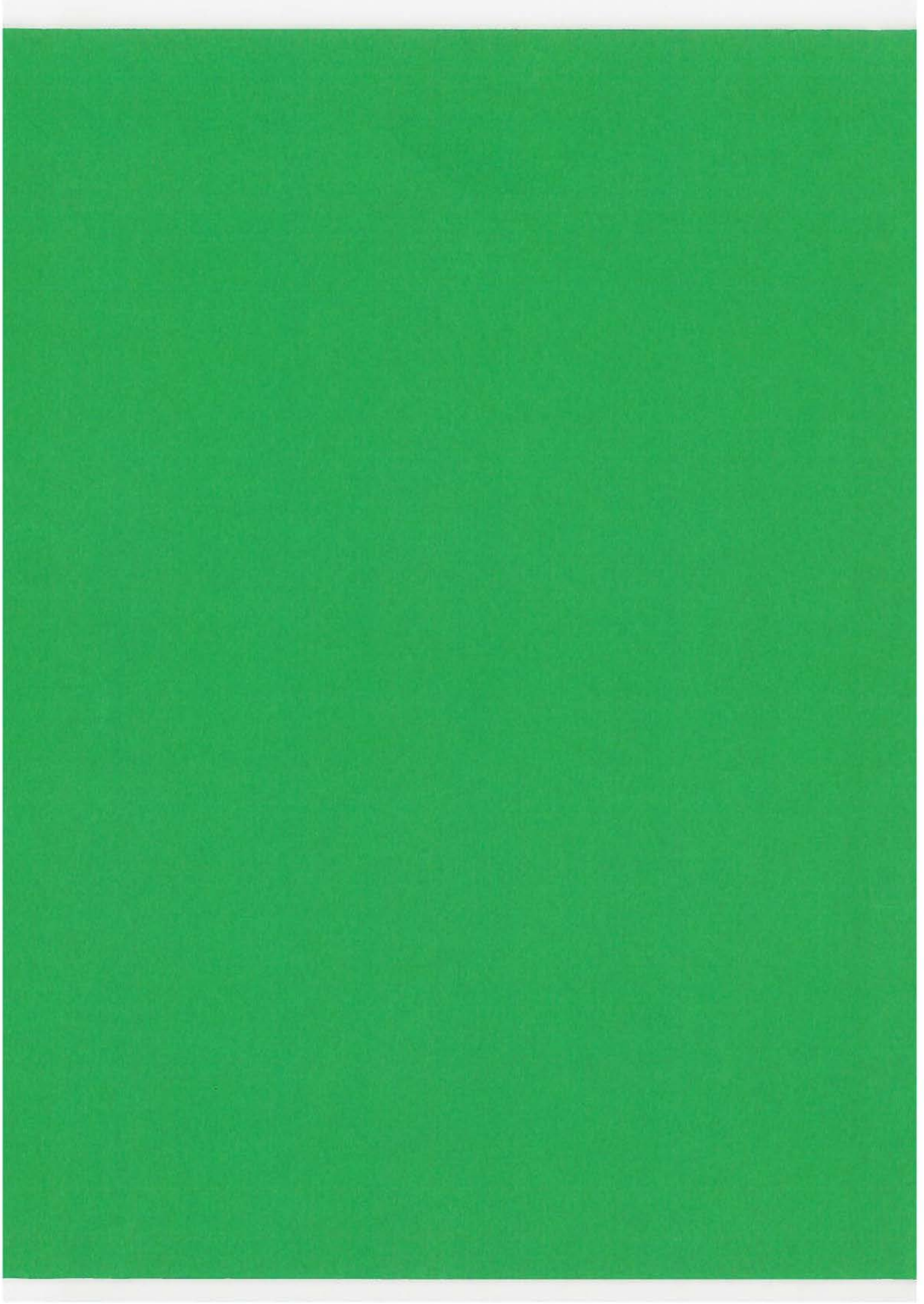


Meeting the 21st Century: Access, Opportunity and Achievement



Report of the Task Force on the Status of Women 1994



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July 12, 1999

Meeting the 21st Century: Access, Opportunity and Achievement



Report of the Task Force on the Status of Women 1994

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Report of the Task Force
on the Status of Women

1994

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PREFACE

In August of 1993, the President of the University of Louisville created a Task Force to assess the status of women at the University and to make recommendations, based on their findings, to improve this status.

The specific charge to the Task Force was as follows:

Review the status of women at the University of Louisville, focusing on four critical areas:

The representation of women in the University's administration, faculty, and staff including full-time and part-time positions, the distribution of women in the various ranks and steps, their distribution among the schools and colleges, their rates of advancement and promotion to tenure, and their concentration in certain ranks and categories.

The recruitment, hiring, retention, and promotion of women, including employment policies and practices, internal job mobility, reclassification, transfers, performance evaluation, obstacles to advancement, and the promotional opportunities available to women.

The compensation of women, including an analysis of salaries and wages, benefits, and possible institutional gender-based inequities in compensation.

The institutional climate and work environment for women, including sexual harassment, professional development, possible differential treatment based on gender, leadership opportunities, institutional awareness of women's special problems, recognition of women's achievements, mentoring, and sexism in the workplace.

Recommend specific actions that could be taken - at the university-wide level and at operational levels - to resolve any problems identified by the Task Force.

Recommend whether additional studies should be undertaken in other areas of particular interest to women at the University of Louisville.

The members of the Task Force were selected by the President after considering recommendations from the Women's Advisory Committee and President's Staff. The strength of this Task Force was in the diversity of its membership. Members of the Task Force represented diverse gender, ethnic, and university personnel categories. The efforts of the Task Force were also strengthened by the active participation of two female members of the University Board of Trustees. A total of \$50,000 in funding and the time of a staff member from the President's Office were provided to support the work of the Task Force. These funds were used to provide replacement instruction for some members, to conduct data collection and analysis, to print copies of the final report, and to cover the expenses for a national consultant on gender equity in higher education.

The Task Force was headed by co-chairs and was divided into five working committees. Four of these committees were structured around substantive issues: Representation and Compensation, Retention, Recruitment, and Campus Climate and Environment. The fifth working committee was the Research and Methodology Committee which functioned to assist the substantive committees in the collection and analysis of data and information.

The distinction made between the substantive issues during committee work was simply a means of providing direction and an area of emphasis for each group. The members of the Task Force recognized that

organizational or campus climate was the overriding factor in determining the status of women at the University of Louisville and served to direct the outcome of formal and informal institutional practices that affected this status. The members of the Task Force also recognized it was impossible to view retention, recruitment, and representation as discrete factors. They are highly interrelated and function interdependently to determine the status of women at the University.

The Task Force conducted nine open forums, six focus groups, a university-wide employee survey, individual interviews and several specialized surveys as part of its process. University policies, publications, and programs were additionally reviewed. Based on their findings, each of the committees prepared draft reports which were then combined, revised and edited to form the basis for the recommendations and justifications contained in this report. Detailed findings from the university employee survey, detailed data and analytic findings, as well as additional charts and graphs which were used to develop the current recommendations are contained in the Appendix Volume to this report.

The recommendations of the Task Force have been written as general goals. Each of the eleven recommendations contains numerous objectives for specific implementation. The report contains a listing of the specific objectives as well as issues which deserve further assessment. Summary justifications for each of the goals and objectives are provided. These justifications are based on the findings of the Task Force. In some instances, the Task Force had to rely on qualitative information since much quantitative information, especially at the unit and departmental levels, was not available and quantitative information obtained through specialized surveys and interviews was not complete.

In many instances, justification for the goals and objectives is, in part, based on the findings of the employee survey conducted by the Task Force. Rather than include repetitive statements concerning the limitations, methodology, etc. in each section where these findings are used, we have included a section in the appendix which contains the methodology and a complete discussion of survey findings. As stated in the survey summary in the appendix, only those findings which were statistically significant at .05 or better were included in this report. Additionally, it is worth noting that given the small number of African American women and/or women in administrator, faculty and professional/administrative positions at the University, trends were sometimes identified for these groups in comparison to others while noting they were not statistically significant due to the small numbers of individuals in these categories.

The members of the Task Force would like to express their appreciation to President Swain for recognizing the need for this Task Force and for his support of our efforts. We thank the members of the Board of Trustees for their ongoing leadership and oversight of our deliberations. We thank Anne Allen from the President's Office for providing excellent support throughout the process. We also extend our appreciation to Dr. Pat Gagne, Dr. Kay Kirby and Dr. Kathy Werking for their assistance as women's studies scholars; Ms. Katherine Wilder and Ms. Connie Shumake from the Office of Planning and Budget for providing institutional data and reviewing our analytic findings; Ms. Candalyn Fryrear for her word processing and survey distribution assistance; Dr. Gale Rhodes for her work as a facilitator for the focus groups; Dr. Dale Billingsley for his continued support of our efforts; and Ms. Beverly Daly for her research assistance. But, most importantly, we are especially grateful to those employees of the University of Louisville who took the time to express their concerns and opinions, to complete surveys, participate in forums and focus groups, and to provide the Task Force with the information necessary to conduct its work.

INTRODUCTION

The Task Force on the Status of Women at the University of Louisville has completed an in depth study of issues affecting the work experience of women employees at the University of Louisville. The Task Force study substantiates that the participation of women at the University of Louisville is constrained by marginality. In this report we present the current status of women in all employment categories, explore contributing and perpetuating factors, and present recommendations for changes that will positively affect the status of women and improve the climate for all University of Louisville employees.

Over the past fifteen years, as policies have been rewritten to eliminate formal barriers, the numbers of women faculty and administrators have increased nationwide. Yet the status of women in higher education today can best be characterized as "the higher the rank, the fewer the women". Women faculty, administrators, and staff remain concentrated in the lower ranks and in a limited number of specialties and fields. Compounding the problem, women continue to earn less than their male counterparts at every rank, in every field, and in every type of institution (Sandler, 1986).

The percentage of women faculty, currently 27 percent nationwide, has not actually increased since the late 19th century. It is in fact lower than in 1880, when women comprised 36 percent of faculty positions in higher education. The recent increase merely represents an improvement over the all time low that existed in the post-GI bill period; 28 percent of faculty positions were held by women in 1940, dropping to 23 percent in 1960.

The numbers of women in chief executive positions has doubled in the past fifteen years to 360 in 1993-94, up from 175 in 1978. This represents 12 percent of the 3000 institutions of higher education. However, most of these appointments are in two year colleges, women's colleges, and small liberal arts colleges. Other women administrators are primarily clustered in student affairs and external affairs (development). Few women administrators are found in academic affairs and administrative affairs positions. Nationwide, 27 percent of academic deans are women. The only academic disciplines in which the percentage of women deans exceeds 50 percent are home economics and nursing.

The University of Louisville has made improvements in the status of women over the past few years. Policies have eliminated most of the blatantly overt differential treatment. The increased emphasis on multi-cultural diversity has increased awareness of women's issues. The establishment of the Women's Advisory Committee and the Women's Center, the development of the Women's Studies Program and the implementation of a sexual harassment policy represent positive steps toward equity. The appointment of the Task Force on the Status of Women is further evidence of the President's continued commitment to enhancing gender equity at the University.

Many men, and some women, believe that discriminatory treatment of women has ended. It has not. The Task Force learned that the work experiences of women at the University of Louisville are very different from the experiences of male peers in the same departments or classification. Women across all employee categories shared concerns and discouragement related to lack of recognition of their work and contributions to the University of Louisville. Women are continually subjected to subtle yet pervasive forms of discrimination. Much of this discrimination is not intentional, but has become institutionalized as acceptable and appropriate. The University of Louisville should do more to address this organizational disparity of treatment.

The Task Force has made a concerted effort to speak to the diverse concerns of all women employees at University of Louisville. The term women refers to women of all races and ethnicity. The term employee is used advisedly as the only term that is inclusive of all classified, professional/administrative, faculty, administrators, and executives who are compensated for their various contributions to the University of Louisville.

We have restricted our study to the status of women employees, as charged. Student issues have been addressed only peripherally. The double discrimination faced by minority women is acknowledged and addressed. Indeed, across all areas we investigated, problems were magnified for women with dual minority status, including women of color.

Several terms used in the report require clarification. The concepts of gender parity, balance, equity, and underutilization all have distinct and different meanings. Parity in hiring is measured against the available pool of women in a field or pool of potential applicants. Balance is equality between men and women as reflected by the numbers. Equity represents impartiality and fairness in treatment, referring to the process as well as the outcome. (Arizona report, pp 15-16). Underutilization means lack of compliance with the Office of Federal Contract Compliance Program, United States Department of Labor. Underutilization is calculated based on this office's determination of the numbers of individuals within an eligible pool for hire and then setting this as the standard which should be reflected in the existing employee category within an organization. For example, if 30 percent of all available Ph.D.'s in Sociology are women then 30 percent of the faculty within a sociology department should be women.

The Task Force has organized issues related to the status of women into several categories: representation, recruitment, retention, campus environment, and integration of work and family life. However, the fundamental underlying problem identified by the Task Force is a pervasive organizational climate in which women are still perceived as second class citizens. Most of the problems identified by the Task Force are outward indicators of this climate. The organizational climate at the University of Louisville is the underlying factor directing decisions that result in the feelings of alienation experienced by many women employees, poor representation of women in the higher ranks, pervasive differential treatment by gender, the discounting of women's contributions and ideas in all employee categories, and the lack of encouragement for women to advance. Because climate issues are so fundamental, they are addressed in all areas of the report, rather than separated out as an isolated entity.

"Meeting the 21st Century: Access, Opportunity and Achievement" reflects our vision of the University of Louisville by the 21st Century. Implementation of the Task Force recommendations will help to improve the status of women and propel the University of Louisville into a position of leadership in the Commonwealth.

VISION STATEMENT

Meeting the 21st Century: Access, Opportunity and Achievement

The University of Louisville leads the Commonwealth of Kentucky in cultivating a campus environment characterized by mutual respect, care, trust, and support of all employees, regardless of gender or race.

As *the* Urban University and one of the largest employers in the most diverse community in the Commonwealth, the University of Louisville embraces its responsibility to lead by example. The University annually prepares thousands of students to be active, contributing citizens. Our nation, and therefore the workplace, have become increasingly diverse. This trend will continue well into the next century, affecting the University workplace as well as the workplaces of our graduates. One very real dimension of diversity is the increasing number of women in the workplace. Men's and women's experiences, expectations, roles, and values are undergoing fundamental changes. The University acknowledges these changes, and in the interest of fairness and equity, has embarked on the challenging task of changing its organizational culture in response to the changing needs of society.

A culture of support is a distinguishing feature of the University of Louisville. The University recognizes and validates women's work perspectives. All three campuses provide an open and safe climate where the criteria for success and achievement incorporate the unique skills and values women bring to the institution. The University believes a campus environment that emphasizes collegiality and cooperation is more productive than an environment that fosters competition.

The University of Louisville recognizes employees are its single greatest and most valuable resource. Fiscal restraints are anticipated to continue into the foreseeable future. The University cannot afford to squander any valuable resources. Therefore, the University wisely invests in its human resources, nurturing and actively encouraging all employees to develop to their fullest potential. Employee contributions and achievements are rewarded in meaningful ways. This support of accomplishment is balanced with humane concern for personal and family values and responsibilities, enhancing job satisfaction and job performance.

The University of Louisville celebrates its diversity and willingly assumes its position as both a leader in academe and the community. The University of Louisville demonstrates its commitment to gender equity through a record of accomplishment in recruitment, development, and retention of women. Women are clearly visible and active in key leadership and decision making positions at all levels of the University. The University of Louisville is a model for all citizens of the Commonwealth, demonstrating that each individual can maximize her or his potential, regardless of gender or race.

GENERAL RECOMMENDATIONS

Any attempt to institute change necessarily includes global goals and recommendations that serve as the basis for more specific goals, objectives and priorities for action. Change requires leadership, direction, and oversight. The following recommendations were made as a means of providing general direction, leadership, and structure to the process of change which will follow from the more specific substantive recommendations contained in this report.

RECOMMENDATION: The University shall develop a climate of mutual respect and support among the diverse members of the University community.

RECOMMENDATION: The University shall ensure gender equity in all positions, pay grades and employment categories.

The climate of an organization is a product of the values, beliefs, and goals that become institutionalized and pervasive within every operation and function of the organization. To promote the greatest productivity of employees, the University must foster a climate within which every employee believes she or he is respected, recognized and treated fairly regardless of gender, ethnicity or other social and ethnic differences. The University has made strides in the promotion of diversity within the University community. It is imperative that this climate of acceptance, tolerance, and respect for diversity be enhanced and sustained. Women constitute 55 percent of the University's employees. The element of diversity they bring to the University and the value of this diversity for the University must be recognized and respected.

RECOMMENDATION: The President shall establish a permanent Commission on Women. The Commission on Women shall be administratively attached to the President's Office and the head of this Commission shall serve as an active member of the President's staff. The Commission shall assist the executive cabinet on responsibilities, as assigned by the President, that are related to the fulfillment of these recommendations. The Commission shall function to:

- Assist in the implementation of the recommendations contained in this report;
- Monitor and annually assess progress toward the implementation of recommendations contained in this report through oversight of time frames, liaison work with the responsible unit heads, oversight of budgeted funds, etc.;
- Study additional issues affecting women and the development of further recommendations or revision of recommendations as necessary.

The current report contains a number of recommendations in the form of goals and objectives which are based on information collected, analyzed and reviewed by the Task Force. It is the intention of the Task Force to accomplish these recommendations through a structured system of implementation. While the President is ultimately responsible for change, a commission charged with the specific responsibility of oversight and monitoring of the implementation of these recommendations is necessary to assist the President and to facilitate the success of this initiative.

RECOMMENDATION:

The President shall report annually to the Board of Trustees on progress made toward the implementation of the recommendations contained within this report. This progress shall be assessed based on specific annual goals and objectives established by the President in collaboration with the Commission on Women.

In addition to the need for oversight of planned change, there is a need for accountability. Since the President is responsible for the implementation of these recommendations, in conjunction with the Commission on Women, the President should be held accountable for the recommended changes. As the governing board of the University and a specific group to which the President is accountable, the Board of Trustees should assess the President's success in implementing the recommendations contained in this report.

RECOMMENDATION:

When necessary to implement the recommendations contained in this report, appropriate University governance documents shall be revised.

In some instances it will be necessary to revise University governance documents to support and sustain the changes identified in the current recommendations.

RECOMMENDATION:

The University shall continue to maintain and augment the quality databases and analyses currently in existence, examining various formats that might be more useful to the Commission on Women in determining the role and status of women staff, faculty and administrators at the University of Louisville.

The University currently retains a number of databases which contain useful and quality information. However, the Task Force determined that a wealth of valuable information, most of which is already collected, has not been converted to automated databases. Additionally, the Task Force found that different nomenclature, methods of counting, and data retention time frames made it difficult to combine and compare automated data from varied sources as well as to conduct longitudinal and trend analyses. This information would enhance the University's planning and decision making processes as well as contribute to the usefulness of monitoring the implementation of these recommendations and promoting the status of women at the University.

REPRESENTATION

"The University is generally having trouble with the issue of diversity - the attitude prevails that to be successful, you have to be me".

RECOMMENDATION:

The University shall acknowledge that for women to be equal partners in leadership and decision making, and to be recognized and respected for their contributions and their competence, it is necessary for policies and procedures to be absolutely fair in expression and implementation.

Promotional Opportunities

- **The President and vice presidents shall promote the appointment of women to administrative positions within their units. The President and vice presidents shall identify and mentor women for these positions.**

When a broad definition of administrator is used that includes executive, administrative and managerial appointments, the number of female administrators at the University of Louisville has increased from 11.6 percent in 1983 to 14.3 percent in 1988 and 18.6 percent in 1993. However, this definition distorts the declining trend of women in executive positions at the University of Louisville. In 1994, the only female executive is the Dean of the School of Nursing. This situation contrasts with the mid-1980s when the University employed four women as deans and another as vice president. In the last five years, all five executive level positions (Vice President for Research and Dean of the Graduate School, Vice President for Student Affairs, and Deans of Music, Engineering and Law) have been filled on a permanent basis by white males. These appointments have resulted in all vice presidents and all deans (except nursing) being white males.

When compared with the number of women in executive, administrative and managerial positions at other institutions, the University of Louisville does not fare well. Under this broad definition of administrators, in 1994, 18.6 percent of these positions at the University are occupied by women. In 1988, 14.6 percent of these positions were occupied by women. When the percentages of women in these positions at the University are compared to the most recently available national data, 1987-1988, the percentage of women in these positions in both 1994 and 1988 is significantly less than the national average of 33.3 percent (Touchton and Davis 1991). Finally, within this broader category, women in these positions tend to be hired at lower levels and remain at these lower levels.

If University of Louisville is to attract bright female students, staff, faculty and administrators, it must show a commitment to equal opportunity for these women. When administrative positions are dominated by males, credibility of any statements about equal opportunities is threatened. Thus, it is essential to recruit and hire women at all administrative levels, especially those at the executive level.

- * Each unit or department head shall facilitate the promotion of female administrative, professional/administrative and classified staff members. Each unit or department head shall identify and mentor women for promotion to positions with increasing responsibilities and authority (See Table 1).

Seventy-two percent of all classified staff positions and 95 percent of all clerical positions at the University are occupied by women. Although women hold 61.8 percent of all professional/administrative positions, women comprise 70.4 percent of the lower half of those positions (levels 21-28) but only 36.7 percent of the upper half of those positions (above level 28) (See Table 2). For women of color, representation figures show even greater discrepancies. Women of color represent 18.1 percent of all classified positions, but 71.6 percent of those positions are in the lower half (grades 4-9) and 28.3 percent are above grade 9 (See Table 3). In professional/administrative positions, 93.9 percent of all women of color are in positions in the lower levels (grades 21-28), while only 6.1 percent of the positions are at levels above grade 28 (See Table 4).

- * Deans shall promote the election of women as department chairs and shall give priority to the appointment of women as department chairs and associate deans and assistant deans. Deans shall identify and mentor women as candidates for department chair and/or associate and assistant dean positions.

Women are significantly underrepresented as department chairs at the University of Louisville. While the number of female department chairs has increased from three to eight over the past decade (See Table 5), this only represents 8.6 percent of department chairs in 1994. The 8.6 percent female representation among department chairs during 1993 falls significantly short of the percentage of female faculty eligible for these positions (See Table 6).

Those academic departments with program directors have historically had greater representation of women in these leadership roles than has been evident among academic chairs. The College of Health and Social Services has had an average of 50 to 60 percent of program director positions occupied by women over the last ten years (See Table 7). The School of Music has made great strides in the representation of women among program chairs since 1983. This School had increased the proportion of female program directors from 0 percent in 1983 to 62.5 percent in 1993 (See Table 8).

- Each unit or department head shall ensure that at a minimum, gender representation is achieved on all unit and departmental committees.
- Each college shall require gender parity on departmental and college promotion and tenure committees. This parity will reflect the gender parity in the discipline nationally, and not only the distribution within the department at University of Louisville. This may require the appointment of a trained Affirmative Action person to monitor the process or "borrowing" a faculty member from another college, until such representation can be achieved. Units not in compliance with this policy must receive approval from the Provost.

The total number of female faculty as a percentage of all faculty at the University has increased from 19 percent in 1983, to 23 percent in 1988, and 26 percent in 1993 (See Tables 9-11). However, as a percent of total faculty, women in the higher rank faculty positions continue to constitute a smaller proportion of all faculty relative to men. Female professors constitute five (5) percent of all faculty, male professors constitute 35 percent. Female associate professors constitute nine (9) percent of all faculty, male associate professors constitute 23 percent. Lastly, female assistant professors constitute 13 percent of all faculty, male assistant professors constitute 17 percent. The higher the rank, the greater the difference between the genders in the percentages these gender and rank groups constitute of total University faculty. While some changes in this distribution have occurred over the last ten years, the change has not been significant except for the ranks of assistant professors. In this instance, male assistant professors as a percentage of total faculty have decreased from 21 percent in 1983 to 17 percent in 1993. Female assistant professors as a total of all faculty have, over the same time period, increased from nine to 13 percent. These representation statistics indicate that women continue to constitute a small proportion of total faculty at the University, that this underrepresentation is magnified at higher faculty ranks, and that the greatest progress in representation for female faculty over the last ten years has been at the rank of assistant professor (See Tables 12-13).

From 1983 to 1993 the percentage of male faculty who were professors increased from 42 to 47 percent. The percentage of male faculty who were associate professors remained relatively constant, from 32 to 31 percent while the percentage of male faculty who were assistant professors decreased from 26 to 22 percent. The percentage of women who were full professors remained relatively constant for this time period, from 17 to 18 percent. The number of women who were associate professors decreased from 37 to 33 percent while the percentage of female faculty who were assistant professors increased from 46 to 49 percent. These trends suggest that, among male faculty, there is a gradual transitioning through the ranks from assistant professor to professor. However, among female faculty, this transition is not occurring. The distribution among ranks for female faculty suggest we are hiring increasing numbers of women as assistant professors but they are not moving up through the professorial ranks (See Table 14). Instead, they appear to be leaving the University some time prior to their promotion to associate professor rank (See Table 15-16).

