



University of Colorado at Boulder

# **Status of Women Report 2001-2002**

**Table of Contents**

**I. Purpose.....1**

**II. Introduction.....1**

**III. Statistical Data.....2**

**IV. Data from Focus Gro ups – 2000.....4**

**V. Recommendations from Past SOWRs.....5**

**A. Recommendations Systemically Implemented On Campus.....5**

**B. Recommendations Not Systemically Implemented On Campus...7**

**VI. Strategic Action Plan Development.....10**

**VII. Conclusion.....12**

## **I. Purpose**

The purpose of the 2001-2002 Status of Women Report (SOWR) is three-fold:

- To commend the campus administration with regard to the successful implementation of priorities identified in previous SOWRs;
- To highlight policy recommendations that have not been systemically implemented and propose cooperative means to help move these recommendations forward; and
- **To outline steps for the development of a strategic action plan for the campus to address outstanding issues to improve the status of women.**

## **II. Introduction: History of the Chancellor's Committee on Women (CCW) and the Status of Women Report (SOWR)**

The Chancellor's Committee on Women (CCW), established in April 1996, is an informed advocate for all women on campus—classified and unclassified staff; tenure-track and non-tenure track faculty and instructors; undergraduate, graduate, and professional students; and administrators. The committee:

- monitors the status of women on campus
- recommends policy to create significant and positive change
- works to assure justice and equity for women at CU-Boulder.

CCW's five-year history has stimulated and encouraged a number of significant changes at CU-Boulder, many of which were recommendations highlighted in the status of women reports written in 1998, 1999, and 2000. These changes include, among others:

- enhanced data collection and reporting on the status of women;
- an increase in campus-wide diversity efforts;
- expanded promotion and support for the development of mentoring programs for women faculty and staff;
- a new emphasis on continual monitoring and feedback on the campus's sexual harassment policy, and revisions to that policy; and
- the initiation of safety and health programs for women on campus.

In all, more than a dozen priorities identified in previous SOWRs have been fully or partially implemented by the chancellor of the University of Colorado at Boulder. They, and those recommendations not yet implemented, will be addressed later in the report.

### III. Statistical Data

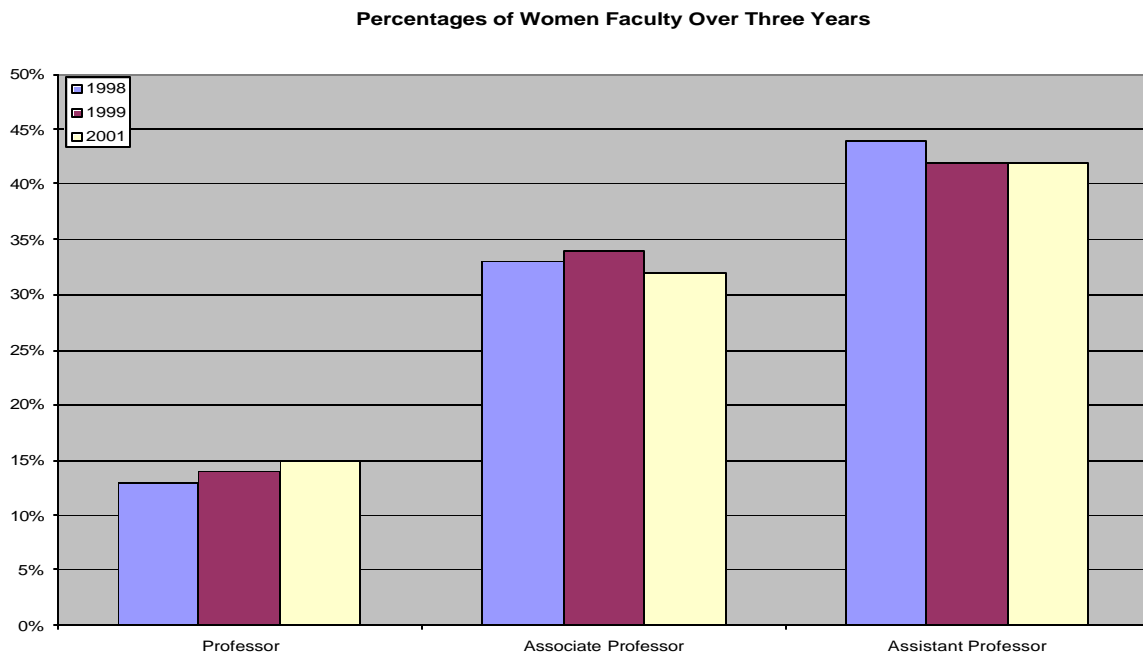
Statistical data from 1998, 1999, and 2001 give a quantitative picture of the status of women at CU-Boulder and set the stage for a discussion of the recommendations in the past SOWRs.

