

University of Colorado at Boulder
The Narrative and Detailed Response
to the Chancellor's Committee on Women Report
"Improving the Campus Environment for Women"

September 26, 2005

In April of 2005, the Chancellor's Committee on Women prepared the report titled, "Improving the Campus Environment for Women." The CCW report articulated a wide variety of ideas and issues from a number of women in diverse roles on the campus. Through dialogue in focus groups, women were able to voice their concerns and discuss possible solutions. It will be essential to continue to have regular conversations regarding the issues that were included in the CCW report. This narrative and the accompanying detailed response to the CCW report identifies many steps and actions that have been taken and identifies many ways that we can continue to move forward to further improve the campus environment for women.

The campus has already addressed a number of the high priority recommendations made by CCW. Many steps have been taken to respond to building safety concerns. There is now a better understanding of how the campus reports information about crime and there is a commitment to develop and publish a campus crime map. We are evaluating how to best provide training for department chairs, and there are commitments and actions already underway to improve communications for English- and literacy-limited staff. Work is underway to develop guidelines for possible flexible work arrangements and these guidelines will be presented to the Chancellor's Executive Committee for consideration this fall.

The high priority issues identified by the CCW are included in this narrative. Several other issues have been addressed as well and are included in the full response to the CCW report. Some issues and recommendations require more time for thoughtful discussion and analysis before being considered for possible implementation. Other worthwhile initiatives may not be feasible in the current fiscal environment.

Some of the recommendations from individuals identify issues that current policies, procedures, and programs are designed to address. That these problems still are raised is evidence of the lack of understanding and/or communication about these policies, procedures, and programs. A portion of this problem undoubtedly reflects the challenges and difficulties of effectively communicating information to those in positions who should know this information. The campus will continue to strive for more consistency in the interpretation and the application of existing policies through enhanced training and communications efforts. The campus also welcomes the opportunity to address policies that the CCW or the campus community identifies as limiting or detracting from the climate for women.

As the CCW report suggests, climate change must be modeled from the highest levels of the campus community. The Chancellor, the Provost and Vice Chancellors are

committed to implementing many of the recommendations that are possible within the fiscal resources of the campus. Many of the recommendations have already resulted in substantive changes that are discussed in the following sections.

The Chancellor and the Chancellor's Committee on Women have invited participants invested in the "Improving the Climate Environment for Women" report and the larger campus community to discuss the progress made in responding to the issues raised in the CCW report and to discuss work that is still needed before specific recommendations can be addressed. An open forum for this discussion is slated for October 3, 2005 at 3:00 P.M in the Old Main Chapel.

I. Improving Climate Begins at the Top

Climate change is more than a set of policies intended to ensure compliance with federal non-discrimination laws. Climate change involves fostering a culture of respect, recognition of the particular concerns that women – as a group as well as individuals – may have, and a willingness to act in ways that allow individuals to achieve their potential. Climate change involves a long-term commitment to being responsive to the needs of women within the institutions ability to do so. Some of the policies and practices that are currently in place were intended to address issues that were raised several years ago. As issues and needs change, policies and practices need to evolve. Addressing climate issues requires constant vigilance in assuring that policies and practices serve constituencies, are consistently implemented, and that individual and collective behavior supports a quality work and learning environment.

While the report was initiated because of specific concerns raised by women faculty with President Hoffman, it is clear that the suggestions can improve the work and study environment for the entire campus.

In AY 2005-2006, the Chancellor would like to have the Chancellor's Committee on Women continue to identify and analyze problems, suggest solutions and make recommendations for implementation of issues that require additional attention.

II. Training for Deans, Chairs and Directors of Academic Units

The Provost has been actively working on an expansion of the role of the Office of Faculty Affairs to enhance and improve training for the leadership in academic units. The Associate Vice Chancellor of Faculty Affairs, Jeffrey Cox, is working with the Vice Provost/Associate Vice Chancellor for Diversity and Equity, Christine Yoshinaga-Itano and with LEAP Director, Professor Patricia Rankin to develop and implement a training program containing the information, strategies, and skills that are needed to support climate change in the academic units. Workshops and selected individualized unit follow-up on particular problems are being supported in AY 2005-2006 through funding for a consultant who previously surveyed faculty on climate, recognition, mentoring, and career advancement issues as part of Project Justice. It is expected that this continued support would train a cadre of experienced unit leaders who will serve as future trainers.

In addition, the Provost is supporting the development of a new professional position in Faculty Affairs to enhance the support structure for unit leaders in dealing with human resource issues.

