about the numbers of partner hires, the kinds of positions partners go into, and about retention. This information should be useful in demonstrating how important partner hires can be, and why they are a good value, rather than a cost to departments and the campus.
- Develop a list-serve or some resource for partners already on campus. This could be used to help people learn of strategies for dealing with the issues related to dual careers. It could also serve as a resource for those people who are considering a position at CU.
- A central resource for facilitating partner hires should be established, perhaps like the resource for working with family leave policies. This might reduce the burden on department chairs who must scramble to find positions for partners.

- Develop a protocol or list of suggestions for dealing with partner hires and educate chairs and deans about it.
- Retain some FTEs for partner hires, and ensure that they will not come at the cost of future hires for departments. This would be akin to the central resources to deal with family leave.
- There should be a page on the campus web-site that lists faculty (including instructors and soft money) hires. This site could be referenced on all job ads, so that prospective applicants can see what might be available for partners. Ohio State does something like this.
- Make opportunities for faculty development available to partners who are in instructor or soft money lines. Provide recognition for their work and opportunities to move into regular lines in the future.

Research Faculty, Research Associates and Professional Research Assistants

Issues

- People in these positions do a lot of work in teaching and service that is not recognized
- They feel isolated beyond the specific research program in which they work.
- University bureaucracy and systems beyond the program are very difficult to navigate.
- Being on soft money is very stressful. There is need for a safety net system of some sort
- There is no career track or mentoring for people in these positions. This reinforces the feeling that the university does not appreciate the contributions they make.
- They often are not respected, and this lack of respect comes from all sides. In part, this is because other people do not seem to know how they fit into the university.
- The university and the people in it seem to take the position that people on soft money, research associates and PRAs will not be in the university for long. This overlooks the fact that many people in these positions are partner hires or that they have made long-term commitments to the university and Boulder community.

Recommendations

- Institute networking and socializing opportunities to help build community. This could start with a website or list-serv.
- Provide career development and mentoring opportunities.
- Recognize the contributions beyond research made by people in these positions, and have raises reflect that.
- Explore the possibility of implementing a safety net to carry people for a month or two while new grants come in. This would be an expansion of the process for research professors.

Part-time faculty

Issues

- Tenure expectations are not at all clear. The teaching side is relatively straightforward, but many seem to have the impression that their service and research will be evaluated on the same terms as other faculty.
- Once a person moves to a part-time position (e.g., to accommodate a child or as part of a partner hire), it is almost impossible to move back to full-time when circumstances change.
- Research support, access to campus opportunities, and so forth is uneven or not clearly understood. Some programs seem to have been set up with the assumption that all faculty are full-time.

Recommendations

- Tenure standards need to be clarified. People on a 50% FTE should not be expected to do the research of someone employed full-time.
- Chairs, deans, and evaluation committees need to be trained to know how to handle these cases.

Instructors

Issues

- Universally, instructors feel unappreciated and underutilized. They feel that they are at best seen as second-class, and more likely viewed as somehow defective. They comment that almost everyone on campus treats them as though they must have some “problem” that meant they could not be successful as a member of tenure track faculty. While many instructors are quite happy with being an instructor (e.g., they want to pour their energy and hearts into teaching, or they feel that it is not possible to make tenure and to be a good parent), they also want to be treated with respect. In many cases, they chose to be instructors; that choice does not represent a deficiency in them.
- There is no career track within the instructor rank. Once one reaches a senior instructor level, there is nothing more to look forward to beyond another 30 years of teaching. There is no mentoring to help them develop or to find new ways to do their work of serving the students and the university. Several women noted that the LEAP program is not available for instructors, other than on a case by case basis.
- There is no support for research by instructors, even though many instructors do research. Support seems to be at the discretion of department chairs.
- There are not clearly defined standards and procedures for promotion to senior instructor.
- The Instructors’ Bill of Rights is only a list of recommendations, not policy.
- Voting rights in departments are not consistent.
- Family leave and sick leave policies for instructors are not clear.
- Many instructors would like to do more service, but also need to be recognized and paid for it. They point out that service demands on campus are increasing at the

same time that other faculty are stretched and lines go longer before being replaced. Appropriately compensated instructors could fill that void.