From 1983-84 to 1993-94, the percentage of new female faculty hires was 34 percent. The percentage of separations for faculty that involved women was 30 percent. When retirements were removed from the total separations, the percentage of separations for female faculty increased to 31 percent (See Table 17). In recent

years, the percentage of women leaving the University has increased. From 1983 to 1989, 28 percent of all faculty who left the University were female. From 1989 to 1991, 31 percent of the faculty who left were female. However from 1992 to 1994, this figure increased to 35 percent. When retirements are removed from these separations for the last three years (1992 to 1994), the percentages increase to 47, 37, and 34 percent respectively. **For some reason, women in recent years are leaving the University at a higher rate** (See Table 18).

The percentage of senior faculty who are female varies extensively across academic units. The percent of senior faculty who are female ranges from highs of 100 percent in the School of Nursing and 62 percent in University Libraries to lows of six (6) percent in Speed Scientific School and **two (2) percent in the College of Business and Public Administration**. When the eleven academic units are considered, three have percentages of senior female faculty that are 50 percent or greater. The remaining eight have percentages of senior faculty who are female that are 26 percent or less. Three of these units have ten percent or less of their senior faculty who are women and four of the eight have less than 20 percent of their senior faculty who are women. (See Table 19).

The promotion and tenure committee within a department or college is one of the most powerful and significant committees within the unit. The decisions made by this committee can have extensive and long term ramifications for faculty. **The College of Business and Public Administration has no women on the promotion and tenure committee.** In the School of Dentistry, no women are on this committee nor have any women been on this committee in the past five years. In the College of Arts and Sciences, since 1989 30 people have served on this college personnel committee, three have been women. In the School of Education, one woman is currently on the committee, although in the past five years an average of two women have been on this committee. The College of Health and Social Services has three women out of six members on its personnel committee, while Speed Scientific School has one woman on its personnel committee. Given the limited numbers of tenured faculty who are female compared with the numbers of assistant professors in many of the colleges, it is essential that women have fair and equitable representation on committees.

The presence of women on other important unit committees is an indication of the degree to which women are taken seriously within the unit. **One of the most important committees is a dean search committee.** This committee interviews potential candidates for the dean's position, and as such, the committee is very influential in establishing the direction of the college. Dean search committees are typically comprised of faculty, staff and, in some cases, students. Since 1982, fourteen dean search committees have been formed containing a total of 134 individuals of which 61 percent (82) were men and 39 percent (52) were women. Of the 52 women who sat on these committees, 21 were students or staff compared with 31 who were faculty. A similar situation has occurred for decanal review committees at the University of Louisville. Since 1985, 156 individuals have been members of decanal review committees, of which 68 were women. Of these 68, however, 25 were non-faculty (students, staff or alumnae).

Reorganization and Restructuring

- **During restructuring, budget reductions, and reallocations the deans and vice-presidents shall monitor the impact of these actions to ensure that women are not disproportionately affected. During restructuring, reallocations and budget reductions the University shall actively recruit women for executive, administrative and managerial positions.**

During times of retrenchment in higher education, budget cuts, budget reductions, restructuring and reallocations of funds are common events. It is often the case that those positions most often eliminated during such reductions are clerical and lower level positions. At the University of Louisville, women hold 95 percent of all clerical positions and 70.4 percent of the lower grades (20-28) of professional/administrative positions.

Women of color represent 71.6 percent of the lower grade (4-9) classified staff positions and 93.9 percent of the lower grade (20-28) professional/administrative positions. Since individuals in clerical positions as well as the lower levels of administration are more likely to be released due to actions resulting from budget cuts, women and women of color are at greater risk.

Positions created as the result of restructuring and reorganization are frequently filled through informal processes. These processes are based on networks among administrators within the University. Since most of the University administrators are male, this may mean that women are not considered or are not notified of the open positions.

Characterization of Women

- **The University shall ensure that all publications and mailings contain gender neutral language. All mailing lists shall be reviewed to ensure that the appropriate professional title of the recipient is used.**
- **The University shall continue its positive efforts to achieve gender balance in its publications, making every effort to portray women in non-stereotypical roles.**

The publications authorized and distributed by the University of Louisville are an indication of the climate of this institution and represent to the external community and other multiple constituencies the value the University places on its female employees and their accomplishments. To the extent that these official publications show less representation of women than their percentage of the work force at the University of Louisville, the University is devaluing the contributions of women. The University must monitor the representation of women, in terms of numbers and image. Increasing the number of articles, photographs, etc. involving women is important. However, if the image presented is stereotypical, e.g. one that shows the women shopping or in a diminutive position relative to a male in the photograph, the increased numeric representation has little meaning and communicates to our constituencies the perception that the University defines and limits women within stereotypical roles.

The University has made progress over the past several years in the positive portrayal of women in at least some of its publications. The Task Force examined *Inside U of L*, *Et Ultra*, *Encore*, the *Alumni Magazine* (See Tables 20-22) and the *Annual Report* to assess the number of articles and photos depicting women at the University of Louisville. In *Inside U of L*, the number of articles, the lead article, the number of photos and the lead photo have all shown increases in the number of women since 1990 (See Tables 23-26). This is also true of the publication *Encore* (See Tables 27-28). We compliment University Publications for their responsiveness to the concerns voiced by the Women's Advisory Committee during 1992 about the underrepresentation of women in University publications. Much of the increase in representation and non-stereotypical representation has been due to the specific attempt by University Publications to conscientiously monitor these publications. However, the publications *Et Ultra* (See Table 29) and the *Annual Report* (See Table 30) have remained relatively stable or show a decrease in the number of women portrayed in both articles and photos of those publications. This deficiency should be addressed.

Awards

- **The selection committees for University awards shall be representative of the diversity of the University, including**

balance of gender and race. The President shall be responsible for monitoring the composition of all committees recommending faculty and staff awards, honorary degrees, and external awards, and the proportion of women in each of the above categories.

This nominating process shall be one in which women will feel comfortable in advancing nominations. The President shall also be responsible for promoting women as recipients of these awards.

- The selection committees for all unit level awards shall be representative of the diversity of the University, including balance of gender and race. The vice-president or dean shall be responsible for monitoring the composition of all committees recommending unit awards, and the proportion of women in each of the above categories. This nominating process shall be one in which women will feel comfortable in advancing nominations. The dean or vice president shall also be responsible for promoting women as recipients of these awards.

It is not uncommon for the professional accomplishments of women to be downgraded in the areas of teaching, service and research. Studies on this issue have noted that when research was credited to a female, it was often rated as poorer in quality than exactly the same research when it was credited to a male. Similarly, when a given list of research projects contained some identified as written by females and some identified as written by males, those projects identified as written by women were rated as poorer quality than those identified as written by men. When the same list was used and those research projects credited to women and men switched, the ratings reflected similar changes. This devaluation of the accomplishments of women has also been found to occur in the area of service, where service performed by women is often considered to be of lesser worth than that completed by men. Finally, research shows that women professors are challenged more often and more openly by students, required by students more often openly to establish and prove their qualifications, and generally viewed as less valuable by students than their male counterparts (Sandler, 1986).

Awards are one way of rewarding contributions and showing individuals the value placed on their accomplishments by the University. The following is a description of the gender distribution within various University and unit level awards and honors. It does not communicate a strong value for the contributions of women at the University.

Faculty awards--Each year the University of Louisville gives a number of distinguished faculty awards in the areas of teaching, service, and scholarship, research and creative activity. Records of teaching awards date back to 1982, while those for scholarship and service date to 1985 and 1986, respectively. In the area of teaching, ten (10) of 36 or 27.7 percent of the awards have been given to females, a proportion which mirrors the general representation of women among faculty over this time period. In scholarship, research and creative activity, one of 22 or 4.5 percent of the awards and in the area of service, one of eight, or 12.5 percent, of the awards have been given to women. In both research and service, women were underrepresented relative to their proportion in the University population.

Staff awards--Awards are given each year to classified, professional/administrative and administrative staff. Since 1984, approximately 95 percent of all classified awards have been given to women. Of administrator awards since 1984, 16.8 percent have been awarded to women who comprised 11.6 percent of all administrators in 1983 and 18.6 percent of all administrators in 1993. However, professional/administrative awards have been given to women in only 50 percent of the cases, though women have comprised 61 percent of this category since 1983.

Honorary degrees--Since 1981, thirty-two honorary degrees have been awarded by the University of Louisville. Of these 32 degrees, seven (21.9 percent) were awarded to women.

Endowed chairs--The University of Louisville has 19 endowed chair positions. These positions have been filled by 21 faculty members. Of these individuals, 18 or 85.7 percent were or are filled by males and three or 14.3 percent were or are filled by females. This representation is significantly less than the number of full time tenured women nationally (46 percent; Touchton and Davis 1991).

Grawemeyer awards--Since 1985, twenty-six Grawemeyer awards have been given, with only four awarded to women.

Commencement speakers--Over the past 13 years, the University of Louisville has had two women commencement speakers, comprising 15.4 percent of the speakers. These two women were speakers in 1992 and 1993. Prior to 1992 there had been no female commencement speakers. Even though high profile women have been identified as potential commencement speakers, the delay in scheduling speakers on an annual basis has resulted in a limited number of women chosen for this honor.

Leadership Louisville/Kentucky--Each year, a number of organizations nominate one individual to attend Leadership Louisville and Leadership Kentucky. These nominations allow individuals to meet with other community leaders, providing leadership and networking opportunities for the participants. Since 1981, 16 employees of The University of Louisville have attended or will attend Leadership Louisville. Of these sixteen employees, only four have been women. Since 1986, of the six employees who attended Leadership Kentucky, one has been a woman.

RECRUITMENT

"Just last week I proposed that a woman be hired to replace a retiring male professor. Supervisor responded, 'Oh, we need a full professor who can read dissertations'. How to cope with such assumptions?"

RECOMMENDATION:

The strategic goal of the University shall be gender balance in all employee categories. While the University has appropriate policies and procedures to accomplish this goal, the application of these policies and procedures has not resulted in gender balance.

Currently, 55 percent of the employees of the University are women. Gender balance in the four categories of employees (faculty, classified staff, professional/administrative staff, and executive/administrative/managerial) has not been achieved. Instead, the greatest numbers of women are found in the lower ranks of employee classifications.

In 1993, 27.6 percent of the faculty were women. This represents an increase from 21.1 percent in 1983 and 24.5 percent in 1988. EEO figures from 1993 indicate that 113 new faculty were hired in 1993. Of these, 37 percent were female and 63 percent were male. The number of African American female faculty has increased slightly over the past decade, especially during the past five years.

Since 1983 the number of women in classified positions has increased slightly from 70.9 percent in 1983 to 72 percent in 1993. As classified positions are the lowest paid in the University, the high percentage of women in these positions indicates that women are clustered in the lower salary positions. Women do not appear to

occupy a disproportionate number of either lower or upper level positions within this classification (See Table 31).

The number of female professional/administrative employees has remained relatively constant, comprising 61.2 percent, 60.3 percent and 61.8 percent of this category in 1983, 1988 and 1993, respectively. Although the overall percentage of females in professional/administrative positions is 68.1 percent, there tend to be more women in lower grade professional/administrative positions than in higher grade positions. (See Table 4) This trend also appears to hold with regard to African American females in professional/administrative positions.

Data from 1993 for 67 academic departments was reviewed. In 73 percent of these departments women constituted less than 50 percent of the full-time faculty. In 55 percent of these departments they constituted less than 30 percent of full-time faculty and in 27 percent of these departments less than 10 percent of full-time faculty.

Women are additionally underrepresented in executive and administrator positions. While 29.7 percent of all executive/managerial/administrative positions are held by women, only 6.7 percent of all executive and 22.2 percent of all administrator positions are held by women. The one female executive is the Dean of the School of Nursing.

The responses from the employee survey suggested serious concern over the absence of female administrators at the University. Only sixteen percent of all respondents agreed that hiring women for administrative positions is a priority at the University. Women (9 percent) were less likely than men (30 percent) to agree with this statement. These gender differences were evident across all racial and employee categories.

- * **The University shall actively recruit women as internal candidates for all interim appointments.**

The process through which interim appointments have been made has resulted in little representation for women among these appointments. This applies to all interim appointments and includes those which have been created during the process of restructuring and reorganization. Since interim appointments have the potential to become permanent appointments, with the person in the interim position retaining the permanent position, recruitment of women for these interim positions must be addressed. There is an advantage to serving in an interim position, in that the individual is able to learn the position, meet people who can assist her or him, and become a stronger candidate for the permanent position. Interim appointments offer a unique opportunity to provide leadership development, as well as role models for students, faculty and staff and therefore equal access to these appointments should be provided.

The informal processes on which these appointments have been made have been justified based on the temporary nature of the appointment as well as budgetary constraints. While consultation has taken place in some cases, the usual process to identify candidates for interim or internal appointments has been very informal and very much a word-of-mouth approach.

Four executive level positions, Vice President for Health Affairs, University Librarian, and Deans of the College of Arts and Sciences and the College of Health and Social Services have been filled on an interim or acting basis. Again, the appointees are all white males. Another, Assistant Vice President for Student Services, was very recently filled by the appointment of a white male. Only one interim administrative appointment, Director of the School of Allied Health, has been filled on an interim basis by the appointment of an African-American female. If the University is to achieve the maximum benefit by making the best use of its human resources, it is imperative that internal searches be conducted, that opportunities for interim positions be advertised internally and that women and minorities not only be afforded an opportunity to apply for interim positions, but also actively be encouraged to do so.

- All units and each department within the unit shall adopt written short and long-term goals and timetables for the hiring of women. The Provost and vice presidents shall approve and monitor these goals and report annually to the President, Commission on Women and Faculty and Staff Senates on the outcomes.

Adoption of goals and timetables for the hiring of women should not be interpreted as a commitment to hire only women. On the contrary, it is a commitment to achieve gender balance or to make substantial progress toward achieving gender balance. In a survey directed to deans and vice-presidents, these university administrators were unable to identify any specific policies addressing the hiring of women. Most units, instead, look to the university-wide affirmative action policies. These policies, however, are not detailed plans of action for the recruitment of women, they are general guidelines and goals. If the culture of the institution is to be changed, leadership by the President and other unit heads and a commitment on the part of the units is required. Adoption of written goals and timetables for the hiring of women will serve to strengthen the commitment of the individual unit or department. It is much more likely that individuals will commit to goals that they have helped to establish. A specific document adopted by the unit is more compelling than the general affirmative action statement of the University. Writing the goals and timetables will necessarily result in each unit or department reviewing and possibly revising its current recruitment process. Further, written goals and timetables give the unit or department a means of measuring their own progress as well as enabling the President, Commission on Women and Senates to evaluate the accomplishments of each unit or department. It places the responsibility on the unit or department to justify any failure to meet its own goals and timetables. In attempting to achieve gender balance in each unit, attention should be paid to hiring women at all levels within the unit. While for budgetary reasons new hires are frequently made at the lower rank within any given unit, it is important that the university achieve balance in representation as well as in numbers.

- Unless otherwise requested, supervisors shall receive all internal and external applications without screening by Personnel Services.

Because of the differences in the career paths of men and women, supervisors need to carefully and fully evaluate the credentials of all applicants. These supervisors are in a better position to evaluate non-traditional means of developing skills and abilities appropriate to the position. Excellent candidates may be excluded if the pool of applicants is screened based on minimum guidelines prior to forwarding applications to the hiring supervisors.

- The Office of Affirmative Action shall report directly to the President.

The Office of Affirmative Action reports directly to the Vice President for Administration. Personnel Services is one of the units within the University which must be closely monitored by Affirmative Action. Personnel Services and Affirmative Action are both responsible to the same vice president. This presents the potential for the appearance of a conflict of interest. This potential would be eliminated and the ability of Affirmative Action to further the interests of women and minorities strengthened if this unit were directly responsible to the Office of the President. Linkage of Affirmative Action with the Office of the Chief Executive Officer of the University makes a clear and strong statement concerning the commitment of the University to affirmative action goals.

- An Affirmative Action Officer who reports directly to the dean or vice president shall be appointed in each unit. The dean or vice president shall be responsible for ensuring the Affirmative Action Officer receives sufficient training and actively and

directly participates in all phases of the recruitment and hiring process for all faculty, staff and administrative positions. This individual shall be responsible for advising the dean or vice president concerning the effectiveness of unit recruitment processes in the hiring of women.

Currently affirmative action rules and regulations call for the use of Affirmative Action Officers within each unit to oversee and monitor adherence to affirmative action policies and procedures. However, in many instances, the intent of this process is undermined. 1) In some units the Affirmative Action Officer is a staff member with little authority and limited means of influencing faculty and staff at higher rank. 2) In some units, the Affirmative Action Officer is not properly trained and therefore not aware of the significance and breadth of their role within search processes. 3) Few Affirmative Action Officers closely follow and monitor the search process through every phase. In fact, in most instances, the only participation by the Affirmative Action Officer occurs at the initial organizational meeting of the search or selection committee and at the end of the search, following the selection of candidates for interview. It is imperative that the role of these officers be taken seriously within the recruitment and hiring process at the University.

- * **Gender parity shall be established on all search committees in each unit. This parity shall be determined by gender representation within the discipline or profession and not necessarily the specific unit at the University of Louisville. Units may be required to appoint a trained Affirmative Action Representative or to appoint a staff or faculty member from another unit to the search committee to achieve parity on the search committee.**

The function of any search committee must be to identify a pool of highly qualified candidates for the position. Since men and women bring different backgrounds, skills, and orientations to their professional organization, it is imperative that the entire range of experiences relevant to a profession be represented on search committees. This means guaranteeing that both men and women serve on these committees. The gender representation on search committees should reflect the gender distribution of individuals within the discipline, i.e. gender parity.

Search committees have a dual responsibility. First, they must identify and second, they must recruit the best individual for the position and therefore, the best choice for the institution. Recruitment means convincing the best candidate that the University is a good place to work and develop. Women must be represented on search committees if the University is to achieve gender balance. Search committees must effectively communicate to female candidates that this University is one in which the contributions of women are valued and recognized, a University where women can work as equal partners with their colleagues.

- * **Policies shall be developed for the recruitment of special faculty positions, such as Visiting Professors, Executives in Residence, Endowed Chairs, etc. to ensure that women have equal access to such positions.**

All units do not have formal policies governing the recruitment of candidates for these special faculty positions. This lack of formal policy and procedure may inadvertently result in the exclusion of women and minorities as well as many qualified males. If women and minorities are inadvertently excluded, this may be perceived as another indication of a lack of commitment to achieving gender balance. To prevent this, each unit shall develop and adopt policies and procedures for recruitment of each category of special faculty position.

- * **The University shall begin searches to fill interim executive positions on a permanent basis immediately. The search**

committees for these executive level positions shall have gender balance. If necessary, pertinent governance documents of the University shall be revised to require this representation.

The recent use of interim appointments as a budgetary strategy has resulted in the appointment of four men at the executive level and one woman at the administrative level. The Strategies for the 90's declared that all administrative vacancies would be filled in this way until June of 1994 when national searches for these positions were scheduled to resume. The lack of gender balance in these appointments and the underrepresentation of women at the executive level contribute to serious climate issues for women. There is a widespread perception that there is no commitment to hiring women executives. In the findings of the employee survey a majority of the female respondents (65 percent) disagreed with the statement, hiring women for administrative positions is a priority at the University. Male respondents were much less likely to disagree (30 percent). Among the female respondents, faculty (75 percent) and professional/administrative staff (74 percent) were more likely to disagree than administrators (62 percent) and classified staff (56 percent). The perceived lack of commitment at this level contributes to the chilly climate for women in two ways: it discourages women from applying for higher positions and it may subtly reinforce the resistance to change experienced by some men. The sooner national searches are conducted, and women and minorities have an opportunity to compete for these positions, the sooner this perception will change.

- **The University shall actively recruit women in all traditionally male dominated positions to include executive/administrative/managerial, technical and skilled crafts and academic disciplines.**

Fifty-five percent of the employees at the University of Louisville are women. Forty-three percent of all employees are classified staff. Seventy-two percent of these classified staff are women. Women in classified staff positions are in traditionally female dominated grades and categories. Within professional/administrative staff ranks, women are generally over-represented in the lower grade positions and under-represented in the higher grade positions as well as positions that are traditionally male dominated. For example, while women constitute 65 percent of the technical/paraprofessional positions at the University, they constitute only six (6) percent of all skilled crafts positions. Based on interviews with administrators, the University has no policy or specific program to encourage the recruitment of women into traditionally male dominated fields. Emphasis should be placed on recruiting women for the male dominated positions but care must be taken to avoid limiting the recruitment of women only to those areas in which underutilization of women is a problem. There is a tendency to view the minimum permissible under federal guidelines as the goal or norm. This reinforces attitudes inimical to the achievement of gender balance.

- **University Personnel Services shall provide training for search committee chairs, deans and other administrators in affirmative action policies and procedures as well as gender related issues such as differential communication styles and diverse career paths. Completion of this training shall be mandatory prior to the receipt of approval for the execution of a search, internal or external, to fill a vacancy within the specific unit.**

The current affirmative action policies and procedures only ensure that women and minorities have an opportunity to apply for open positions. However, the implementation of these policies has not resulted in gender balance or even gender parity. Survey respondents were asked whether they agreed or disagreed that hiring practices in the University disadvantage women. Twenty-one percent agreed. Those who agreed with this statement were more likely to be women (28 percent) than men (9 percent). Less agreement (14 percent) was evident among responses to the statement, hiring practices at the University disadvantage minorities. Non-white respondents (46 percent) were more likely to agree with this statement than white (10 percent)

respondents. And, among the non-white respondents women (51 percent) were more likely than men (34 percent) to agree. There was only limited agreement with the statement that affirmative action is no longer needed at the University. Only 22 percent of the survey respondents agreed with this statement.

Search committee chairs, deans and others are not currently required to undergo affirmative action training related to the recruitment and hiring of women and minorities. The work of women is frequently devalued because it does not parallel the career paths men traditionally follow. Women may interrupt education and/or career for child rearing or the furtherance of the career of their partner. The experience of women prior to obtaining their terminal degree, though relevant, may be disregarded. Search committee members and those involved in the recruitment and hiring of women should be aware of the advantage of diversity in experiences, orientations, and styles that will enrich the organization.

Compensation

- **The department head, dean or other supervisor shall be responsible for ensuring that compensation, "start up packages", and credit for prior service, where applicable, are the same for equally qualified newly hired employees.**

Within recent years, gender inequities in starting salaries for individuals in comparable positions with similar experience have been reduced. However, initial compensation may include more than simply salary. An individual may negotiate for a variety of benefits as part of the "start up package" and/or credit for prior service. Since men's negotiating and communication styles are more consistent with currently accepted negotiation strategies, a commitment must be made to base compensation, "start up package" and credit for prior services on qualifications and credentials and not negotiation skills. Records should be kept detailing the total compensation and "start up package" offered each new staff or faculty member. Any differences in total compensation package for similarly situated new hires should be based on difference in qualifications and justified as part of the record keeping.

- **The University shall provide incentive funds for the recruitment and hiring of women. Policies and guidelines for the use of these funds shall be developed by the President and the Commission on Women.**

Each of the units have a limited amount of funds available for recruiting purposes. These limited funds must cover not only advertising, but also travel, lodging and other recruiting expenses. If women are to be actively recruited, additional advertising to reach women candidates may be necessary. This could include advertising in publications directed toward women or purchasing registries listing women candidates. The effective recruitment of women may require funds for additional recruitment activities, such as the flexibility to bring in additional candidates, to invite a partner or other family member to visit the University and community, or to offer a slightly higher salary. Indirect compensation such as the purchase of equipment or the funding of participation in certain professional activities may be required if the unit or department is to compete effectively for a candidate. It may be desirable to fund additional faculty or staff positions in order to attract and hire a particularly talented prospective employee.

There shall be a university-wide pool of funds to assist in the effective recruitment of women. While some units may be able to secure additional funds through internal budgetary adjustments, the ability to recruit women should not be dependent on the relative strengths or weaknesses of individual units or departments. The ability to recruit women should be funded by the University.

While each situation may be unique and maximum flexibility should be maintained, the entire university community should clearly understand the intended use of these funds. Further it may be critical that authorization of additional funds be obtained quickly. Guidelines and policies regarding the use of these funds shall be developed and published by the President and the Commission on Women.

- **The University shall develop a university-wide centralized program to meet the career or educational needs of accompanying spouses or partners.**

Today in most families both partners are employed outside the home. Employers recognize that successful recruitment of talented individuals may depend on the ability of that person's partner to find career opportunities either at the University or in the Louisville community. Currently many units are very effective in providing assistance to the partner of an employee in finding a job or in furthering his or her educational goals. The ability of units to provide effective assistance varies. To make this assistance available to family members of the prospective employee in an equitable manner and to do so cost effectively, the University shall develop and fund a university-wide centralized partner employment program.

