

UNIVERSITY OF LOUISVILLE



COMMISSION ON THE STATUS OF WOMEN

Access, Opportunity, and Achievement
Fifteen Years Later: A 2009 Update on the
1994 Report of the Task Force on the Status
of Women

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PREFACE

In 1994, the Commission on the Status of Women (COSW) at the University of Louisville (UofL) completed the Report of the Task Force on the Status of Women. This original task force study substantiated that the participation of women at UofL was constrained by marginality. The 1994 report presented the status of women in all employment categories, explored contributing and perpetuating factors, and presented recommendations for changes that would positively affect the status of and career opportunities for women and improve the climate for all UofL employees.

In 2008-2009, the COSW organized an update to the 1994 report, following the framework of the original report by retaining the major categories: representation, recruitment, retention, campus environment, and integration of work and family life. The members of COSW analyzed and reviewed each of the objectives and recommendations to ascertain whether progress has been made towards outcomes for the identified goals. As part of the methodology for this review, the COSW conducted 10 focus groups and individual interviews with campus leaders (see Appendix F). Additionally, UofL policies, procedures, publications and programs were reviewed. The Office of Institutional Research and Planning (IRP) provided updated data and summary of the original charts and graphs in the 1994 report. For a complete description of the project's methodology, please refer to Appendix H.

Each member of the COSW Executive Committee drafted portions of the report. The entire COSW Executive Committee then met several times for multi-hour sessions to review and edit the report. To further cross-check the updated and current report, the entire COSW was given an opportunity to provide input and commentary on a draft overview report.

The members of the COSW would like to acknowledge and express appreciation to President Ramsey and Provost Willihnganz for supporting the work of the COSW, for recognizing the need to update the 1994 Task Force report, and for supporting the COSW's efforts to update the 1994 report. We also extend acknowledgement and appreciation to Becky Patterson and the staff of Institutional Research and Planning (IRP) who devoted numerous hours and effort toward this project. Additionally, we wish to thank Melissa Johnson whose research assistance was invaluable to the project and Joanne Webb for her excellent editing skills. Finally, we wish to thank the employees of UofL who took the time to attend focus group interviews and express their anonymous opinions and concerns in this forum. The COSW looks forward to continuing its advisory and advocacy efforts as it reports to President Ramsey, Provost Willihnganz, and other campus constituency groups with the goal of improving the quality of work and life for women at UofL.

Members of the 2009 Commission on the Status of Women

Executive Committee:

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Valerie M. Casey
Susan H. Duncan, Vice Chair
Robert Goldstein
Dawn Heinecken
Ann E. Larson
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EXECUTIVE SUMMARY

In the fifteen years since the 1994 Report of the Task Force on the Status of Women, UofL has made substantive progress in eliminating gender-based inequities. Establishing the Commission served as an important step in making sure the President had assistance in the oversight and monitoring of the implementation of the Task Force recommendations. The Commission continues today to serve the important functions of monitoring progress, identifying issues affecting women, and highlighting specific substantive recommendations. Specifically, UofL can be proud that:

- salaries of women staff have moved towards parity with their male peers
- nearly 50% of UofL's student athletes are women. Currently, UofL has twelve women's sports teams (including four sports added since 1997) and nine men's sports teams
- an Early Learning Campus is located on the Belknap campus for the children of our faculty, staff and students
- UofL's Prevention, Education, and Advocacy on Campus and in the Community (PEACC) Program is now institutionalized

Despite this positive progress, UofL must continue to strive to eliminate all barriers to women. A significant number of goals still need to be accomplished from the 1994 report and should be the immediate focus of UofL leadership. Notably some of these include:¹

Representation

- Increasing the proportion of women faculty, which has remained flat since 2001
- Reducing the percentage by which men outnumber women faculty by academic discipline, especially at higher faculty ranks
- Combating gender segregation based on occupation
- Supporting the professional development and career advancement of women staff and faculty

Recruitment

- Developing more systematic procedures and guidelines for recruiting women for interim positions, special faculty positions, and traditionally male-dominated positions

Retention

- Training for supervisors regarding UofL policies and procedures
- Developing a systematic mentoring system

Campus Climate

- Requiring sexual harassment training for all employees
- Reexamining the university's sexual harassment policy every three years, with annual reporting and publication of the rate of reported cases, outcomes of each case, and effectiveness of the policy overall

¹ These recommendations only highlight a few of the initiatives that must occur to advance the status of women at UofL. A complete listing of all the recommendations compiled in this update for each of the five categories can be found on the pages immediately following this Executive Summary.

- Providing necessary resources to enhance women's programs on campus, including the Women's and Gender Studies Department, the Women's Center, and PEACC

Integration of work and family life

- Adopting family-friendly policies, including revising the parental leave policies and adopting a "stopping the tenure clock" policy
- Establishing an on-site day care facility on the Health Sciences Campus

The focus groups of women faculty and staff conducted in the summer and fall of 2008 confirmed the importance of accomplishing these goals and revealed several common themes, including:²

- Policies and procedures are not fairly and consistently administered across and within units and need to better accommodate the needs of women
- Supervisors need training in managing and evaluating employees' work
- Multiple barriers to advancement exist for women, including lack of career development and professional mentoring
- Work climate issues exist, including a perceived lack of value from UofL and a lack of balance between work and personal lives

In the future, the COSW hopes to look at the data in a more progressive manner. UofL should be tracking progress not only from the 1994 Task Force report but also against national levels/norms and our institutional benchmarks. To accomplish this objective UofL will need to make its units more accountable, requiring them to include explicit goals as part of each unit's Diversity Plan under the element "Diversity, Opportunity and Social Justice Outcomes." UofL's 2020 scorecard should also include explicit goals for UofL relative to gender. In addition, to effectively make comparisons among national and benchmark data, certain data need to be reported annually, including:

- Full- and part-time faculty salary and compensation analysis
- Tenure and tenure-track faculty salary and compensation analysis
- Publication and annual updating of the Cohort brochure, which includes the gender and racial demographics of faculty and staff produced by IRP
- Analysis of unit hires to monitor whether hires are proportionate to availability pools respective to their disciplinary areas
- Analysis of UofL publications for equitable representation of women
- Analysis of UofL awards for equitable representation of women

Also, to more systematically monitor progress, the COSW requests that the President or Provost assign an appropriate person or committee to be in charge of completing the recommendations presented in this update. The President or Provost shall advise COSW who the person or committee is and that person or committee shall report annually to the administration and the COSW any results and progress made towards meeting each recommendation.

In addition, changes in the workforce since 1994 have brought more challenges that UofL needs to address in order to become a leader among employers. Issues employers must wrestle with today include:

² The themes listed above are very general in nature. More specific comments on each of these themes and other issues of concern to women can be located in Appendix F, which summarizes the data from the Focus Groups.

- Elder Care Issues - within the next five years close to 46% of employees expect to have elder care responsibilities³
- Modifications to workplace practices as required by the aging workforce
- An unprecedented economic and financial crisis
- More dual-earner couples managing professional and family responsibilities

The COSW presents this update as the first stage in an ongoing dialogue with the campus leadership and community about how we can continue to improve the status of women. The COSW anticipates and is a partner in attaining measurable outcomes for each of the goals and recommendations in the 1994 Report. Additionally, the COSW will actively collaborate with the President, Provost, and university leadership to identify new goals, recommendations, and objectives reflecting the changing nature of university life. Although much work remains to be accomplished, the COSW is confident that UofL leadership and community will rise to the challenge and make this “A Great Place to Work” for all of its faculty and staff.

³ Families and Work Institute, 2002 National Study of the Changing Workforce.

SUMMARY OF RECOMMENDATIONS

Below is a summary of all the recommendations in this update. Many of the goals in the original 1994 Task Force Report on the Status of Women have been accomplished and require no further attention. Several UofL practices and procedures must be continued. Finally, UofL will be required to make changes in identified areas to improve the status of women. These identified recommendations will form the basis of the COSW's goals and advocacy efforts for the next two years. The number at the end of the recommendations refers to its placement in the text of the full report where Key Observation(s) related to the recommendations can also be found.

COSW recommends that UofL continue the following:

- Decanal search and review committees shall continue to have meaningful gender representation. (Objective 7D; page 46)
- UofL shall continue the practice of gender neutral salutations on campus mailing lists. UofL shall ensure a consistent gender neutral practice among all mailing lists wherever appropriate. (Objective 7G; page 47)
- UofL shall continue to fill permanent executive positions in a timely manner. (Objective 8H; page 58)
- UofL Police shall continue review of safety and security programs on a weekly basis. The information shall continue to be used to develop responses to incidents of crime, severe weather, etc. (Objective 10E; page 67)
- UofL Police shall continue to partner with university groups to provide personal and property safety. Safety programs shall be flexible to meet changing needs of the community. UofL Police shall follow established best practice procedures used by other comparable institutions and the recommendations of the Police Advisory Committee. (Objective 10G; page 68)
- UofL Police shall continue to conduct security surveys of all three campuses, send relevant information to the appropriate university department, and use information gathered to improve physical security on campus. (Objective 10I; page 68)
- UofL shall continue to support the PEACC Program's goals and objectives. (Objective 10H; page 68)
- Environmental and workplace safety practices shall continue to be monitored and reviewed annually with results published in a form available to the wider UofL community. (Objective 10K; page 69)
- UofL Athletics shall continue to support women athletes and the athletics staff. (Objective 12D; page 74)

COSW recommends that UofL make the following changes:

Recruitment

- Each unit shall take responsibility for increasing percentages of women, not just units with a high proportion of with positions traditionally held by women. Deans of academic units should be held accountable for the recruitment of women faculty and monitored by a specific metric on UofL's 2020 Strategic Plan/scorecard. Specific language and goals are needed to define "recruitment" of women. (Recommendation 2; page 25)
- Within the next two years, UofL shall undertake further analysis to determine if women are being hired consistent with their availability pool within their discipline. Additional analyses should include: search committee composition by gender; creation of a centralized database of candidate pool invited for on-campus interviews; and disaggregated data by full-time, part-time, and tenure/tenure-track. All analyses should include specific measurable goals, time tables for completion, and a comparison to our top benchmark universities. UofL hiring and promotion percentages of women should be among the top three of our benchmark universities. Overall gender distribution should reflect distribution as reported by AAUP. (Recommendation 2; page 22)
- Recruiting women for interim and permanent positions shall be addressed within two years by including explicit goals as part of each unit's Diversity Plan, under the element "Diversity, Opportunity and Social Justice Outcomes." The 2020 Strategic Plan/scorecard shall also include explicit goals as part of the above element for UofL relative to gender. (Objective 8A & 8B; page 56)
- During the 2009-2010 academic year, UofL shall research best practices at benchmark institutions to ascertain the organizational optimal reporting line and, if necessary, change the reporting line for the Office of Affirmative Action in UofL's organizational chart. (Objective 8D; pgs 56-57)
- During the 2009-2010 academic year, the names of unit Affirmative Action Coordinators shall be better publicized within units and prominently displayed on unit websites. (Objective 8E; page 57)
- During the 2009-2010 academic year, UofL shall fund a PeopleSoft customization to enable data collection for disaggregated reporting of gender in search committees' composition. (Objective 8F; page 57)
- Beginning in the 2009-2010 academic year, to ensure gender equity in special faculty position appointments, unit processes shall be transparent and readily available and gender parity shall be a priority in recruitment and selection of these positions. (Objective 8G; page 57)
- Based on the University's Affirmative Action Plan and its job categories, UofL shall actively recruit and promote women for the following positions: Educational Executives; Electrical and Computer Engineers; Psychology; Miscellaneous Business; Health and Physical Education; Misc. Arts and Sciences; Administrative Support positions; Lab Technicians and Library and Science Technicians. (Objective 8I; page 58)

Retention

Career Development

- Within two years, administrators and supervisors shall be required to participate in trainings on UofL policies and procedures in *The Redbook*, related to human resources, including evaluation, diversity, and gender awareness. (Objectives 9A; page 60 & 9F; page 61)
- Beginning in the 2009-2010 academic year, UofL shall implement an annual review to track the progress of women faculty against national norms and institutional benchmarks, including a separate analysis of the full-time faculty and additional analysis of tenure track versus non-tenure track faculty. In addition, by 2020, UofL shall strive to rank among the top three of our 21 benchmark universities for percentage of full-time women faculty. (Recommendation 2; page 22)
- Beginning in the 2009-2010 academic year, UofL shall publish and disseminate annual statistics reporting percentage of women and persons of color by unit (i.e., Annual Cohort Report). IRP has these statistics available. (Objective 8B; pgs 56-57)
- Within two years, Human Resources shall develop a staff evaluation model with input from campus constituency groups for systematic implementation in staff evaluations that include an appeals process. This model will utilize current research-based best-practices in the field of human resources (Objective 9B; page 60)
- Within two years, a systematic mentoring system shall be developed and implemented for women in university faculty and staff positions. This system will have monetary support and opportunities in a professional learning community model. (Objective 9C, 9E & 9I; pgs 60-62)
- Within two years, the Provost, deans and vice-presidents shall implement a specific plan to create opportunities and support for professional development for women. (Objective 9D; page 61)
- Within two years, UofL shall develop a system that provides advancement and professional development to include career advancement, mentoring, training, and other developmental opportunities for all full- and part-time employees. (Objective 9E; page 61)
- UofL's Human Resources department shall conduct an annual compensation audit for Affirmative Action purposes and publish results. Also, the Human Resources will come to consensus on a compensation philosophy and methodology for employees within two years. (Objective 9G; page 61)
- Beginning in 2009-2010 academic year, UofL will ensure that 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 with a written explanation for the denial. The current reclassification pool shall be continued to promote the advancement for UofL employees. (Objective 9H; pgs 61-62)
- Beginning in 2009-2010 academic year, supervisors shall be responsible for communicating with employees how and where to find electronic access or how to obtain a copy of the *Career Opportunities* document. (Objective 9J; page 62)

- During the 2009-2010 academic year, the policy on a faculty member requesting the stopping of the tenure clock shall be submitted to appropriate UofL committees and the Faculty Senate for review, approval, and inclusion in *The Redbook*. (Objective 9K; page 62)
- A current review and update on *The Report on the Utilization of Part-time Lecturers* shall be completed by Office of Faculty Personnel within the next four years. (Objective 9L; pgs 62-63)
- Beginning in 2009-2010 academic year, UofL shall recognize the contributions of part-time faculty and staff. When part-time employees become candidates for permanent full-time positions, their service at UofL shall be recognized and accepted as credit toward qualification for the full-time position. (Objective 9M; page 63)
- UofL shall be mindful of the gender makeup of certain job classes when considering reduction in staff and faculty. Human Resources recently formed a Process Redesign Task Force to formalize the entire RIF process. UofL shall review its findings and recommendations within six months to ensure UofL is accurately assessing the impact of restructuring, budget reductions, and reallocations on women. (Objective 7F; page 47)

Compensation

- Beginning in the 2009-2010 academic year, the relationship between IPEDS job categories and job grade shall be examined in detail. Further research is needed to track variances at the level of jobs (specific tasks performed) within occupational categories. UofL shall continue to improve its hiring and recruitment practices to work towards the integration of the workforce, particularly in IPEDS categories that are currently overwhelmingly held by one gender. (Recommendation 2; page 20)

Salary Equity

- During the 2009-2010 academic year, a salary/compensation equity study shall be conducted. This shall also address issues of comparable worth and compression analysis for staff salaries. (See Future Research 12A; page 73) (Objective 9N; page 63)
- Within the next two years, the salary equity results shall be examined in conjunction with performance appraisal revision. (Recommendation 2; page 32)
- During the 2009-2010 academic year, UofL shall implement the Human Resources Salary Administration Group recommendations. (Objective 9P; pgs 63-64)
- Beginning in the 2009-2010 academic year, UofL shall review employee salaries and compensation 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. (Objective 9O; page 63)
- During the 2009-2010 academic year, UofL shall review the responsibilities of all academic program directors (e.g., Music, Nursing, Social Work 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. (Objective 9Q; page 64)

Institutional Evaluation

- Beginning in the 2009-2010 academic year, hires and separation data shall be reported to the COSW annually in the form of “dashboard reports” provided by Human Resources. (Objective 9R; page 64)
- The COSW will continue to work with the Office of Faculty Personnel, IRP and Human Resources as they develop metrics for the “dashboard reports.” COSW has identified the following data to monitor for continuous improvement:
 - Full and Part time faculty analysis
 - Tenure Track Faculty analysis
 - Publication and annual updating of the Cohort brochure that includes the gender and racial demographics of faculty and staff produced by IRP
 - Within-unit hires to monitor whether hires are proportionate to availability pool respective to their disciplinary areas
 - UofL publications for equitable representation of women
 - UofL awards for equitable representation of women (Recommendation 6, page 40)
- Beginning in the 2009-2010 academic year, a summary of the responses from staff and faculty exit surveys developed by Human Resources and IRP shall be submitted to a Provost-designated review committee, and aggregate results shall be forwarded to the COSW, the CODRE and the Faculty and Staff Senates annually. (Objective 9S; page 65)
- Beginning in the 2009-2010 academic year to more systematically monitor progress, the COSW requests the President or Provost to assign an appropriate person or committee to be in charge of completing the recommendations found in this update. The President or Provost shall advise COSW who the person or committee is, and that person or committee shall report annually to the administration and COSW any results and progress made towards meeting each recommendation. (Executive Summary, page 8)

Representation

Promotional Opportunities

- Within two years, UofL, shall develop and implement formal structures for leadership development and mentoring of women at all levels. (Objective 7A; pgs 41-42)
- Within two years, UofL shall provide clearly written and easily accessible criteria for promotion and salary increases that are necessary for professional development, consideration for promotion, and effective mentoring programming. (Objective 7B; page 43)

Characterization of Women

- Within two years, UofL shall improve representation of women in traditional and electronic media by 30%. Future monitoring shall include the context in which women are portrayed and to ensure an accurate representation in occupational demographics. (Objective 7H; pgs 47-54)

Awards

- Within two years, UofL shall create a standardized process monitored by the President for committee selection for UofL awards to ensure balance of gender. (Objective 7I; pgs 54-55)
- Within two years, each academic unit shall create a standardized process monitored by unit deans for committee selection for department and unit awards to ensure balance of gender. (Objective 7J; page 55)

Campus Climate

- Beginning in the 2009-2010 academic year, UofL shall every three years reexamine its sexual harassment policy and procedure according to best practices. Information on the rate of reported cases, outcomes of each case and the effectiveness of the policy overall on an annual basis shall be published and reported to the Commission. (Objective 10A; page 66)
- During the 2009-2010 academic year, the President shall charge an appropriate committee under the “Great Places to Work” initiative to study the effectiveness of the sexual harassment policy and procedures. (Objective 10B; page 66)
- Within two years, sexual harassment training shall be mandatory for all UofL employees. (Objective 10C; page 66)

Women’s Programs

- During the 2009-2010 academic year, additional space shall be allocated to the Women’s and Gender Studies Department to house its entire faculty and to conduct department business. Additional space and equipment needs to be allocated for graduate student use and to create a common area for students. An adequate number of graduate assistantships is needed to meet the Council on Postsecondary Education (CPE)-mandated goal of graduating 7 MA students per year. Finally, the number of faculty needs to be reviewed to ensure more class offerings can be offered and to share the general education load. (Objective 10D; page 67)
- During the 2009-2010 academic year, UofL shall make an institutional commitment to enhance the Women’s Center through the provision of visible facilities, equipment, and financial resources to include CAR funding and appointment of a development officer to insure the continuation of the Women’s Center Programs. (Objective 10E; page 67)