Recommendations

- Develop clear and consistent guidelines as to leave policy, voting rules, salary and promotion standards.
- Develop a sense of community for instructors, perhaps through social gatherings or through discussion groups.
- The upper administration should recognize and respect the amount of teaching that instructors do. Instructors recognize the political pressures regarding the importance of tenure-track faculty members teaching, but that should not mean devaloring or overlooking the contributions of instructors.
- Allow instructors to take on service, but with compensation (such as reduced teaching load).
- Develop a teaching award for instructors, perhaps administered through the BFA.
- Longer contracts would allow more career development.
- Develop a system that allows a faculty member to move in and out of the tenure stream. Some women want to step out of the tenure stream and remove publication pressure when children are young, but they also want to remain active and important members of the university through their teaching and service. They should be allowed to move back into the tenure stream.

Teaching and Relations with Students

Issues

- Students often want warm, fuzzy relations with women faculty, and they can become a time sink.
- Women often face difficulties in setting boundaries with students.
- Senior women experience combined effects of sexism and ageism.

Recommendations

- More mentoring on teaching issues, boundary setting, and strategies for individualized instruction. FTEP could play an important role here.

STAFF CONCERNS AND RECOMMENDATIONS

There are a wide range of jobs and people included in this category, and some of the concerns are specific to particular jobs. That noted, there was remarkable – and disturbing – consistency in the comments made by members of the staff concerning the campus environment, particularly surrounding the issues of professional development and respect. Given the importance of staff in accomplishing the work of the university, great attention

must be given to their concerns. Staff women also talked about the importance of improving campus safety, and their comments were included in the previous section.

Respect and Community

Issues

- Many members of the staff feel powerless, and uncomfortable standing up for themselves or to say “no” when they feel they have been asked to do something that is wrong. They feel the university wants to keep them in their place and are to “just sit down and do what they have been told to do.”
- Staff feel appreciated, but not respected. Flowers on Secretary’s Day do not compensate for rude or disrespectful behavior during the year.
- Many experienced inappropriate behavior on the part of faculty, students, and supervisory staff, including being yelled at and bullied.
- It is not clear where staff can go to deal with problems related to respect.
- At the same time, morale suffers when it seems that staff who are not doing their jobs or who are barriers to accomplishing change are allowed to continue in obstruction.
- The state personnel system is blamed for making it impossible to give recognition for years of service or for doing a good job, but there is a widespread belief that some supervisors are able to get around that. Thus the reward system is uneven across units and departments.
- Issues that staff raise are often dismissed.
- Women feel that they have to behave like a man to take on leadership roles or to be taken seriously.
- Performance evaluations leave room for subjectivity. This is a particular problem for women who raise issues, but who may be seen as “mouthy” or “difficult” because they have done so.
- Meetings with staff are held irregularly, leading to breakdowns in communications.
- Information is often distributed only in English, meaning that Spanish and Laotian-speaking staff do not get important information. This has been a problem in many areas, but is particularly important when people do not know about training possibilities or about scholarships for their children.
- Many staff are concerned about parking issues, including cost, accessibility to work locations, and safety. This is a particular concern for staff who must work at night (e.g., some shifts start at 4:30 am when buses do not run).
- There are no designated break areas for staff that move from building to building as part of their jobs (e.g., custodians).

Recommendations

- Chairs need to be trained in management of staff, policies affecting staff, and in ways to promote a supportive and respectful environment.