RETENTION

"I wanted to teach certain courses when I came here and I was told by another professor that I was teaching a 'girl' course and I would have to start teaching 'boy' courses if I wanted tenure"

"If I had some hope that I could become someone here, I would work very hard"

"Good work doesn't translate the same for women as it does for men"

RECOMMENDATION:

The greatest resources of any organization are its human resources. Competent and committed employees who have elected to work within the University must be retained and cultivated to take advantage of their full potential. As significant contributors to the organization women should be considered equal partners. To take advantage of this pool of valuable resources the University should recognize competence and contribution through career development, equitable pay, and institutional evaluation.

Career Development

The University should provide a campus climate where women are encouraged to develop their capabilities and potential in an environment where measures of success include the unique experience, skills and values women bring to the University community. Necessary resources should be provided to support and encourage the career development of women within and between all classifications of employees at the institution. This will include the development of new programs and structures, policies and procedures to ensure that all barriers and obstacles that have a negative impact on the career development of women are removed.

- **Unit heads shall be responsible for ensuring that unit performance evaluation criteria and procedures are gender neutral and based on developmental goals and clearly articulated criteria specific to a position. Unit heads shall be responsible for the implementation and maintenance of these procedures in an effort to achieve gender equity within the University.**
- **The University shall require that all evaluations contain two-way feedback with specific goals established for both the employee and supervisor.**

Gender neutral performance evaluation should be a key component in the career development of all employees. This evaluation should ensure that women's accomplishments and achievements are valued and that institutional norms and values are communicated as part of the discussion of professional growth and development. Performance evaluation should focus on the fostering of career development rather than as a salary determinant. Sandler (1986) reports women's devaluation occurs in the following ways: women's accomplishments are downgraded or trivialized when equal or superior to those of males; courses, programs, and committees regarding women are seen as less valuable than other similar activities; and traditionally female fields are often downgraded.

Based on the findings of the employee survey, most (70 percent) respondents agreed their supervisor treats them fairly. However, women who were administrators (21 percent) and professional/administrative staff (31 percent) were more likely than men in these employee categories (7 percent and 21 percent respectively), to disagree with the statement. When asked to respond to the statement, my supervisor rewards good work, approximately one fourth (27 percent) of the respondents disagreed. Gender differences were noted among administrators and professional/administrative staff. Though not statistically significant due to the small number of female administrators, 21 percent of the women compared to ten (10) percent of the men in this employee category disagreed. Similarly, among professional/administrative staff, 31 percent of the women compared to 21 percent of the men disagreed their supervisor rewards good work. Gender differences were also noted based on the gender of the supervisor. When the supervisor was female, no differences between the responses of men and women were evident. However, when the supervisor was male, women (30 percent) were more likely than men (23 percent) to disagree.

While most respondents to the survey (63 percent) agreed their supervisor evaluates them fairly, the absence of an emphasis on professional development and improvement within the performance appraisal and merit evaluation systems was reflected in responses to the statements, during my performance evaluation my immediate supervisor and I set common goals for accomplishment and my performance evaluation gives me an understanding of how to improve my job performance. Only 40 percent of the respondents agreed they set common goals with their supervisor during the performance evaluation and only 41 percent agreed their performance evaluations provided them with information on improvement. While no gender differences were evident among responses concerning the utility of the evaluation in providing means to improve and advance, gender differences were evident in responses to the statement concerning the setting of common goals during the evaluation process. While gender of the employee was not significant, when the gender of the supervisor was male, 40 percent of the respondents disagreed with this statement. When the gender of the supervisor was female, the percent of respondents who disagreed decreased to 34 percent.

- **The University shall recognize that individuals follow diverse and different career paths, bringing to the University a variety of experiences. The University shall develop a system of advancement and professional development which takes advantage of and recognizes this diversity of experience.**

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Deans and vice presidents shall be accountable for the professional development of their respective faculty and staff. Deans and vice presidents shall promote professional development and, if necessary, make adjustments in work schedules and provide funding to accommodate these activities.

According to Sandler (1986), differential treatment creates a climate that "undermines self-esteem and damages the professional morale" of women. This results in women having a sense of social and professional isolation which limits their ability to contribute and advance. Researchers have identified advancement (or the opportunity for advancement) and recognition of quality work as major factors in producing job satisfaction. It is important for employees to perceive that their efforts have a significant impact and that there be recognition of accomplishments and contributions.

Information obtained from focus groups, open forums, and employee surveys addressed career advancement issues. All classifications of employees expressed concern over the lack of advancement opportunities with particular emphasis on the paucity of women in leadership and key decision-making roles. Women administrators expressed particular frustration with the way interim administrators have been appointed.

Findings from the employee survey indicated that among the respondents to the survey, approximately half (56 percent) disagreed with the statement, I am satisfied with my opportunities for promotion. Female administrators (62 percent) were more likely than male administrators (35 percent) to disagree with this statement; however, the small number of female administrators resulted in a lack of statistical significance.

A significant number of respondents to the employee survey (44 percent) agreed with the statement, I have to go out of my way to learn about promotional opportunities. Gender differences among responses to this statement were evident among classified staff, as women (52 percent) were more likely than men (35 percent) to agree with this statement. Additionally, gender differences were present based on the gender of the supervisor. When the supervisor was female, no gender differences in the percent of agreement were evident. However, when the supervisor was male, women (47 percent) were more likely than men (34 percent) to agree.

Respondents to the survey were in general agreement that, they were encouraged to take advantage of additional training and education (56 percent agreed). However, the responses additionally suggested that limited funds and obtaining time off for training and education were barriers faced in following through with the encouragement they had been provided. Fifty-two percent of the respondents to the survey disagreed that their unit had adequate funds for training. Additionally, 40 percent of the respondents agreed that getting time off for job training or education was difficult. Faculty (62 percent) were more likely than respondents from other employee categories to agree that getting time off for training and education was difficult.

Evidence of the virtual absence of any mentoring at the University was present among responses to the employee survey. Only 22 percent of the respondents agreed they had a mentor and only 17 percent agreed that mentoring was valued at the University. While no differences based on gender or employee type were noted for whether the respondent had a mentor, differences based on gender were evident for the respondent's perception of the value placed on mentoring at the University. Female faculty (77 percent) were more likely than male faculty (61 percent) to disagree that mentoring is rewarded at the University.

The responses to the statement, my co-workers seem to know more about advancement opportunities than I do, produced some interesting evidence of feelings of marginality among non-white employees at the University. Overall, only 18 percent of the respondents agreed with this statement. However, among faculty, women (23 percent) were more likely than men (13 percent) and non-white (29 percent) were more likely than white (15 percent) respondents to agree with this statement. Among female faculty members, 47 percent of the non-white women and 20 percent of the white women agreed with this statement. This reflects the effect of the dual marginality of non-white female faculty on perceptions of the receptiveness of the University climate.

In response to the statement, personnel policies make advancement difficult for staff, female administrators (69 percent) were more likely than male administrators (44 percent) to express agreement. In response to a related question, twelve percent of the respondents agreed that women were more likely to be promoted than men. Women (4 percent) were less likely than men (26 percent) to agree with this statement.

- **Women, and particularly African American women, have greater representation among the lower levels of classified and professional/ administrative staff, administrators, and faculty. The University shall develop a system which provides advancement and professional development which includes career ladders, mentoring, training and other developmental opportunities for all full and part-time employees.**
- **Personnel Services shall develop managerial training for all supervisors to increase their awareness of gender specific issues such as gender neutral language, differential styles of communication, leadership, work styles, etc.**

Recognition of work is a major factor in job satisfaction and contributes significantly to positive feelings about work. The opportunity to use valued skills and abilities contributes to job satisfaction. Women who participated in open forums and focus groups shared concerns and discouragement related to the lack of recognition for their work and concerns about their general work situations. These included recognizing and rewarding their contributions, acknowledging their ideas, suggestions or opinions and valuing activities frequently avoided by male employees. For minority women, recognition of work takes on an additional stress as racial and gender stereotypes surface. African American women face enormous stress with acceptance and recognition of their work.

Numerous research projects have focused on gender differences in the areas of language, communication, scholarship, and work styles. In organizations where male values predominate, men's styles are often associated with power, professionalism, and success while women's styles represent powerlessness and insignificance. Women's ways of knowing, communicating, leading, and working are often devalued. The success of an institution depends upon inclusiveness and diversity in valuing the richness of the contributions of all employees.

The staff development program at the University currently offers personal and professional development programs and services. These include: (1) an effective supervision series for new supervisors; (2) fiscal and personnel related seminars to develop skills for unit business managers and related positions and also to help prepare other staff for promotions; (3) classes to build staff skills and inform staff; (4) an orientation for all new employees that discusses benefits, services, rights and responsibilities; (5) programs for supervisors of staff; (6) Operation Reach which helps build basic skills to prepare for the GED test, admission to college or professional development; (7) Cardinal Care; Service with Pride program which helps build communication and interpersonal skills; and (8) a tuition remission program for academic credit classes.

Survey findings reflected gender differences in response to the statement the University makes efforts to keep competent female staff. Forty-two percent of women respondents and fourteen percent of men disagreed. These gender differences were evident for each type of employee category. Female administrators (67 percent) and female faculty (54 percent) were more likely than women in professional/administrative (46 percent) and classified (34 percent) staff positions to disagree. Additionally, differences in responses based on ethnicity were evident but only among female respondents. White males (14 percent) and non-white males (17 percent) were equally as likely to disagree with the statement. However, non-white women (47 percent) were more likely than white women (41 percent) to disagree.

Forty-two percent of the female respondents compared to 21 percent of the male respondents reported experiencing or observing situations in which there is an intolerance of the views expressed by women once or more over the last two years. Twelve percent of the women compared to two (2) percent of the men reported observing or experiencing this often. Forty-three percent of the female respondents compared to 17 percent of the male respondents reported experiencing or observing situations in which women's accomplishments were devalued at least once over the last two years. Fifteen percent of the female compared to two (2) percent of the male respondents reported experiencing or observing this often. Thirty-nine percent of the female respondents compared to 17 percent of the male respondents reported they had experienced or observed situations in which differences in work assignments based on gender were evident at least once over the last two years. Seventeen percent of the women compared to three (3) percent of the men reported they had observed or experienced this often.

- **The second phase of the Mercer Meldinger study shall be implemented.**

In 1987 the University began using a point system devised by consultants from Mercer Meldinger to classify staff positions based on ten factors. These factors are evaluated according to the relative strength or weakness present in a particular job. Job responsibilities are examined according to these criteria, assigned a grade with minimum and maximum pay levels which are increased each year according to the amount allocated for employee salary increases. Nearly all new hires enter the University at the minimum pay rate for their assigned job level.

This has resulted in the following: those entering the University with prior experience are likely to receive the same salary as someone who has no experience, yet meets the qualifications for the job; and since minimum and maximum adjustments are increased each year according to the average salary increase, it is very common for someone who has successfully held the position for some time to make the same wage as a new University entrant.

The University has been aware of this inequity. In the mid-1980's the consulting firm of Mercer Meldinger conducted a review of University staff positions and recommended the current structure which would appropriately place employees at a specific grade level. Phase II of the plan, which was never implemented, would have placed employees at the appropriate level of their grade, i.e., someone with ten years experience in a job would receive a higher salary than their co-worker with two years service. This would not have necessarily made the University staff salaries competitive with the local market, but would have at least placed positions where they should be in the University system. Due to funding restrictions the University made a decision to abandon Phase II of the personnel study. The inequities created by this inaction affect many women at the University of Louisville; approximately eighty-six percent of all female employees are staff persons and few, if any, are adequately compensated for their experience and years of service to the University.

- **The University shall ensure all employees understand the personnel classification system and the procedures necessary for reclassification. Staff and supervisors requesting but not receiving a reclassification shall be provided a written explanation for the denial. The current reclassification pool shall be continued to promote advancement for University employees.**

Information obtained through interviews and focus groups supported the view of classified and professional/administrative staff that the reclassification system be revamped to include useful feedback on why reclassifications are not approved, that equal opportunities be provided for men and women to advance based on qualifications and experience, and that units recognize the obtaining of degrees as a tool for advancement to higher levels.

- **The University shall establish a university-wide mentoring program. The policies and guidelines for this program shall be determined by the President in collaboration with the Commission on Women.**

Information obtained from interviews, focus groups and surveys suggests that informal mentoring occurs more often for men than women. Since men occupy the higher levels within each category of employment and often feel more comfortable interacting with individuals who are 'similar to them', men regularly benefit from an informal mentoring process and network on campus. Women, on the other hand, often feel isolated and ignored as they are excluded from informal activities on or off campus. This makes it "difficult for women to keep informed about institutional, departmental, and professional matters, to share a sense of collegiality and be seen as 'team players' or even to be known as individuals among their peers (Sandler, 1986). While some departments at the University do a good job of orienting people, they do not follow through with consistent mentoring to ensure that women receive advice and counsel for success. Official mentoring programs in which individuals are paired with a senior person (male or female) will provide equivalent opportunities for women to succeed at the institution. In addition, support for external mentoring programs such as the HERS program and the Harvard Management Institute would be helpful to women interested in higher education administration.

On the survey, a majority of respondents (56 percent) disagreed with the statement the University recognizes employees/faculty who mentor or help others. Gender differences were evident only among faculty: female faculty (77 percent) were more likely than male faculty (61 percent) to disagree with this statement. Sixty-six percent of all respondents disagreed with the statement I have had a mentor(s) to assist me at the University of Louisville while twenty-two percent agreed. No gender differences were evident on this item.

- **Personnel Services shall be responsible for ensuring that employees without access to electronic mail receive copies or have access to copies of Career Opportunities.**

Classified and professional/administrative staff reported at open forums, focus groups and interviews that some departments or individuals within some departments do not have access to electronic mail and are therefore unable to view the career opportunities listed each week. They are not able to determine what positions are available at any given time at the University.

- **The University shall develop policies and procedures which allow faculty to delay tenure for up to three years for good cause. Good cause shall include family care. Any such delay need not require the faculty member to take a leave of absence.**

Studies repeatedly support findings that income-earning women continue to have the major child rearing and household responsibilities and report serious concerns about the conflicts associated with career and family. Faculty women often encounter professional and family obligations that place pressure on them in ways that few men experience. For faculty women, childbearing often corresponds with the pre-tenure years, creating a situation in which professional and personal demands are at their peak. The responsibilities for family formation make it difficult to meet the requirements for tenure without great personal sacrifice. To support the filling of the tenure pipeline, a part-time or delay accommodation during some portion of the tenure clock would serve to acknowledge the double bind women often face. The intent is merely to separate the obtaining of tenure from a calendar date, not in any way to compromise the integrity of the tenure process.

Female respondents (50 percent) were more likely than male respondents (7 percent) to report they performed all or most of the household responsibilities. Female respondents (50 percent) were also more likely than male respondents (7 percent) to report they assumed all or most of the child care responsibilities. These gender

differences were consistent across all categories of employees. Those women who responded to the survey were, relative to the male respondents, assuming the majority of family responsibilities.

- The University shall continue to respond to the recommendations outlined in the *Report on the Utilization of Part-time Lecturers* presented to the Provost, October 30, 1991.
- The University shall recognize the contributions of part-time faculty and staff. When part-time employees become candidates for permanent full-time positions, their service at the University shall be recognized and accepted as credit toward qualification for the full-time position.

Some progress has been made on the recommendations from the *Report on the Utilization of Part-time Lecturers*. For example, part-time faculty now serve as members of the Faculty Senate. However, information obtained from women through open forums, surveys and interviews supports the view that part-time faculty are subject to differential treatment. Part-time faculty feel devalued, not respected for their contributions, isolated through a lack of space, telephone, access to resources etc., minimally compensated for their time and effort and alienated from the University community. It also was reported that part-time faculty are not considered for full-time permanent positions even after working for the University on a part-time basis for many years and having received excellent evaluations of teaching performance. In addition, if part-time faculty are given consideration for positions, prior service to the University is often not recognized and accepted as credit toward qualification. Part-time staff expressed the views that based on their contribution to the university, they should be given service consideration for full time positions as they become available.

Salary Equity

- The University shall identify all specific cases of gender based salary inequities. These inequities shall be reconciled and the University shall make their reconciliation a budgetary priority.
- The University shall review employee salaries every two years as a means of ensuring gender equity. Any inequities shall be rectified within two years. Any units in which unjustifiable gender inequities exist shall have all hiring and promotional procedures monitored until the discrepancies are resolved.

From our survey, 85 percent of women respondents and 61 percent of men respondents disagreed with the statement that women were paid more than men. That women were paid less than men turned out to be true. In fact, the average salary for all female employees at the University was less than the average salary for men. For all full-time employees, women employees as a group were, in 1993, paid sixty (60) cents for every dollar paid to men. Moreover, since 1983 this wage disparity has decreased by only seven cents. (See Tables 32-34).

Salary Analysis

From our analysis, we conclude that salary inequity is a problem at the University and that individual cases of gender disparity merit further investigation. Median salaries show a consistent pattern of gender disparity, "the higher the level or rank, the larger the salary difference". The use of multiple regression analysis did not result in a reduction in the influence of gender as a determinant of salary. Data obtained from the Office of Planning and Budget were 'snapshots' of all full-time employees from the years 1983, 1988, and 1993. Annual base

salaries exclusive of extra pay supplements and overtime wages were compared. Faculty salaries were converted to the 9/10 month University standard. Faculty with clinical appointments at the Health Science Center or Veterans Administration Hospital were excluded from the analysis. The multiple regression analysis used only 1993 data.

Median Salaries

Table 35 presents median salaries for women and men by major job groups. Gender salary ratios, shown as women's median salary, reveal that women had a salary disadvantage within all job groups. Women have lost ground among administrators and among instructors, lecturers, and other non-tenure track faculty. Among tenure track faculty, only assistant professors have shown substantial improvement in their gender salary ratio, 77 percent in 1983 to 93 percent in 1993. Among professional/administrative and classified staff, women have gained in salary relative to men. The 95 percent salary ratio obtained by women classified staff in 1993 was the highest among all job groups.

Table 36 shows median salaries for women and men faculty and gender ratios by rank and by college or school in 1983, 1988 and 1993. Women have lost ground in Business, Education, Health and Social Services, and Libraries. In Business and Libraries this occurred only in the 'other professional' category and in Health and Social Services at the professor rank. Women lost ground at the professor, associate professor and assistant professor ranks in the School of Education. There were additional losses at the professor rank in Arts and Sciences, at the associate and assistant professor ranks in Law, and at the associate professor, assistant professor ranks and 'other professional' category in Medicine. Some additional information is available by department in the Appendix Volume of this report. This information is based on benchmark salary information obtained from the Office of Planning and Budget.

Table 37 presents median salaries for women and men professional/administrative and classified staff by grade in 1988 and 1993. While women classified staff have made some gains overall relative to men, the gains occur more often at the higher grades, grade 9 and above. Although women professional/administrative staff had higher medians at some lower grades, their median salaries were considerably lower at higher grades.

Multiple Regression Analysis

Multiple regression was used to examine whether gender accounted for differences in salary among administrators, faculty and staff. Multiple regression can estimate the average difference in salaries between women and men, controlling for selected variables, but cannot determine whether such differences are attributed to gender discrimination rather than factors associated with gender that have not been controlled adequately. Our control variables may mask discrimination. For example, controlling for rank does not identify potential discrimination in the promotion and tenure process. Moreover, productivity or performance measures such as evaluations or publication records were not available.

Data were obtained from the Office of Planning and Budget for fiscal year 1993. Annual salary or wage, the dependent variable, was regressed on gender (coded '1' for females and '0' for males) and multiple control variables. The unstandardized coefficient (B) for gender is interpreted as the dollar advantage (positive sign) or disadvantage (negative sign) that women had, on average, relative to men.

A test of significance is reported although its interpretation is up for debate. Because our data comprised entire populations (all administrators, full-time faculty and staff) and not samples, an assessment of representativeness to a larger population is inappropriate. Our analysis is descriptive of the situation at the University of Louisville and no generalizations are made from our findings. Therefore, tests of significance are not essential. However, another interpretation of significance test involves the probability that randomly selected variables could produce the same results as those observed in our model. To allow this interpretation, significance levels are reported but are not used as criteria to include or exclude variables from the analysis.

Administrators Model: Administrators comprised the smallest population size (86) of all University job groups. Moreover, we were not able to link specific administrative positions to an external market variable (benchmark salary). Control variables were selected for length of experience, educational attainment, and type of administrative appointment.

Three linear measures of length of experience (age, years of service at the University, and years in current position) were used. A variable measuring years since attainment of highest degree which was highly correlated with age, failed to contribute to the explanatory power to the model and was excluded. Two dummy variables for educational attainment were included. Attainment of a doctorate degree (Ph.D. or Ed.D) was coded '1' yes and '0' no. Likewise, attainment of a professional degree (M.D., J.D., or D.M.D.) was coded '1' yes and '0' no. Two dummy variables for type of administrative appointment were used. These were one for deanship ('1' yes and '0' no) and one for executive staff which included the President, Provost, Vice Presidents, Manager of Support Services, Assistant to the President for Minority Services, Assistant to the President for University Relations, Director of Planning and Budget, and University Counsel ('1' yes and '0' no).

Faculty Models: Our data included all assistant professors, associate professors and professors who did not have clinical appointments at the Health Science Center or the Veterans Administration Hospital. All faculty salaries were converted to the 9/10 month University standard.

Five regression models were developed for faculty, each with a unique treatment of how to control for rank. In one model, rank was measured as a linear variable, coded '1' for assistant, '2' for associate, and '3' for full professor, and included in the regression equation. A second model treated rank as a nonlinear categorical variable and used three dummy variables for each rank (e.g., an assistant professor variable was coded '1' for assistant professors and '0' for others). In the equation the variables for associate professor and full professor were included, but the assistant professor variable was omitted. The constant value, in this equation, included the value of the omitted rank.

A third treatment of rank entailed separate models for each of the three ranks. This approach investigated whether salary differences between women and men were affected by a relationship between gender and rank. This interaction effect can not be detected in our two models for professors of all three ranks. We therefore, only present the findings from the three model approach. The other two models developed are contained in the Appendix Volume to this report for review purposes.

In addition to rank, nine other control variables were used. Various combinations of variables and variable transformations (e.g., squaring of 'years of experience') were explored. Based on their contribution to explaining salary variations, control variables selected were benchmark salary, length of experience, educational attainment, university appointments and awards, and affirmative action.

Median salaries by discipline by rank were obtained from the Office of Planning and Budget's **Benchmark Faculty Salary Analysis 1992-1993**. To promote consistency with other institutional salary analyses, the seven University of Louisville benchmark institutions as identified by the Council on Higher Education were used for most disciplines. Data for Allied Health Sciences, Dentistry, Law, and Medicine were obtained from their respective professional associations. Data for disciplines not identified in the Office of Planning and Budget study were obtained from the Oklahoma State University 1992-1993 Faculty Salary Survey by Discipline, Group IV.

Two linear measures of professional experience, years since attaining highest degree and years in current rank, were included. Neither measure accounts for professional experience gained prior to the respective benchmark year. The quadratic form of these variables did not add explanatory power and was not included.

Two dummy measures of educational attainment were used. A doctorate degree variable was coded '1' for having obtained a doctorate (Ph.D. or Ed.D.) and '0' for not having obtained one. Likewise, a professional degree variable was coded '1' for having obtained a M.D., J.D., or D.M.D. and '0' for not obtaining a professional degree. Because clinical faculty were excluded from this analysis, this variable contains only the professional degree of J.D.

Three dummy variables were used for university appointments and awards. These were tenure ('1' yes, '0' no), department chair ('1' yes, '0' no) and endowed chair ('1' yes, '0' no). No assistant or associate professors held endowed chairs and no assistant professors were department chairs.

To account for the University's recent incentive program to recruit African American faculty, an affirmative action variable was coded '1' if one's race was African American and if hired since 1990, and 'zero' if race was other than African American or if hired before 1990.

Staff Models: Two models were developed for full-time staff: one for professional/administrative staff and one for classified staff. Although professional/administrative are salaried employees and classified are hourly wage employees, the dependent variable for both groups was annual base salary or wage (overtime wages or extra salary supplements were not included).

Three control variables were included in each equation in addition to our gender variable. These were a benchmark salary variable and two measures of length of experience. Benchmark salaries were linked to the grade level of each employee. Midpoint salaries for each grade of the University personnel system were used as benchmarks. Staff without a specific grade level were excluded from the analysis. Two linear measures of experience, years of service at the University and years in current job or position were also included.