Public Safety

- In addition to collecting data, Department of Public Safety (DPS) shall review annually the effectiveness of all public safety programs on each campus and report data according to federal and state law. Beginning in the 2009-2010 academic year this information shall be disseminated to the Commissions and posted on the DPS website for easy public access. (Objective 10K; page 69)
- Current reports indicate that sexual violence is under-reported generally, but all types of violence against college students are less likely to be reported than violence against non-students in the same age group (18 - 24). This under-reporting of violence by college students argues for the necessity of updating the 2001 "Campus Survey Report: Safety Perception and Experiences of Violence" with relevant statistics on incidents of violence and the impact that violence has on student's academic success, mental health, and retention. As such, appropriate funding shall be designated to update the 2001 survey report for 2009-2010. This survey and resulting recommendations shall be completed in conjunction with, and in support of, the UofL PEACC Program. (Objective 12B; page 73)

Integration of Work and Family

- Within five years, UofL shall establish an on-site day care facility at the Health Sciences campus. UofL shall periodically revisit this issue to evaluate cost feasibility. (Objective 11A & 11B; page 70)
- During the 2009-2010 academic year, UofL shall implement the proposed changes to the leave policies and proposals for "stopping the tenure clock." (Objective 11C; page 70)
- Within two years, UofL shall revise its policies to 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. (Objective 11E; page 71)
- UofL shall provide institutional support and implement changes found in the 2009 Campus Climate Faculty/Staff Survey. Questions shall be added to the survey to assess employees' experiences regarding use of leave time and its impact on workload and the perceived lack of support for employees with longevity at UofL. (Objective 11G; page 71)
- Beginning during the 2009-2010 academic year, UofL shall a) better publicize the availability of flexible personnel policies; b) work with units to adopt policies; and c) apply the policies consistently within units. In addition, the new "Great Places to Work" Advisory Committee shall explore policies for Faculty/Staff Housing, Dual Career Program, Adoption Assistance, Personal Assistance Service, Elder Care, Work Life Program and Resource Center, the Aging Workforce and Recognition Pay. Annual reports shall be provided to the Provost detailing proposed family-friendly policies. (Objective 11H; pgs 71-72)

Future Research

- The President shall appoint a taskforce within the next two years to study gender equity issues specific to students. (Recommendation 12B, part one; page 73)
- In the future, the COSW will collaborate with the Commission on Diversity and Racial Equality (CODRE) to conduct a full analysis of staff by gender and race. (Recommendation 2; pgs 34-35)

GENERAL RECOMMENDATIONS

In an attempt to examine progress from the 1994 Report, data from 2001, 2004, and 2007 were examined. For comparability, the data were normalized for comparison by retroactively applying the 2007 Integrated Postsecondary Education Data System (IPEDS) job category definitions to both 2001 and 2004. The following figures were created to replicate the presentation of data in the 1994 Report. These figures are offered as points of discussion for Key Observation(s) and future recommendations.

1994 Recommendation 1: The University shall develop a climate of mutual respect and support among the diverse members of the University community.

This report provides an update on *Meeting the 21st Century: Access, Opportunity and Achievement: Report of the Task Force on the Status of Women* ([1994], hereafter cited as Task Force Report) and in its entirety addresses this overarching recommendation. The 1994 Task Force Report resulted in the establishment of the University's Council on the Status of Women (COSW).

1994 Recommendation 2: The University shall ensure gender equity in all positions, job grades, and employment categories.⁴

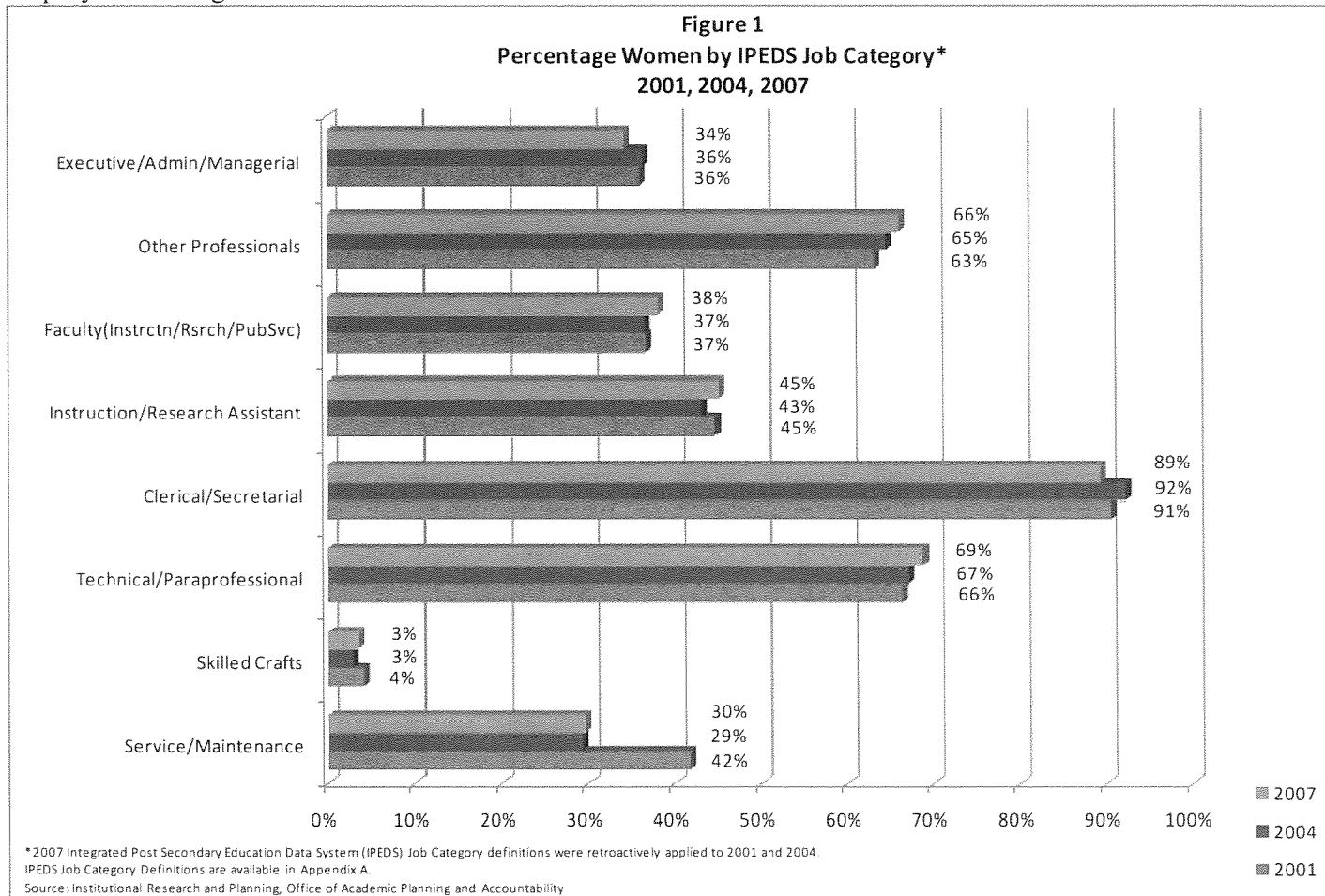


Figure 1 illustrates the small variance in the proportion of females across IPEDS job categories in 2001, 2004, and 2007. The notable exception is the 12% decrease within the Service/Maintenance category from 42% in 2001 to 30% in 2007. IPEDS Job Category definitions are available in Appendix A. Note: The IPEDS job category of "faculty" includes the distinctions of "Instruction/Research/Public Service". These distinctions are made to represent all types of faculty at institutions who may classify employees according to their work plan. UofL does not make such distinctions.

⁴ The 2006 AAUP study of gender equity in higher education lists four indicators of gender equity: employment status of women (full or part time); tenure status; full-professor rank; and average salary.

Key Observation(s): Figure 1 depicts that women are primarily categorized as Technical/Paraprofessional and Clerical/Secretarial, which represent traditionally female roles that are relatively lower paying and lower-status job positions. While women make up 89% to 91% of clerical/secretarial staff for 2001, 2004, and 2007, women represent only 34% to 36% of those in executive/administrative/managerial positions.

Occupational segregation by sex, in which women work within jobs dominated by women and men within jobs dominated by men, is a powerful structural determinant of gender and racial inequality, affecting salaries and wages as well as work environments (Bose and Whaley). The gender composition of IPEDS categories demonstrate that men and women at UofL are occupationally segregated by sex, working within categories that are traditionally held by either men (i.e., Skilled Crafts) or women (Clerical/Secretarial). In addition, women are represented at the highest rates within lower-paying, lower-status occupations. For example, as mentioned earlier, although women make up 89% to 91% of clerical/secretarial staff for 2001, 2004, 2007, women make up only 34 to 36% of Executive/Admin/Managerial, higher-status positions with greater responsibility, decision-making power, and autonomy.⁵

2009 Recommendation(s): Beginning in the 2009-2010 academic year, the relationship between IPEDS job categories and job grade needs to be examined in detail. Further research is needed to track variances at the level of jobs (specific tasks performed) within occupational categories. UofL should continue to improve its hiring and recruitment practices to work towards the integration of the workforce, particularly in IPEDS categories that are currently overwhelmingly held by one gender.

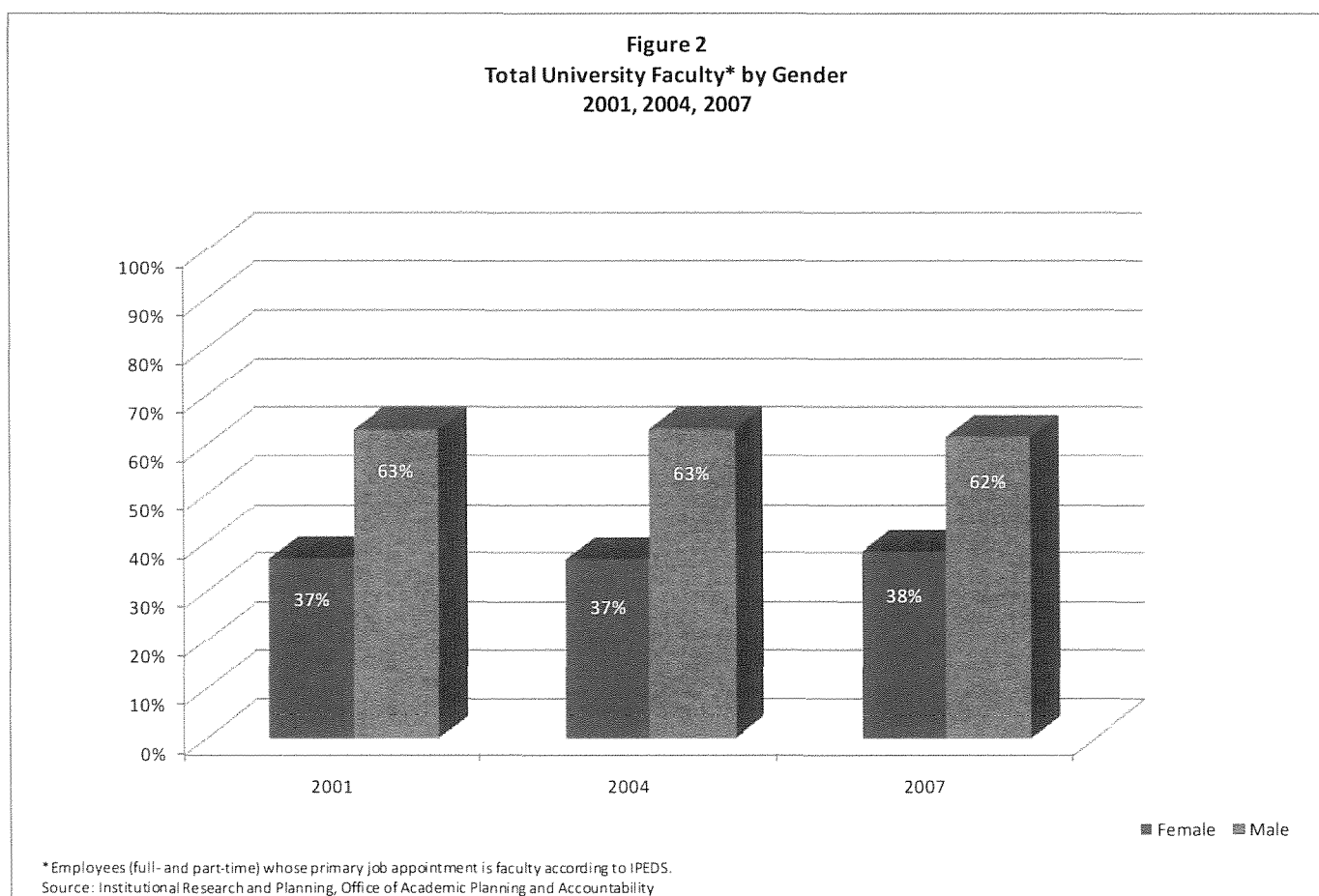


Figure 2 illustrates that the percentage of female faculty has remained constant at the three data points of 2001, 2004 and 2007. Although the number of female faculty has increased, no proportional improvement beyond 2001 levels has been noted.

⁵ Bose, Christine and Rachel Bridges Whaley. "Sex Segregation in the U.S. Labor Force." *Gender Mosaics: Social Perspectives*. Ed. Dana Vannoy (Los Angeles: Roxbury, 2001): 228-239.

Key Observation(s): Of note, in an additional analysis of full-time female faculty compared to total university full-time faculty, UofL ranked 17th among 21 of its benchmark institutions. See Appendix G for the Benchmark Faculty Analysis.

2009 Recommendation(s): A separate analysis of the full-time faculty and additional analysis of tenure track versus non-tenure track faculty necessitates an annual review to track the progress of women faculty against national statistics/norms. In addition, by 2020, UofL shall strive to rank among the top three of our 21 benchmark universities for percentage of full-time women faculty.

Figure 3
Faculty by Rank and Gender
As Percentage of Total University Faculty*

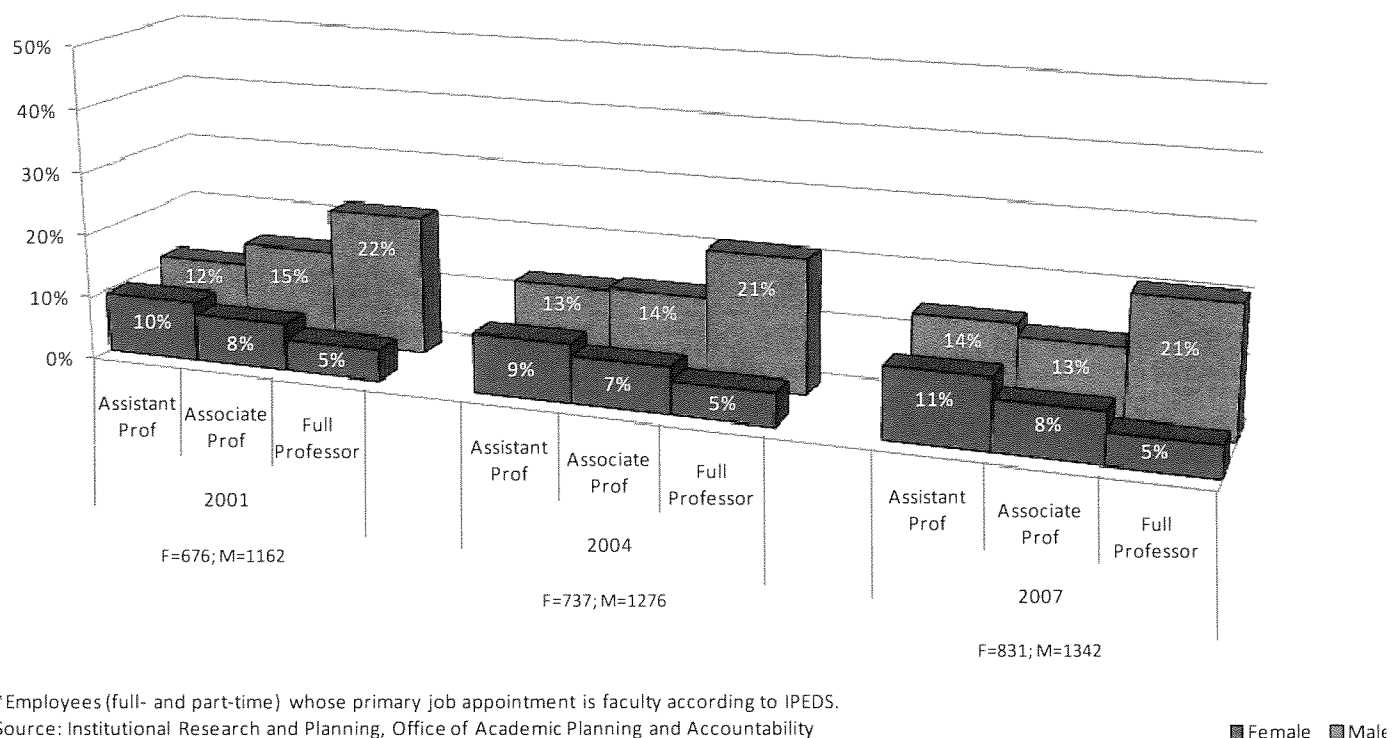


Figure 3 shows that the number of assistant professors, associate professors, and full professors has increased university-wide from 2001 to 2007. This indicates that the number of female faculty at these academic ranks is increasing as well. However, Figure 3 illustrates how the percentage of female faculty to total faculty has remained relatively constant over the three data points of 2001, 2004 and 2007. Notably, while females account for approximately 19% of all full professors (see Figure 4), persons holding the rank of full professor only account for approximately 26% of total university faculty. Hence, the percentage of female full professors when considered as a percentage of total university faculty is approximately 5%.

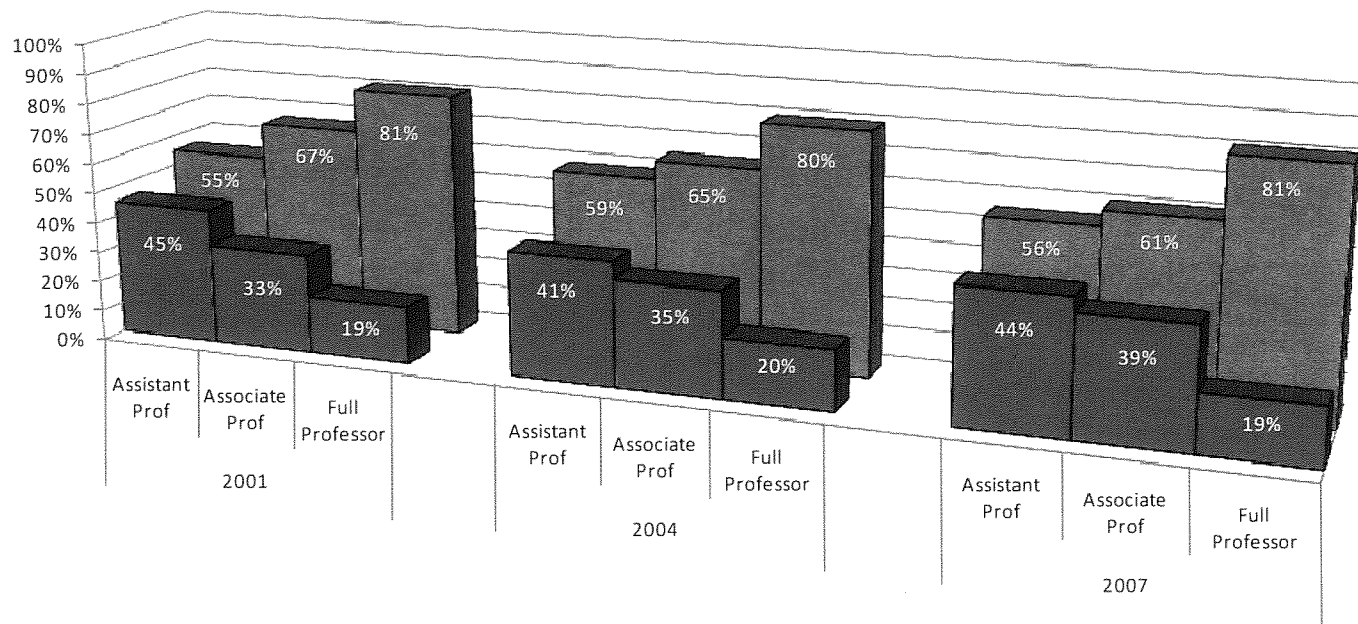
Key Observation(s): Figure 3 illustrates that the proportion of faculty that comprises women faculty remains flat. Women faculty members are not advancing to full professor rank. The discrepancy between men and women faculty is even larger at senior faculty ranks. Trends at UofL are consistent with national

statistics.⁶ Between 2001 and 2007, UofL increased by 335 faculty, and yet women faculty only increased proportionately by 1%.