We are grateful for the assistance of Lou McClelland of Planning, Budget, and Analysis for providing CCW with the data included in this report.

Data from 1998 and 1999 was extracted from the old human resources system; 2001 data came from the PeopleSoft system. Data from 2000 was unavailable because of the transition between the two systems. In addition, this transition made identifying historical trends problematic because of different recording methods in the two systems. Specifically, there seem to be anomalies in the counting of “tenured” and “tenure-track” faculty, as well as in the “instructor” and “other instructor” categories. Although we can learn quite a bit from the data about the distribution of staff in different job categories in 2001, historical data about that distribution is currently unavailable.

Three sets of data are particularly illustrative of the status of women on campus: the percentage of women faculty over time, the overall representation of women employees over time, and the 2001 distribution of women across broad job categories.

#### The percentage of women faculty over time



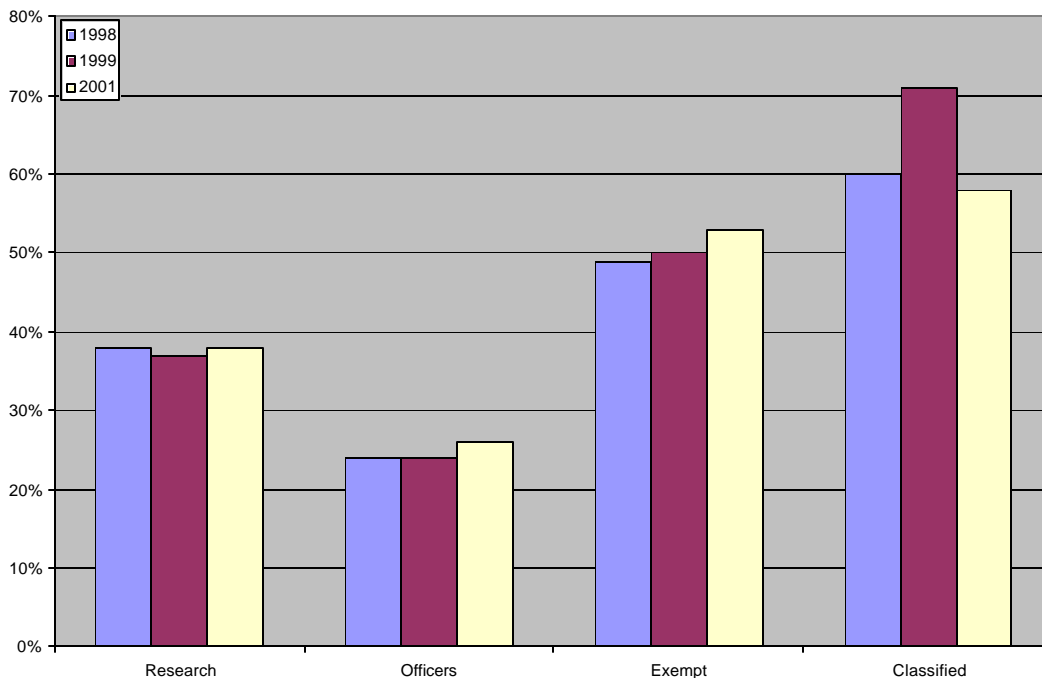
Although the campus is nearing parity in the ranks of junior faculty (41% overall in 2001), there has been a slight decrease since 1997 in the percentage of assistant professors who are women. This data also indicates that as rank increases, the percentage of women in those ranks significantly decreases. There are approximately 25 percent fewer women in the associate professor rank than in the assistant professor rank. More alarming is the relative paucity of women in the full professor rank, approximately 50% of the number of women associate professors.

To better understand the implications of the tenure process for the racial and gender make-up of the faculty ranks, future SOWRs should request and analyze tenure, promotion, and exit interview data for faculty members by gender and race.