Findings

Table 38 presents the unstandardized regression coefficients for gender from our salary models for administrators, faculty by rank, professional/administrative staff and classified staff. After controlling for selected variables, women, on average, had a salary disadvantage relative to men among administrators (-\$13,869), associate professors (-\$1,964), full professors (-\$3,091), professional/administrative (-\$562), and classified staff (-\$898). Only among assistant professors did women have a salary advantage, albeit small (\$136) and highly variable (standard error of B, \$903).

The salary disadvantage experienced by women administrators was 17.4 percent of median salary for all administrators. The salary disadvantage was comparable for women professors (5.2 percent), classified staff (4.9 percent) and associate professors (4.4 percent).

The full model for administrators, present in Table 39, accounted for 63 percent of the variation in administrator salaries. The three full models for faculty by rank (Table 40) indicate that gender and our control variables explained less of the differences in salaries as rank increased. Of the variations in salaries, the assistant professor model explained sixty-one (61) percent, the associate professor model accounted for forty-seven (47) percent, and the full professor model explained forty-three (43) percent. Our full models for professional/administrative and classified staff are shown in Table 41. Gender and our three control variables explained eighty-three (83) percent of the differences in professional/administrative salaries and eighty-eight (88) percent of the variation in classified wages.

- The practice of allocating annual raises as a percentage of salary only serves to exacerbate gender based differences. Until salary equity is achieved, the University shall encourage alternative means of providing merit and promotional compensation.

After specific salary inequities based on gender are identified, adjustments could be made through the up front commitment of general funds allocated to the University, reallocation of funds within units, or lump sum payments to individual staff, faculty and administrators. Since percentage salary increases exacerbate the problem of gender inequity, alternate methods of providing salary increases must be identified.

- **The University shall review the responsibilities of all academic program directors (e.g. Music, Allied Health, etc.) to determine the extent to which the responsibilities of these directors are consistent with those of department chairs. If these program directors are *de facto* chairs, their titles and compensation shall be adjusted to reflect their true responsibilities.**

When data was collected on the number of men and women who are considered department chairs, confusion arose over whether program directors were classified with department chairs. For some purposes department chairs and directors are listed together but in other cases they are separated. Since women often hold program director positions and are often found in traditionally female occupations, a review of these positions is warranted to determine whether titles and compensation are appropriate for the positions.

Institutional Evaluation

If efforts to retain not only female employees but all valued employees are to be successful, a means of collecting and retaining information on the rates of retention and reasons for separations must be developed and maintained.

- **The University shall establish a database containing complete and timely information on the numbers and gender ratios of employees in all job categories who leave the institution.**

The current employee databases contain information on separations and the reasons for separations. However, given the structure of these databases, it was difficult to obtain specific and longitudinal information on retention rates.

- **The University shall establish a procedure to conduct exit interviews with all employees who leave the institution. The Provost and Vice President for Administration shall provide an annual report of the results of these interviews to include a summary of the reasons these employees elected to terminate their employment at the University.**

While exit interviews are currently conducted, they are done without regularity or structure. Procedures for the conducting of limited interviews with staff do exist. Procedures to conduct interviews with faculty are non-existent. The importance of these exit interviews is the ability to collect qualitative information from employees concerning the reasons they are leaving the institution. This information can be useful as the University attempts to institute changes that would promote the retention of qualified and experienced faculty and staff.

CAMPUS ENVIRONMENT

"I was the only one (woman) on a committee who did not have a doctoral degree. As we began business, they said let's introduce ourselves. They elected me secretary instead of one of the men. I declined and the chairperson asked his secretary to come in rather than asking one of the men to serve".

A component of employee satisfaction and productivity is the perception that the work environment is safe and that the work organization is committed to maintaining this security. These feelings of security encompass a variety of factors that provide the employee with feelings of social, psychological, and physical well-being. The facets of a safe and secure environment identified for the current report include: sexual harassment, women's programs, physical security, workplace safety.

RECOMMENDATION:

The University shall provide a safe and secure environment for all of its employees. This environment should encourage and promote diversity and foster a culture of openness and acceptance. The University of Louisville shall recognize that diversity encompasses gender, race, sexual orientation, ethnicity, age, religion, physical challenge, or place of origin, and that women in a number of the above groups face dual discrimination. The University shall ensure that gender is not a criterion used to prevent women from seeking, performing or retaining their university positions, and that every step is taken to provide a secure and safe work environment.

Sexual Harassment

- * The University shall reexamine its sexual harassment policy every three years, with annual reporting and publication of the rate of reported cases, outcomes of each case and the effectiveness of the policy overall.
- * The University shall expand the sexual harassment policy to include specific reference to disciplinary measures for the harasser as well as for the supervisor who fails to investigate such violations, a guarantee of protection against retaliation for victims reporting cases, and a statement regarding amorous relationships.
- * Sexual harassment training shall be mandatory for all university employees.

Sexual harassment has been identified as endemic to many public and private organizations. Various studies have found it is not only widespread but has a serious effect on the careers of women. Sexual harassment poses a barrier to advancement for women in organizations, produces serious physical and psychological reactions which serve to decrease productivity and creates an atmosphere in which women feel devalued and threatened. Sexual harassment also challenges the integrity of an organization through decreased productivity of workers, the inability of the organization to attract and retain competent female workers, and in the case of a University, undermines the credibility of the organization as an educational institution appropriate for female students.

Sexual harassment includes behaviors that range from sexist language and sexually suggestive comments to inappropriate physical contact. At the University of Louisville, female respondents to the employee survey were more likely to report they had experienced or observed sexual harassment over the last two years than male respondents. One of five (5) female employees reported they had experienced or observed instances of sexist language, humor or comments in the workplace at least once over the last two years. One of three (3) female employees reported they had experienced or observed eye contact or other body language they considered inappropriate at least once over the last two years. And, one of five (5) female employees reported they had observed or experienced physical contact they considered inappropriate at least once over the last two years.

Almost half the women who had experienced or observed instances of sexual harassment reported they often ignored the behavior and never expressed their displeasure to the offender. Two of three (3) women who had observed or experienced sexual harassment never reported the harassment to someone in authority and only three of 100 women who had experienced or observed sexual harassment had ever filed a formal complaint. Clearly, women are not reporting sexual harassment at the University. The reasons for this are multiple. They include an informal resolution of the matter and the decision by the woman that it just wasn't that important. However, one of three (3) women who experienced or observed sexual harassment and never filed a formal complaint failed to do so because of fear of retaliation or the belief that it would not make any difference.

Over the last few years the University has recognized the seriousness of sexual harassment within the workplace and has taken measures appropriate to reduce and ultimately eliminate sexual harassment. This has included the implementation of a policy on sexual harassment, sexual harassment training, and the identification of sexual harassment advisors within each unit. Though no statistics have been kept to determine whether the number of instances of sexual harassment have been reduced by these measures, they are measures that should have a direct effect on sexual harassment.

A majority (85 percent) of the respondents to the survey were aware of the policy on sexual harassment. No differences among gender were noted except for the faculty respondents. Among faculty, men (90 percent) were more likely than women (81 percent) to report they were aware of the policy on sexual harassment. Women (20 percent) were more likely than men (13 percent) to disagree they knew how to report sexual harassment. Basically, one of ten women employees reported they were not aware of the sexual harassment policy and one of five women employees did not know how to report sexual harassment. This lack of understanding of how to report sexual harassment was especially evident among female classified staff and female faculty. One of three female faculty and one of four female classified staff members did not know how to report sexual harassment.

Women (20 percent) were twice as likely as men (11 percent) to disagree that the University policy on sexual harassment was effective. Employees, both male and female, expressed concern over the fact that while policies existed, very little action was taken by the University to follow through and educate or sanction those employees accused of sexual harassment. Women, especially, expressed frustration over repeated instances involving the same offenders during which the University took no action or took actions that had no effect. One woman noted, "In many cases these conditions have gone for years with perpetrators believing that nothing will ever change". Another expressed greater frustration saying, "I hear about the same professor over and over again. Why isn't anything done?"

While these policies may have contributed to a greater awareness of the problem, the dissemination of information to all employees on the existing mechanisms to report and presumably curtail sexual harassment is far from complete. Only approximately one of three University employees and one of four female employees reported having had sexual harassment training. This reported absence of training was especially acute among female classified staff. Only one of five female classified staff reported having had sexual harassment training. Women respondents to the survey (69 percent) were more likely than men respondents (53 percent) to believe the University should have regular sexual harassment training/education.

Women's Programs

- **The University shall make an institutional commitment to enhance the Women's Studies Program through the provision of facilities, equipment, and resources to support a major and department.**
- **The University shall enhance its support of the Women's Center.**

Feelings of safety and security involve not only the ability of an employee to avoid direct threats to her or his physical and psychological well being but feelings that she or he is accepted regardless of gender, ethnicity, or other social and cultural differences. The presence of women's programs at the University of Louisville reflects the institutional value placed on diversity. These programs send a message that the contributions, values, and beliefs of women are respected, recognized, and accepted and nationally, have formed much of the basis for change in the status of women in higher education that has occurred over the last twenty years. They provide the impetus for institutions and individuals to reshape their values and serve to promote recognition of the contributions of women and to strengthen the value placed by the University on diversity.

Several items on the employee survey were reflective of perceptions of the University environment relative to women. The results of the survey indicated perceptual differences based on gender for many of these items. Respondents from the employee survey generally agreed (56 percent) that the University was dominated by male values. Women (68 percent) more often than men (37 percent) agreed with this statement. Among women, non-white females (74 percent) were more likely than white (67 percent) females to agree.

Women were additionally more likely than men to report they had experienced or observed a variety of behaviors which reflect devaluation of women at the University. Specifically, 62 percent of all female respondents compared to 28 percent of the male respondents, reported they had experienced or observed situations in which women were not taken as seriously as men at least once over the last year. Thirty percent of the female respondents compared to six (6) percent of the male respondents reported they had experienced or observed this often. Fifty-six percent of the female respondents compared to 26 percent of the male respondents reported observing or experiencing situations in which women were expected to behave in stereotypical ways once or more over the last two years. Twenty-four percent of the female respondents compared to five (5) percent of the male respondents reported they had experienced or observed this often.

Public Safety

- **The University shall annually review its safety and security programs to ensure they provide adequate preventive measures.**
- **Support services shall be established to encourage victims to report acquaintance rape or other sexual assaults, with data on sexual assaults collected and reported annually.**
- **The University shall provide victim advocacy programs for all employees, including referral to local victim advocacy services.**
- **The University shall conduct a security survey of all three campuses. The findings of these surveys shall be used, if necessary, to develop a plan to upgrade physical security.**

- **The Department of Public Safety shall review annually the effectiveness of all public safety programs on each campus. These findings shall be published in *The Louisville Cardinal* and *Inside U of L*.**

The perception that one is physically safe in the work environment is essential to employee satisfaction and productivity. Perceptions of physical safety in a work environment need not be based on real or actual threat of potential harm. Various national studies of fear of crime have found that the same reactions of reduced productivity, decreased job satisfaction, and generally diminished feelings of well being follow from fear of crime whether it is based on real or perceived danger within the workplace and physical environment. National surveys of crime on campuses reveal a crime rate that is approximately one-half that for the general population and a crime rate that reflects a predominance of property over personal crime. These same surveys suggest however, that a portion of this lower rate relative to the general population may be due to under reporting of crimes that occur in facilities not under the jurisdiction of the University, i.e. sorority and fraternity houses and crimes that, while they do not occur on campus, occur within areas immediately adjacent to campus which are used by employees for parking, travel to and from campus, lunches, etc. These same national surveys of crime on campus also suggest that the greatest threat to employees and students is the fact that they do not take actions to reduce their vulnerability as victims.

The University of Louisville has an active and progressive Department of Public Safety. Many programs implemented recently such as the bicycle patrol and community oriented policing should serve to increase actual safety and to reduce fear of crime among employees. In spite of the quality of our Department of Public Safety and the new programs that have been implemented, one of three employees and one of two female employees reported they avoided certain areas of campus because of fear of physical attack. However, while reported fear of physical attack was high, especially among women, employees generally (70 percent) felt they were free to voice their concerns about physical safety on campus regardless of their gender.

Workplace Safety

- **The University shall continue to expand and monitor its environmental workplace safety programs. These programs should be reviewed annually by the Environmental Health and Safety Department, with results published in *The Louisville Cardinal* and *Inside U of L*.**

A related element of safety within the work environment is that of environmental hazards that may exist within the workplace. The University has created and continues to actively support an Office of Environmental Health and Safety. This office has greatly increased employee awareness of potential health risks in the work environment and has worked to develop, implement, and monitor environmental safety policies and procedures for employees at the University. One of two University employees believed the University was concerned about employees working in hazardous work environments. However, one of two employees additionally disagreed that the University had made them aware of health risks that might result from their job. The only gender differences which were significant were among faculty respondents. Female faculty (41 percent) were more likely than male faculty (27 percent) to express disagreement with this statement.

INTEGRATION OF WORK AND FAMILY

*"I went astray - I had children and that is deadly.
It means I did not value my career. A male colleague
pointed this out - this is what he sees".*

*"Sick and vacation time should not have to be saved
for years to have a baby."*

The American family has changed dramatically over the last twenty years. The University must recognize these changes and the need for all employees to have the opportunity for a balanced life that permits easy integration of work and family responsibilities. The University of Louisville communicates the value it places on family and the integration of work and family life for its employees through its policies and programs. The quality of benefits such as health insurance, leave policies, child care programs, and tuition subsidies for children reflect the values of the institution and influence the employee's perception of these values.

RECOMMENDATION:

The University shall acknowledge the importance of balance in the lives of its employees. This shall include respect for the importance of family and community. This respect shall be demonstrated through the development and implementation of policies with humane concern for personal and family values and responsibilities. This climate will foster equally the achievements of women and men.

- * The University shall establish on-site, drop-in day care facilities on Belknap and Health Science campuses. Tuition for this day care shall be established using a sliding scale based on income. The day care facility shall be open to all full and part-time faculty and staff.
- * The feasibility of establishing a drop-in sick child day care center shall be determined within the next two years.
- * The University shall have equitable, written leave policies (e.g. compensatory, vacation, sick, paid/unpaid, etc.) for all categories of employees. Supervisors shall make every attempt to be responsive to the personal and family demands and responsibilities of their employees.
- * University personnel policies and procedures shall incorporate a definition of *family* broader than that of the traditional nuclear family.
- * The University shall provide six weeks of paid parental leave for either parent of a newborn or newly adopted child. Minimal compliance with the Family Medical Leave Act shall not be considered sufficient.
- * University personnel policies and procedures shall not require employees to exhaust all accrued sick, vacation and compensatory leave prior to taking parental leave.

- **Employees' time away from the workplace due to some form of leave shall not result in their performance of a disproportionately larger amount of work than their normal workload upon their return from leave status. Nor shall the anticipation of the leave status of employees result in an acceleration of their normal workload.**
- **The University shall continue to develop flexible personnel policies including flex-time, job sharing, expanded employee benefit programs, and other policies which acknowledge that family obligations and work responsibilities need not be incompatible.**

Most respondents to the survey believed the University was a good place to work. Women were more likely than men to agree. Nine of ten women and five of ten men employees agreed the University of Louisville was a good place to work. Two out of three University employees believed University employee benefits were competitive with other companies in this area.

Approximately half (55 percent) of the survey respondents believed the University placed a priority on health insurance benefits. Fewer respondents (21 percent) agreed the University placed a priority on campus child care. Women (50 percent) were more likely than men (41 percent) to disagree that the University placed a priority on campus child care. Employees with children under 18 in the home (53 percent) were more likely to disagree than employees without children under 18 living in the home (39 percent). Consistent with this perception of the priority placed on child care at the University, only one of five of the survey respondents agreed the University met their child care needs. Women (44 percent) were more likely than men (30 percent) to disagree with this statement and individuals with children whose spouse or partner was employed full-time (46 percent) were also more likely to disagree than individuals with children whose spouse or partner was employed part-time (26 percent) or not employed (30 percent).

Respondents were most likely (74 percent) to agree that increased pay would keep them at the University if they were offered another job. This was followed in rank order, based on the percentage of respondents who agreed, by increased benefits (60 percent), more flexible work schedules (52 percent), and better family leave policies (35 percent) as incentives to keep them in their current jobs at the University. For each incentive, women were more likely than men to report they would stay in their current position if the condition was improved. Women were, additionally, relative to men, more likely to report they would stay for the incentives of more flexible work schedules (60 percent of the women versus 36 percent of the men reported agreement) and better family leave policies (41 percent of the women and 35 percent of the men reported agreement).

Approximately one of four of the survey respondents agreed that to succeed at the University they would have to give up too many things that were important to them. Agreement with this statement was related to the type of position the respondent held at the University. Faculty (31 percent) and professional/administrative staff (25 percent) were more likely than administrators (14 percent) and classified staff (19 percent) to agree with the statement. Gender differences were evident only among faculty. Female faculty (32 percent) were more likely than male faculty (29 percent) to agree with the statement.

Fourteen percent of the survey respondents agreed that their family responsibilities had kept them from promotions. No gender differences were noted. However, type of position was related to the percent agreement with the statement. Faculty (18 percent) and professional/administrative staff (15 percent) were more likely to agree than administrators (8 percent) and classified staff (11 percent).

Most respondents (76 percent) agreed that current leave policies provided them with adequate time to meet family obligations. Respondents with children under 18 living in the home (14 percent) were more likely than

respondents without children under 18 living in the home (9 percent) to disagree. Gender differences were evident among faculty and classified staff. Female faculty (18 percent) were more likely than male faculty (10 percent) and female classified staff (13 percent) were more likely than male classified staff (8 percent) to disagree with the statement.

Slightly less than one-third (29 percent) of all respondents had taken family leave. Women were more likely than men to have taken family leave (15 percent of the women versus four (4) percent of the men). Respondents with children under 18 years living in the home were the most likely group to have taken family leave. Within this group, 52 percent of the women versus 29 percent of the men reported they had taken family leave. Of those individuals who had taken family leave, one of four (4) women compared to one of ten (10) men reported they experienced negative consequences due to the leave. The specific consequences identified by those respondents who had taken leave were distributed equally across three general categories. One third of the respondents reporting negative consequences from leave identified negative comments from co-workers; one third identified a loss of benefits, promotion, or merit evaluation; and the final third identified increased workload immediately prior to or after the leave. Three of four employees believed they should have the option to take unpaid leave for childbirth or adoption instead of being required to use vacation and/or sick leave. No gender differences were evident in the responses to this statement.

FUTURE RESEARCH

Through the course of its deliberations, the Task Force necessarily had to limit the scope of its efforts to address the status of women at the University. Time, energy and resources would not permit a thorough assessment of all aspects of the status of all women at the University. We have, therefore, identified several areas of concern which deserve immediate further analysis.

- **The issue of comparable worth should be addressed for all positions and grades at the University. This analysis should be conducted to ensure that positions which require skills that are traditionally female and traditionally male are compensated equally when the scope of responsibilities and technical level of the skills are comparable.**
- **One half of all students at the University are women. Gender equity issues for these women should be identified and assessed in an effort to improve the status of female graduate and undergraduate students. Acts of violence toward female students have increased nationally. The analysis of gender issues for female students should include an assessment of acts of violence toward women at the University.**
- **The status of part-time faculty should be reassessed in greater detail paying special attention to gender equity issues within this valuable University personnel resource. This assessment should include the development of a database containing cumulative personnel information on part-time faculty.**
- **Issues of climate; attitudes toward women; and gender equity, balance and parity within the University Athletic Department should be addressed. This should be more than simply determining whether this department meets NCAA requirements.**

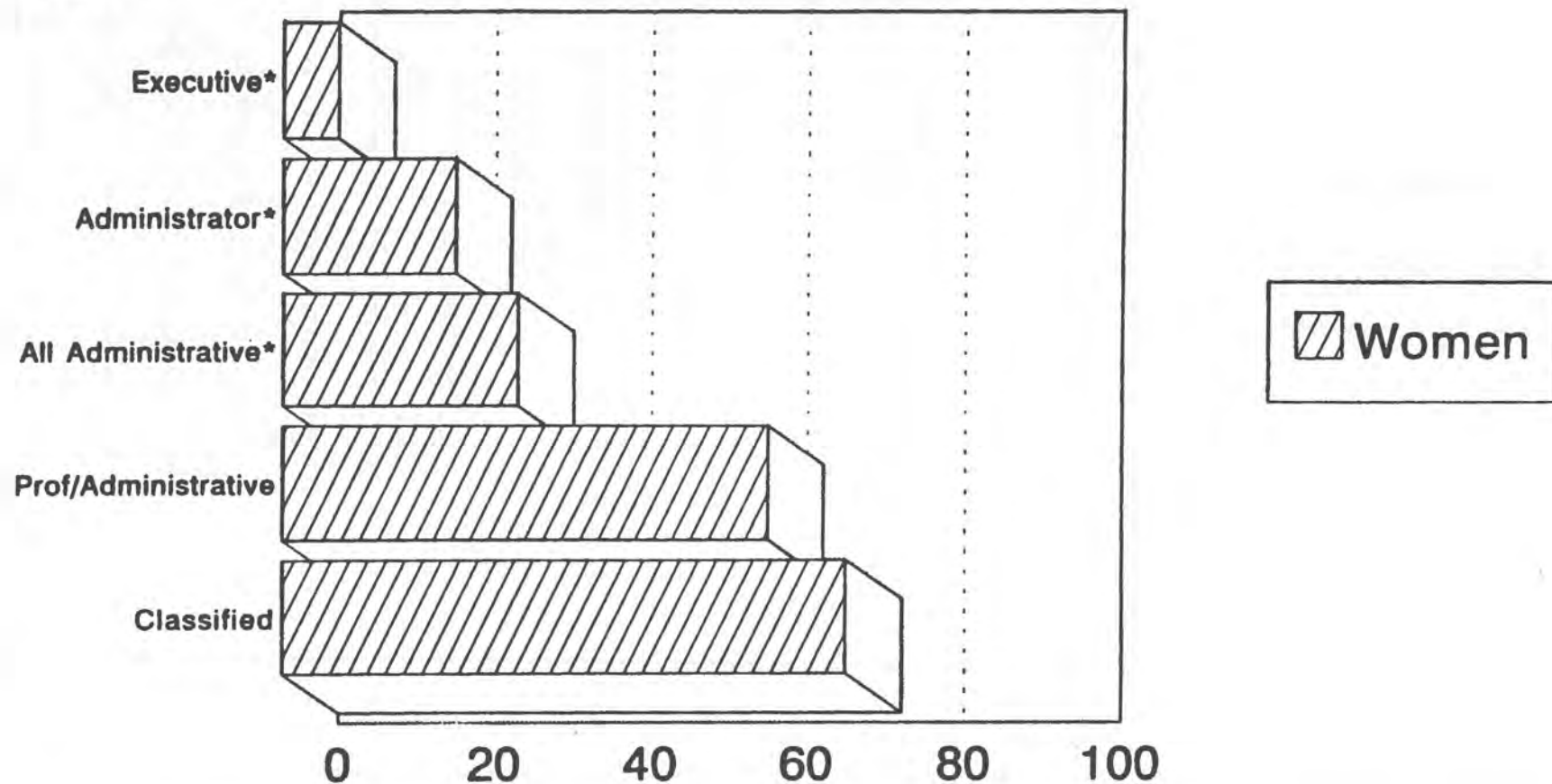
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Table 1
Percent Female, 1993
Staff Categories