2009 Recommendation(s): Further analysis is needed to determine if women are being hired consistent with their availability pool within their discipline. Within the next two years, additional analyses are needed and include: search committee composition by gender; the creation of a centralized database of candidate pool invited for on-campus interviews; and disaggregated data by full-time, part-time, and tenure/tenure-track. All analyses should include specific measurable goals, time tables for completion, and a comparison to our top benchmark universities. UofL hiring and promotion percentages for women should be among the top three of our benchmark universities. Overall gender distribution should reflect distribution as reported by AAUP.

⁶ (West, M. S. & Curtis, J. W. [2006]. AAUP Faculty Gender Equity Indicators 2006. Washington, DC: American Association of University Professors (AAUP). Available at www.aaup.org). Faculty Careers for Women PowerPoint based on: Philipsen, M. (2008). Challenges of the faculty career for women: Success and sacrifice. San Francisco: Jossey-Bass.

Figure 4
Faculty by Rank and Gender
2001, 2004, 2007



Source: Institutional Research and Planning, Office of Academic Planning and Accountability

■ Female ■ Male

Figure 4 shows the percentage breakdown by gender of assistant professors, associate professors, and full professors. While the gender distribution among these academic ranks has remained relatively consistent (for example, females accounting for approximately 19% of full professors), it is important to take into consideration the distribution of these ranks as a percentage of total university faculty (see Figure 3).

Key Observation(s): While the gender distribution among these academic ranks has remained relatively consistent (for example, females accounting for approximately 19% of full professors), it is important to take into consideration the distribution of these ranks as a percentage of total university faculty (see Figure 3).

2009 Recommendation(s): Future analysis should include tenure/tenure-track versus term appointment by rank and gender as percentage of total university faculty.

Figure 5
Female Faculty as Percentage of Total University Faculty
within Academic Unit
2001, 2004, 2007

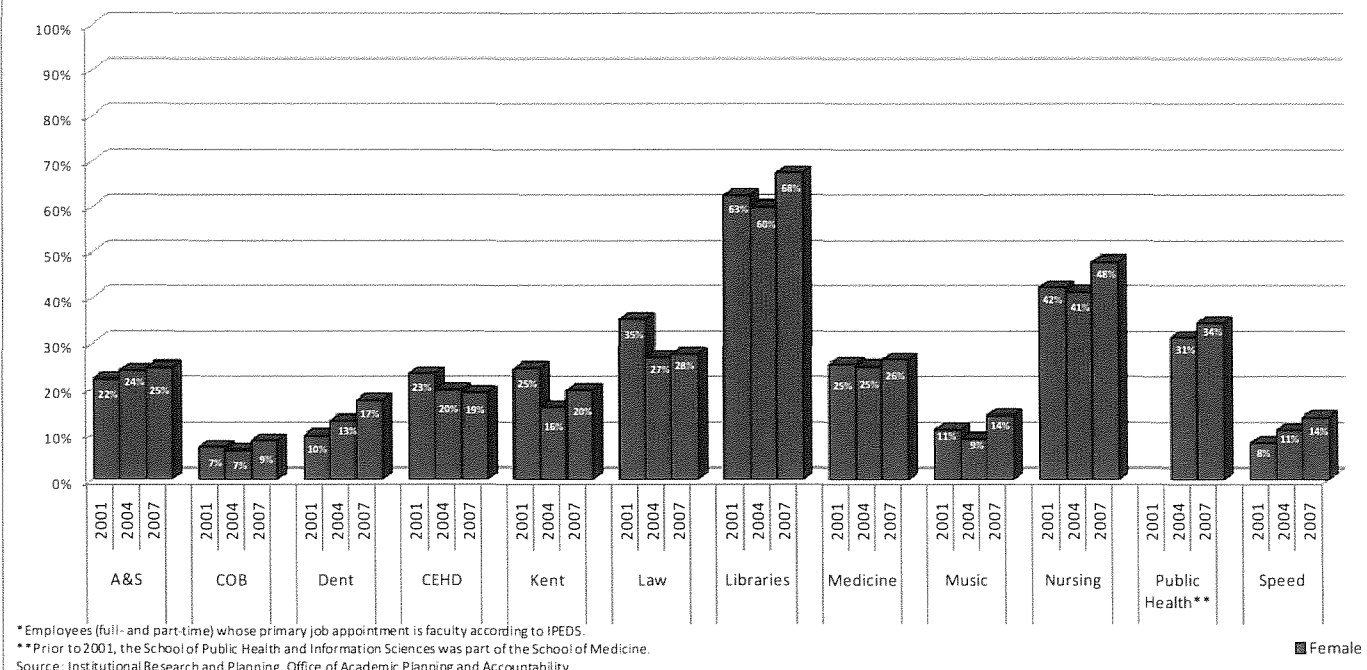


Figure 5 shows that the percentage of female assistant professors, associate professors, and full professors compared to the percentage of total university faculty within academic units increased in all 12 academic units from 2004 to 2007. The largest increase in percentages occurred in the School of Nursing (28%) and the College of Education and Human Development (13%). No statistical significance between the units or across years within academic units was noted. Statistical power was too low to detect differences due to small sample sizes. It is important to note increases in the percentages of female faculty in School of Nursing, Libraries, School of Public Health and Information Sciences, College of Education and Human Development, and School of Medicine.

Key Observation(s): The largest increase in percentages occurred in the School of Nursing (28%) and the College of Education and Human Development (13%). No statistical significance between the units or across years within academic units was noted. Statistical power was too low to detect differences due to small sample sizes. It is important to note increases in the percentages of female faculty in the School of Nursing, Libraries, School of Public Health and Information Sciences, College of Education and Human Development, and the School of Medicine.

2009 Recommendation(s): Continue to track and work to increase the percentage of women across all academic units.

Figure 6
Total University Faculty by Gender by Academic Unit
2001, 2004, 2007

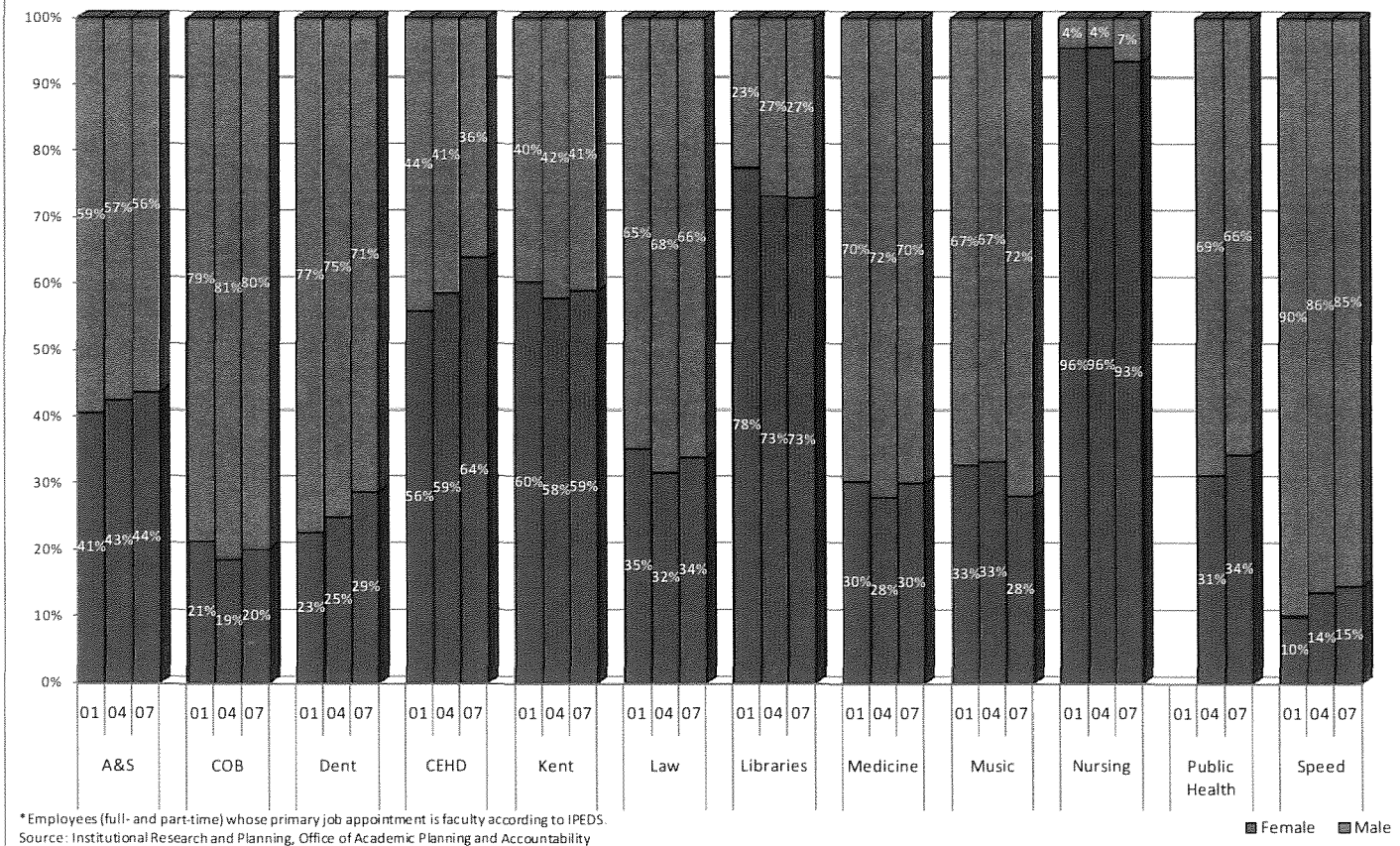
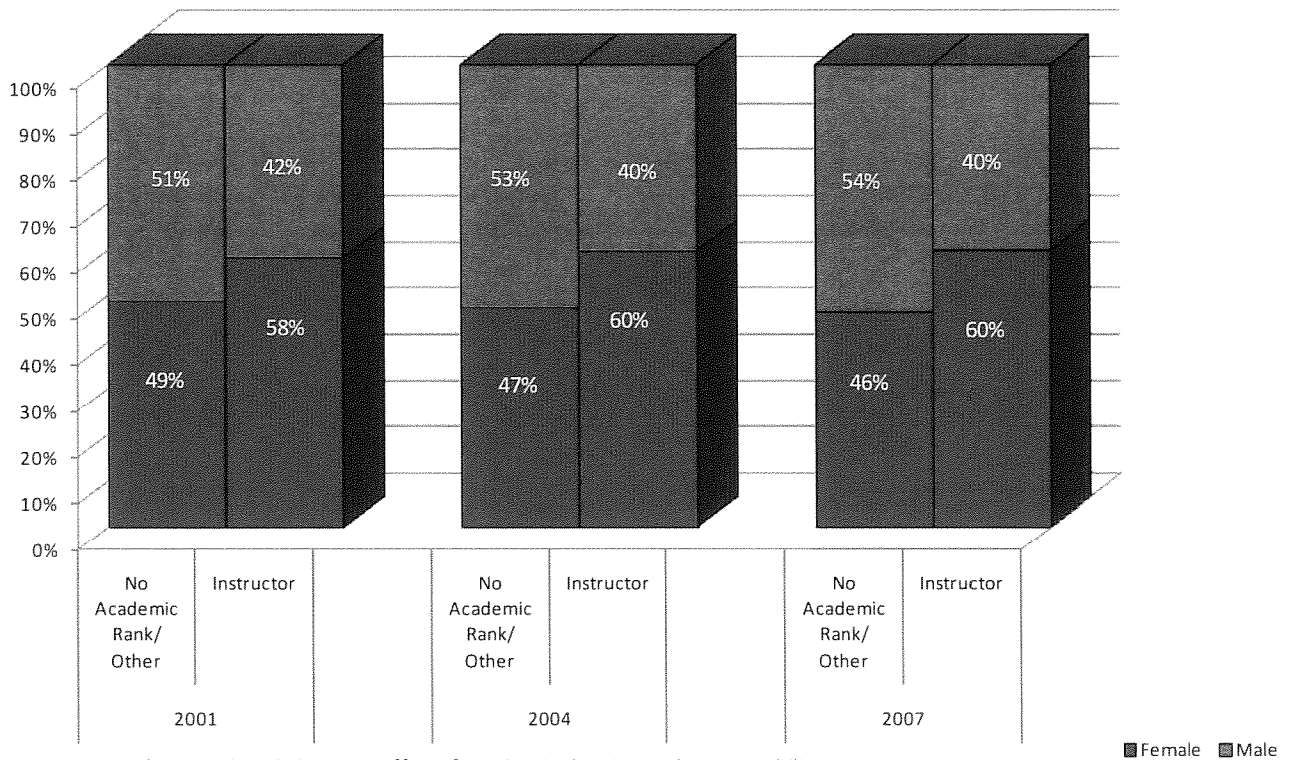


Figure 6 depicts how the percentage of female faculty varies from 15% (J.B. Speed School of Engineering) to 93% (School of Nursing) in 2007. From 2004 to 2007, the percentage of female faculty increased in 9 of the 12 academic units. In addition, four of the units achieved over 50% female representation in 2007. The most notable increases from 2001 to 2007 were the College of Education and Human Development (8%), School of Dentistry (6%) and J B Speed School of Engineering (5%). No statistical significance between or within academic units was noted.

Key Observation(s): Despite the increase in percentages from several academic units illustrated in Figure 6, some academic units have not demonstrated any increase in the percentage of women faculty.

2009 Recommendation(s): Each academic unit shall take responsibility for increasing the percentage of women faculty, not just academic units with a high proportion of faculty positions traditionally held by women. Deans of academic units should be held accountable for the recruitment of women faculty and monitored by a specific metric on UofL's 2020 Strategic Plan/scorecard. Specific language and goals are needed to define "recruitment" of women.

Figure 7
Percentage of No Academic Rank/Other and Instructor by Gender
2001, 2004, 2007



Source: Institutional Research and Planning, Office of Academic Planning and Accountability

Figure 7 shows how females account for approximately 60% of instructors during 2001, 2004, and 2007. Females account for 46% (2007) to 49% (2001) of those holding no academic rank during the same time period. Note: “No Academic Rank/Other” includes lecturers and other job titles that provide instruction.

Key Observation(s): Figure 7 illustrates that the gender distribution of “Instructor” and “No Academic Rank” is the inverse of higher ranking faculty. There are a disproportionate number of women represented in these two categories. Anecdotal evidence seems to indicate that female instructors may be teaching large class loads of first and second year students, and it has been reported that many of these instructors do not have office space, benefits, advancement opportunities, or cost of living merit raises. These challenges and lack of permanence within a department can have an impact on retention and advising of students.

2009 Recommendation(s): A current review and update on *The Report on the Utilization of Part-time Lecturers* shall be completed by Office of Faculty Personnel within the next four years. (See Objective 9L).

Figure 8
Professional/Administrative Staff by Job Grade by Gender
2007

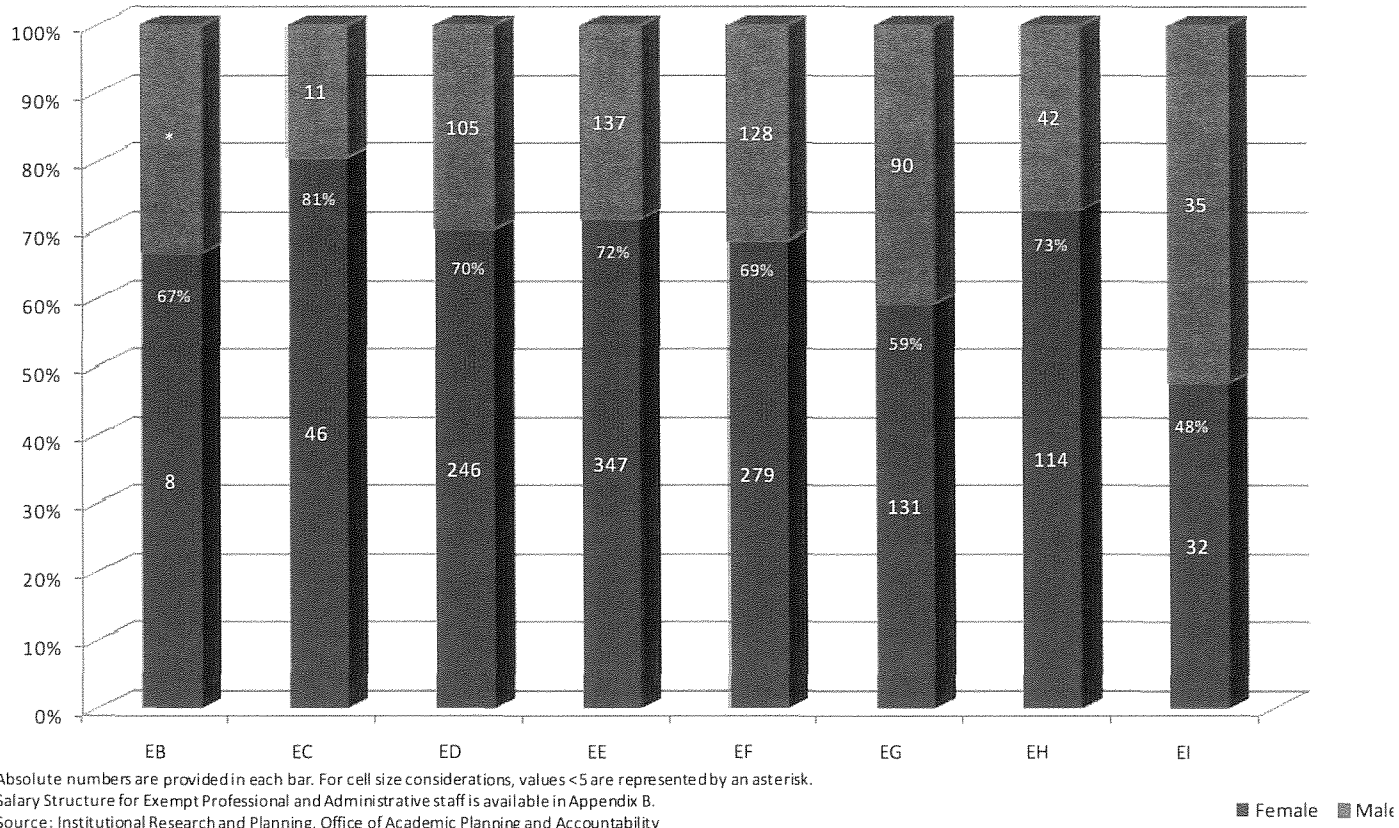
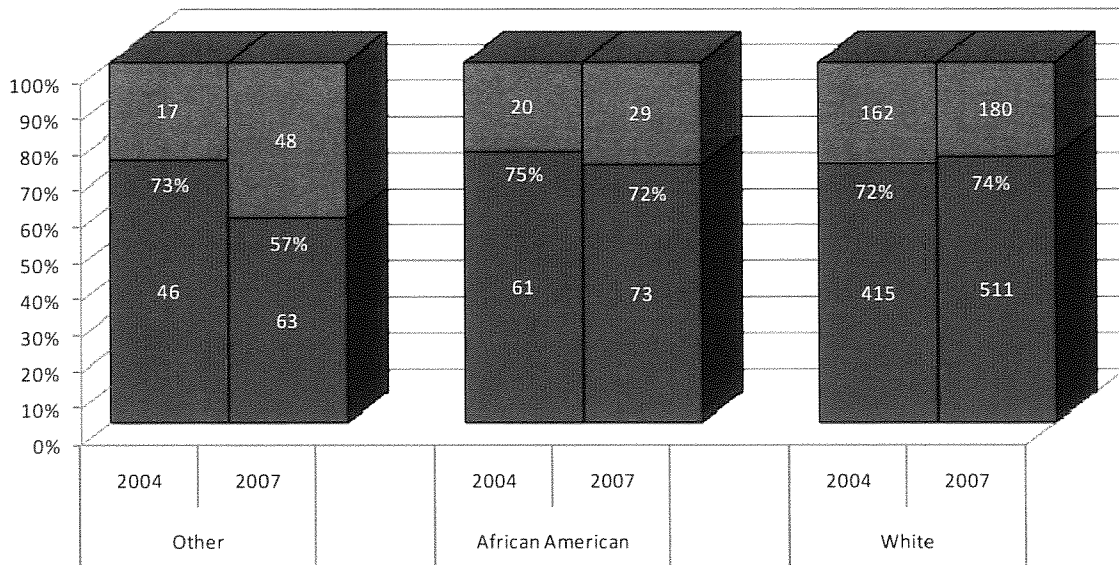