- Promote “I can” and “I want it” behavior modeling among staff. Training, meetings, or informal gatherings can be used to enhance feelings of self-worth and respect.
- There needs to be public acknowledgement of the tremendous work being done by staff. This acknowledgement should come from administration and from faculty. It would be nice, for example, if the BFA would institute a service award for staff.
- Recognize the unevenness in award systems across units and give departments some flexibility to reward staff with raises or bonuses.
- Make team building exercises or training sessions available to units. If people feel part of a team, they are less likely to engage in obstructionist and inappropriate behavior.
- The Ombuds office or some other office should provide a setting for staff to raise issues that does not require that they immediately confront their supervisors. Perhaps HR or Labor Relations could provide a confidential forum for women to raise issues and brainstorm solutions. They might also organize support groups for women who are dealing with similar issues.
- There should be an outside review committee that would visit departments where there are many complaints.
- Implement a restorative justice system to deal with problems related to harassment and bullying.
- Have a summit for women staff on leadership, work-life balance, and job-success strategies. Allow staff time to go.
- Do a CU Dialogue on gender.
- Find a way to better communicate with staff. Recognize the differing literacy levels and English capabilities in this. Computer training and access to e-mail needs to be part of this.
- Make sure that important information is distributed in Spanish and Laotian in addition to English.
- Provide more flexibility with regard to the kinds of equipment that staff must use (e.g., vacuums, chairs, etc). Women’s bodies are not men’s bodies.
- Give people who must work early morning or late evening shifts a pay differential to offset the costs of parking.
- Provide access to break areas and/or a locking locker in the buildings where staff work. This would require multiple lockers for staff who work in several buildings.

Staffing and Budget Cuts

Issues

- There is a feeling that the staff has been made to bear the brunt of budget cuts, and that staff reductions and cuts have been used to provide additional resources for faculty. Staff in Facilities Management feel particularly hard pressed.
- There is a gender imbalance in supervisory positions.

- There is a perceived pay inequality for women on campus. This is in part due to the state personnel system and the way it builds gender inequality into salaries, but also because women are not being hired into higher paying positions.
- Policies regarding flex time and so forth are inconsistently applied across departments. The ability to take advantage of opportunities for flexible work, job sharing, and training seem to depend more on personal relationships with supervisors than on the needs or interests of staff or of the unit.
- Staff do a lot of service work that is not part of their job description (e.g., serve on Staff Council, the Sexual Harassment Task Force, etc), but their ability to do it depends entirely on the permission of supervisors. This is very important, as some campus committees *require* the participation of staff (e.g., CCW, Research Misconduct, etc).
- Staff in academic departments face problems responding to all the faculty, each of whom acts as though they are the supervisor of the staff. Faculty generally are not good supervisors, often not knowing the personnel rules that apply to staff.
- Language barriers make it difficult for some staff to learn about important policies, changes in procedures, and to communicate concerns to supervisors.

Recommendations

- Conduct a salary survey to see whether there really is a salary disparity. Also look at who is authorizing pay rates and whether there are any trends or patterns with regard to pay disparities.
- Conduct an analysis of hiring and promotion patterns, particularly with regard to gender and Professional Exempt positions.
- Develop a clear set of guidelines for when flex time is appropriate and for how it should be handled.
- Recognize the important service contributions staff make, and develop guidelines for allowing them to do it as part of their jobs.
- Stop balancing the budget by cutting back on staff or by downgrading positions.
- Ensure that women and people of color are actively recruited for high-level positions.
- Consider a dual reporting structure so that staff in academic units report both to a department chair and to an administrative supervisor.
- More translation services should be provided. The Office of Diversity and Equity is trying to address this need, but more support is required.

Work/Life Balance

Issues

- Most of the issues related to childcare and family leave discussed for faculty apply to staff.
- Affordability and availability of childcare is a much graver concern, however, as salaries for staff are generally lower.

- It can be difficult to find childcare for jobs in the evening, night, or weekends.
- There is often no place for staff women to pump breast milk.
- Flexible work and job sharing arrangements could make it easier to combine work and family, but there are not clear guidelines for when it is possible.
- Different departments and supervisors seem to have different ideas about when and how staff can attend their children's school events, volunteer in classrooms, etc.
- There is little recognition of the need for flexibility in working hours to accommodate caring responsibilities.