Staff Categories

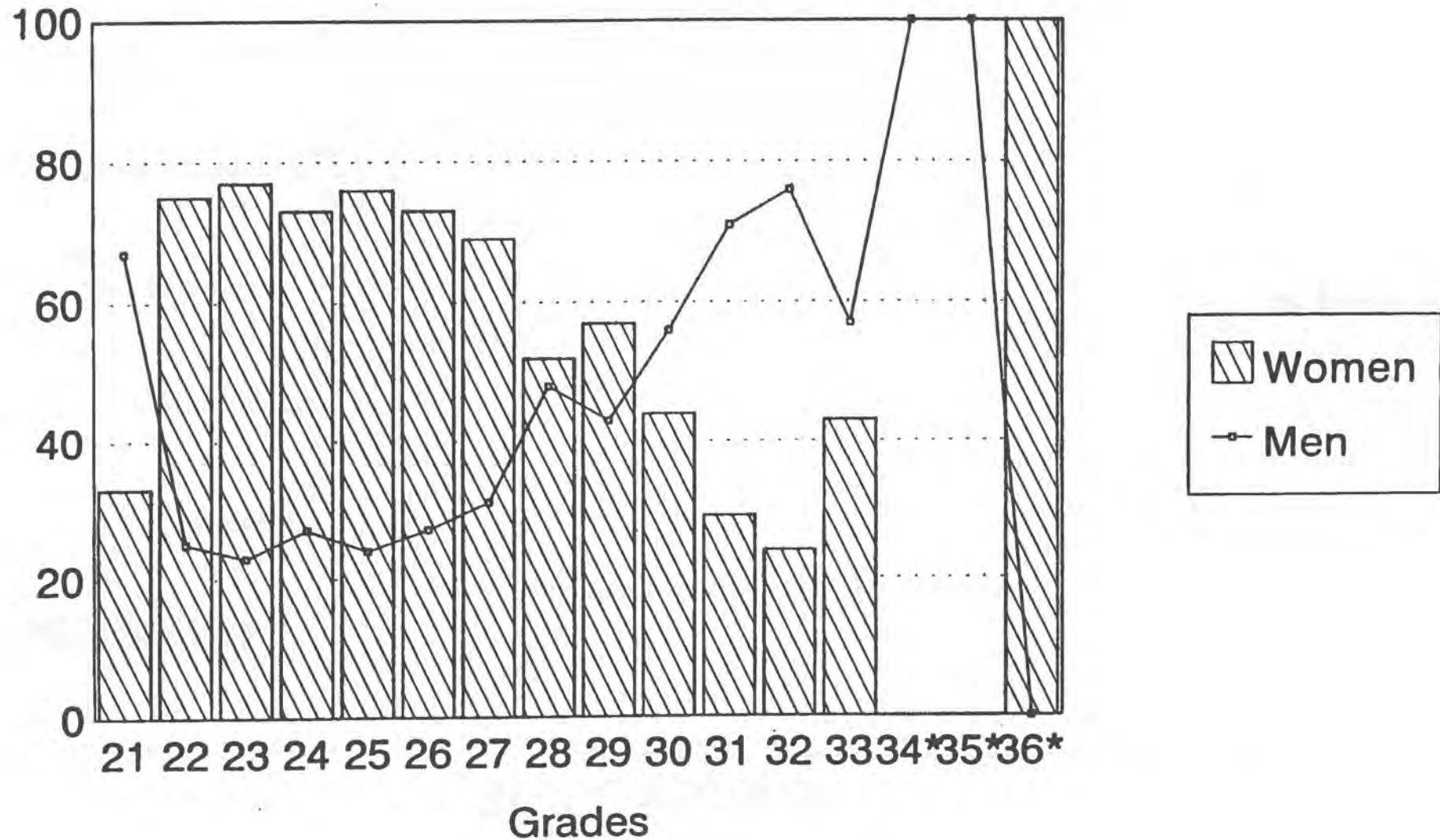


*Executive: Deans and Vice Presidents

*Administrator: Board Appointed Administrators

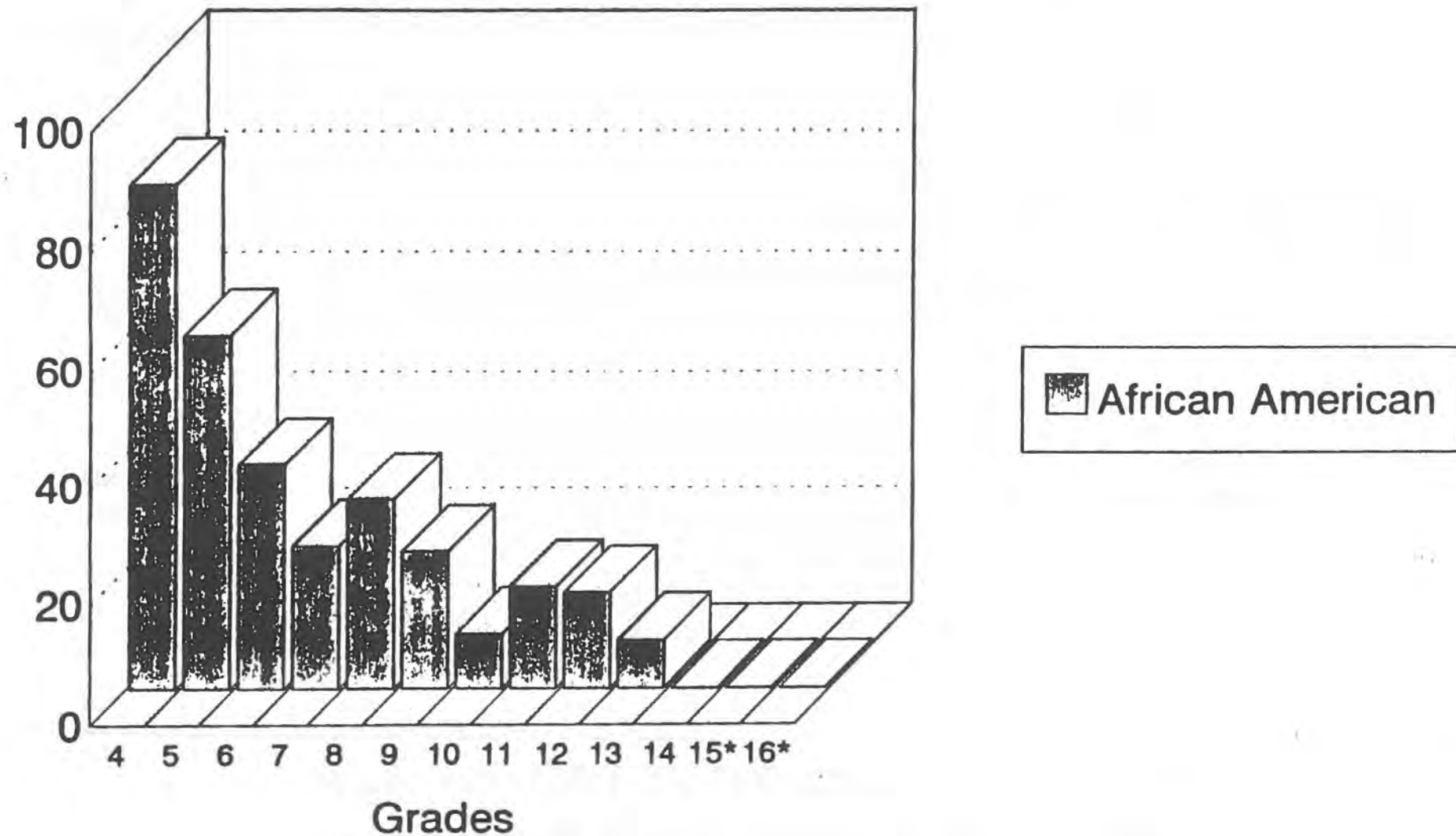
*All Administrative: Executive/Managerial/Administrative

Table 2
Gender Distribution, 1993
Professional Administrative Staff by Grade



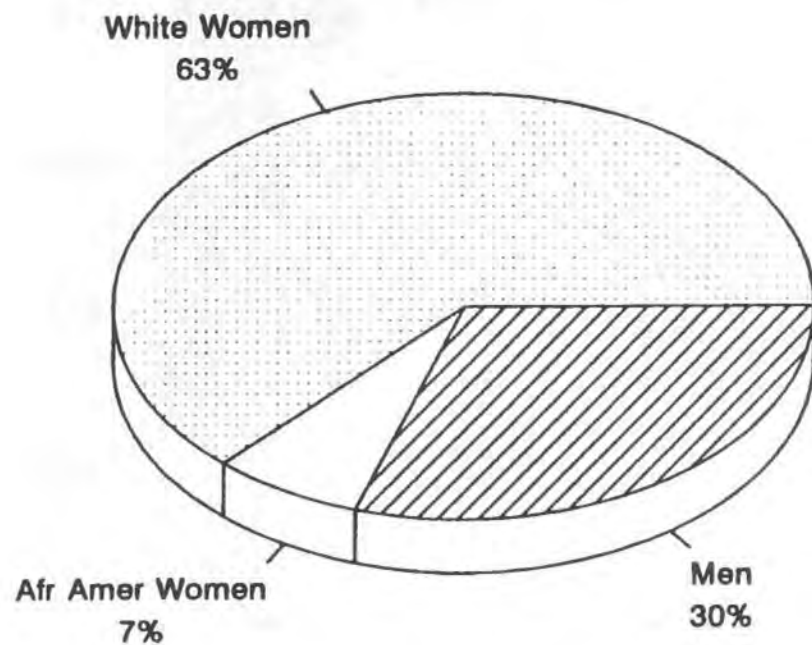
*Total < 5

Table 3
Female Classified Staff, 1993
Percent African American by Grade

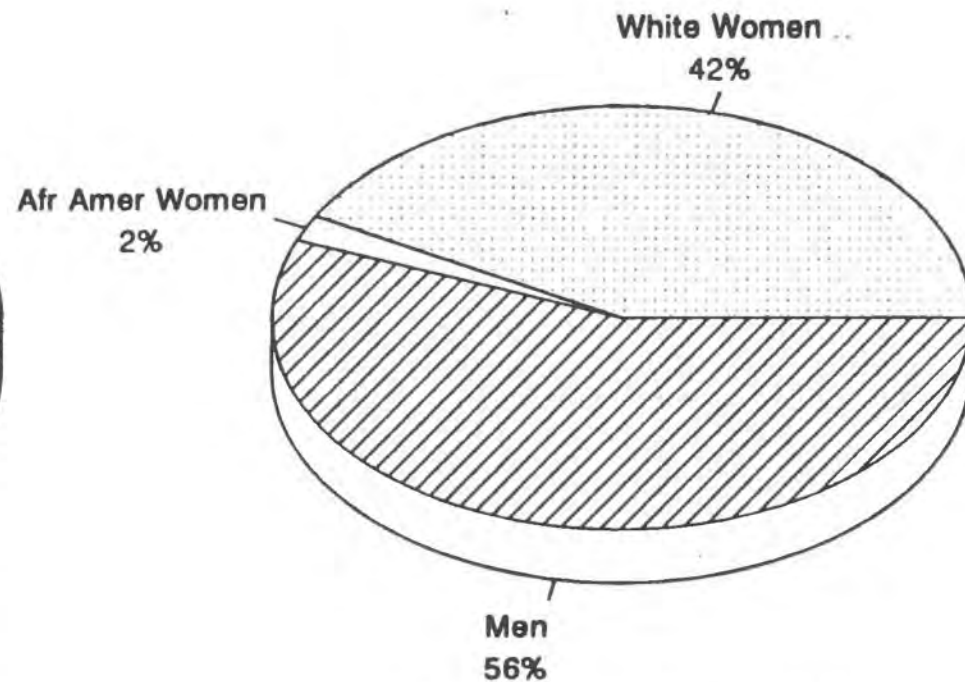


*Total < 5

Table 4
Professional Administrative Staff, 1993
Race and Gender Distribution by Grade

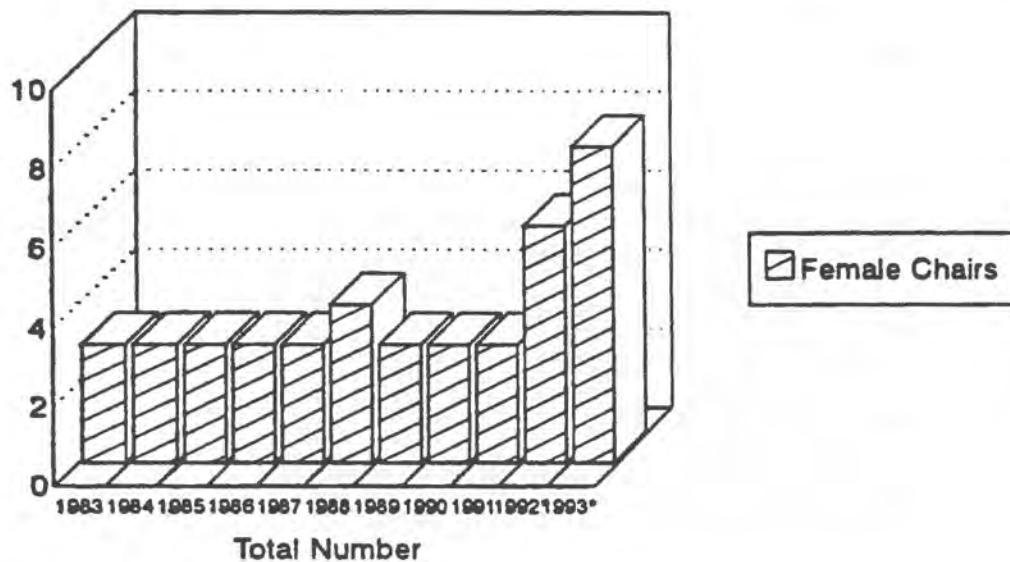


Grades 21-28



Grades 29 to 36

Table 5
Number of Female Department Chairs
1983 to 1993



*1992, 1993 data have 1 woman as acting chair.

Table 6
Department Chairs, 1993
Gender Distribution

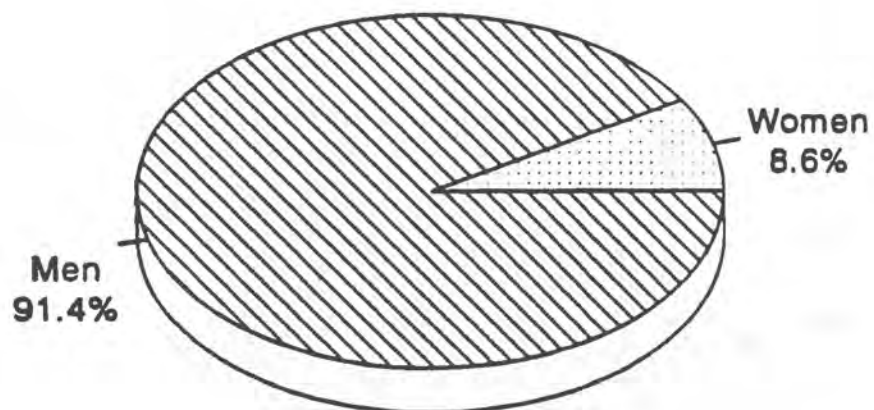


Table 7
College of Health and Social Services
Percent Female Program Directors, 1983-1993