Figure 8 depicts the gender distribution for Professional/Administrative staff by pay grade in 2007. The percentage of females within the pay grades of EB through EH varies from 59% to 81%; however, the notable exception is EI, the highest pay grade, which drops to 48%. Please refer to Appendix B, Salary Structure for Exempt Professional and Administrative Staff. Examples of job positions within each pay grade are available at www.louisville.edu/hr.

Key Observation(s): In 2007, 65% (the combined percentage of all women in job grades EF-EI), while 68% (the combined percentage of women in all Professional and Administrative job grades) were women. Clarity on criteria for promotion and salary increases are necessary. Additionally, it would be beneficial to have an effective mentoring program that includes professional development to help individuals towards promotion.

2009 Recommendation(s): Criteria for promotion and salary increases need to be checked for clarity. In addition, mentoring programs need to be developed to help individuals towards promotion.

Figure 9
Professional/Administrative Staff by Race and by Gender
EB-EE (lower half of job grades)
2004, 2007



"Other" includes Asian, Hispanic, Native American and unspecified race/ethnicities.
 Absolute numbers by race categories above and by gender are provided in each bar.
 Salary Structure for Professional and Administrative staff is available in Appendix B.
 Source: Institutional Research and Planning, Office of Academic Planning and Accountability

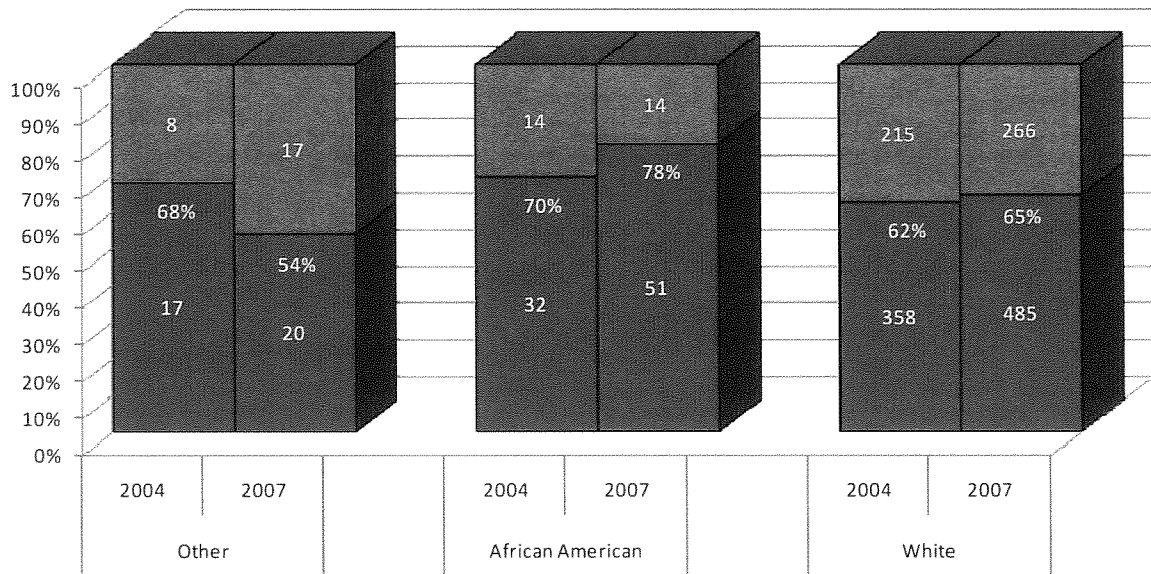
■ Female ■ Male

Figure 9 describes the gender distribution for Professional/Administrative staff by pay grade in 2004 and 2007.

Key Observation(s): Across the three lowest grades, EB through EE, females are disproportionately overrepresented. In both 2004 and 2007, approximately 72% of those in job grades EB through EE were females. These percentages were calculated by summing the number of females classified as "Other," "African American," and "White" and dividing by the sum of both males and females classified as "Other," "African American," and "White" for each respective year. Note that the differences in proportions of race/ethnicity are not statistically significant. Please refer to Appendix B, Salary Structure for Professional and Administrative Staff. Examples of job positions within each job grade are available at www.louisville.edu/hr.

2009 Recommendation(s): Further analysis is required to recommend strategies for improvement.

Figure 10
Professional/Administrative Staff by Race and by Gender
EF-EI (upper half of job grades)
2004 and 2007



"Other" includes Asian, Hispanic, Native American and unspecified race/ethnicities.
Absolute numbers by race categories above and by gender are provided in each bar.
Salary Structure for Professional and Administrative staff is available in Appendix B.
Source: Institutional Research and Planning, Office of Academic Planning and Accountability

■ Female ■ Male

Figure 10 describes the gender distribution for Professional/Administrative staff by pay grade in 2004 and 2007.

Key Observation(s): Across the three highest grades, EF through EI, females represent the majority of employees. In 2004, approximately 63% of those in pay grades EF through EI were females. This percentage increased to 65% female in 2007. These percentages were calculated by summing the number of females classified as "Other," "African American," and "White" and dividing by the sum of both males and females classified as "Other," "African American," and "White" for each respective year. The differences in proportions of race/ethnicity are not statistically significant. Furthermore, of note are the relatively high percentages of African Americans within these grades. Please refer to Appendix B, Salary Structure for Professional and Administrative Staff. Examples of job positions within each job grade are available at www.louisville.edu/hr.

2009 Recommendation(s): Further analysis is required to recommend strategies for improvement.

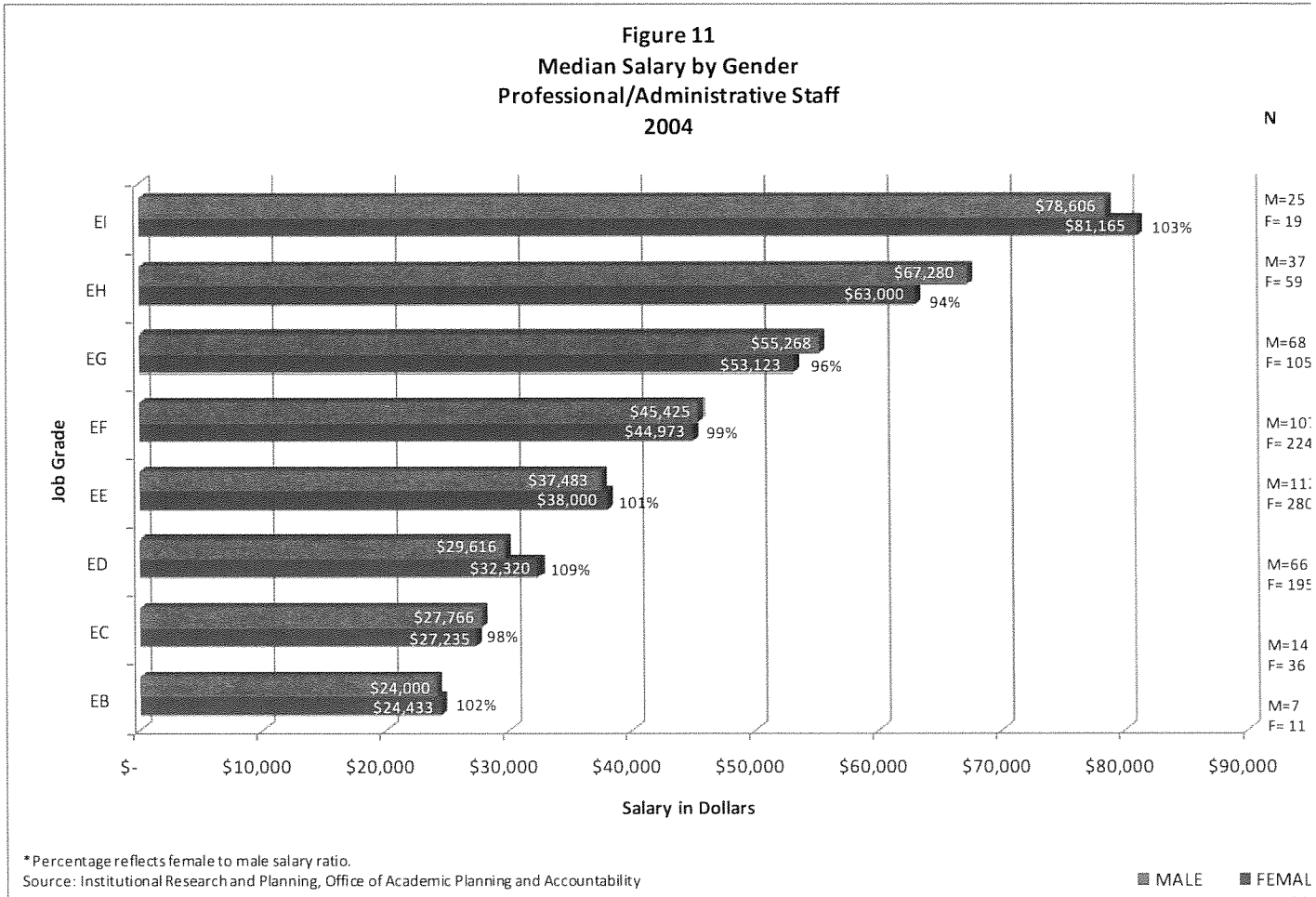
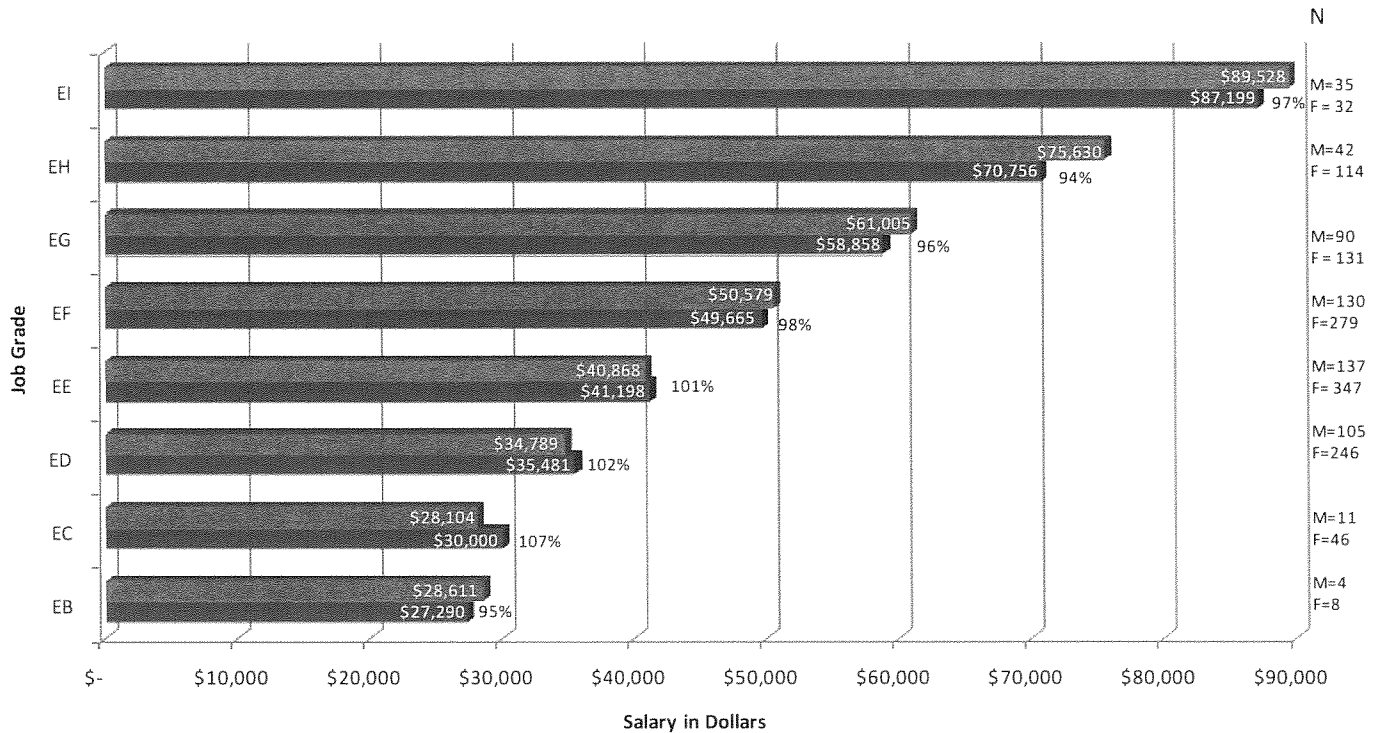


Figure 11 details the median salary by gender of Professional and Administrative staff in 2004.

Key Observation(s): No statistical significance was observed between male and female median salaries within each job grade. The ratio of median female salary to median male salary varies from a minimum of 94% (in job grade EH) to a maximum of 103% (in job grade EI). It is important to note that the highest ratio of median female salary to median male salary is in the job grade of EI. However, job grade EI represents the lowest percentage of women across the job grades for Professional/Administrative staff (see Figure 8).

2009 Recommendation(s): Human Resources shall develop and publicize minimum criteria for each job grade in order to assist with professional development. Human Resources shall study the internal promotions within each job grade to check for salary compression.

Figure 12
Median Salary by Gender
Professional/Administrative Staff
2007



* Percentages reflect female to male salary ratio.

Source: Institutional Research and Planning, Office of Academic Planning and Accountability

■ MALE ■ FEMALE

Figure 12 details the median salary by gender of Professional/Administrative staff in 2007.

Key Observation(s): No statistical significance was observed between male and female median salaries within each job grade. The ratio of median female salary to median male salary varies from a minimum of 94% (in job grade EH) to a maximum of 107% (in job grade EC). The number of females in job grade EI (the highest job grade) has increased from n=19 in 2004 to n=32 in 2007 and the number of males has increased from n=25 in 2004 to n=35 in 2007 while the ratio of median female salary to median male salary decreased from 103% in 2004 (refer to Figure 11) to 97% in 2007.

2009 Recommendation(s): Human Resources shall develop and publicize minimum criteria for each job grade in order to assist with professional development. Human Resources shall study the internal promotions within each job grade to check for salary compression.

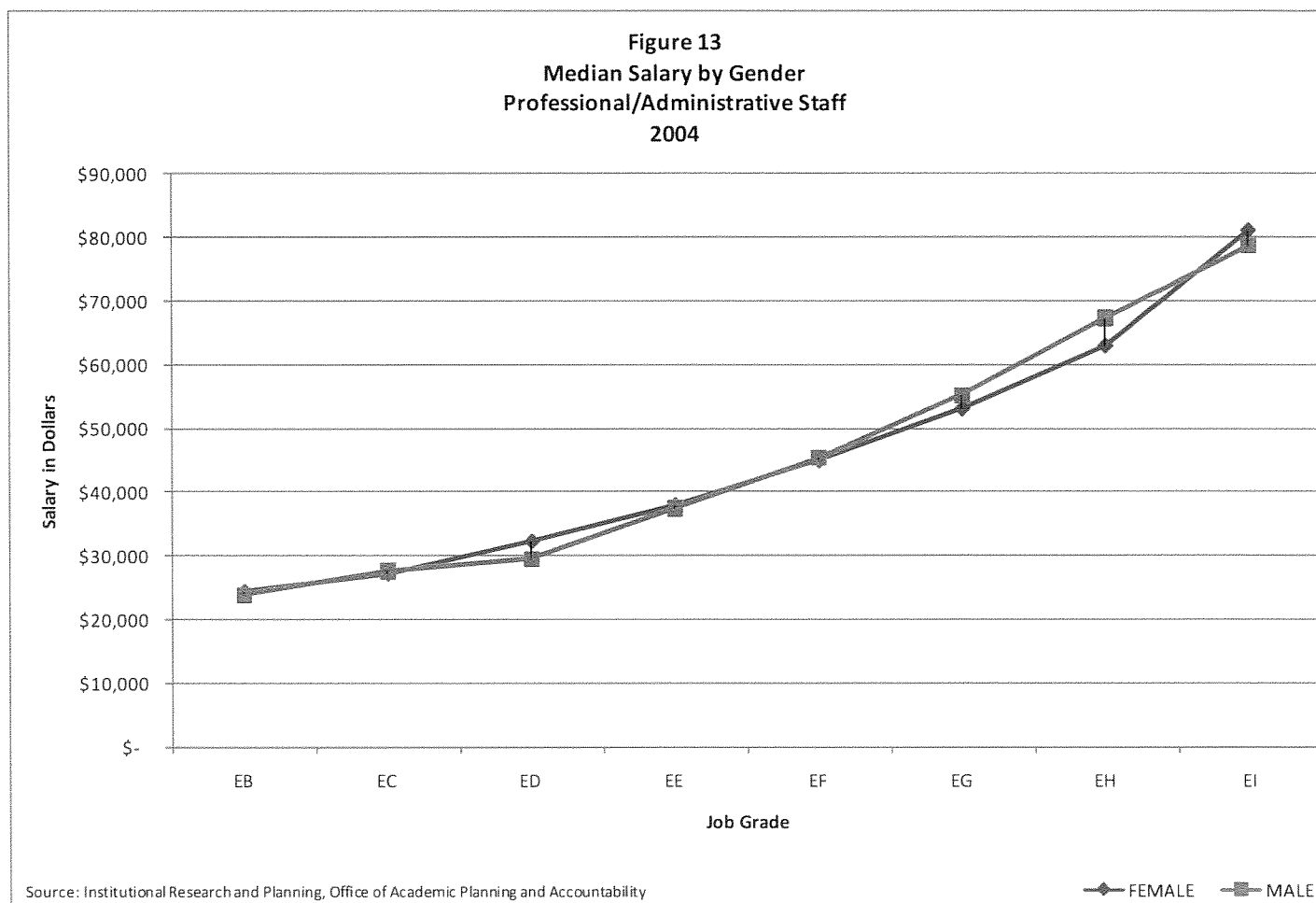


Figure 13 details the median salary by gender of Professional/Administrative staff in 2004.