Recommendations

- Build a campus childcare facility. To the extent feasible, extend the hours beyond 7-6. This will be important for students, as well.
- Provide a private space in each building where nursing mothers can pump breastmilk. But be sure that it is more than a closet.
- Clarify rules and procedures for attending school functions for children. Be sure supervisors know the rules.
- Benchmark policies and practices against other universities and large companies that actively promote family friendly environments
- Reinstate the coordinator position in Human Resources that was eliminated in past budget cuts.
- Develop guidelines for when flexible work arrangements and job-sharing can be used to accommodate caring responsibilities.

Professional Development: Career Ladders

Issues

- Professional development opportunities are lacking at the campus level.
- There are no clear career ladders available for staff.
- The inconsistency in job descriptions makes it difficult to imagine a career ladder
- Faculty and administrators do not seem to take career development for staff very seriously.

Recommendations

- The campus should document the number of women in supervisory positions and the proportion of them who were able to advance along a career ladder. Use this to identify points where women are blocked and the issues that seem to limit their advancement.
- Departments need to rethink business processes and office structures to improve dynamics and career evolution

- Have departments develop their own version of “Vision 2010” for succession planning. Departments need not be bound by the way things have always been done in the past.
- Engage in targeted recruiting for higher-level staff. Be sure that women and people of color are in the hiring pool and encourage them to apply. Rethink job descriptions when women and people of color do not apply, asking “what is it about this job that seems not to attract a diverse applicant pool?”
- Develop mechanisms for identifying women and people of color with potential for advancement. This seems to be done for white men. Mentor individuals with potential (see below).

Professional Development: Mentoring

Issues

- There is a perceived lack of mentoring for women in staff positions who are interested in career advancement. Women noted that men often have informal mentoring opportunities that seem foreclosed to women.
- Most high level positions are predominately male, so it is difficult to find women to mentor other women.

Recommendations

- Develop mentoring programs for women. Paul Tabolt has endorsed these programs in the past, but we need one specifically for women.
- Upper administrators need to personally mentor women directors and administrators. They need to be held accountable for creating an atmosphere that is supportive of women in administration.
- Implement evaluation procedures for supervisors that include the evaluations of the staff they supervise. Perhaps implement 360 degree evaluations.
- Encourage those men who are good supervisors to mentor other men in “good” masculinity and to provide role models of how to act and lead in ways that do not further gender bias.

Professional Development: Education and Training

Issues

- Training opportunities are not well advertised.
- Many staff report that supervisors will not let them attend training sessions that might be part of their professional development. This seems to be more common with reduced staffing levels. The ability to attend training sessions seems to vary across departments and units.

- The tuition benefit is only applicable for courses that relate to one's job. It is hard to relate all the courses needed for a degree to one's job, and supervisors have to verify that the course is job-related. If the campus or state personnel system requires degrees in order for staff to advance, then the tuition benefit should apply to all degree-related requirements, regardless of whether it applies to an individual's job.
- The leadership development program for staff has been eliminated. Participation from the Boulder campus in the ELP program seems to be limited to faculty.

Recommendations

- Colleges or big administrative units should compile manuals or listings of training opportunities. Arts and Sciences, for example, is doing this now.
- Change the tuition benefit to allow all degree-related courses.
- Make ESL courses available for staff.
- Develop guidelines for training opportunities. This would be in conjunction with the guidelines for flex time and for service.
- Reinstate the leadership training opportunities for staff women.

Professional Development for Supervisors

Issues

- Many supervisors lack training and do not know how to properly manage staff. They often do not know basic policies or apply them inappropriately. Training is really ad hoc at this point.