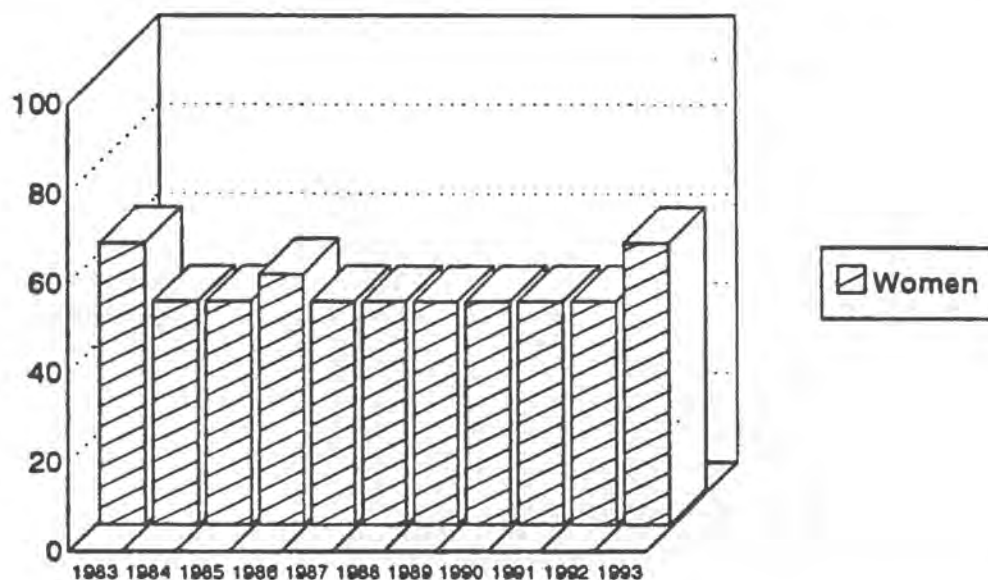


Table 8
School of Music
Percent Female Program Directors, 1983-1993

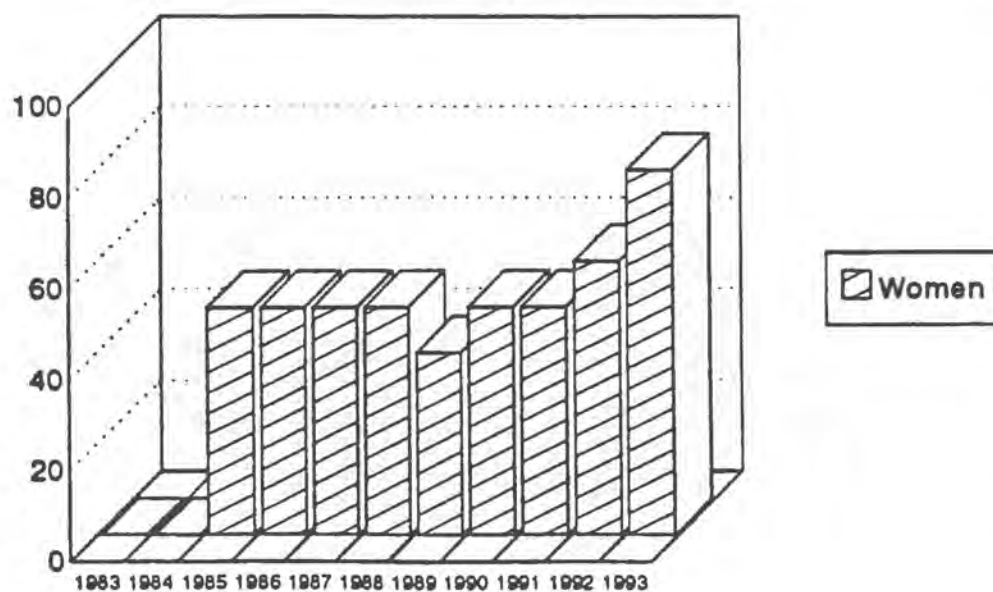


Table 9
Gender Distribution for Faculty
1983, 1988, 1993

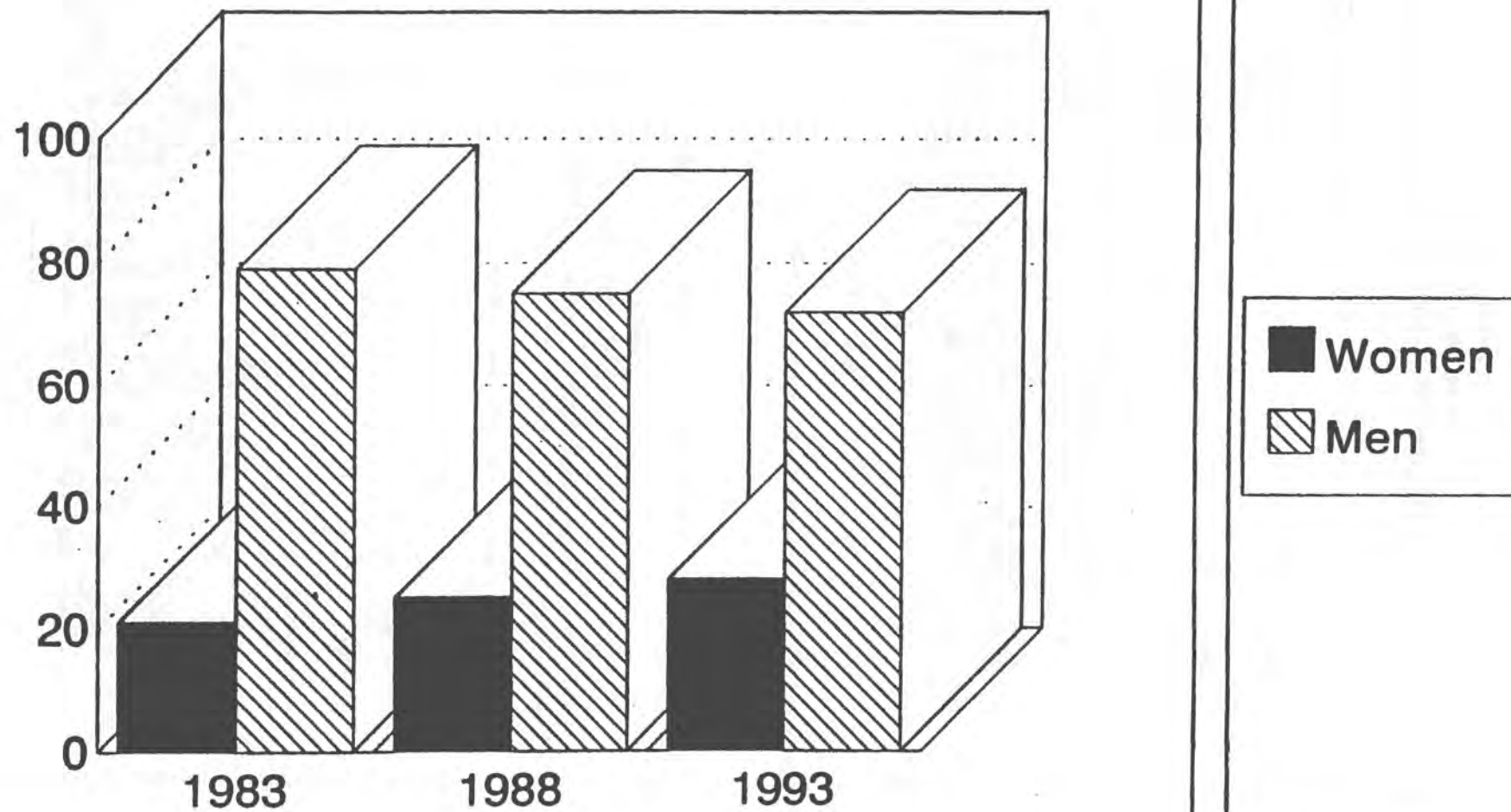


Table 10
Academic Units
Percent Female Faculty, 1993

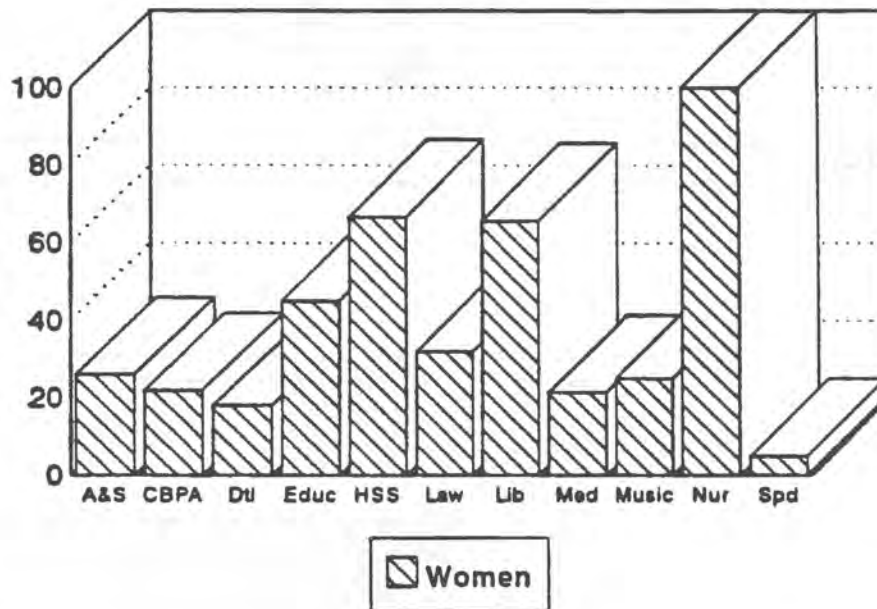


Table 11
Academic Units
Percent Female Faculty, 1983 and 1993

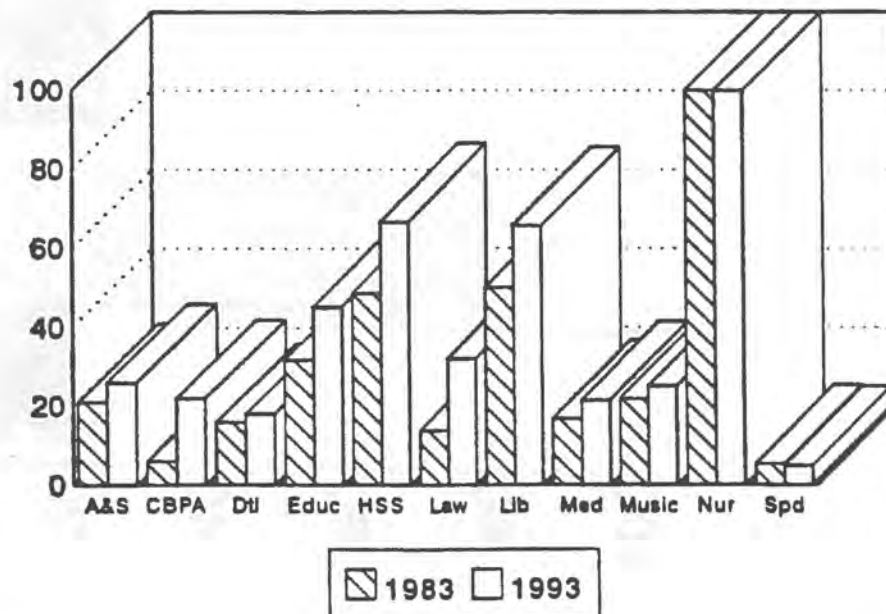


Table 12
Male Faculty by Rank as Percent of Total Faculty
1983, 1988, 1993

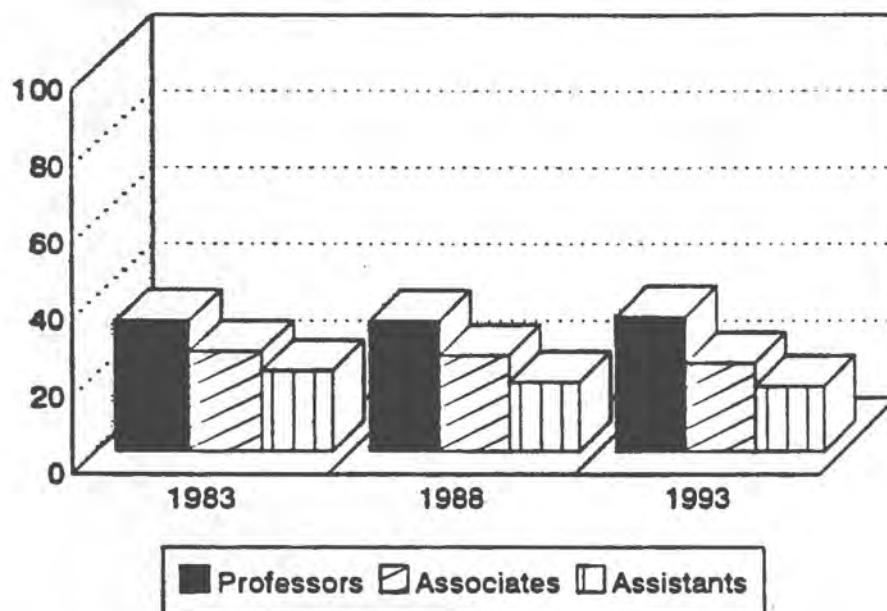


Table 13
Female Faculty by Rank as Percent of Total Faculty
1983, 1988, 1993

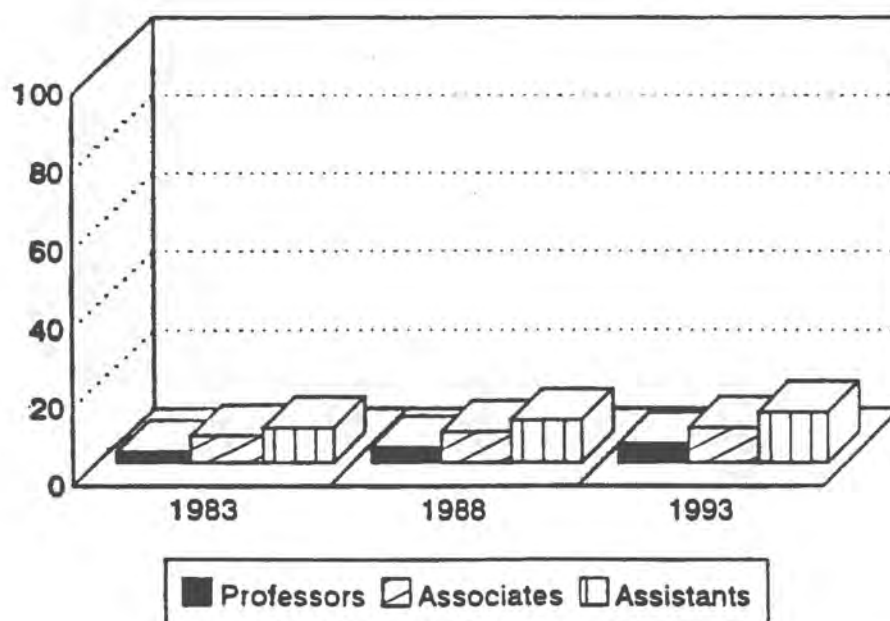
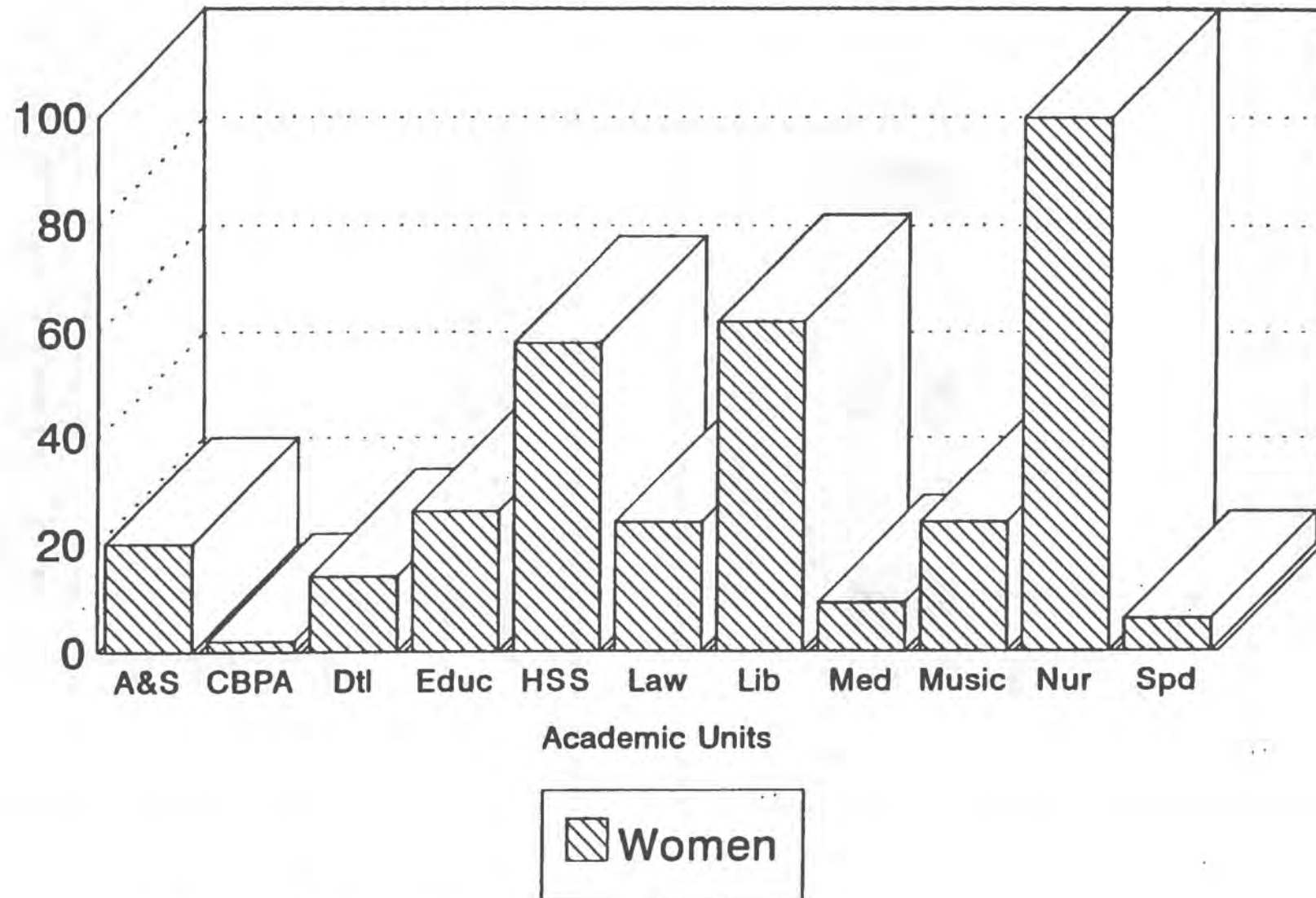


Table 14
Academic Units
Percent Senior* Faculty, 1993



* Professors and Associate Professors

Table 15
Male Faculty
Distribution by Rank 1983, 1988, 1993

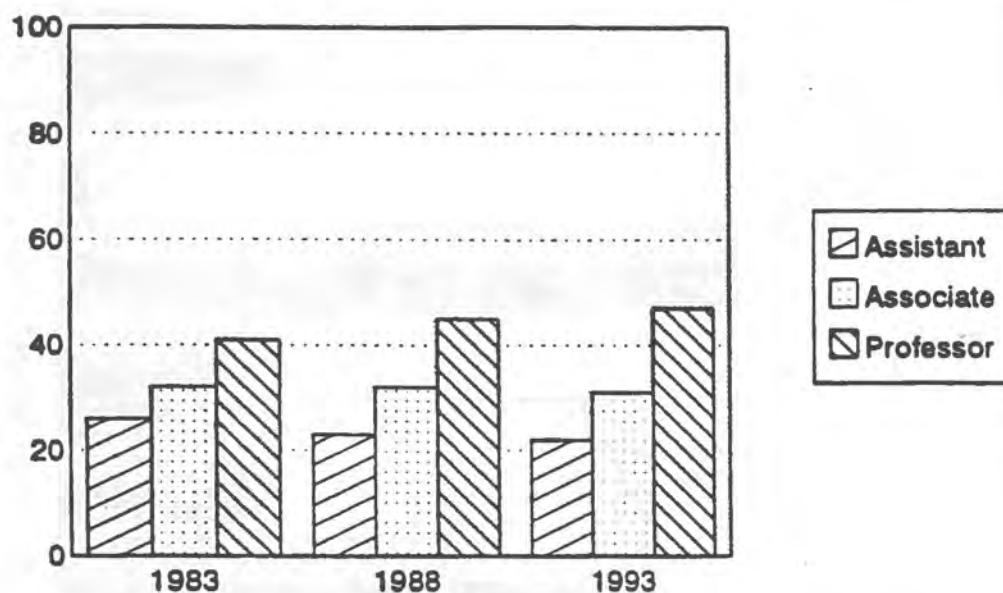


Table 16
Female Faculty
Distribution by Rank 1983, 1988, 1993

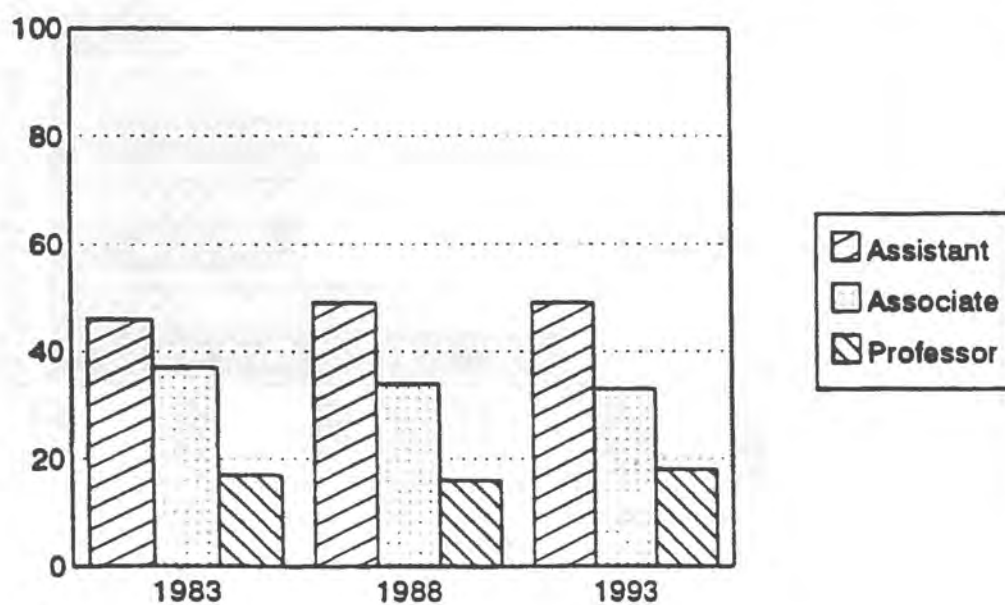
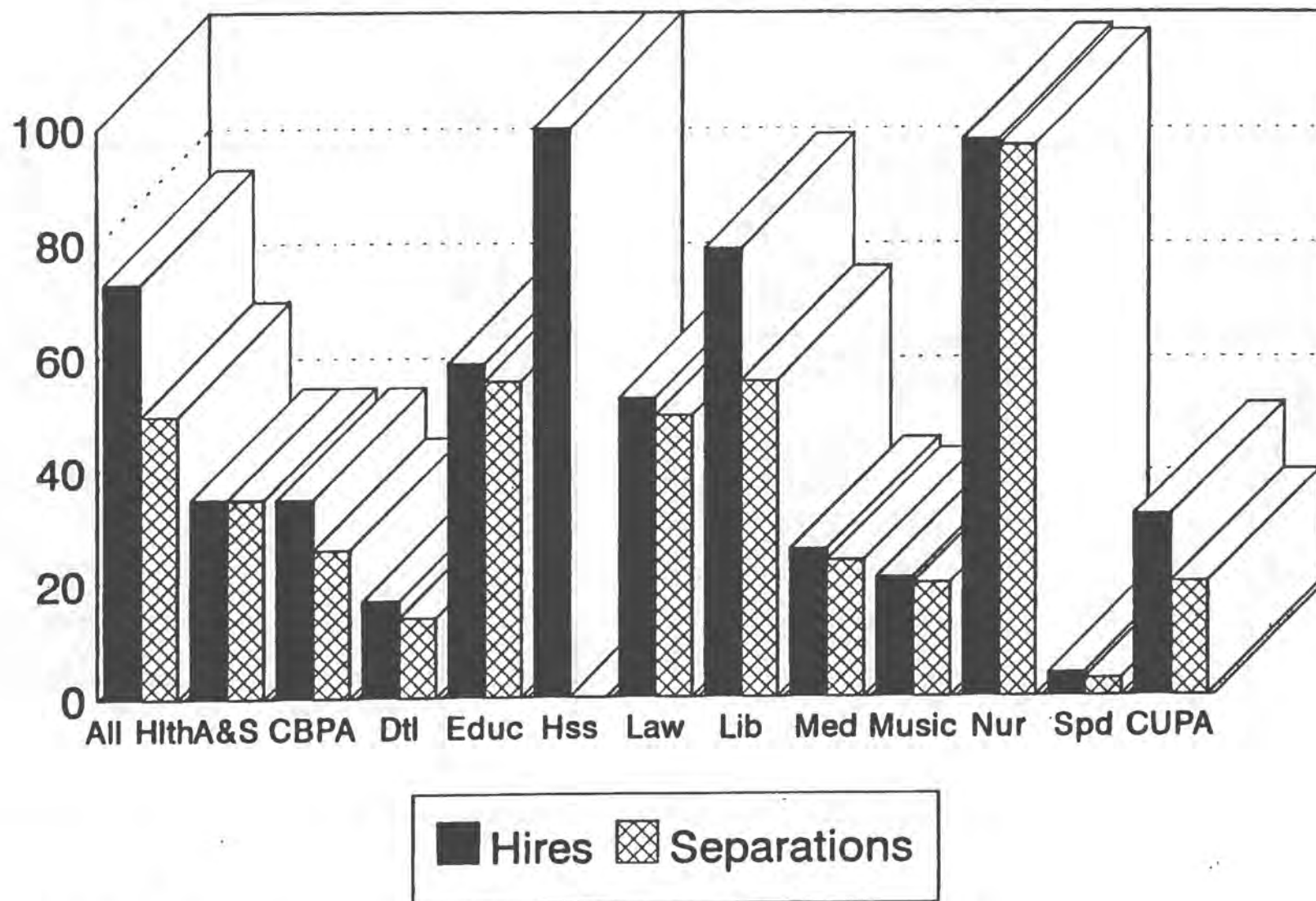
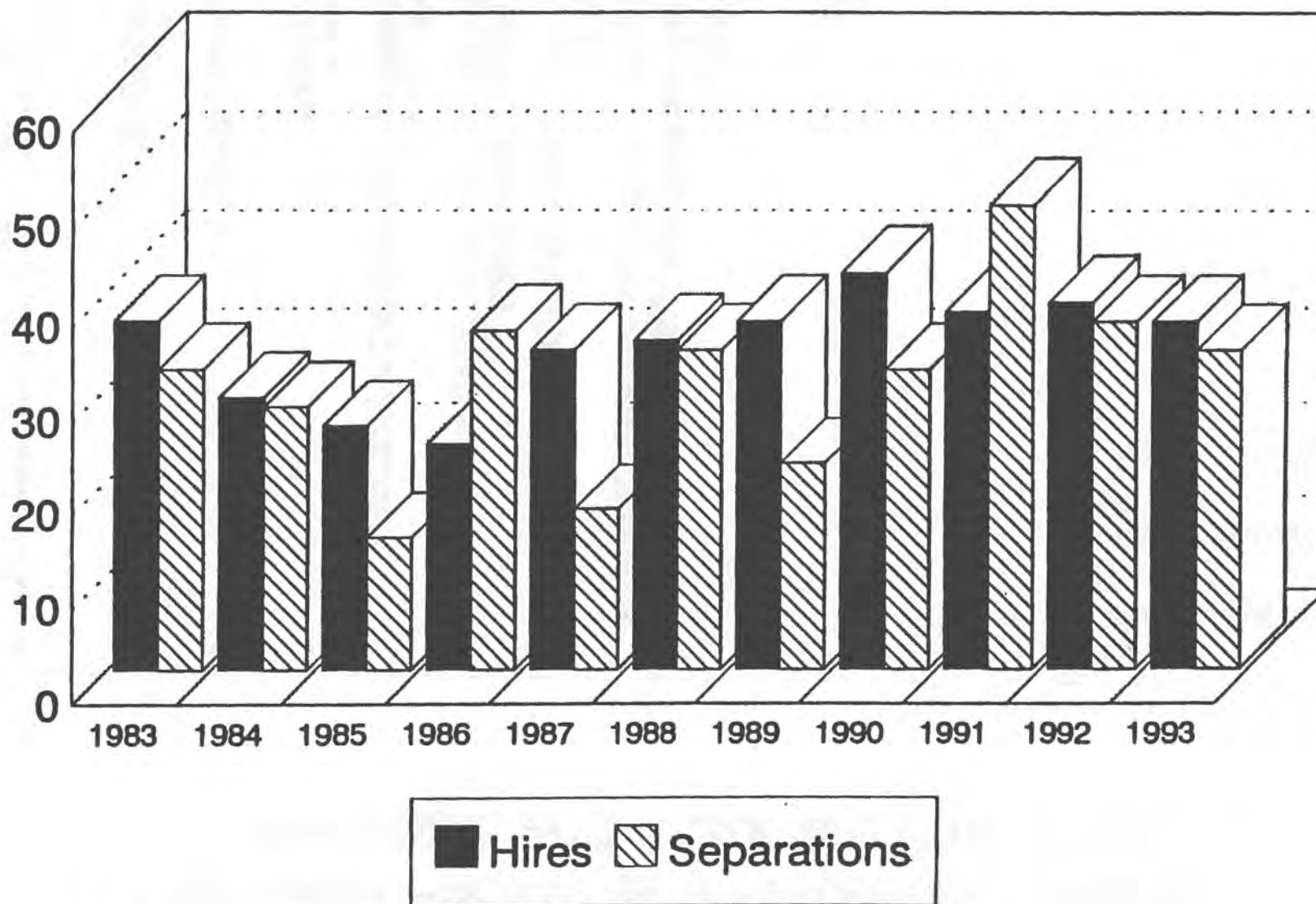


Table 17
 Female Faculty as Percent of Hires and Separations*
 by Academic Units 1983 to 1993