Key Observation(s): No statistical significance was observed between male and female median salaries within each job grade. There is little variance between median female salary and median male salary across the pay grades EB through EI during 2004.

2009 Recommendation(s): The changes noted in Key Observation(s) will be further explored in the salary study scheduled to be performed by Human Resources in collaboration with IRP in 2009-2010. These results should be examined in conjunction with performance appraisal revision.

Figure 14
Median Salary by Gender
Professional/Administrative Staff
2007

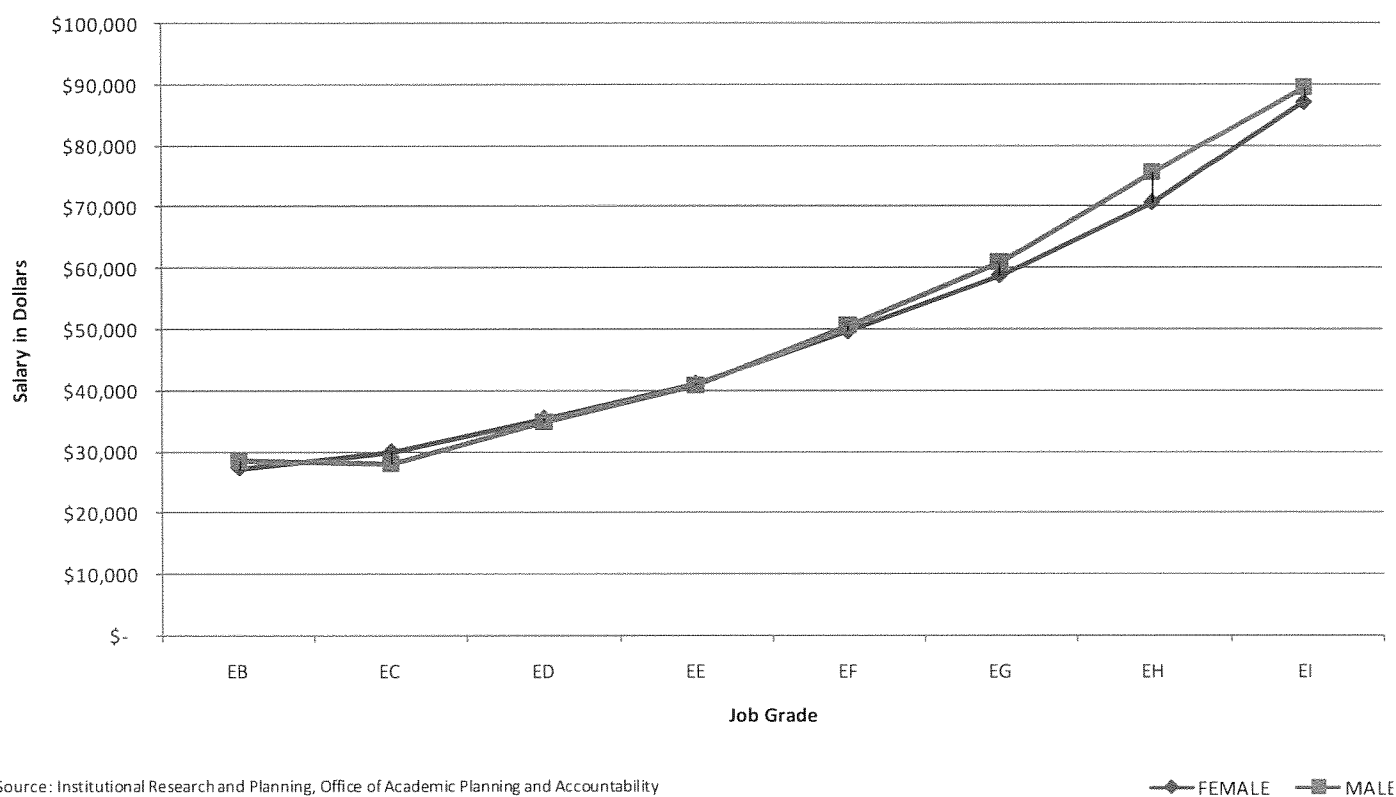
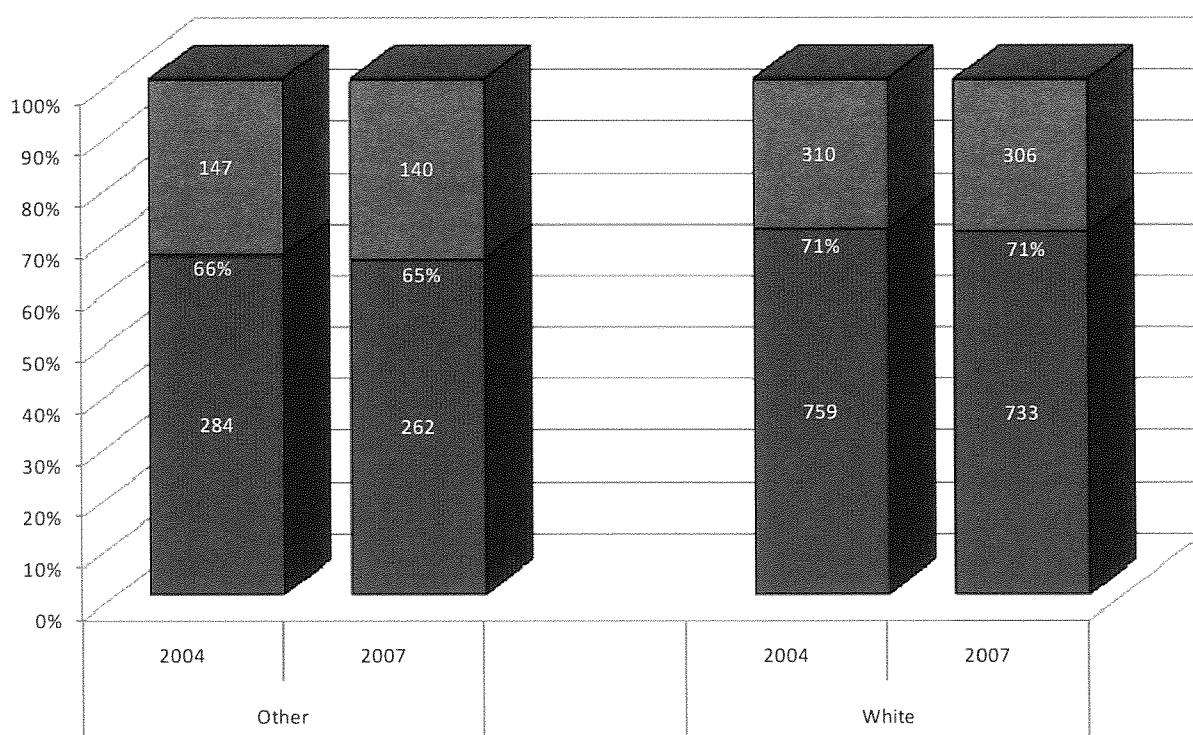


Figure 14 details the median salary by gender of Professional and Administrative staff in 2007.

Key Observation(s): No statistical significance was observed between male and female median salaries within each job grade. There is little variance between median female salary and median male salary across the pay grades EB through EI during 2007.

2009 Recommendation(s): The changes noted in Key Observation(s) will be further explored in the salary study scheduled to be performed by Human Resources in collaboration with IRP in 2009-2010. These results should be examined in conjunction with performance appraisal revision.

Figure 15
Classified Staff by Race by Gender
NA-ND (lower half of job grades)
2004 and 2007



"Other " includes African American, Asian, Hispanic, Native American and unspecified race/ethnicities.

Absolute numbers by race categories above and by gender are provided in each bar.

Wage Structure for Classified Staff is available in Appendix C.

Source: Institutional Research and Planning, Office of Academic Planning and Accountability

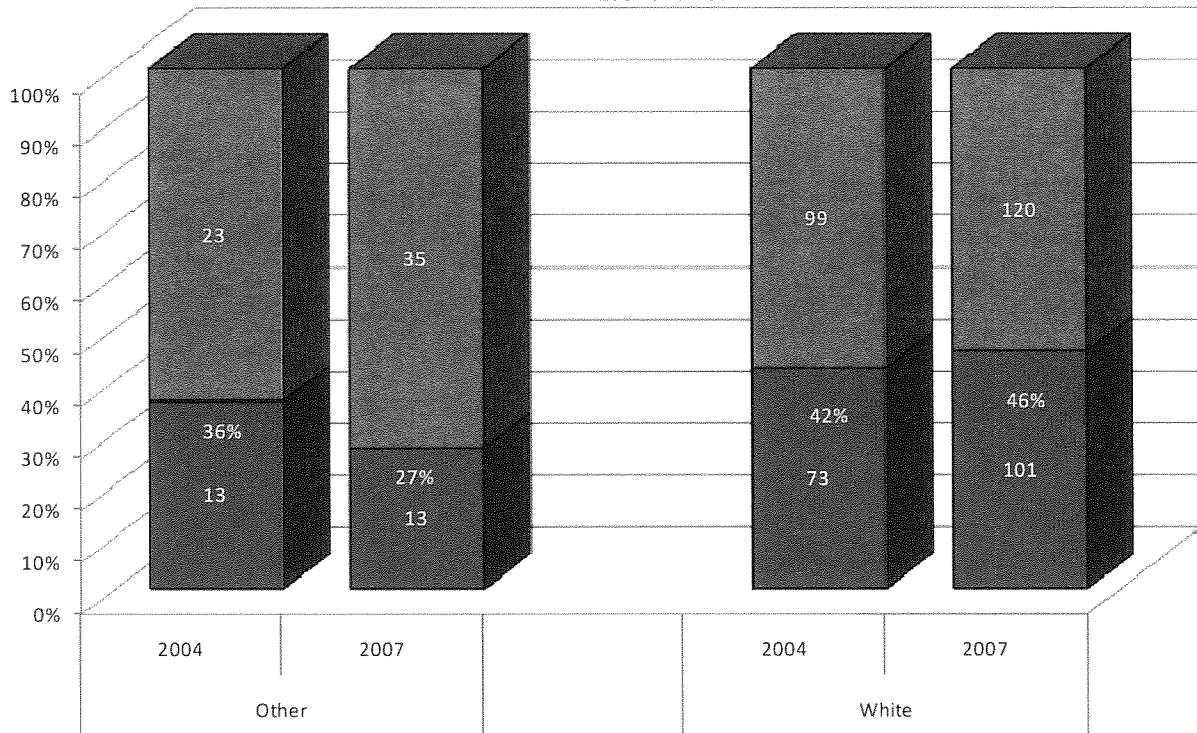
■ Female ■ Male

Figure 15 describes the gender distribution for Classified staff by job grade in 2004 and 2007.

Key Observation(s): Across the three lowest grades, NA through ND, females are disproportionately overrepresented. In 2004, females constituted approximately 70% of employees in pay grades NA through ND, while in 2007 the percentage of females was approximately 69%. These percentages were calculated by summing the number of females classified as "Other" and "White" and dividing by the sum of both males and females classified as "Other" and "White" for each respective year. Note that the differences in proportions of race/ethnicity are not statistically significant. Please refer to Appendix C, Wage Structure for Classified Staff. Examples of job positions within each job grade are available at www.louisville.edu/hr. Additional issues surrounding racial composition are apparent within this staff analysis in Figure 15. A more complete analysis is needed.

2009 Recommendation(s): In the future, the COSW would like to collaborate with the Commission on Diversity and Racial Equality (CODRE) to conduct a full analysis of staff by gender and race.

Figure 16
Classified Staff by Race by Gender
NE-NH (upper half of job grade)
2004 and 2007



"Other" includes African American, Asian, Hispanic, Native American and unspecified race/ethnicities.
 Absolute numbers by race categories above and by gender are provided in each bar.
 Wage Structure for Classified Staff is available in Appendix C.
 Source: Institutional Research and Planning, Office of Academic Planning and Accountability

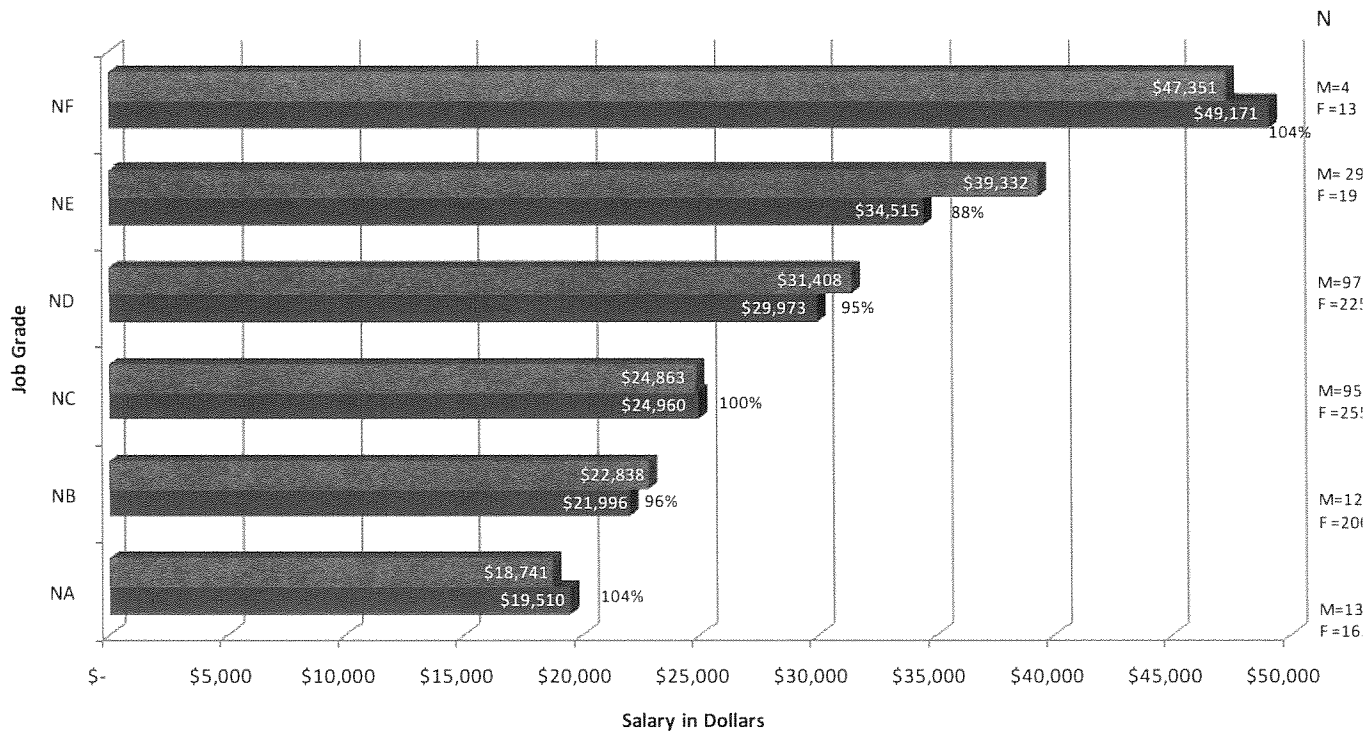
■ Female ■ Male

Figure 16 describes the gender distribution for Classified staff by job grade in 2004 and 2007.

Key Observation(s): Across the three highest grades, NE through NH, females are disproportionately underrepresented. In 2004, the percentage of females in pay grades NE through NH was approximately 41% while in 2007 the percentage of females was approximately 42%. These percentages were calculated by summing the number of females classified as "Other" and "White" and dividing by the sum of both males and females classified as "Other" and "White" for each respective year. Note that the differences in proportions of race/ethnicity are not statistically significant. Please refer to Appendix C, Wage Structure for Classified Staff. Examples of job positions within each job grade are available at www.louisville.edu/hr. Additional issues surrounding racial composition are apparent within this staff analysis in Figure 16. A more complete analysis is needed.

2009 Recommendation(s): In the future, the COSW would like to collaborate with the Commission on Diversity and Racial Equality (CODRE) to conduct a full analysis of staff by gender and race.

Figure 17
Median Salary by Gender
Classified Staff
2004



*Percentage reflects female to male salary ratio.

Source: Institutional Research and Planning, Office of Academic Planning and Accountability

MALE FEMALE

Figure 17 details the median salary by gender of Classified staff in 2004.

Key Observation(s): No statistical significance was observed between male and female median salaries within each job grade. The ratio of median female salary to median male salary varies from a minimum of 88% (in job grade NE) to a maximum of 104% (in job grades NA and NF). Of note is that the number of females is greater than the number of males in 5 of the 6 job grades.

2009 Recommendation(s): Include compression analysis for staff salaries in the salary study by Human Resources in collaboration with IRP scheduled for 2009-2010. In addition implement the Human Resources Salary Administration Group recommendations (see Recommendation 9P).