Recommendations

- There should be mandatory training for supervisors about management and policy. This would require some tailoring, since there are so many different levels and kinds of supervisors across the campus. This training should be repeated so as to ensure that supervisors understand policy changes and new initiatives on campus.
- The HR website has some good resources (e.g., the Supervisor's Guide to Motivating Employees), but they need to be better advertised to supervisors.
- Supervisors who do a good job need to be better recognized and used as mentors for other supervisors.
- There should be upward or 360 degree evaluations, not just top down evaluations.
- Supervisors need to be held accountable when there is harassment in their units. At the same time, they need to be empowered to address it.
- Give supervisors time during their work week to actually supervise employees, to hear the issues employees face, and to evaluate whether the practices they follow really work.

GRADUATE STUDENT CONCERNS AND RECOMMENDATIONS

Graduate students occupy an ambiguous space in the university, often taking on roles similar to those of faculty, but also being students. Graduate students, and women in particular, often feel as though they are powerless to confront issues they face and to effect meaningful change. For women graduate students, costs surrounding fertility, pregnancy and childcare can be overwhelming. At the same time, they are vulnerable to pressures from supervisors and from student demands.

Fertility, Pregnancy and Childcare

Issues

- Insurance only covers 50% of birth control prescriptions.
- Women are more susceptible to some illnesses and may need referrals to practitioners outside of Wardenburg, increasing costs.
- Women are more likely to seek assistance for depression, but the costs of therapy and anti-depressants are only partially covered by insurance.
- Women lose funding when they go on family leave. They may also lose access to campus resources, such as the library and computer labs, if they take leave.
- Supervisors often interpret pregnancy and caring responsibilities as a reduced commitment to scholarship.
- There are privacy issues when using the pharmacy at Wardenburg, because students work there.

Recommendations

- Insurance policies and medical provision for graduate students need to be reworked to ensure that women do not pay a disproportionate amount for regular medical care and for conditions that primarily affect women.
- The campus needs to develop a family policy for graduate students that pays some benefits and that does not cut women off from the resources of the university.
- Faculty need to learn that having a child does not indicate less commitment to scholarship. There should be training for supervisors to learn how to accommodate the caring responsibilities of their students.

Interactions with Supervisors

Issues

Most of these issues reflect the power relationship between supervisors and graduate students that make students very dependent on a personal relationship with the supervisor. Students often feel they risk their careers when they raise issues.

- Advisors in male-dominated fields are not accustomed to dealing with women and the issues women raise. There are particular difficulties in dealing with confidence issues. Lack of confidence is often interpreted as lack of knowledge.

- Supervisors regularly disregard the 20 hour work rule. In some labs, students are expected to be working every evening and on weekends.
- Supervisors fail to respect the need for work-life balance. They seem to think that students *should* be stressed, but do not provide support to deal with stress.
- Men tend to be the “gurus” in many fields, making it difficult to find a woman who can serve as a research mentor.
- There appears to be discrimination in hiring for RA positions.
- There is a locker room mentality in many labs, with comments, physical gestures and other behaviors that are inappropriate. Supervisors are often unresponsive to these climate issues, even when women raise them.
- Resources and avenues for students to talk through issues are not clear. Most require going through the supervisor, even though it may be the supervisor who is the issue.
- Gender bias persists, even though more obvious sexist behaviors have been reduced.

Recommendations

- Graduate orientation sessions should include information on graduate student rights, the 20 hour rule, and should teach the concept that overwork is not necessary.
- Resources for dealing with issues related to supervisors should be made available. Those resources may already exist; if they do, better communication around them is necessary.
- There should be a central information resource for graduate information (e.g., an A to Z webpage).
- More opportunities for graduate students to meet should be made available, including non-alcohol events.
- There should be training for advisors and supervisors who have had problems with students.

Interactions with Undergraduate Students in Classes

Issues

- Undergraduate students often behave in inappropriate ways to graduate students teaching classes. These behaviors range from a lack of respect, to challenging the authority of graduate instructors, to inappropriate sexual comments, to bullying.
- Graduate students who are of different ethnic, racial, or national backgrounds from the students are particularly subject to inappropriate behavior.
- Graduate students feel particularly vulnerable when they accuse students of cheating. Department chairs often do not support the graduate students or pressure the graduate students to withdraw the charges.
- Women often feel physically threatened by students who challenge their authority.