### The overall representation of women employees over time

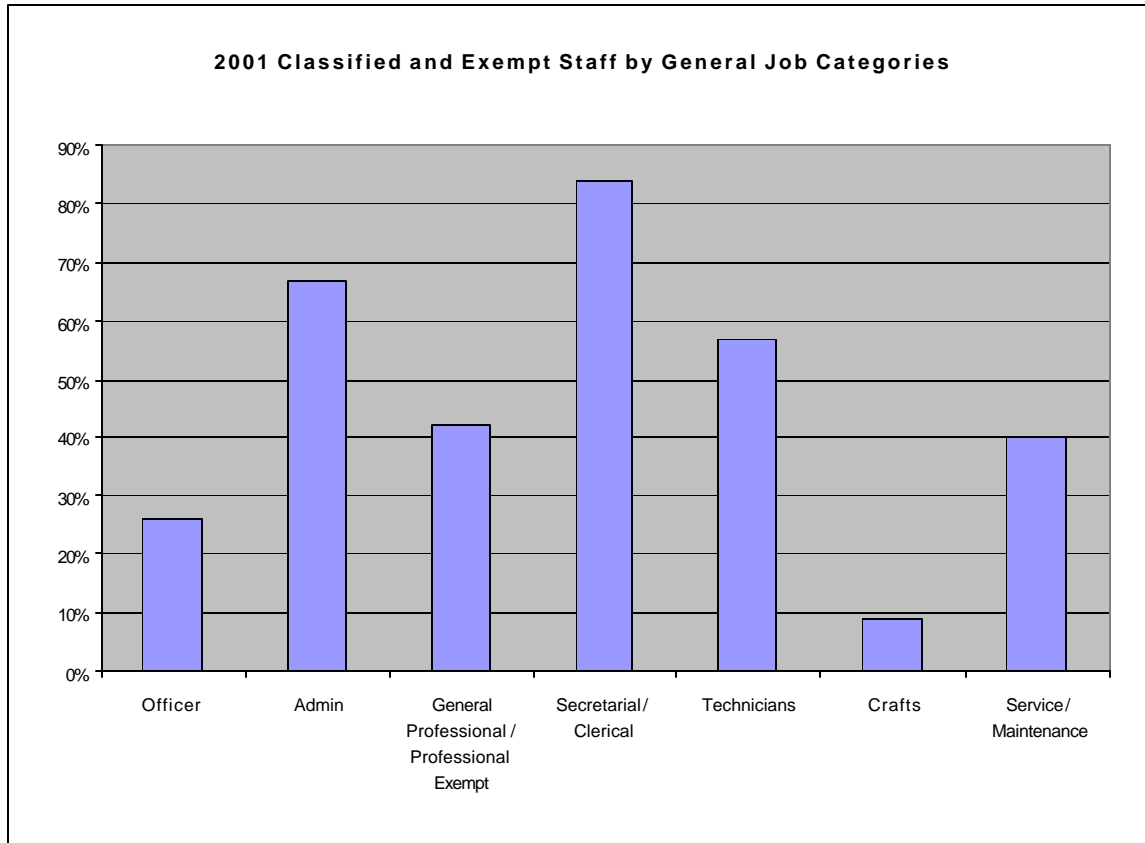
These data indicate that there has been no significant increase or decrease in the percentage of women employees (faculty and staff) overall or within general categories. However, there continues to be an inverse relationship between the percentage of women and the relative “prestige” (pay and power) of the general job categories. Women are overrepresented in the classified staff system (on average lower prestige, pay, and power), near parity in the professional exempt ranks, and underrepresented in the officer category (on average higher prestige, pay, and power).

Percentage of Women by Job Category Over Three Years



### Distribution of women across broad job categories in 2001

The campus hierarchy is evident in these data as well: women are overrepresented in the lowest paying job categories (secretarial/clerical), and underrepresented in the highest (officers).



### IV. Data from Focus Groups - 2000

In 1999, Chancellor Byyny requested that the CCW add anecdotal data from women on campus to the Status of Women Reports. As a result, four focus groups were held in March of 2000, representing classified staff women, faculty women, professional exempt women, and graduate student women. The results of those focus groups were summarized in the 2000 SOWR; selected comments appear in this report as well. The comments of focus group participants help put faces and feelings to data, providing an experiential picture of the campus climate that augments the statistical data. Data from the 2000 focus groups offer a valuable benchmark against which to measure perceptions of change in the future.