Figure 18
Median Salary by Gender
Classified Staff
2004

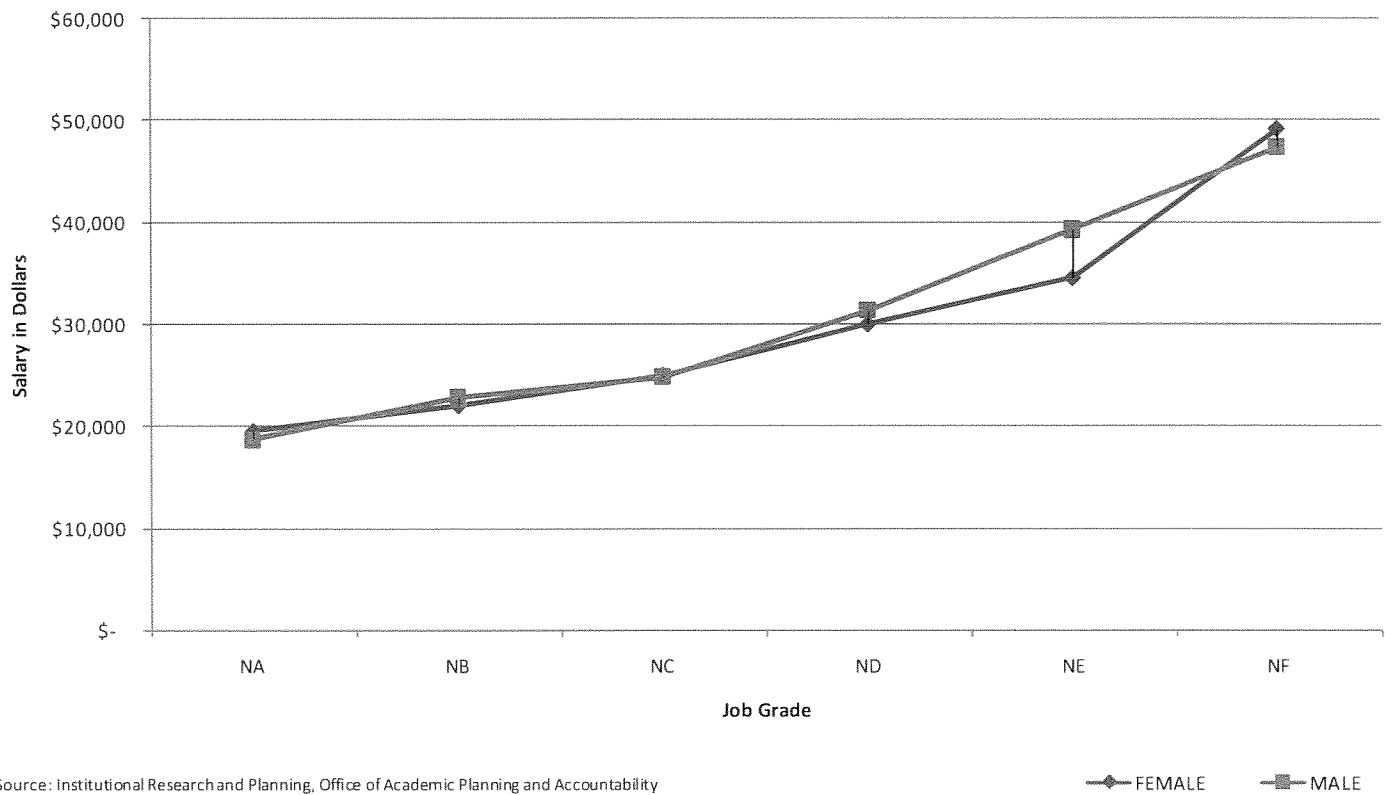


Figure 18 details the median salary by gender of Classified staff in 2004.

Key Observation(s): No statistical significance was observed between male and female median salaries within each job grade. A slight increase in the variance, although not statistically significant, is observed in job grades ND and NE.

2009 Recommendation(s): Include compression analysis for staff salaries in the salary study by Human Resources in collaboration with IRP scheduled for 2009-2010. In addition, implement the Human Resources Salary Administration Group recommendations (see Recommendation 9P).

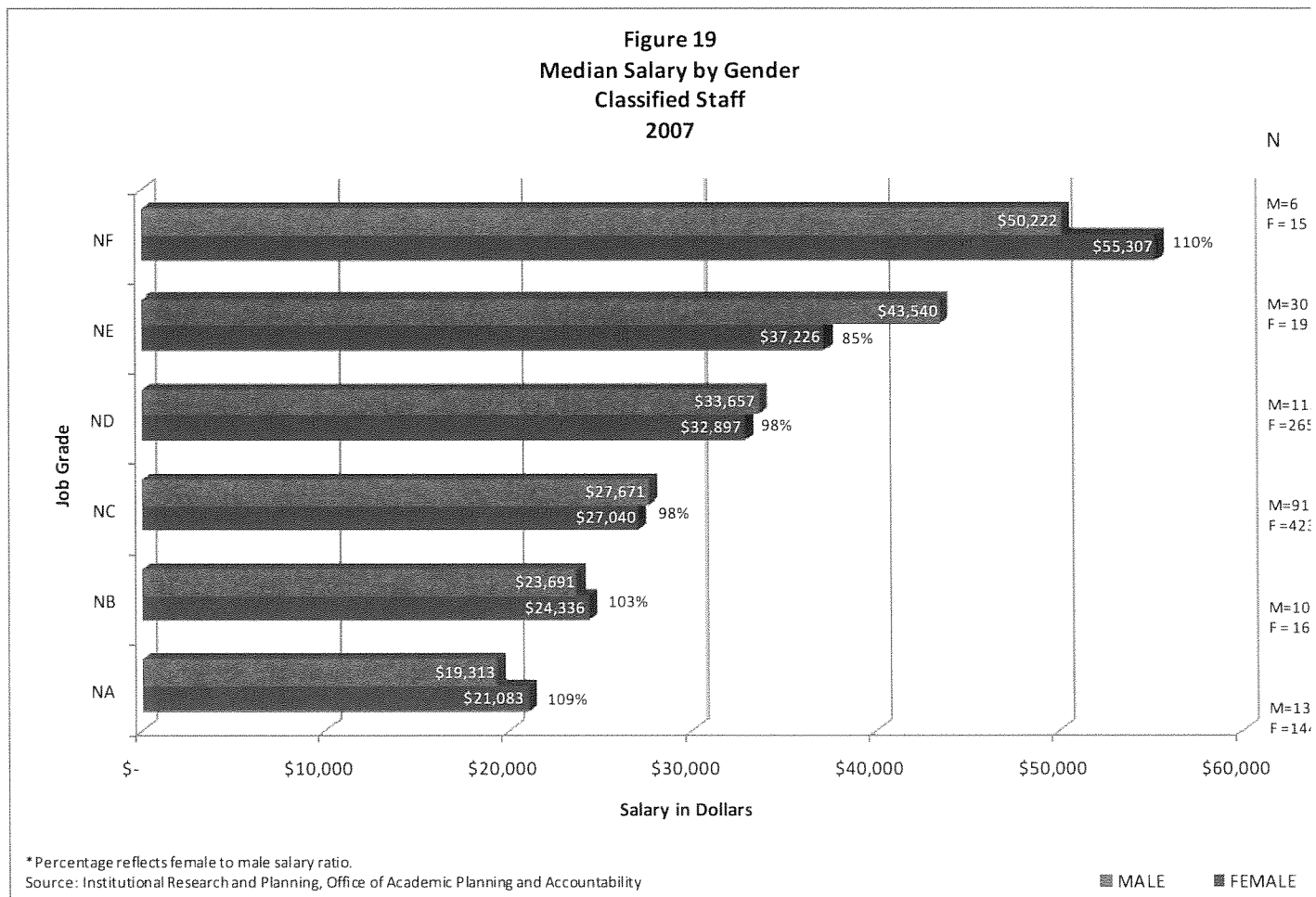
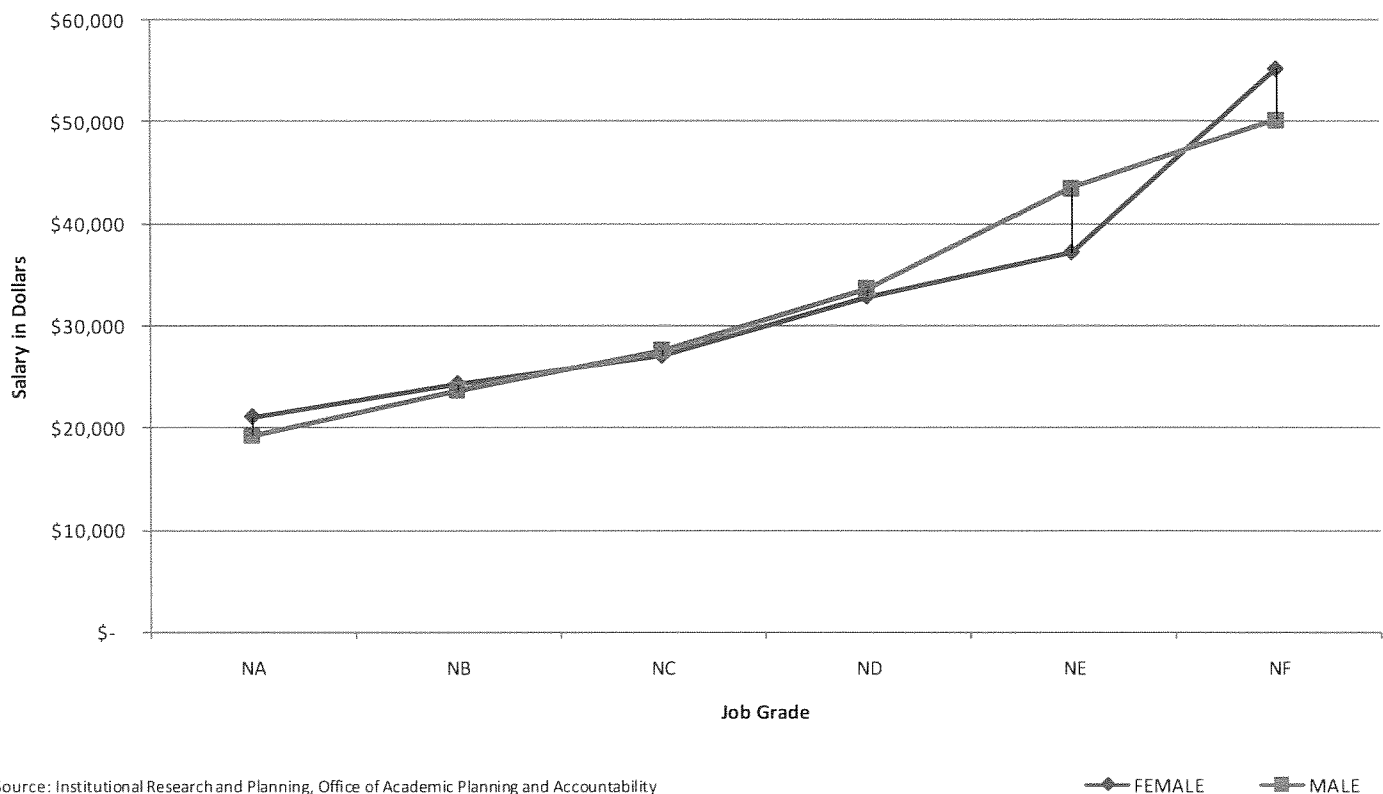


Figure 19 details the median salary by gender of Classified staff in 2007.

Key Observation(s): No statistical significance was observed between male and female median salaries within each job grade. The ratio of median female salary to median male salary varies from a minimum of 85% (in job grade NE) to a maximum of 110% (in job grade NF). Of note is that the number of females is greater than the number of males in 5 of the 6 job grades.

2009 Recommendation(s): Include compression analysis for staff salaries in the salary study by Human Resources in collaboration with IRP scheduled for 2009-2010. In addition, implement the Human Resources Salary Administration Group recommendations (see Recommendation 9P).

Figure 20
Median Salary by Gender
Classified Staff
2007



Source: Institutional Research and Planning, Office of Academic Planning and Accountability

Figure 20 details the median salary by gender of Classified staff in 2007.

Key Observation(s): Figure 20 illustrates a slight increase in the variance in job grade NE. No statistical significance difference was observed between male and female median salaries in any of the job grades.

2009 Recommendation(s): Include compression analysis for staff salaries in the salary study by Human Resources in collaboration with IRP scheduled for 2009-2010. In addition, implement the Human Resources Salary Administration Group recommendations (see Recommendation 9P).

1994 Recommendation 3: 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, related to the fulfillment of the recommendations. The Commission shall function to:

1994 Objective 3A: Assist in the implementation of the recommendations contained in this report (i.e., Task Force Report, 1994).

1994 Objective 3B: Monitor and annually assess progress toward the implementation of recommendations contained in this report (i.e., Task Force Report) through oversight of time frames, liaison work with the responsible unit heads, oversight of budgeted funds, etc.

1994 Objective 3C: Study additional issues affecting women and the development of further recommendations or revision of recommendations as necessary.

Key Observation(s): COSW continues to fulfill the goals stated above. See Appendix K for COSW Annual Reports for 2007 - 2008 and 2008 - 2009.

1994 Recommendation 4: 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.

Key Observation(s): An annual written report on the goals and accomplishments of the COSW is provided to the UofL President for submission to the Board of Trustees. These reports are posted on the COSW's website. Also, a ten-year history of the Commission is available on the Commission's website (<https://louisville.edu/cosw/>).

1994 Recommendation 5: When necessary to implement the recommendations contained in this report (i.e., Task Force Report), appropriate University governance documents shall be revised.

Key Observation(s): COSW continues to fulfill the goals stated above. See Appendix K for COSW Annual Reports for 2007 - 2008 and 2008 - 2009.

1994 Recommendation 6: The University of Louisville 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.

Key Observation(s): The need for conversion of important databases to electronic format was cited as a necessary step in the 1994 Task Force Report, and certainly this recommendation has been extensively implemented. However, challenges in obtaining data needed to evaluate progress on some important variables remain. For example, data available through PeopleSoft are underutilized for monitoring gender equity issues.

2009 Recommendation(s): The COSW will continue to work with the Office of Faculty Personnel, IRP and Human Resources as they develop metrics for the "dashboard reports." COSW has identified the following data to monitor for continuous improvement:

- Full and part time faculty salary and compensation analysis
- Tenure and tenure-track faculty salary and compensation analysis
- Publication and annual updating of the Cohort brochure that includes the gender and racial demographics of faculty and staff produced by IRP
- Analysis of unit hires to monitor whether hires are proportionate to availability pools respective to their disciplinary areas
- Analysis of UofL publications for equitable representation of women
- Analysis of UofL awards for equitable representation of women

REPRESENTATION

1994 Recommendation 7: 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.

Key Observation(s): Currently the 2020 Strategic Plan contains statements concerning promotion of women only under the heading of “diversity opportunities and social justice” (available at <http://louisville.edu/provost/strategicplanning/themes/diversity/>).

2009 Recommendation(s):

- Institutional support for leadership cultivation for women (i.e., professional development, national leadership training, etc.).
- Revise Diversity Plan to include goals for increasing inclusion of women and specific targets for these goals.
- Establish a scorecard element for annual data reporting to Provost and the COSW.

Promotional Opportunities

1994 Objective 7A: 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.

Key Observation(s): In 2007, women numbered 39 (34.8%) of all senior administrators and 8 (40%) UofL Trustees were women. When examining the composition of the most senior leadership (i.e., Executive Vice Presidents, Vice Presidents, and Deans, see http://louisville.edu/about/org_chart.pdf4), 4 (15%) of these positions were held by women in 2007 (Powers, M. K. [2007, Spring]. Gender equity. *The Women's Center News*, 14[3], 2). While this level of inclusion is not ideal, it does show some progress since 1994 when all vice presidents were white males (Task Force Report, 1994).

There has been an increase in the number of women deans at UofL followed by a decrease.

Table 1: Number of Women Deans

1993	1 (10%)	School of Nursing
2001	4 (30.8%)	School of Nursing University Libraries Brandeis School of Law School of Allied Health Sciences
2004	4 (30.8%)	School of Nursing University Libraries Brandeis School of Law School of Medicine (interim)
2007	2 (15.4%)	School of Nursing University Libraries

Key Observation(s): In regard to “the President and vice presidents shall identify and mentor women for these positions,” mentorship continues on a very informal level. Thus, it is difficult to apply an appropriate measure. Participation in *Leadership Louisville* could be seen as one indicator of mentorship for women in support of moving to higher-level administrative roles at UofL. Since 2000, 44% (n = 28) of all those selected to participate in *Leadership Louisville* from UofL have been women.

2009 Recommendation(s): Within the next two years, UofL shall develop and implement formal structures for leadership development and mentoring of women.

1994 Objective 7B: Each unit or department head shall facilitate the promotion of women 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.

Table 2: Mobility of Employees through the IPEDS Job Categories 2001-2007

2001 IPEDS CATEGORY	2007 IPEDS CATEGORY											
	Executive, Administrative, Managerial		Faculty		Other Professionals		Technical, Paraprofessional		Clerical, Secretarial		Skilled Crafts	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Faculty	10	12										
Other Professionals	2	6	12	16								
Technical/Paraprofessional			4		19	16						
Clerical/Secretarial			1		149	10	8					
Skilled Crafts						1	1	4		1		
Service/Maintenance								1		2	1	3
Instruction/Research Assistant			37	51	19	8	1		1			

Table 2 illustrates the mobility of employees through the IPEDS job categories from 2001 to 2007. The rows represent a "snapshot" of the 2001 IPEDS job categories and the columns represent a "snapshot" of the 2007 IPEDS job categories. For example, 10 females and 12 males who were classified as "faculty" in 2001 were classified as "executive/administrative, managerial" in 2007. Only employees whose IPEDS job categories changed from 2001 to 2007 are represented. Please note the limitation of this figure is that the data are restricted to employees *present in both 2001 and 2007 census files*. **Note:** This chart does not fully illustrate professional development and career progression that occur within the same IPEDS category.

Key Observation(s): Table 2 illustrates that relatively few people seem to move across job categories during the six years represented, however, the majority of those people moving to higher job categories were women.

2009 Recommendation(s): Within the next two years, UofL shall provide clearly written and easily accessible criteria for promotion and salary increases that are necessary for professional development, consideration for promotion, and effective mentoring programming.

1994 Objective 7C: 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.

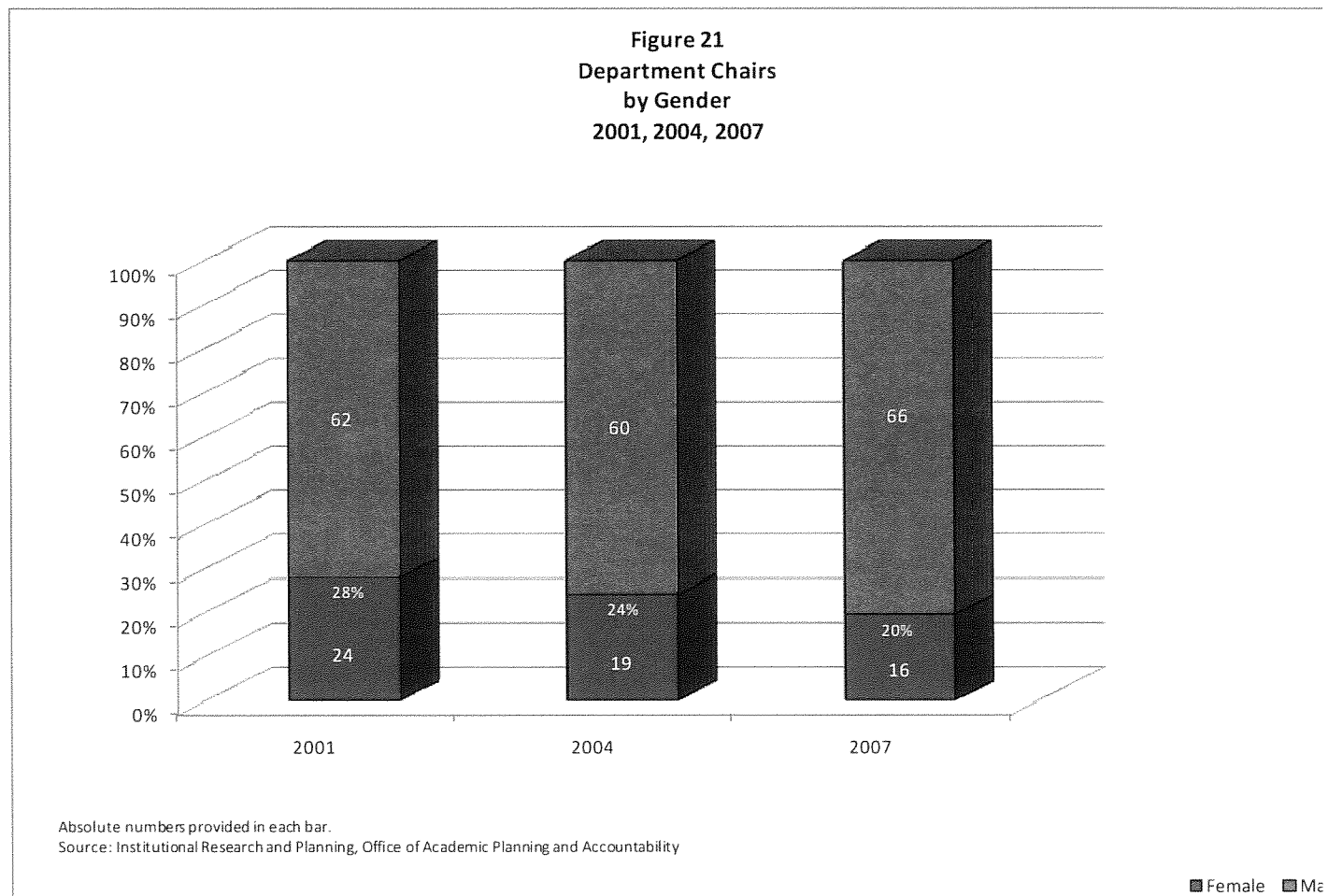


Figure 21 depicts the gender distribution of department chairs during 2001, 2004, and 2007.