III. Training for Supervisors

One of the most important issues raised by staff was the issue of leadership training and mentoring. A number of leadership supervisory training programs are available through the Department of Human Resources Organizational and Employee Development. The University Perspective Program is a leadership program designed for staff from all levels of the organization. 77% of the participants are women and approximately 28% of the participants have been promoted since participating in the program.

Several more supervisory training programs are made available through departments on a decentralized decision-making basis. Also see V (Mentoring/Career Development for Faculty/Staff) below.

IV. Training for Faculty

A number of programs in which faculty may voluntarily participate have been offered throughout the campus. Federal funding has resulted in a highly successful series of training through the Leadership Education for Advancement and Promotion (LEAP) program, which has been available to tenure track faculty. As the federal funding for this program draws to an end, the Office of Diversity and Equity, in conjunction with LEAP and the Office of Faculty Affairs are preparing a proposal to institutionalize this program on the campus.

The enhanced training programs for academic unit leaders should also impact the training of faculty. A train-the-trainer model would provide Chairs and Directors with skills that they can pass on through training for implementation in their units. Unit-level training is the most effective mechanism to insure the participation of all members of the faculty.

V. Mentoring/Career Development for Faculty/Staff

Career development programs for faculty include support from the Faculty Teaching Excellence Program as well as the Council on Research and Creative Work. Mentoring is best achieved at the unit level with on-going annual review of progress towards promotion and tenure and should be done in conjunction with the annual merit review. This is the primary responsibility of the unit leadership and will be one of the major training aspects of the leadership training mentioned above. Project Justice evaluated the effectiveness of mentoring within units in Spring 2005 and results have been disseminated to deans, chairs and directors for follow-up action. The project provides information to individual academic units with specific strategies to improve mentoring within the units.

The Boulder Perspective Training program and a pilot mentoring program within the Administration Division were eliminated in the last budget reduction process. A proposal to restore this funding will be submitted by the Office of Diversity and Equity and the Office of Human Resources in the next budget cycle for the campus to consider along with other competing campus priorities.

VI. Resources for implementation of family/medical leave policy

The campus supports the development of strategic solutions for faculty and staff wishing to take family, parental and medical leave. The Office of the Provost once had a centralized pool of funds available for distribution to departments in family, parental and medical leave situations. A disbursement of the centrally controlled funds could be requested to provide temporary coverage for an employee's extended family, parental or medical leave absence. The centrally controlled funds for such absences were cut in a past budget reduction process in lieu of further budget reductions at the college or school level. Deans were expected to provide resources for family, parental and medical leave situations. The Provost will remind the Deans of their responsibility and perhaps restore the centralized pool.

The campus understands that larger departments tend to have greater internal ability to reallocate resources and can find ways to cope with resource reallocations to cover extended family, parental and medical leave situations. Smaller departments find themselves without financial flexibility to accommodate absences. Any Dean that does not have the resources to address family, parental or medical leave should work with the Provost to identify the resources necessary to support the leave.

VII. Flexible Working Arrangements

The ability to balance work and family can be positively impacted by flexible working arrangements. Some units have been able to provide the option of flexible working arrangements. Human Relations has offered training workshops to provide supervisors with the different models possible for flexible working arrangements. While flexible working schedules have been encouraged by the campus administration, flexible work schedules have not been forced on departments in recognition of the awareness of specific operational requirements that departments are best prepared to assess. The elements of successful flextime programs already implemented on campus will be shared with the Chancellor's Executive Committee this fall for a discussion of possible next steps.

VIII. Discrimination and Harassment

On August 15, 2005, a new policy on Discrimination and Harassment was established for the Boulder Campus. The Office of Discrimination and Harassment will now address all employee related issues of discrimination and harassment related to protected class (race, color, sex, religion, national origin, age, disability, gender, veteran status, sexual orientation) and sexual harassment. Training and mandatory reporting by supervisors for any known acts of discrimination and harassment are required.

The Office of Labor Relations works with employees and supervisors in classified staff and professional exempt positions to address allegations of non-protected class harassment or unprofessional conduct through the progressive discipline and grievance processes. At this time this office does not handle these issues for faculty who are referred to the Office of Discrimination and Harassment.

The Office of Judicial Affairs will handle student related issues of discrimination and harassment and related retaliation when the respondent is a student. The Office of Judicial Affairs is also the disciplinary authority for student respondents.

The Office of Discrimination and Harassment has started to offer training for climate issues.

IX. Information Gathering

Requests for additional information gathering generally focused on qualitative information as opposed to only quantitative information. The LEAP project will collect information regarding models for flexible tenure and partner hires.