**Because of their value, we recommend that the Chancellor continue to fund focus group research every two to three years in order to provide women the forum to be heard, and as another tool for assessing the campus climate.** We urge the Chancellor to continue to provide open lines of communication to individual women as well as to women’s groups on the campus, through methods such as periodic written surveys and regular informal gatherings.

Having a voice that will be heard remains of concern for women. The women who participated in the focus groups expressed their appreciation for the chance to be heard and to hear from other campus women. We look forward to such focus groups becoming a campus tradition.

## **V. Recommendations From Past SOWRs**

We have categorized the recommendations from past SOWRs into two sections, one that describes those recommendations that have been systemically implemented across campus and those that, to the best of our collective knowledge, have not been implemented on an institutional level.

### **A. Recommendations Systemically Implemented On Campus**

CCW would like to commend Chancellor Byyny and the CU-Boulder campus administration for their diligent and timely work in the full or partial implementation of more than a dozen policy recommendations identified in past SOWRs. Each of these actions represents a positive step toward ensuring and increasing safety, justice, and equity for the women in this campus community.

The following policy recommendations from the **1998 SOWR** have been fully or partially implemented:

- **Ensure salary equity for faculty and unclassified staff.**  
Action was taken to increase salary equity for faculty and a study performed to determine if the current level of equity is sufficient for a sustainable program.

A report released February 2002 from the Office of the Provost states that there are no longer statistically significant differences in salaries paid to male, female and minority faculty when the data is corrected to account for differences in faculty rank, market demand and experience. Some faculty members dispute this.

- **Aggressively recruit and promote women administrators.**  
Action plans have been revised to increase faculty diversity and ensure the inclusion of women in the candidate pool.

Women now fill six high administrative positions, up from three in 1998 and 1999.

The permanent position of Associate Vice Chancellor of Diversity and Equity was created and assigned to Ofelia Miramontes. This position oversees the Office of Diversity and Equity, and develops and supports programs and policies related to increasing diversity on campus.

- **Create mentoring opportunities for faculty.**  
Programs targeting junior women faculty are now in place.

Faculty Affairs has created an A-Z website on women's issues, with plans to develop it further as a campus-wide women's issues site.

All Arts and Sciences departments are now required to have mentoring programs for junior faculty. Several women are participating in this program.

- **Create managerial training.**

An emerging leaders program has been developed by the Chancellor's Office for faculty administrators. 43% of the seven participants are women.

The Leadership Forum, sponsored by Organization and Employee Development (OED), has been designed to improve participants' skills in their current positions and to enhance succession planning efforts. 58% and 67% of the participants in the past two years of the program have been women. Likewise, OED's Boulder Perspective and University Perspective programs have attracted a large percentage of women over the past two years: the Boulder Perspective has drawn 93% and 92% women, and the University Perspective 91% and 78% women in the past two years.

- **Create and implement opportunities for staff development and professional growth.**

Selected funding for on- and off-campus leadership programs is now available.

Off-campus programs include the Management Institute for Women in Higher Education, Bryn Mawr Summer Institute for Women in Higher Education presented by Higher Education Resource Services, and the Academic Management Institute sponsored by the Office of Women in Higher Education from the American Council on Education.

- **Ensure sexual harassment complaints are addressed and disciplinary action is enforced.**

The sexual harassment policy has been revised and the level of monitoring and disciplinary action has been increased.

Disciplinary action is now taken if the behavior subject to complaint is deemed to be inappropriate, but not in strict violation of policy. The average length of an investigation has decreased significantly.

During 1999-2000, a co-chair of Sexual Harassment was installed. The position was upgraded to Director of Sexual Harassment, currently filled by Candice Bowen.

Campus-wide training and information efforts about sexual harassment issues have greatly increased. Web-based training is in place and an initiative was developed for faculty training.

In 2001, a significant campus awareness campaign utilized various media forms to heighten awareness

- **Recognize gender and ethnicity as inter-related.**

**The campus diversity policy has been revised to** reflect this inter-relationship. Job classification data has been provided by gender and ethnicity since 1999-2000.

The following policy recommendations from the **1999 SOWR** have been fully or partially implemented:

- **Continue to increase orientation sessions for new students, faculty and staff on diversity issues.**

Diversity issues have been incorporated into orientation sessions.

- **Provide funding for in-depth analysis of salary data comparisons .**

Analysis of salary data for faculty now provides comparisons that compensate for multiple variables including discipline, rank, highest degree, ethnicity and gender. Job classification data is now provided by gender and ethnicity.