Key Observation(s): The decrease in the percentage of department chairs held by females is not statistically significant at the $\alpha = 0.05$ level of significance but approaches significance at $\alpha = 0.10$ level of significance ($p \approx 0.102$). It is also important to note that the calculation of the change in proportion assumes that there has not been a fundamental change in the university's organizational structure during that time period.

2009 Recommendation(s): UofL shall make a concerted effort to recruit women department chairs.

Figure 22
Department Chairs
by Gender
2007

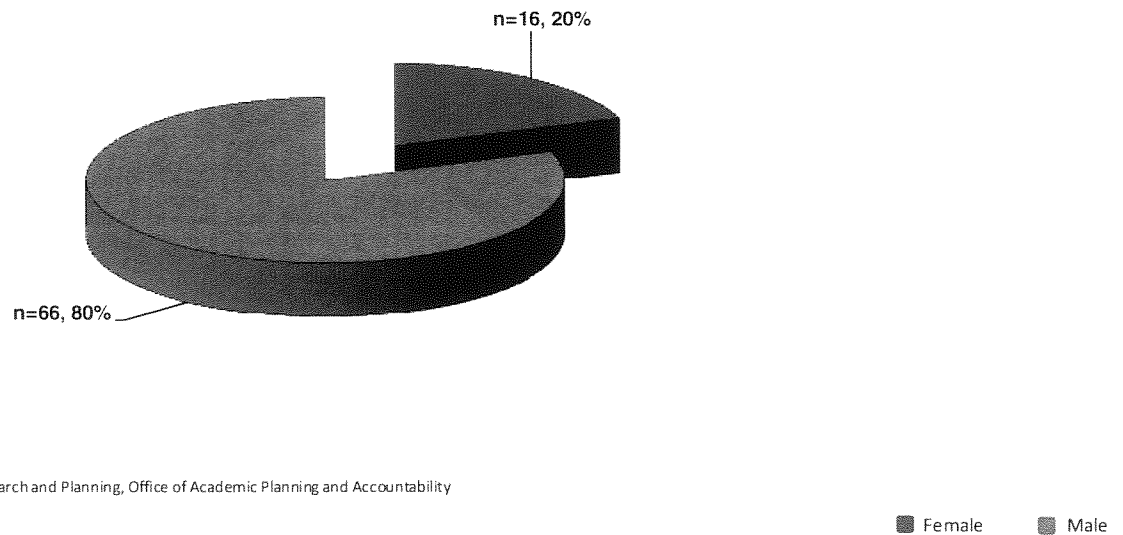


Figure 22 details the distribution of department chairs by gender in 2007. When compared to the 1994 Report, the percentage of female department chairs has more than doubled from 8.6% in 1993 to 20% in 2007. However, this noted improvement assumes that there has not been a fundamental change in the university's organizational structure during that time period.

Key Observation(s): None of the three vice deans at UofL in 2001 and 2004 were women. There were 15 women associate deans (40.5%) in 2001, 12 (38.7%) in 2004, and 19 (46%) in 2007. (University of Louisville Fact Books: 2001, 2004, 2007). Due to a perceived lack of leadership development and formal structures or processes for mentoring, it is difficult to determine if deans are identifying and mentoring women as candidates for vice dean, associate or assistant dean, or department chair. The small proportion of women in these positions argues for increased attention to mentoring at all levels.

2009 Recommendation(s): Additional information is needed as to whether adequate resources are currently available to deans in support of mentoring. Deans shall report on mentoring processes that currently exist and describe what, if any barriers, they have encountered.

1994 Objective 7D: Each unit or department head shall ensure that at a minimum gender representation is achieved on all unit and departmental committees.

Key Observation(s): Two important committees are those for dean searches and decanal reviews, and the tables below provide information on participation by women on these committees.

Table 3: Dean Search Committees

Year	School or Department	Percentage Women Members
2001	Music	27%
	Public Health & Information Sciences	50%
2004	Arts & Sciences	46%
	Business	36%
2007	Dentistry	29%
	Nursing	87%
Source: Office of Faculty Personnel (June 2009)		

Table 4: Decanal Review Committees

Year	School or Department	Percentage Women Members
2001	(There were no decanal reviews in 2001)	
2004	Law	50%
2007	Kent/Social Work	45%
	Music	55%
	Public Health & Information Sciences	55%
Source: Office of Faculty Personnel (June 2009)		

Key Observation(s): On the dean search committees, women representation exceeds the percentage of overall women demographic representation respectively within each academic unit.

2009 Recommendation(s): Decanal search and review committees should continue to have meaningful gender representation.

1994 Objective 7E: 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.

Key Observation(s): At this time no information is available to determine if each college requires gender parity on departmental and college promotion and tenure committees. This information has been requested from the deans and is forthcoming.

2009 Recommendation(s): No recommendation at this time.

Reorganization and Restructuring

1994 Objective 7F: 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.

Key Observation(s): According to a report provided to the COSW by Human Resources (July, 2009), for calendar year 2008, a total of 14 employees were subject to reduction in force (RIF). Of those, 78% were women. As of July, 2009, 29 employees have been subject to reductions-in-force. Of those subject to reductions-in-force in calendar year 2009, 86% are women, and of those 58% are over 40. Upon further review by Human Resources, the majority of women subject to RIF were in positions historically and commonly held by women both at UofL and other employers in Greater Louisville.

2009 Recommendation(s): UofL shall accurately assess the impact of restructuring, reallocations and budget reductions on women. Human Resources recently formed a Process Redesign Task Force to formalize the entire RIF process. UofL shall review its findings and recommendations within six months to ensure UofL is accurately assessing the impact of restructuring, reallocations and budget reductions on women. UofL shall be mindful of the gender makeup of certain job classes when considering reduction in staff and faculty.

Characterization of Women

1994 Objective 7G: The University of Louisville 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.

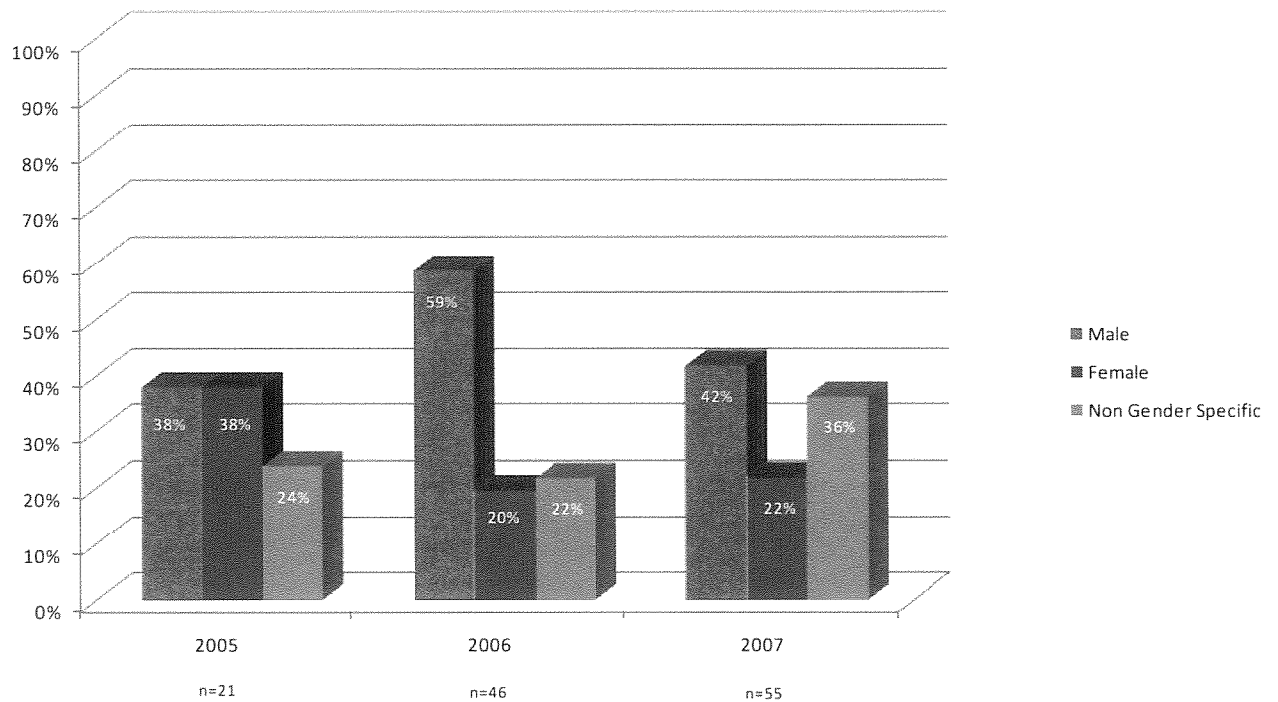
Key Observation(s): Campus mailing lists currently do not include salutatory titles (i.e., Dr., Ms., etc.) and are therefore gender neutral. Home mailing lists were not available for review.

2009 Recommendation(s): UofL shall continue the practice of gender neutral salutations on campus mailing lists. UofL shall ensure a consistent gender neutral practice among all mailing lists wherever appropriate.

1994 Objective 7H: The University of Louisville shall continue its positive efforts to achieve gender balance in its publications, making every effort to portray women in non-stereotypical roles.

The following UofL publications were examined regarding representation of women: *UofL Connection* Alumni e-newsletter for article and photo content (2005, 2006, and 2007), *UofL Magazine* (online version) for cover and article content (1998 – 2007), and the *Medicine Magazine* (online version) for article content (2000 – 2007). The results are displayed in the following figures. See Appendices D and E for the methodology.

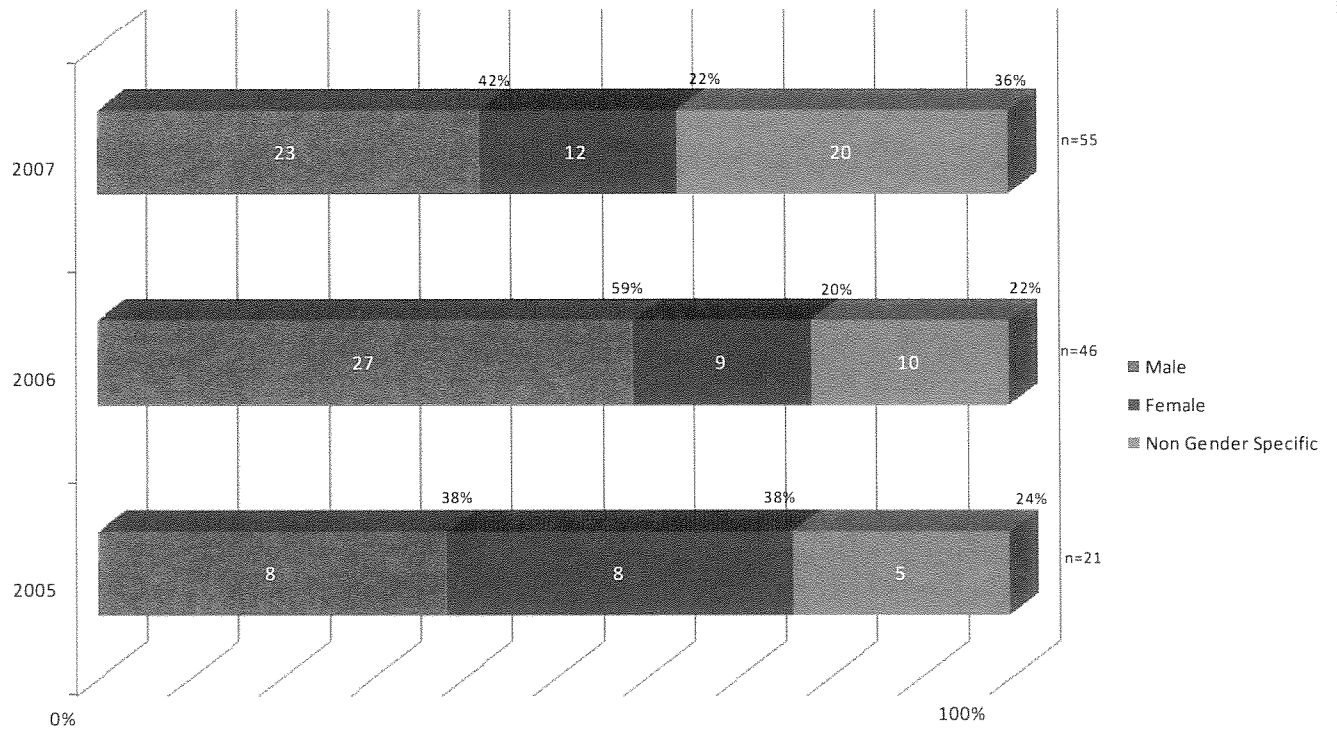
Figure 23
Alumni E-Newsletter Photo Content
2005, 2006, 2007



Change in N reflects photos available online. Scoring rubric is available in Appendix E

Figure 23 represents the distribution of male, female, and non gender specific photos in *UofL Connection*, the monthly e-Newsletter distributed by the UofL Alumni Association during 2005, 2006, and 2007. Non-gender specific photos include such things as animals, buildings, art work, etc. Note the number of overall photos increased from 21 in 2005 to 55 in 2007, an increase of 162%.

Figure 24
Alumni E-Newsletter Photo Content
2005, 2006, 2007



Change in N reflects photos available online. Scoring rubric is available in Appendix E

Figure 24 reflects the number of females depicted in photos in *UofL Connection*, the monthly e-newsletter distributed by the UofL Alumni Association during 2005, 2006, and 2007. While the percentage of females represented decreased from 38% (2005) to 22% (2007), the number of photos increased from 21 (2005) to 55 (2007). Therefore the number of photos depicting females increased from 8 in 2005 to 12 in 2007, an increase of 50%. During the same time period, the number of males depicted in photos increased from 8 in 2005 to 23 in 2007. Hence, representation of males in photos increased by approximately 187%.

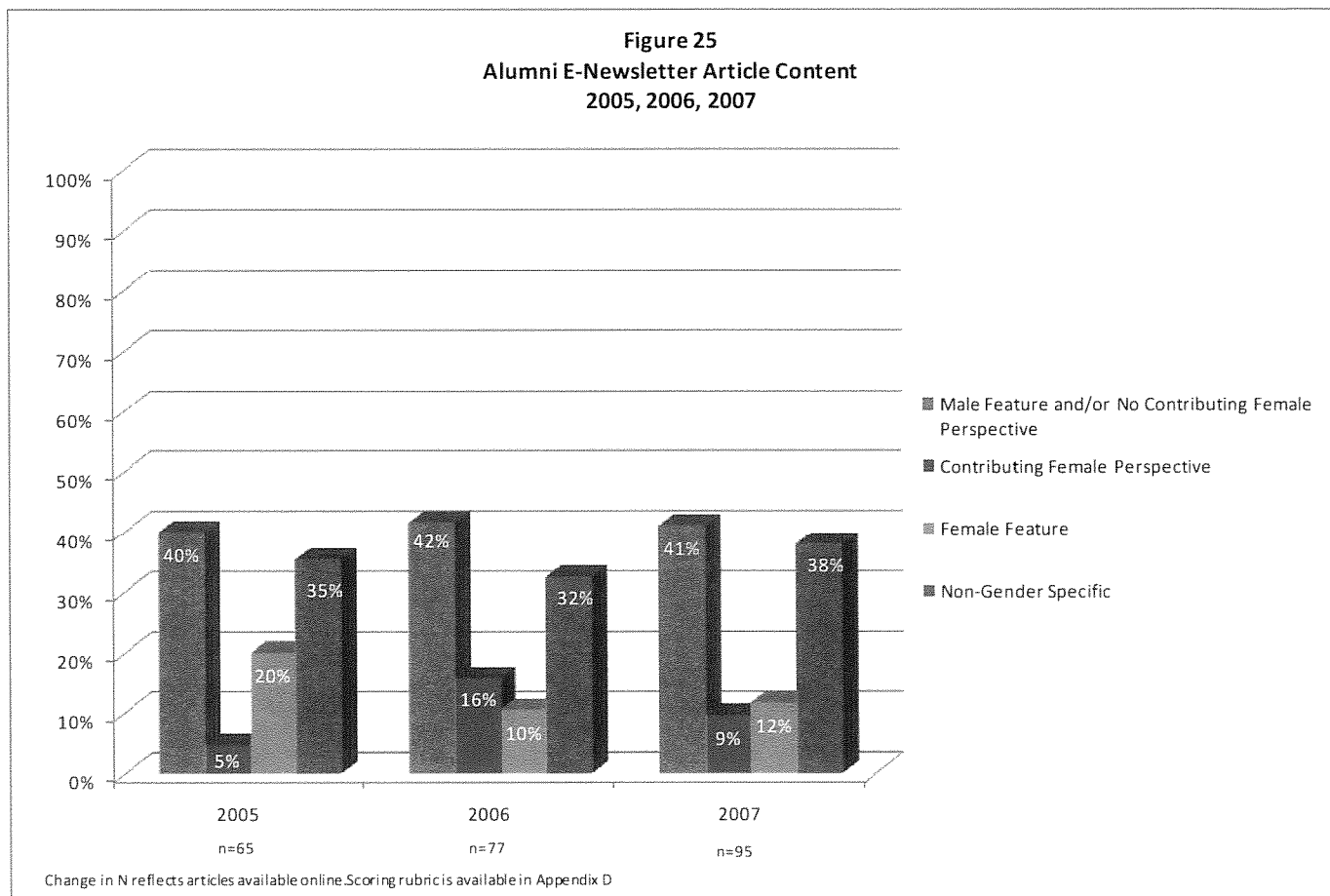
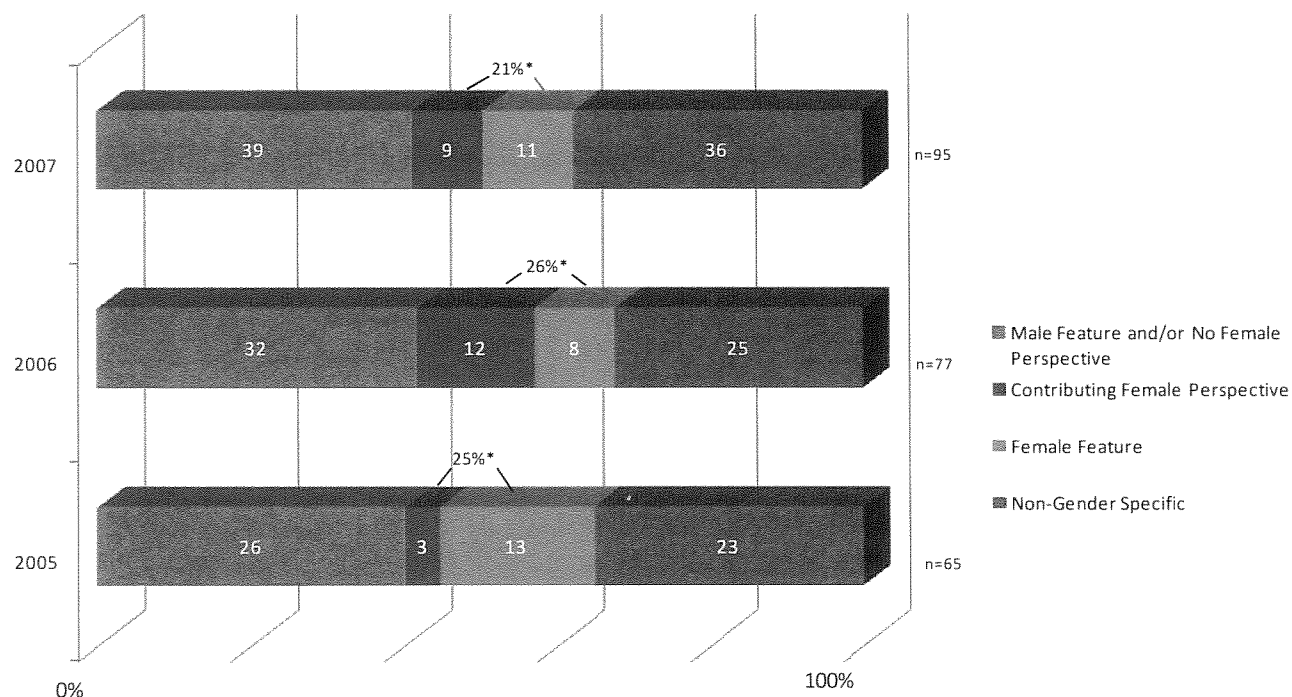


Figure 25 reflects the percentage of females contributing to article content featured in *UofL Connection*, the monthly e-newsletter distributed by the UofL Alumni Association during 2005, 2006, and 2007. While the number of articles has increased from 65 in 2005 to 95 in 2007, the percentage of articles with a male feature and/or no contributing female perspective has remained relatively constant (approximately 41%) during the three years under review.