X. Recognition and Respect

Project Justice found that recognition and respect were highly related to a faculty member's intention to stay at the University of Colorado and happiness/satisfaction in her/his job. Faculty peer recognition within a unit through engaged conversations, joint projects, and simple interest needs to be encouraged. It is this culture of recognition and respect that needs to be nurtured. Recognition and respect are demonstrated through genuine interest and caring about scholarly ideas, discoveries, and accomplishments. Feedback to individual units and unit leadership training will help identify actions that can be taken to improve recognition and respect.

XI. Building Security and Campus Safety

The CU Police Department the CU Police has responded to the concerns expressed in the CCW report. The CUPD website: <http://www.colorado.edu/police/stats/blotter.html> reports crimes and locations of crimes against persons and locations of requests for police response. CUPD notifies building occupants when a serious crime is committed within a University building. Facilities Management works with the Committee on Personal Safety to identify areas of concern regarding landscape and visibility. Emergency phones are checked to ensure they are working every 2-3 weeks and software is being acquired to automatically test emergency phones. Information will be placed on light posts requesting campus users to report lights that are not working. Information will be disseminated to building proctors concerning changes in locking and unlocking of buildings.

XII. Childcare

A task force could re-evaluate the need for an additional campus childcare facility. A 2001 evaluation on the same demonstrated that the campus could design, build and

construct an additional childcare facility for \$150 per sq ft in an existing bungalow or build new on already owned land for \$230 per square foot.

A survey conducted in 2001 demonstrated that the needs for childcare included in prioritized order - emergency child care, drop-in childcare, sick childcare, summer programs, before/after school care, a limited amount of infant care, and extended hours care. At that time, it was determined that all the prioritized needs identified by the survey constituted variable, rather than fixed childcare requirements which would be difficult to financially sustain a childcare facility. Rather than focusing on the development of a new childcare facility, the committee determined it would be better to identify existing childcare facilities and options throughout the Boulder community.

The campus continues its willingness to consider options from external childcare providers to develop and operate a child care facility located on campus under a low-cost ground lease scenario. The Arts and Sciences Council will discuss childcare issue in AY 2005-2006 that could lead to the formation of a special task force if there is evidence that issues have changed since 2001.

The Human Resources website offers a wide range of childcare resource information that was developed following the 2001 evaluation of a possible on-campus childcare facility. Coordinated information, resources, and referrals for families are available through CU CARES: Childcare answers, resources and educational services program that links individuals to university programs, city and county services, and State of Colorado information.

XIII. Communications

Employees with limited English and employees who work in jobs on campus with many locations present communication challenges. The campus is attempting to identify or place computer terminals that can be accessed by employees who have several work locations during each shift. Some policies and procedures are available in Spanish, but not Laotian. The campus has identified five individuals who will receive training as translators and interpreters to try to address this problem.

XIV. Graduate Student Concerns

Leave for graduate students who are on appointment (Research or Teaching) is usually accommodated through the "time-out" program. Graduate students have requested that we investigate mechanisms to financially support family leave for those students on appointment. Students can continue library privileges while on time-out with a request from the student's adviser to the Graduate School. The Office of Diversity and Equity and the Graduate School will work with UGGS to determine the feasibility of graduate student group short-term disability insurance that can cover family leave. Female graduate students on a maternity leave may be able to work 20 hours of week but not beyond that and often wish to maintain research activity to prevent the loss of years of previous work. The Graduate School will work with the unit Graduate Directors to encourage a culture that allows students to continue their research on a part-time basis

during family leave. Further investigation will be required to investigate what medical issues significant for women are not currently covered under current policies.

XV. Undergraduate Concerns

A significant issue raised by undergraduate students was a recommendation for the requirement of a course that instructs students about issues pertinent to student life such as sexual harassment, discrimination, alcoholism, and drug use. A task force led by Associate Vice Chancellor of Undergraduate Education, Michael Grant is developing the content and models for implementation of such a course. Because the implementation of a required course has academic and fiscal implications, the Chancellor and Provost will need to determine whether sufficient funds can be identified.

Students commented positively about the number of strategies and initiatives that have been initiated to change campus culture. These strategies include: 1) the policy on discrimination and harassment, 2) the training about the harassment response, 3) bystander training, 4) the reorganization of New Student Orientation, 5) the Colorado Creed, 6) the Housing and Dining Services – Climate Assessment and Training Program, 7) the first year student education and community agreement in Residence Life, 8) the CUnity Campaign, 9) the re-structuring of alcohol education, 10) the Boulder community's united against hate effort and 11) the Shoulder to Shoulder program.

We hope this narrative helps to convey a sense of the more detailed response to the CCW report, "Improving the Campus Environment for Women. Those readers desiring additional information should review the entire response.

Visit the Office of Diversity and Equity website at <http://www.colorado.edu/cu-diversity/policies.html#six> and look under the Status of Women Reports. Click on CCW "Narrative and Detailed Response".