- Anonymous FCQs provide an opportunity for students to make inappropriate remarks. Department chairs and supervisors may not know how to interpret those comments.
- While there is a new classroom behavior policy, graduate students have not been given guidance about it or about how to report problem behaviors.
- There is variation across campus as to what is expected for a 50% teaching assistantship and the amount of pay for the assistantship.
- Graduate students do not know how to handle a crisis in the classroom, and do not know how to regain control of a class once disrespectful behavior has been demonstrated.

Recommendations

- Include classroom behavior issues in the orientation for new undergraduate students. Issues should include the importance of showing respect, the honor code, and so forth.
- Orientation for new graduate students should include training on how to manage classrooms, handle disciplinary cases, and the support for student instructors. The Graduate Teacher Program should regularly offer workshops on these issues.
- Develop a consistent policy for pay, class size, and workload for TAs across campus.
- Initiate a mentoring program for faculty and advanced graduate students to mentor beginning TAs.
- Part of the training of chairs needs to include issues of managing graduate teachers and the importance of supporting them when they encounter problems with students or in the classrooms.
- Create a centralized reporting office for all types of harassment on campus.
- Initiate a self-defense program for graduate students.

UNDERGRADUATE STUDENT CONCERNS AND RECOMMENDATIONS

Students (and indeed most people on campus) are distressed at the negative publicity about the campus, worrying that it cheapens their degrees and lends an impression that none of them are serious students with good training. Athletes have struggled to get a positive message out about the athletic department. Students often feel the administration points the blame at all students, rather than highlighting the accomplishments of the vast majority of students who are serious and who do not cause problems.

Yet the students remain enthusiastic about what the campus offers and the quality of education they earn here. They want more interaction with campus officials, more publicity about the very good work they do in the classroom, the laboratory, and the community, and more resources to help them work with other students to resolve campus problems.

Harassment, Inappropriate Behavior, and the Chilly Climate

Issues

- Students experience inappropriate behavior from a variety of people on campus and are directly affected by a climate that seems insensitive and disrespectful.
- Students who are not misbehaving are tarnished by the behaviors of others and feel defenseless to act.
- Students often do not know about the resources that are available to address these issues.
- There is a lack of diversity on campus, and most students do not know how to interact with difference in ways that are respectful.

Recommendations

- There should be a first year class that addresses issues of gender, race, sex, sexual violence, alcohol, etc. This could be similar to the life skills class that CU student athletes take. It could help students make the transition from high school to college and educate them about the issues they will encounter in their daily lives. The class should have high academic standards, and should be a core requirement. It should be a real class, not an on-line class.
- There should be more advertisements using creative marketing to inform students about resources on campus. For example, messages could be distributed on water bottles, mouse pads, key chains, etc. There could also be banner advertisements on Webmail or on CU Connect.
- There needs to be an increase in the number of diversity scholarships.
- The university should find more ways for students of color to interact with one another and with white students.
- Faculty need to be trained on how to provide a safe learning environment for students. This should include issues surrounding gender, sexuality, and race. Faculty must be more accountable in responding to these issues, far beyond what is possible with a couple of questions on the FCQ form.
- The University should apologize to the African-American students who came to CU for the Big 12 conference meeting. This would send a message to students at CU and across the country.

Residence Halls

Issues

- The residence halls are where first year students interact and come in contact with students from different backgrounds. As such, they are site with the potential for a lot of negative comments and inappropriate behavior, but also for training.

Recommendations

- Provide more opportunities (some voluntary, some non-voluntary) for dealing with diversity issues in the residence halls.
- Enforce expectations about appropriate behavior.
- Use the residence halls as a site for outreach on diversity.

Footnote

¹ This is true even for pre-school children, as many childcare calendars are linked to the school districts in which the facility is located. Boulder Valley schools have co-ordinated their schedules with the campus to some degree (e.g., spring break).