Since the 2000-2001 academic year, funding has been available to gather data to support the SOWR.

- **Ensure Colorado Pay for Performance (CPP) training for all supervisors of classified staff.**

All staff personnel and supervisors of classified staff are CPP trained to promote fairness and timeliness in evaluations in order to ensure equitable pay.

The following policy recommendations from the **2000 SOWR** have been fully or partially implemented:

- **Examine the feasibility of childcare facilities on campus .**

Chancellor Byyny has provided strong leadership in this area.

Hiring is underway for a full-time position to determine campus needs for child care, and to act as a resource for faculty, students, and staff seeking child care options.

Information to on childcare alternatives is now posted on the Web at [www.colorado.edu/humres/childcare](http://www.colorado.edu/humres/childcare).

CCW would also like to acknowledge the opportunity to provide significant input into the discussion of initiatives and measurements incorporated into the 1999-2000 revision of the campus diversity policy. Many of the recommendations proposed by CCW in its 1999 SOWR are similar to key strategies proposed for the Boulder campus's diversity plan and, as noted above, the campus has made progress on the implementation of a number of these strategies.

CCW also wishes to acknowledge administrative action around issues of feminine hygiene, including the 1999 installation of receptacles and the initiation of a new product policy. The committee commends the University for making progress in this area.

## **B. Recommendations Not Yet Systemically Implemented**

The comments below are taken from the focus groups conducted in 2000, they are indicative of women's perceptions of the campus climate. They center around a number of

themes that highlight the importance of acting to fully implement policy recommendations made in previous Status of Women Reports where either no action has been taken or change has not become an integral part of the CU-Boulder culture.

While women acknowledge that this university is publicly making attempts to include more women and diverse populations, a sense of cynicism was evident.

“You know, I think the administration feels as if they’re doing all these really good things vis-à-vis dismantling the old boy network, but the lower levels don’t always feel it trickling down. That’s just a perception. I think time is on our side, because a lot of the old guard people have to retire eventually and, as you said, the junior faculty are more diverse and that kind of thing. But it’s a very long time to wait.” (Faculty women’s focus group)

CCW’s annual policy recommendations are developed with the goal of lowering barriers. As the following comment from a focus group participant indicates, administration plays a critical role in this endeavor.

“If the university administration does not tell a department or institute to do something like that, at least given the current nature of who’s in control, it’s probably not going to happen. There are too many other things that are high priorities, and unless, I think, people are told to actually do that, they’re not going to do it.” (Faculty women’s focus group)

With these perceptions in mind, we call attention to the following policy recommendations from previous SOWRs that have been prioritized by CCW but not implemented systemically at CU-Boulder. While some departments may have implemented programs in these areas and/or partial actions may have been initiated, it is our belief that they have not been integrated into the campus culture, and/or have not been communicated well.

Policy recommendations from the **1998 SOWR** not yet systemically implemented:

- Conduct comparable worth analysis for classified staff;
- Ensure that staff is properly classified with respect to job duties;
- Ensure that tenure policies and procedures are both fair and followed;
- Conduct exit interviews;
- Create and implement staff incentives that reward community and university service;
- Create and implement procedures to evaluate and ensure equitable classroom climates;
- Create and implement mandatory procedures to evaluate and ensure inclusive curricula.

Policy recommendations from the **1999 SOWR** not yet systemically implemented:

- Provide administrative leave to allow for managerial training;
- Examine personnel makeup vis-à-vis the State of Colorado demographics;
- Create and implement a skills bank for classified staff;
- Develop a process for identifying women interested in serving on campus committees;

- Create a mentoring program for staff;
- Re-examine feminine hygiene implementation to determine if further action is required;
- Develop a tracking system to quantify recruitment and retention of women and minorities.

Policy recommendations from the **2000 SOWR** not yet systemically implemented:

- Identify non-officer administrators separately;
- Develop an action plan for the Boulder campus, with short- and long-term goals to address issues in the Status of Women reports.

The last of these recommendations—development of an action plan to address issues in the Status of Women reports—is the first step for constructive implementation for long- term change.

## VI. Strategic Action Plan (SAP) Development

A Strategic Action Plan offers the opportunity to identify best practices within various entities on campus and to share and promote those practices campus-wide toward a common goal.