*Retirements Not Included

Table 18
Female Faculty as Percent of Hires and Separations*
1983 to 1993



*Retirements Not Included

TABLE 19

Women Faculty as a Percent of Tenured, Assistant, and Associate Professors

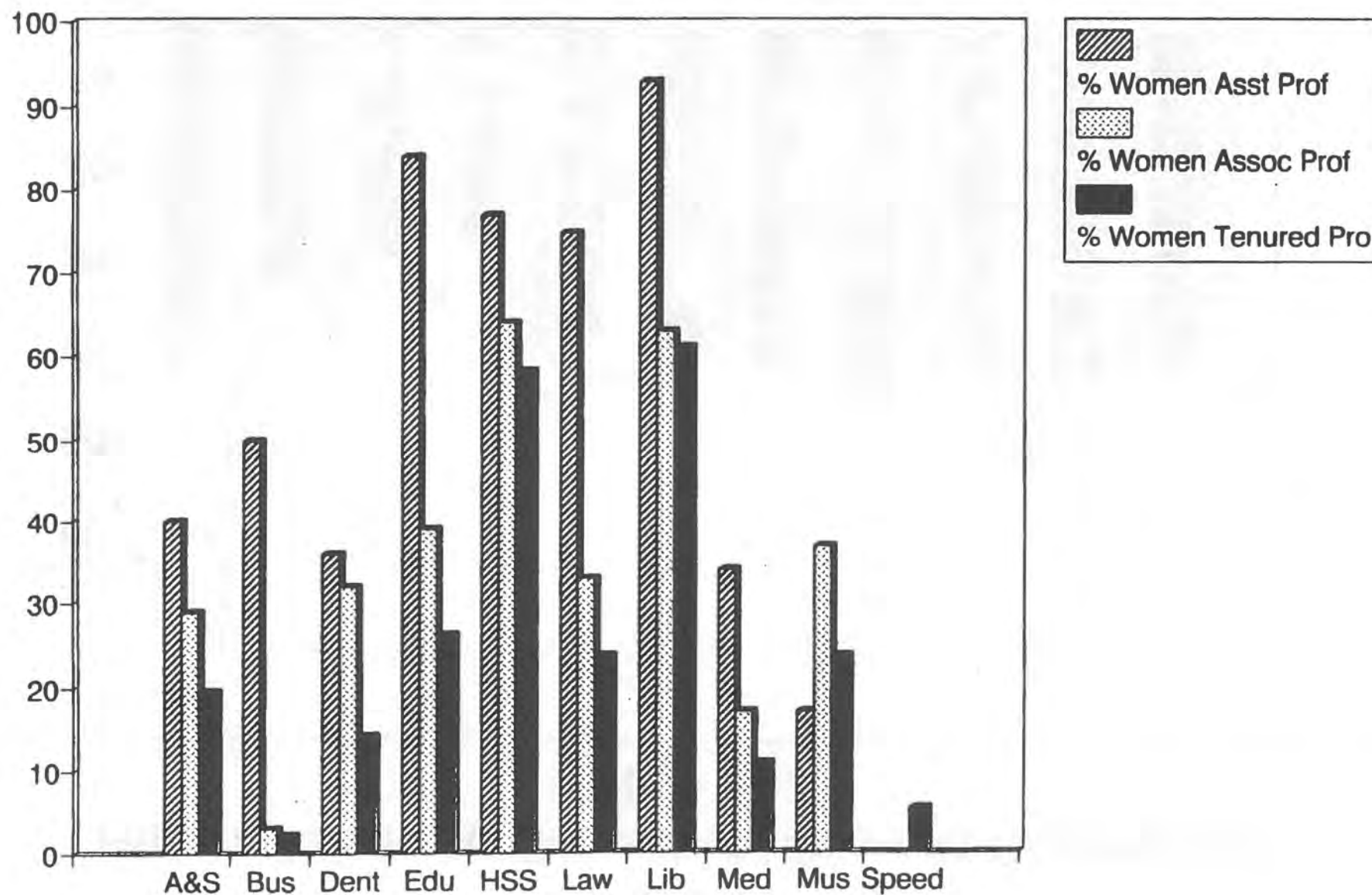


Table 20
Subject of Front Photos in Alumni Magazine
1987 to 1994

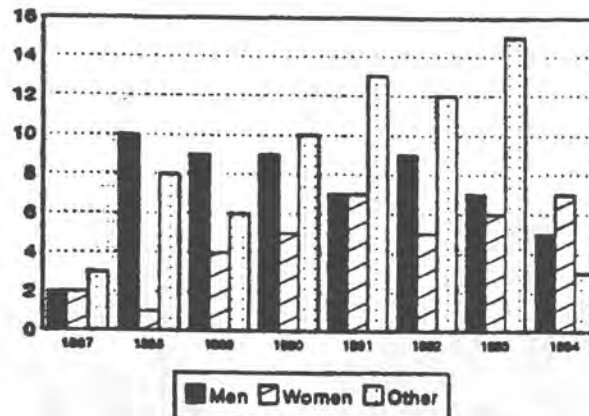


Table 21
Subject of Photos in Alumni Magazine
1987 to 1994

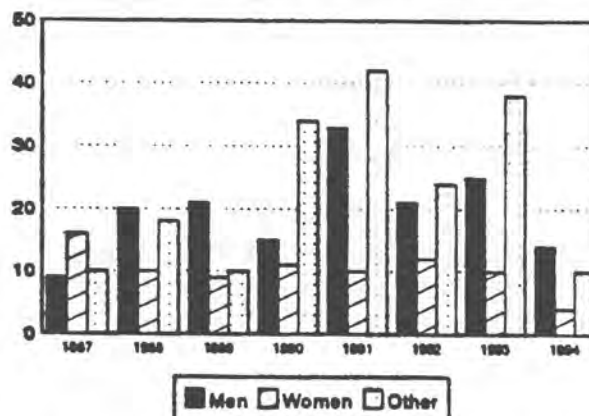


Table 22
Subject of Articles in Alumni Magazine
1987 to 1994

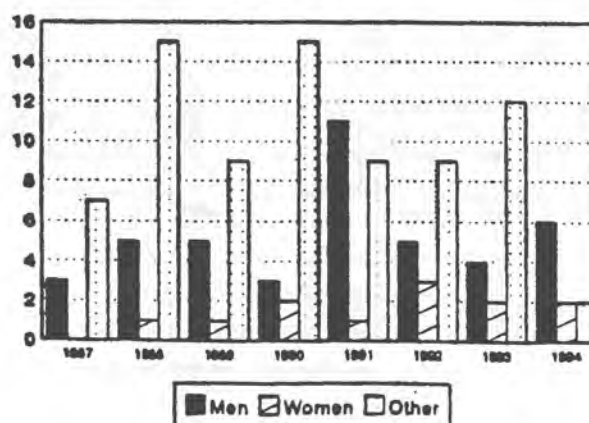


Table 23
Subject of Photos in Inside U of L
1982 to 1985 and 1990 to 1993

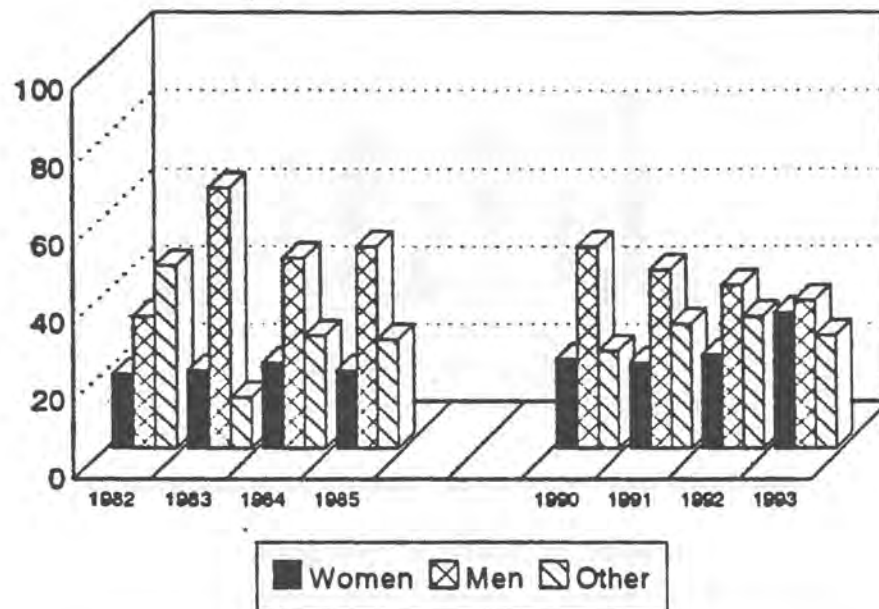


Table 24
Subject of Lead Photos in Inside U of L
1982 to 1985 and 1990 to 1993

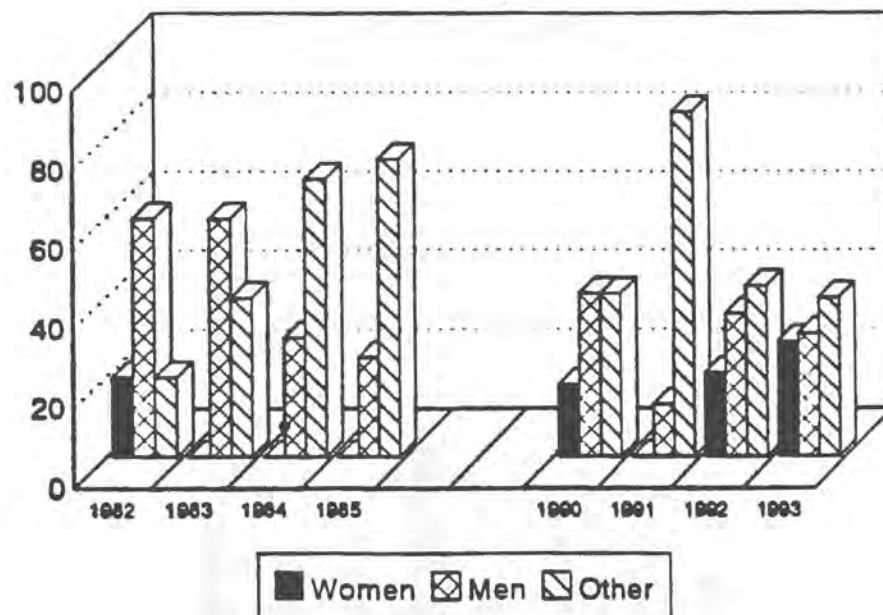


Table 25
Subject of Articles in Inside U of L
1982 to 1985 and 1990 to 1993

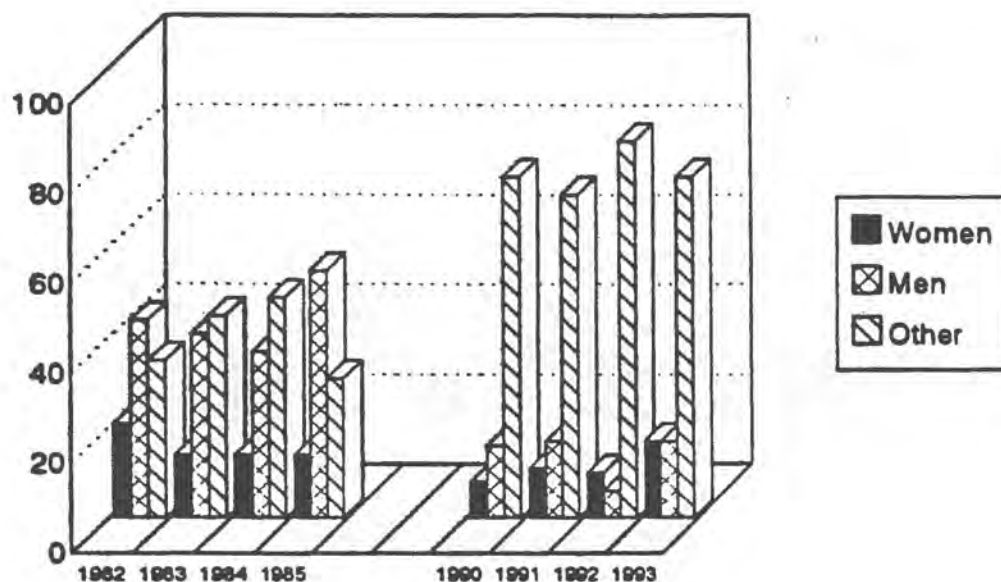


Table 26
Subject of Lead Articles in Inside U of L
1982 to 1985 and 1990 to 1993

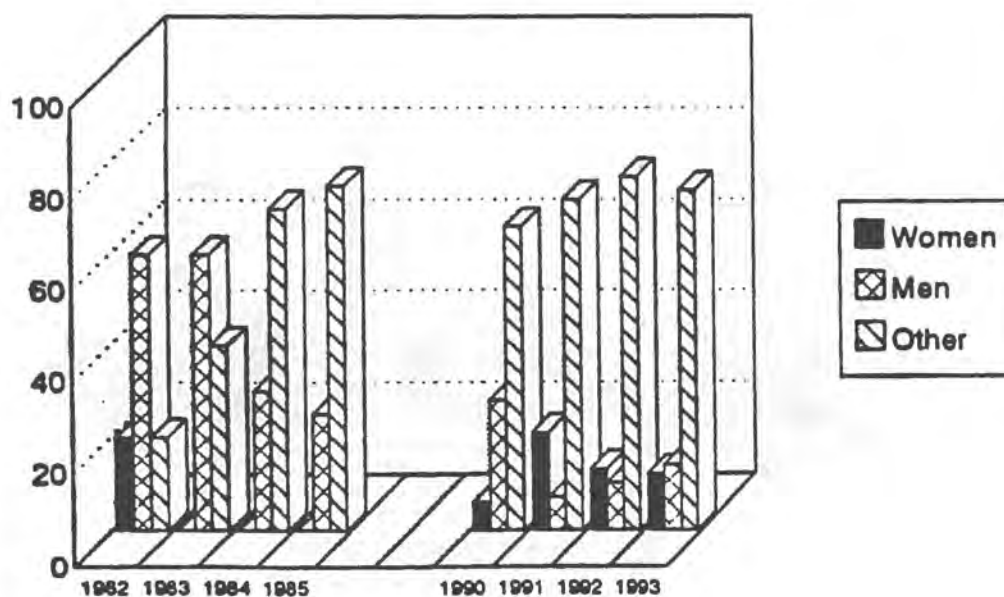


Table 27
Subject of Articles in Encore
1990 to February, 1994

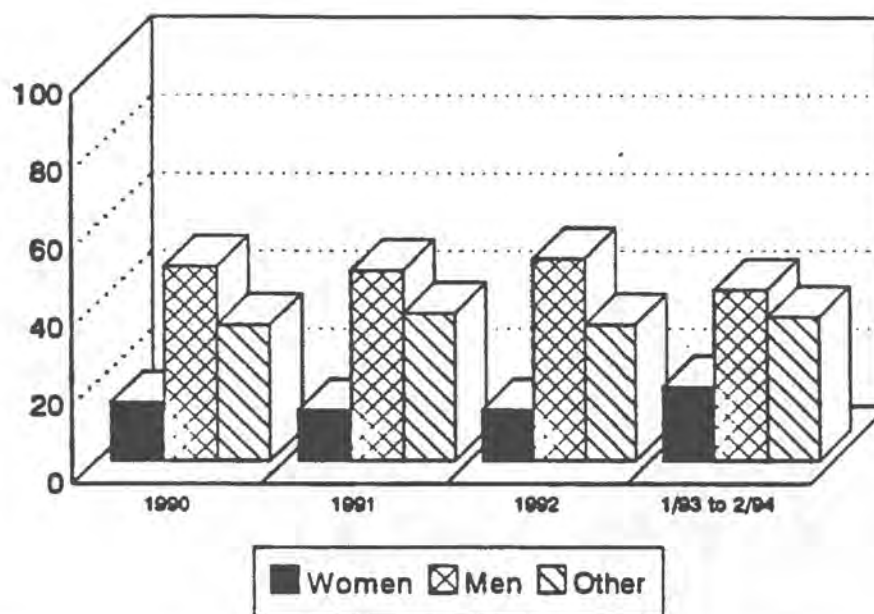


Table 28
Subject of Photos in Encore
1990 to February, 1994

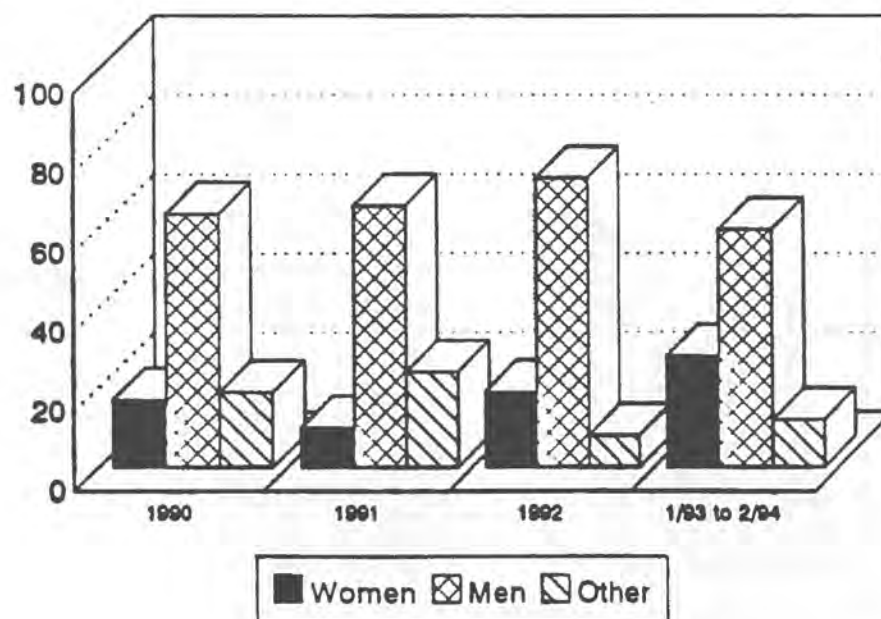


Table 29
Subject of Photos and Articles
Et Ultra, Win/Sum 1988 to Win/Sum 1994

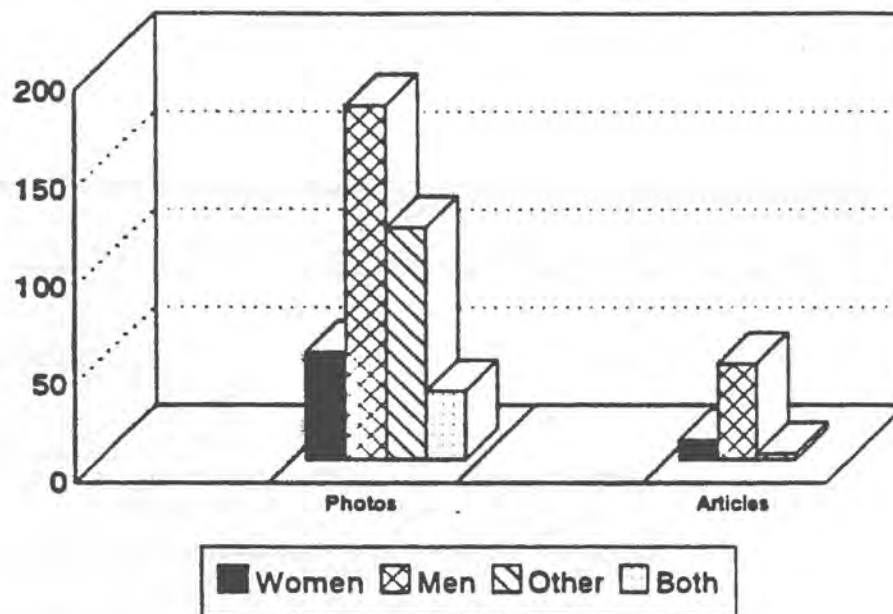


Table 30
Subject of Photos in University Annual Report
1975 to 1979 and 1988-89 to 1990-91

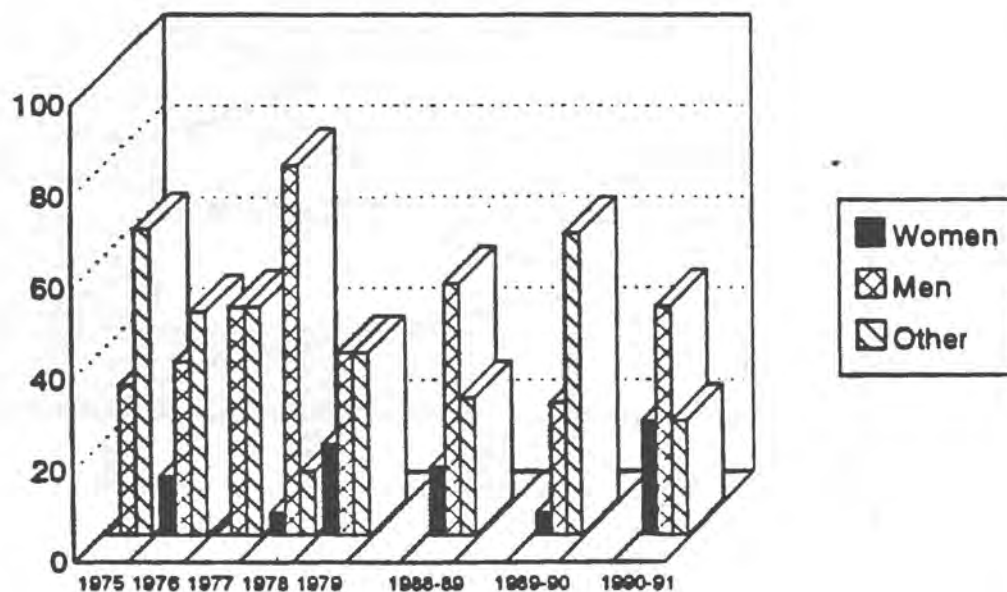


Table 31
Classified Staff, 1993
Gender Distribution by Grade

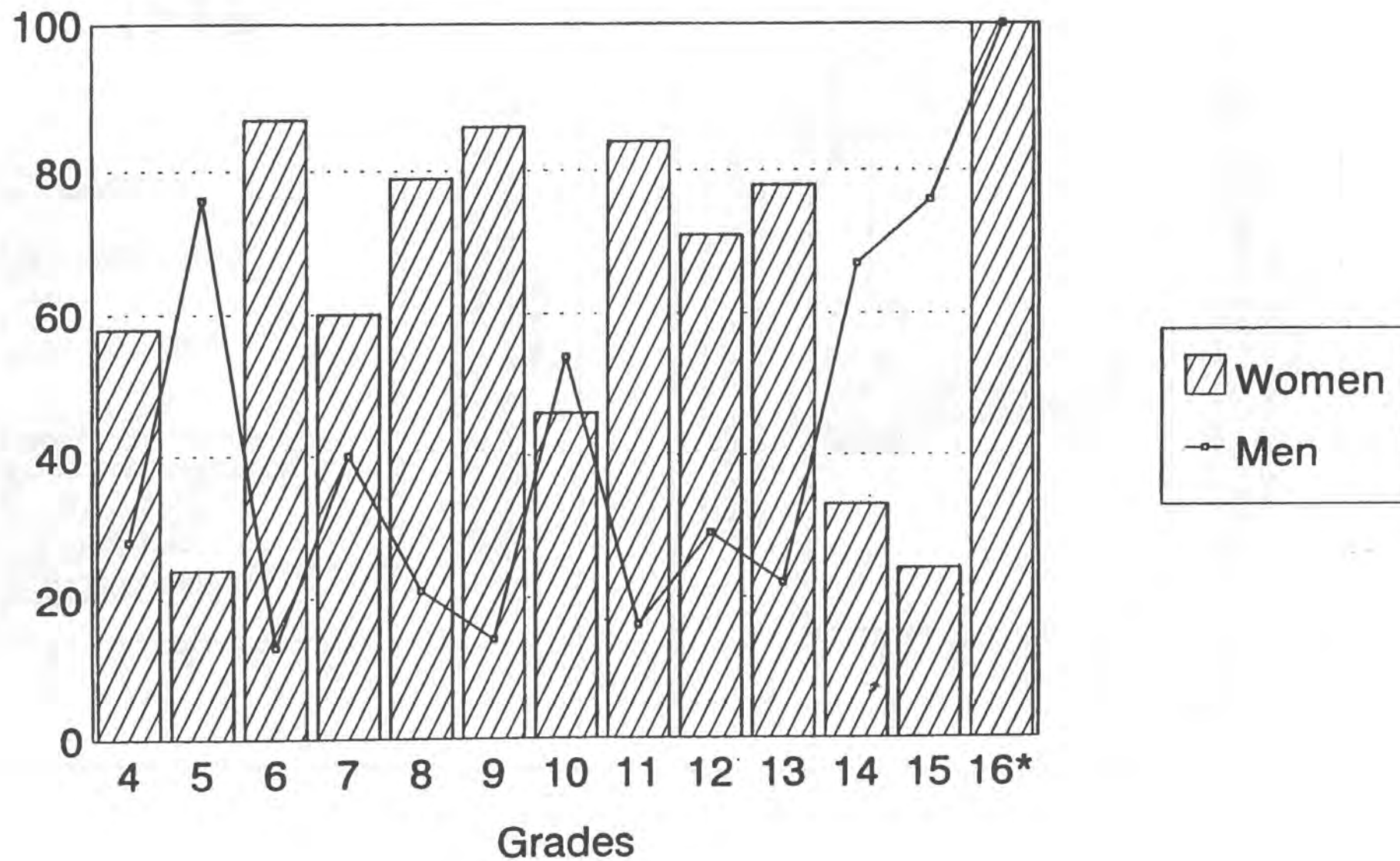
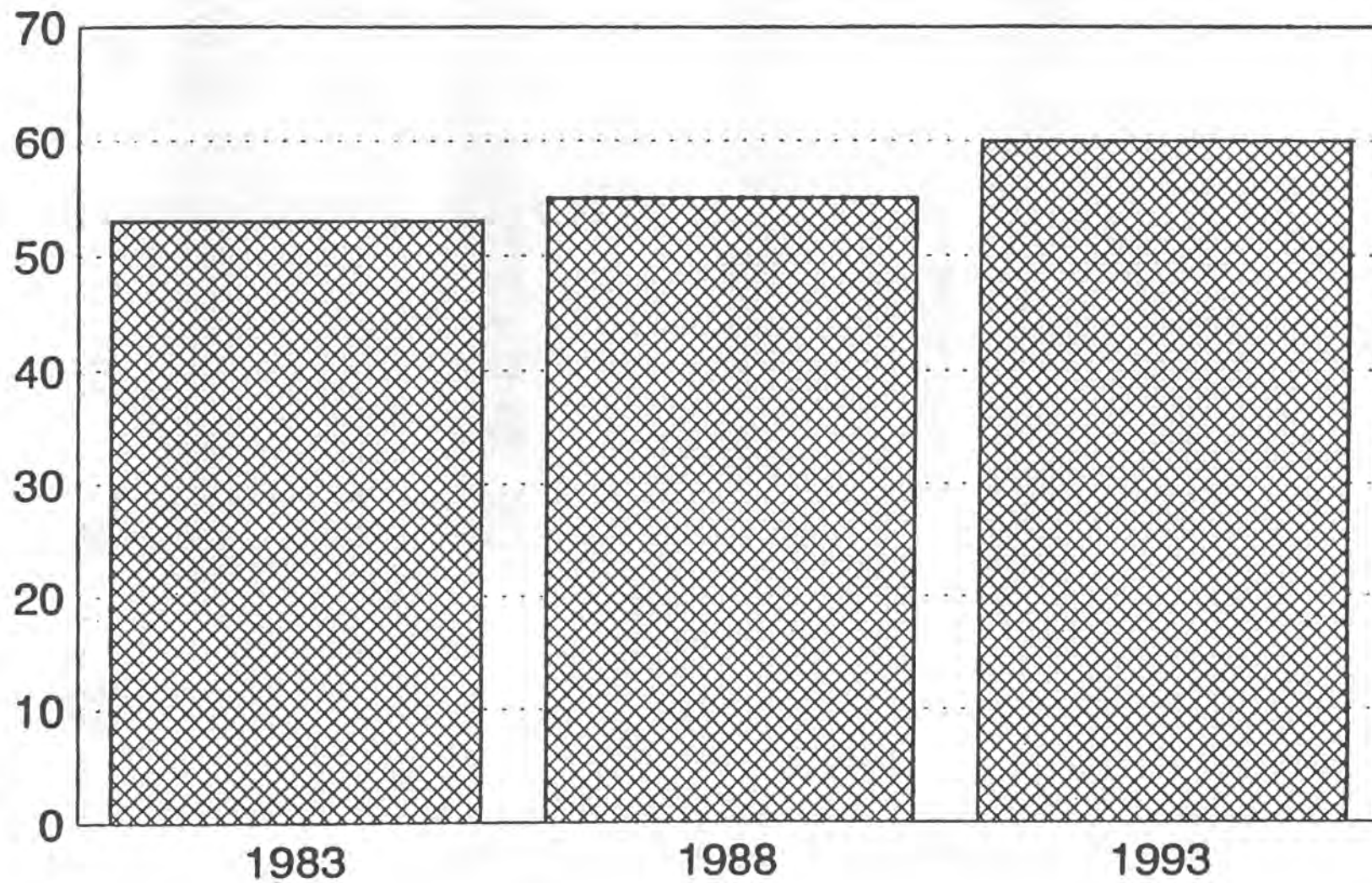
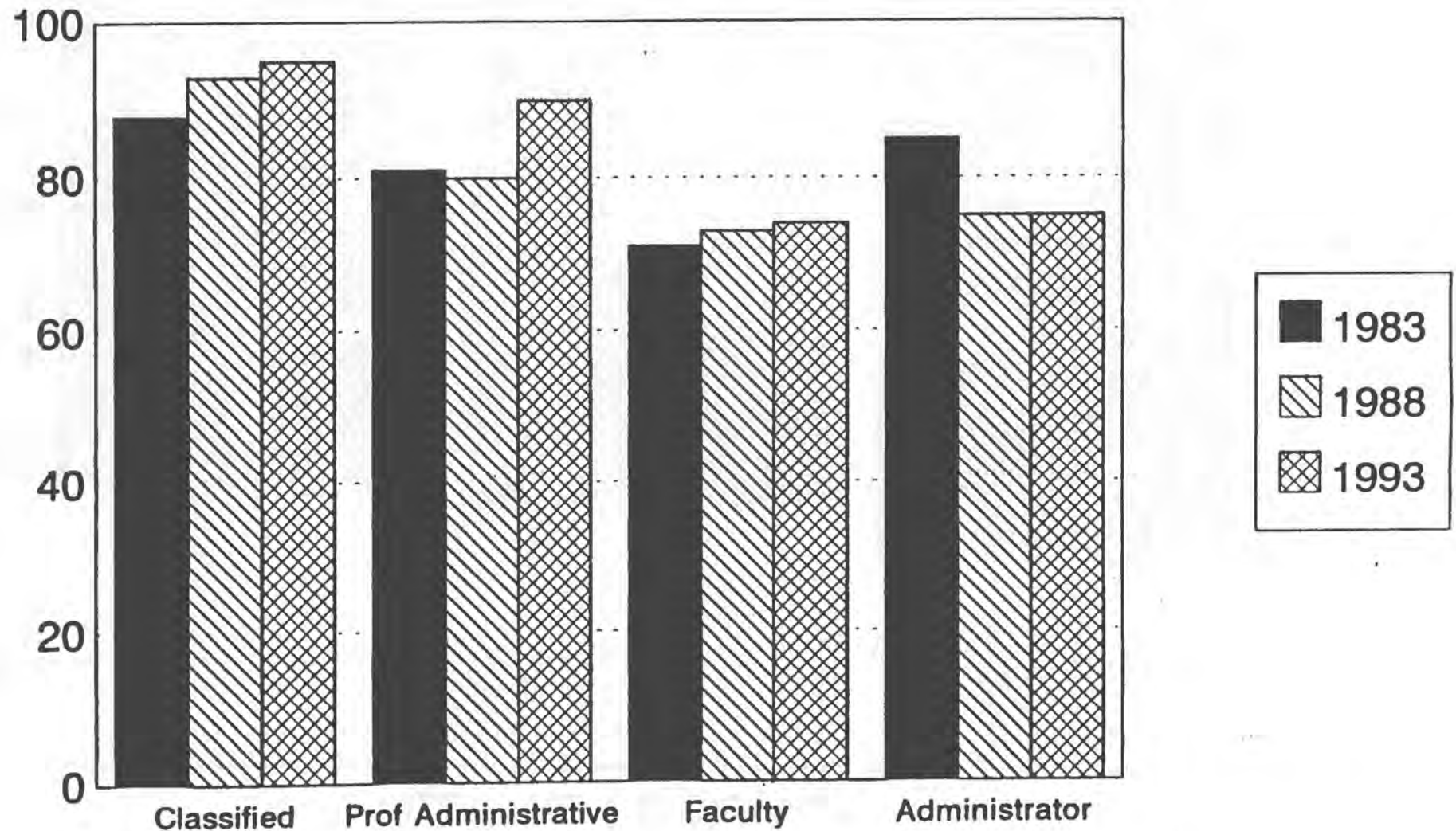