From the past SOWRs' recommendations, the members of CCW have chosen 10 high priority issues that have not been addressed systemically on the Boulder campus and that were perceived to be the most beneficial for improving the status of women on campus. These recommendations are to be developed into a campus-wide strategic action plan. The recommendations are:

- A. Campus administrators should develop a campus action plan, with short and long-term goals, to address unresolved issues from past SOWRs, and to continue to monitor recommendations already systemically implemented.
- B. Ensure that student women are safe
- C. Ensure staff properly classified with respect to job duties
- D. Conduct exit interviews
- E. Create and implement mandatory diversity training
- F. Create and implement procedures to evaluate & ensure equitable classroom climates
- G. Provide administrative leave to allow for managerial training
- H. Examine faculty, staff, and student body makeup vis-à-vis the State of Colorado demographics
- I. Create a mentoring program for staff
- J. Develop a tracking system to quantify recruitment & retention of women & minorities

A. Campus administrators should develop a campus action plan, with short and long-term goals, to address unresolved issues from past SOWRs, and to continue to monitor recommendations already systemically implemented.

- Hold a cross-division leadership meeting, reviewing CCW's recommendations
  - Facilitate discussions by leaders with regard to recommendation status, implementation, and success in their particular divisions
- Divisions develop a short-term (<1 year) and long-term (< 5 years) strategic action plan
- Divisions submit SAPs, describing process implementation & monitoring; funding requirements; and personnel issues, to the Chancellor by the end of 2002
- Cross-division leaders assigns ownership of the resolutions of particular issues
- Determine metrics to assess sufficient implementation of the recommendations

B. Ensure that student women are safe

- Educate new students about safety issues in such a way that it will have a more lasting effect than orientation workshops
- Develop a continuous funding source to address completion of safety projects on campus, such as lighting and security access.
- Develop a campus safety website

- C. Ensure staff are properly classified with respect to job duties
  - Review all 2002 Performance Pay Program, Planning and Evaluation Forms, ensuring that cover sheets for “Current PDQ for this position was reviewed and is current and accurate” was initialed and dated by all supervisors as correct
  - Review positions that have high turnover to ensure actual job duties match PDQ duties
  
- D. Conduct exit interviews
  - Perform exit interviews with all campus individuals who resign
  - Analyze the content of the exit interviews, on a division basis, to determine patterns with regard to diversity-related issues
  - Incorporate exit interview results into leadership performance standards. Causes for an individual’s resignation due to negative diversity-related issues should be duly noted in the leader’s performance evaluation.
  
- E. Create and implement mandatory diversity training
  - Require attendance of all campus faculty and staff
  - Incorporate training into all campus orientations
  
- F. Create and implement procedures to evaluate & ensure equitable classroom climates
  - Review course evaluations survey structure to ensure there is no innate gender bias
  - Increase faculty awareness of biases associated with gender in classroom environments
  - Incorporate classroom behavioral expectations in freshman orientation
  
- G. Provide administrative leave to allow for managerial training
  - Require managers to develop training plans for their employees
  - Review training history of individuals currently supervising individuals to ensure all have had some management training
  - Instruct managers on the allowable uses of administrative leave from the Colorado Code of Regulations (CCR)
  
- H. Examine faculty, staff, and student body makeup vis-à-vis the State of Colorado demographics
  - Develop a program that will review and communicate State demographics
    - Utilize demographics review to ensure congruence between State and campus demographics
  
- I. Create a mentoring program for staff
  - Develop a campus template package for divisions to use to implement mentoring programs
  - Develop a recognition system for successful, long-term mentoring programs
  - Review mentoring programs for their role in retention and promotion of faculty and staff

J. Develop a tracking system to quantify recruitment and retention of women and minorities

- Develop a database system to track individuals by specific positions
- Link this tracking system with the campus recruitment programs and the exit interview program to integrate analysis of resignation into the hiring system

The suggestions put forth in the Strategic Action Plan detailed above are not exhaustive, but CCW proposes them as a way to incite and inspire leaders to action.

## **VII. Conclusion**

As this retrospective indicates, significant action has been taken to improve the campus climate for women. We are convinced that the campus still has work to do to create a climate and culture that fully and systematically fosters equity, safety, and sufficient opportunities for women.

The essential next step is to involve campus leaders in the development of a strategic action plan that addresses the recommendations in this and past Status of Women Report.