Table 32
Gender Salary Ratios*
Full-Time Employess



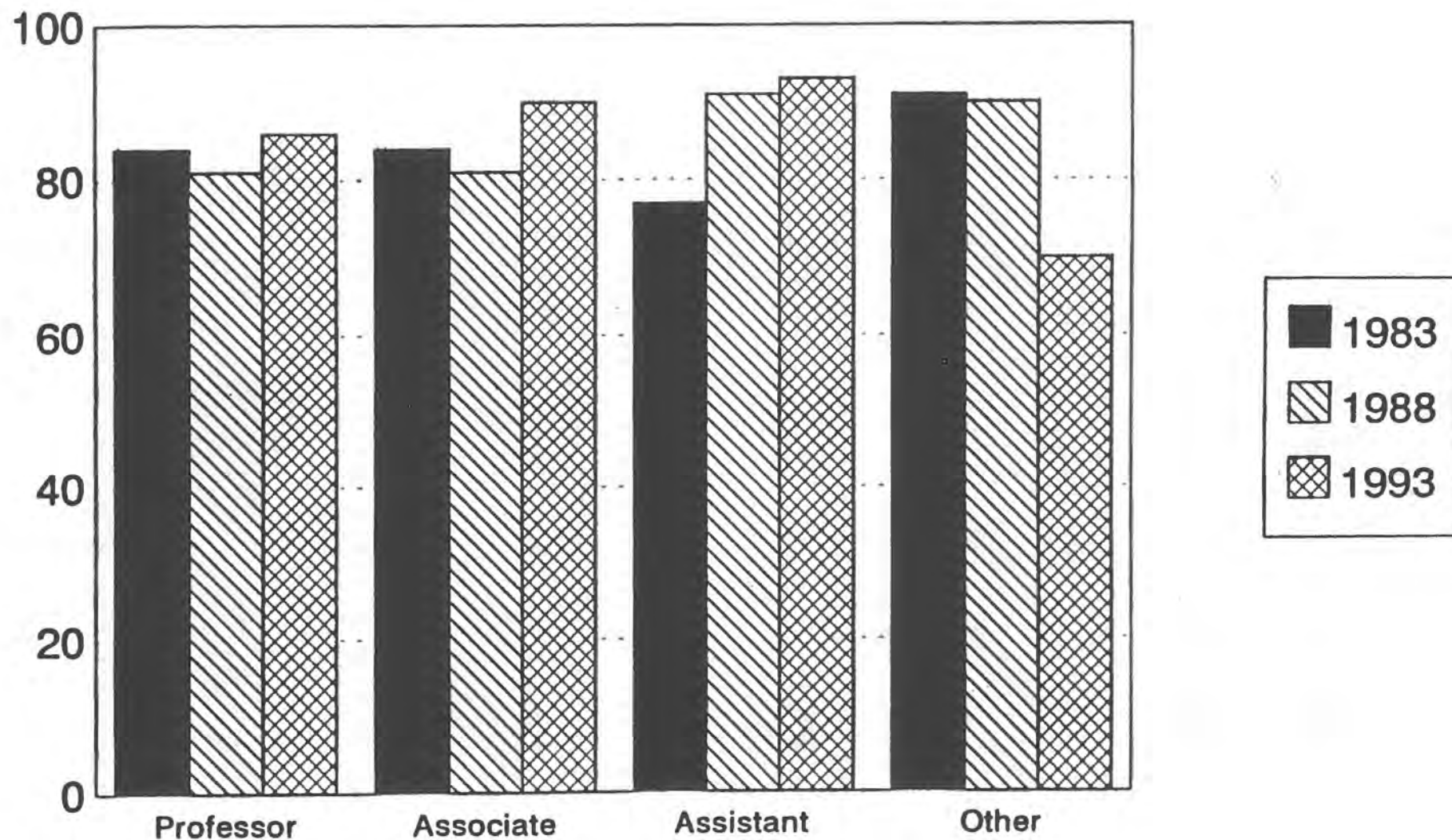
*Median Salary (Women/Men X 100)

Table 33
Gender Salary Ratios*
by Employee Categories



*Median Salary (Women/Men X 100)

Table 34
Gender Salary Ratios*
by Faculty Rank



*Median Salary (Women/Men X 100)

TABLE 35 MEDIAN SALARIES FOR FEMALE AND MALE FULL-TIME EMPLOYEES BY JOB GROUP: 1983, 1988, 1993.

			Female Median 1983	Male Median 1983	Ratio* 1983	Female Median 1988	Male Median 1988	Ratio* 1988	Female Median 1993	Male Median 1993	Ratio* 1993
UL	Total	All	\$13,522	\$25,642	52.9	\$16,923	\$30,602	55.3	\$21,044	\$35,052	60.0
UL	Administrator	All	\$39,611	\$46,432	85.3	\$44,971	\$60,243	74.6	\$57,614	\$76,296	75.5
UL	Faculty	All	\$23,602	\$33,104	71.3	\$29,186	\$39,880	73.2	\$36,720	\$49,514	74.2
		Professor	\$32,629	\$38,467	84.8	\$38,365	\$47,669	80.5	\$49,700	\$57,982	85.7
		Associate Prof.	\$25,126	\$30,104	83.5	\$30,351	\$37,435	81.1	\$39,081	\$43,583	89.7
		Assistant Prof.	\$21,568	\$27,999	77.0	\$26,000	\$28,637	90.8	\$33,150	\$35,743	92.7
		Other Prof.	\$18,500	\$20,265	91.3	\$22,000	\$24,546	89.6	\$20,030	\$28,637	69.9
UL	P & A	All	\$19,116	\$23,530	81.2	\$22,056	\$27,500	80.2	\$27,921	\$31,170	89.6
UL	Classified	All	\$11,627	\$13,270	87.6	\$14,525	\$15,621	93.0	\$17,520	\$18,479	94.8

* Female median salary as a percent of male median salary

TABLE 36 MEDIAN SALARIES FOR FEMALE AND MALE FULL-TIME FACULTY BY UNIT AND RANK: 1983, 1988, 1993

CSD	RANK	Female Median 1983	Male Median 1983	Ratio* 1983	Female Median 1988	Male Median 1988	Ratio* 1988	Female Median 1993	Male Median 1993	Ratio* 1993
UL	All	\$23,602	\$33,104	71.3	\$29,186	\$39,880	73.2	\$36,720	\$49,514	74.2
	Professor	\$32,629	\$38,467	84.8	\$38,365	\$47,669	80.5	\$49,700	\$57,982	85.7
	Associate Prof.	\$25,126	\$30,104	83.5	\$30,351	\$37,435	81.1	\$39,081	\$43,583	89.7
	Assistant Prof.	\$21,568	\$27,999	77.0	\$26,000	\$28,617	90.8	\$33,150	\$35,743	92.7
	Other Prof.	\$18,500	\$20,265	91.3	\$22,000	\$24,546	89.6	\$20,030	\$28,637	69.9
A&S	All	\$21,507	\$28,173	76.3	\$27,960	\$34,739	80.5	\$36,347	\$43,244	84.1
	Professor	\$34,266	\$34,956	98.0	\$38,466	\$41,176	93.4	\$49,629	\$52,885	93.8
	Associate Prof.	\$23,602	\$24,525	96.2	\$29,314	\$30,777	95.2	\$38,916	\$39,330	98.9
	Assistant Prof.	\$18,462	\$19,675	93.8	\$24,429	\$26,340	92.7	\$31,509	\$31,781	99.1
	Other Prof.	\$14,500	\$16,350	88.7	\$19,250	\$22,000	87.5	\$19,637	\$19,637	100.0
BPA	All	\$30,899	\$32,313	95.6	\$39,544	\$42,000	94.2	\$51,000	\$53,920	94.6
	Professor	\$45,600	\$39,938	114.2	0	\$51,958	0	0	\$63,638	0
	Associate Prof.	0	\$33,079	0	\$47,653	\$44,052	108.2	\$56,233	\$55,208	101.9
	Assistant Prof.	\$30,899	\$31,381	98.5	\$40,000	\$36,560	109.4	\$51,000	\$50,490	101.0
	Other Prof.	\$19,953	\$20,966	95.2	\$23,683	\$18,000	131.6	\$26,817	\$31,957	83.9
DTL	All	\$23,725	\$37,420	63.4	\$34,167	\$45,844	74.5	\$41,422	\$56,559	73.2
	Professor	\$32,834	\$42,971	76.4	0	\$51,177	0	0	\$66,123	0
	Associate Prof.	\$27,732	\$35,934	77.2	\$30,300	\$43,120	70.3	\$42,994	\$53,621	80.2
	Assistant Prof.	\$17,404	\$31,395	55.4	\$37,814	\$37,420	101.1	\$27,045	\$47,987	56.4
	Other Prof.	\$15,205	0	0	0	0	0	0	\$18,357	0
ED	All	\$27,690	\$31,387	88.2	\$31,199	\$35,088	88.9	\$35,850	\$49,517	72.4
	Professor	\$36,479	\$36,563	99.8	\$35,671	\$42,494	83.9	\$48,909	\$55,067	88.8
	Associate Prof.	\$30,141	\$29,313	102.8	\$32,963	\$32,018	102.9	\$37,331	\$39,281	95.0
	Assistant Prof.	\$22,020	\$20,347	108.2	\$22,910	\$25,000	91.6	\$34,201	\$32,088	106.6
	Other Prof.	\$18,416	0	0	\$21,104	0	0	\$15,231	0	0
HSS	All	\$27,683	\$30,744	90.0	\$28,000	\$34,199	81.9	\$35,899	\$42,102	85.3
	Professor	\$33,800	\$39,354	85.9	\$46,450	\$45,523	102.0	\$46,245	\$59,163	78.2
	Associate Prof.	\$29,120	\$32,030	90.9	\$32,150	\$32,424	99.2	\$37,673	\$41,334	91.1
	Assistant Prof.	\$18,915	\$20,651	91.6	\$23,084	\$25,519	90.5	\$33,568	\$34,343	97.7
	Other Prof.	\$19,330	\$34,816	55.5	0	\$25,372	0	\$23,535	0	0
IS	All	0	\$30,383	0	0	0	0	0	0	0
	Associate Prof.	0	\$30,117	0	0	0	0	0	0	0
	Assistant Prof.	0	\$30,648	0	0	0	0	0	0	0
LAW	All	\$31,109	\$45,323	68.6	\$40,000	\$57,143	70.0	\$72,258	\$86,271	83.8
	Professor	\$43,407	\$48,935	88.7	\$56,412	\$58,185	97.0	\$97,473	\$91,568	106.4
	Associate Prof.	\$33,028	\$30,478	108.4	\$45,246	\$45,994	98.4	\$69,450	\$65,176	106.4
	Assistant Prof.	\$28,345	\$27,324	103.7	\$39,815	\$39,718	100.2	\$60,000	\$60,000	100.0

* Female median salary as a percent of male median salary

TABLE 36 (cont.)

MEDIAN SALARIES FOR FEMALE AND MALE FULL-TIME FACULTY BY UNIT AND RANK: 1983, 1988, 1993

		Female Median 1983	Male Median 1983	Ratio* 1983	Female Median 1988	Male Median 1988	Ratio* 1988	Female Median 1993	Male Median 1993	Ratio* 1993
CSD	RANK									
LIB	All	\$20,355	\$20,113	101.2	\$25,862	\$27,436	94.3	\$33,617	\$33,546	100.2
	Professor	\$24,433	\$34,139	71.6	\$29,165	\$29,510	98.8	\$39,503	\$39,056	101.1
	Associate Prof.	\$19,882	\$19,950	99.7	\$26,720	\$27,436	97.4	\$34,309	\$33,546	102.3
	Assistant Prof.	\$18,311	\$16,313	112.2	\$18,622	\$18,127	102.7	\$23,816	\$21,699	109.8
	Other Prof.	0	\$14,539	0	0	0	0	0	0	0
MED	All	\$27,259	\$38,458	70.9	\$32,622	\$42,700	76.4	\$38,051	\$47,456	80.2
	Professor	\$ 8,532	\$45,864	18.6	\$46,160	\$59,059	78.2	\$56,807	\$59,112	96.1
	Associate Prof.	\$47,497	\$39,686	119.7	\$34,687	\$41,712	83.2	\$49,119	\$36,321	106.0
	Assistant Prof.	\$27,297	\$30,928	88.3	\$31,910	\$30,538	104.5	\$33,132	\$38,153	86.8
	Other Prof.	\$23,678	\$16,704	141.7	\$32,728	\$28,637	114.3	\$13,500	\$27,410	49.3
MUS	All	\$22,928	\$30,438	75.3	\$24,767	\$33,721	73.4	\$38,288	\$40,480	94.6
	Professor	\$31,757	\$32,018	99.2	0	\$38,505	0	\$45,790	\$45,587	100.4
	Associate Prof.	0	\$25,257	0	\$28,317	\$31,413	90.1	\$38,288	\$40,289	95.0
	Assistant Prof.	\$23,180	0	0	\$24,870	\$27,250	91.3	\$33,660	\$33,500	100.5
	Other Prof.	\$13,761	\$16,011	85.9	\$14,274	0	0	\$20,000	0	0
NUR	All	\$21,571	0	0	\$28,070	0	0	\$38,250	0	0
	Professor	0	0	0	0	0	0	\$50,421	0	0
	Associate Prof.	\$24,687	0	0	\$35,779	0	0	\$43,469	0	0
	Assistant Prof.	\$21,204	0	0	\$27,060	0	0	\$32,084	0	0
	Other Prof.	\$18,500	0	0	\$23,518	0	0	\$28,000	0	0
SPD	All	\$27,524	\$33,528	82.1	\$36,856	\$44,506	82.8	\$54,589	\$58,213	93.8
	Professor	0	\$37,005	0	0	\$48,061	0	\$54,589	\$63,106	86.5
	Associate Prof.	\$27,708	\$30,789	90.0	\$39,860	\$41,694	95.6	0	\$51,981	0
	Assistant Prof.	\$27,217	\$33,000	82.5	0	\$35,966	0	0	\$39,130	0
	Other Prof.	0	\$23,267	0	\$25,123	\$29,366	85.6	0	\$20,145	0
UPA	All	0	\$27,198	0	\$30,844	\$45,526	67.8	0	0	0
	Professor	0	\$44,343	0	0	\$57,024	0	0	0	0
	Associate Prof.	0	\$25,200	0	0	\$34,028	0	0	0	0
	Assistant Prof.	0	0	0	\$30,844	0	0	0	0	0

* Female median salary as a percent of male median salary

TABLE 38

UNSTANDARDIZED COEFFICIENTS (B) FOR GENDER IN SALARY REGRESSION MODELS AND MEAN SALARIES FOR ADMINISTRATORS, FACULTY BY RANK, PROFESSIONAL & ADMINISTRATIVE (P&A) STAFF, AND CLASSIFIED STAFF, 1993

	ADMINISTRATORS*	FACULTY**			STAFF***	
		Assistant	Associate	Professors	P&A	Classified
B	-\$13,869	\$136	-\$1,964	-\$3,091	-\$562	-\$898
Standard Error of B	4,795	903	1,012	1,861	282	97
Significance Level	.005	.880	.054	.098	.047	<.001
Mean Salary	\$79,845	\$37,865	\$44,602	\$59,458	\$30,884	\$18,433
B as Percent of Mean Salary	-17.4	0.4	-4.4	-5.2	-1.8	-4.9

* Controlled for age, years of service at UofL, years in current position, doctorate degree, professional degree, deanship, and executive staff

** Controlled for benchmark salary, years since highest degree, years in rank, doctorate degree, professional degree, tenure, department chair, endowed chair, and affirmative action

***Controlled for benchmark salary, years of service at UofL, and years in current job or position

BLW 37 MEDIAN SALARIES FOR FEMALE AND MALE FULL-TIME P & A AND CLASSIFIED STAFF BY GRADE; 1988, 1993

		Females 1988	Female Median 1988	Males 1988	Male Median 1988	Ratio ^a 1988	Females 1993	Female Median 1993	Males 1993	Male Median 1993	Ratio ^a 1993
II	All	1,553	\$15,875	743	\$18,646	86.1	1,683	\$19,751	788	\$22,395	88.2
	Classified	1,079	\$14,525	431	\$15,621	93.0	1,158	\$17,520	452	\$18,479	94.0
	4	76	\$11,387	55	\$10,708	106.3	87	\$11,608	64	\$12,107	95.9
	5	11	\$10,359	14	\$10,277	100.8	5	\$12,450	16	\$12,343	100.9
	6	39	\$11,099	14	\$11,256	98.6	43	\$13,154	7	\$13,722	95.9
	7	105	\$11,882	53	\$12,704	93.5	72	\$14,065	49	\$15,249	92.2
	8	149	\$12,841	36	\$13,081	98.2	145	\$14,936	38	\$15,680	95.3
	9	206	\$13,311	44	\$15,493	85.9	231	\$16,149	38	\$17,905	90.2
	10	62	\$14,525	49	\$15,621	93.0	44	\$17,441	52	\$18,145	96.1
	11	204	\$15,503	37	\$16,892	91.8	246	\$18,437	47	\$20,397	90.4
	12	162	\$17,167	69	\$18,124	94.7	166	\$20,828	70	\$21,444	97.1
	13	56	\$19,184	23	\$18,851	101.8	98	\$23,187	27	\$21,904	105.9
	14	3	\$21,513	28	\$23,605	91.1	14	\$30,213	29	\$28,647	105.5
	15	0	0	8	\$22,373	0	4	\$28,428	13	\$27,582	103.1
	16	3	\$47,126	1	\$43,451	108.5	2	\$67,390	0	0	0
	P & A	474	\$22,056	312	\$27,500	80.2	525	\$27,921	326	\$31,170	89.6
	21	5	\$15,888	3	\$15,515	102.4	2	\$17,973	4	\$17,932	100.2
	22	9	\$16,758	4	\$17,181	97.5	9	\$20,426	3	\$18,473	110.6
	23	46	\$18,000	17	\$17,641	102.0	30	\$23,259	9	\$20,701	112.4
	24	78	\$19,476	20	\$19,559	99.6	90	\$23,354	34	\$23,373	99.9
	25	98	\$20,648	30	\$20,308	101.7	99	\$25,377	32	\$24,341	104.3
	26	86	\$23,525	24	\$23,000	102.3	90	\$29,040	33	\$29,408	98.8
	27	59	\$24,633	43	\$24,587	100.2	92	\$31,187	42	\$29,805	104.6
	28	26	\$27,060	35	\$29,306	92.3	35	\$33,660	33	\$36,961	91.1
	29	23	\$30,802	32	\$30,828	99.9	32	\$37,834	25	\$34,837	108.6
	30	12	\$31,331	23	\$36,824	85.1	15	\$39,270	20	\$42,382	92.7
	31	13	\$35,621	22	\$37,543	94.9	10	\$42,522	25	\$45,410	93.6
	32	2	\$36,770	9	\$42,915	95.7	4	\$46,421	12	\$50,590	91.8
	33	0	0	3	\$50,661	0	3	\$51,000	4	\$58,611	87.0
	35	0	0	0	0	0	0	0	1	\$61,200	0
	36	0	0	1	\$45,000	0	1	\$51,489	0	0	0
	88	20	\$19,243	46	\$27,500	70.0	14	\$21,265	51	\$29,000	73.3

Female median salary as a percent of male median salary

TABLE 39
SALARY REGRESSION MODEL FOR ADMINISTRATORS, 1993

	B	Standard Error of B	Significance Level
Gender	-\$13,869	4,795	.005
Age	968	267	< .001
Years of service at UofL	-377	250	.136
Years in current position	236	514	.648
Doctorate degree	10,029	4,431	.024
Professional degree	17,963	5,596	.002
Deanship	28,166	6,906	.001
Executive staff*	31,928	5,495	.001
Constant	21,249	12,794	.101
Percent variance explained	62.8		

* Includes President, Provost, Vice Presidents, Manager of Support Services, Office of the President, Assistant to the President for Minority Services, Assistant for University Relations, Director of Planning and Budget, and University Counsel.

TABLE 40
SALARY REGRESSION MODELS FOR FACULTY BY RANK, 1993

	ASSISTANT			ASSOCIATE			PROFESSOR		
	B	Standard Error of B	Significance Level	B	Standard Error of B	Significance Level	B	Standard Error of B	Significance Level
Gender	\$136	903	.880	-\$1,964	1,011	.054	-3,901	1,861	.098
Benchmark salary	.63	.05	< .001	.45	.05	< .001	.34	.05	< .001
Yrs. since highest degree	.71	108	.513	-.172	90	.057	-.95	106	.372
Yrs. in rank	-.435	254	.079	-.110	129	.395	.313	161	.052
Doctorate degree	3,598	1,186	.003	1,669	1,377	.227	4,116	2,591	.113
Professional degree	5,141	2,126	.020	5,674	2,072	.007	21,466	3,309	< .001
Tenure	1,072	2,257	.636	-.571	1,520	.707	3,522	10,775	.744
Department chair	—	—	—	6,171	2,238	.006	5,768	1,885	.002
Endowed chair	—	—	—	—	—	—	22,971	4,875	< .001
Affirmative action	4,832	1,330	< .001	13,429	4,796	.006	11,717	10,764	.277
Constant	10,368	2,418	< .001	25,632	3,156	< .001	27,792	11,366	< .001
Percent variance explained	61.3			47.1			42.5		

TABLE 41

SALARY REGRESSION MODELS FOR STAFF, 1993

	PROFESSIONAL & ADMINISTRATIVE			CLASSIFIED		
	B	Standard Error of B	Significance Level	B	Standard Error of B	Significance Level
Gender	-\$562	282	.047	-898	97	< .001
Benchmark salary	1.11	.02	< .001	1.03	.01	< .001
Yrs. of service	165	22	< .001	187	9	< .001
Yrs. in current job	257	41	< .001	92	13	< .001
Constant	-7,215	719	< .001	-3,416	236	< .001
Percent variance explained	64.1			87.7		