Figure 26
Alumni E-Newsletter Article Content
2005, 2006, 2007



*Percentages represent "Contributing Female Perspective" and "Female Feature" combined.
 Change in N reflects special edition publications and articles available on line.
 Scoring rubric is available in Appendix D

Figure 26 reflects the number of females contributing to article content featured in *UofL Connection*, the monthly e-Newsletter distributed by the UofL Alumni Association during 2005, 2006, and 2007. The number of articles with a male feature and/or no female perspective went from 26 in 2005 to 39 in 2007, an increase of 50%. The number of articles with either a female feature or a contributing female perspective went from 16 in 2005 to 20 in 2007, an increase of 25%. Therefore males continue to be the predominant features and/or contributors to articles in *UofL Connection*.

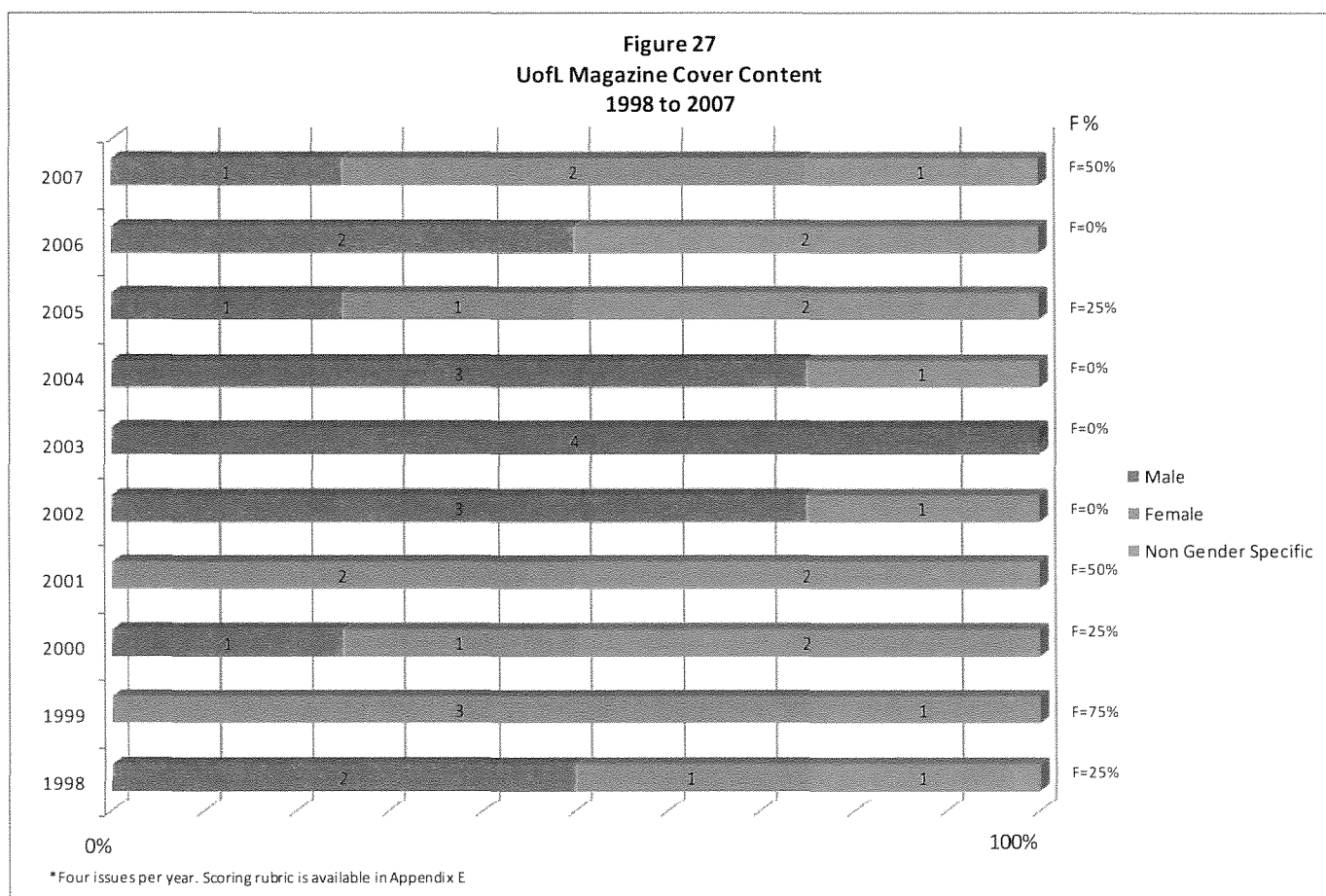
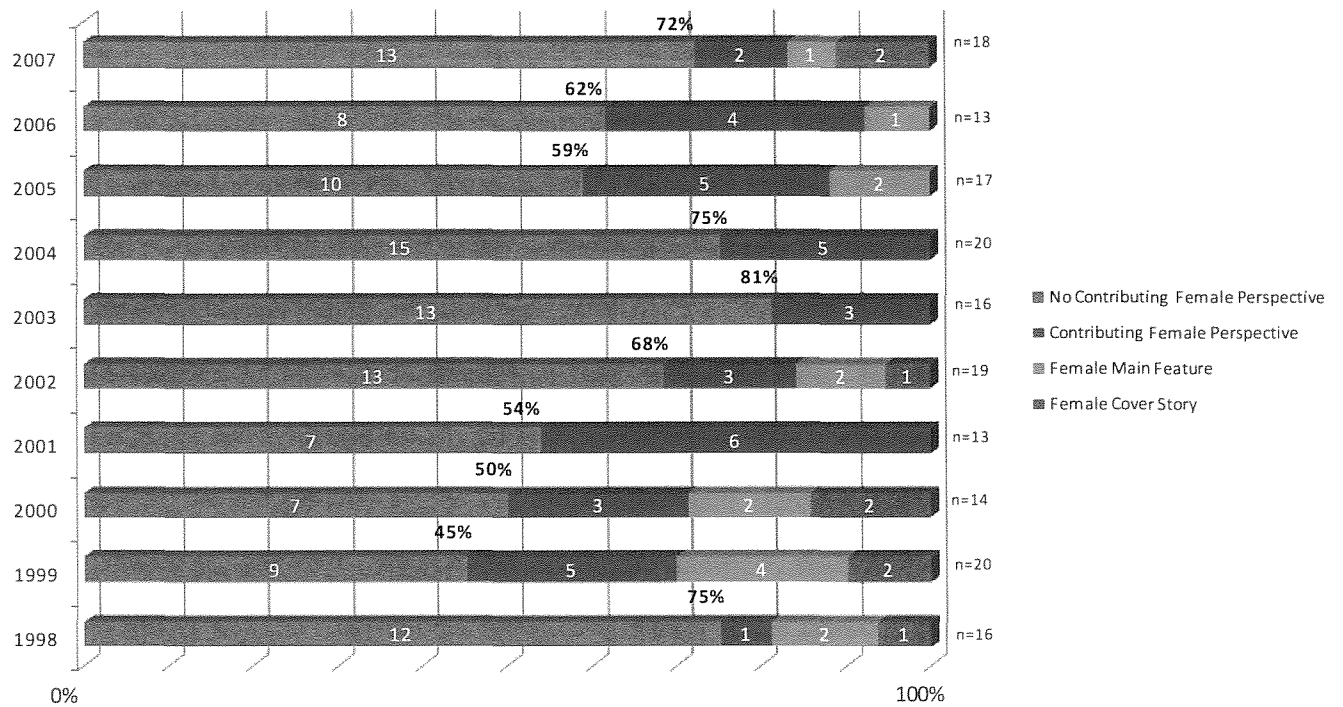


Figure 27 illustrates the gender distribution of the cover content of the *UofL Magazine* from 1998 to 2007. *UofL Magazine* is published quarterly by the Office of Communications and Marketing. Noteworthy are the depiction of females on 3 of the 4 covers (in 1999) and 0 of the 4 covers (in 2002, 2003, 2004, and 2006). Furthermore, since 2002, females have been represented on the cover of only 3 of the 24 editions, while males have been represented on the cover of 14 of the 24 editions.

Figure 28
UofL Magazine Subject of Articles
1998 to 2007



* Change in N reflects special edition publications and articles available on line. Scoring rubric is available in Appendix D

Figure 28 illustrates the gender distribution of the subject of articles of the *UofL Magazine* from 1998 to 2007. The percentage of articles with no contributing female perspective varies from a minimum of 45% (in 1999) to a maximum of 81% (in 2003). In 5 of the 10 years (1998, 1999, 2000, 2002, and 2007), the cover story focused on a female; however, in 3 of the 10 years (2001, 2003, and 2004) the magazine contained neither a female main feature nor a female cover story.

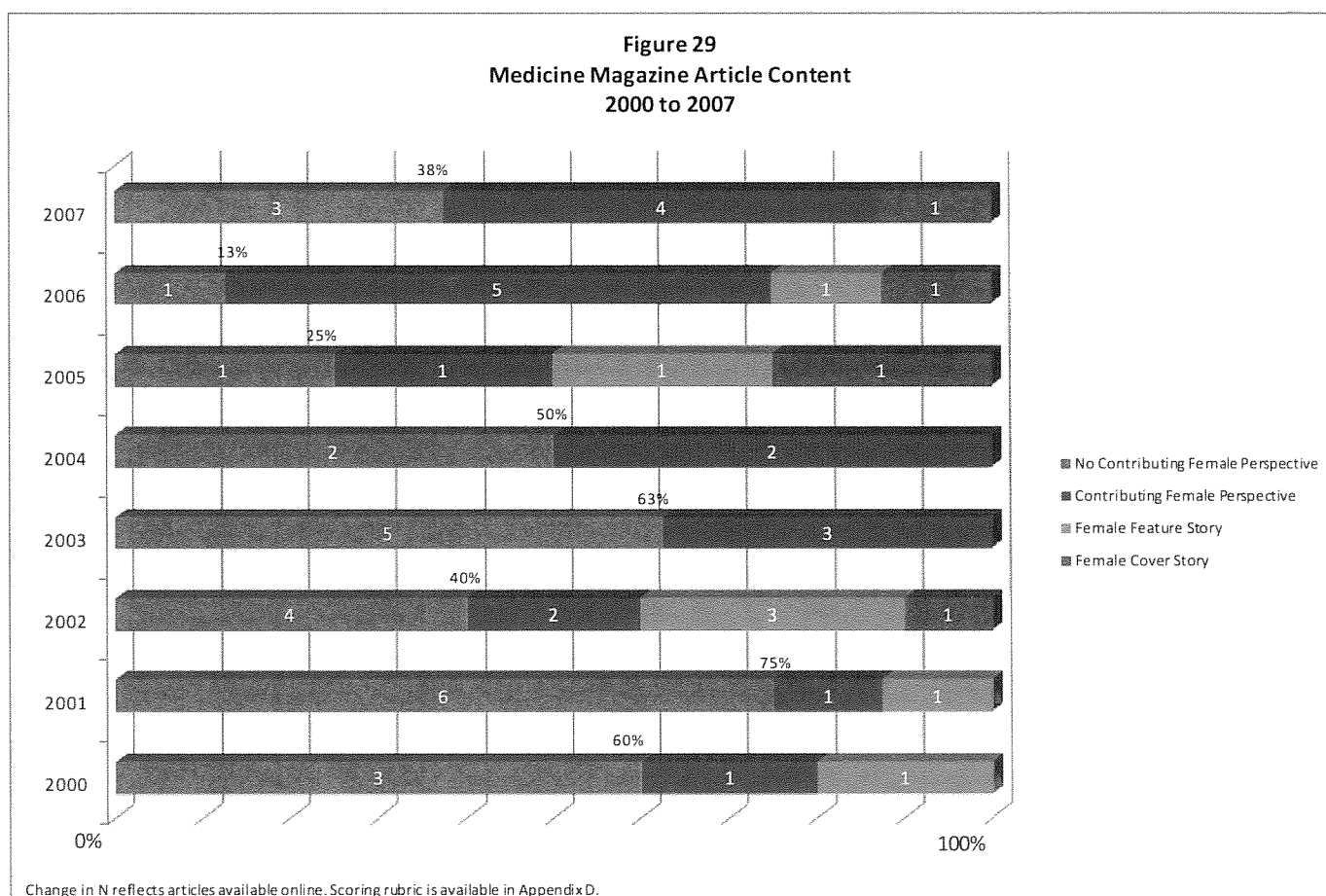


Figure 29 illustrates the gender distribution of the subject of articles of the *UofL Medicine* magazine from 2000 to 2007. *UofL Medicine* is published semiannually by UofL's School of Medicine. *UofL Medicine* contained neither a female feature story nor a female cover story in 2 of the 8 years under review (2003, 2004). Conversely, *UofL Medicine* had at least one female feature story or female cover story in 6 of the 8 years under review (2000, 2001, 2002, 2005, 2006, and 2007).

Key Observation(s): Based on data presented in Figure 23 through Figure 29, UofL has not obtained gender balance in its publications.⁷

2009 Recommendation(s): Within two years UofL shall improve representation of women in print and electronic media by 30%. Future monitoring shall include the context in which women are portrayed to ensure an accurate representation in occupational demographics.

Awards

1994 Objective 7I: 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.

⁷ It should be noted that the Women's Center publishes and posts on-line a newsletter four times a year to 5,000 people (and to an additional 3,000 people in electronic form) that promotes and pictures women.

Key Observation(s): The composition of the selection committees for awards is not readily available.

2009 Recommendation(s): Within two years, UofL shall create a standardized process monitored by the President for committee selection to ensure balance of gender.

1994 Objective 7J: The selection committees for all unit-level awards shall be representative of the diversity of the University of Louisville, 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.

Key Observation(s): The composition of the selection committees for awards is not readily available at the academic unit level.

2009 Recommendation(s): Within two years, each academic unit shall create a standardized process monitored by unit deans for committee selection to ensure balance of gender.

RECRUITMENT

1994 Recommendation 8: 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.

1994 Objective 8A: The University shall actively recruit women as internal candidates for all interim appointments.

Key Observation(s): As was the case when the original Task Force Report was completed, there are no formal, written procedures for interim appointments. Although the Provost actively nominates women for interim appointments, a formal set of guidelines does not exist.

2009 Recommendation(s): Within two years, a formal set of guidelines shall be established to ensure that all qualified women candidates are fully considered as interim appointments. “Active recruitment” needs further consideration, especially in relation to leadership cultivation and professional development opportunities available to women on campus. The same set of guidelines used for hiring practices shall be consistently followed when considering candidates for interim appointments. In addition, a formal succession plan should be designed.

1994 Objective 8B: 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, COSW, and Faculty and Staff Senates on the outcomes.

Key Observation(s): It is not clear whether or not each academic/administrative unit or department has separate written short- and long-term goals for hiring women; however, each academic/administrative unit does have a diversity plan that includes gender equity language. These plans are part of *Achieving Our Highest Potential: A Diversity Plan for the University of Louisville: Fall 2003* (available at <http://louisville.edu/provost/diversity/localresources/images/DiversityPlan.pdf>).

Additionally, the Director of the Affirmative Action/Employee Relations Office meets with deans each year to review the status of affirmative action goals within the unit. If affirmative action goals are not being met, the Director asks that a written plan be developed to address this problem. Goals are based on UofL’s Affirmative Action Plan (University of Louisville’s 2009 Affirmative Action Plan is available at <http://louisville.edu/hr/affirmativeaction/aa/>).

2009 Recommendation(s): Within two years both Objective 8A and Objective 8B shall be addressed by including explicit goals as part of each unit’s Diversity Plan, under the element “Diversity, Opportunity and Social Justice Outcomes.” The 2020 Strategic Plan/scorecard shall also include explicit goals as part of the above element for UofL relative to gender. Beginning in the 2009-2010 academic year, UofL shall publish and disseminate annual statistics reporting the percentage of women and persons of color by unit (i.e., Annual Cohort Report). IRP has these statistics available.

1994 Objective 8C: Unless otherwise requested, supervisors shall receive all internal and external applications without screening by Personnel Services.

Key Observation(s): This recommendation has been implemented by Human Resources.

1994 Objective 8D: The Office of Affirmative Action shall report directly to the President.

Key Observation(s): The Affirmative Action/Employee Relations Office currently reports to the Vice President of Human Resources.

2009 Recommendation(s): During the 2009-2010 academic year, UofL shall research best practices at benchmark institutions to ascertain the optimal organizational reporting line and, if necessary, change the reporting line for the Office of Affirmative Action in UofL's organizational chart.

1994 Objective 8E: 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.

Key Observation(s): There is a Unit Affirmative Action Coordinator in each college/school/unit and the responsibilities included in the description for Unit Affirmative Action Coordinator should address the responsibilities detailed in Objective 8E.

2009 Recommendation(s): During the 2009-2010 academic year, the names of unit Affirmative Action Coordinators should be better publicized within units and prominently displayed on the main page on academic and administrative unit websites.

1994 Objective 8F: 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.

Key Observation(s): Currently, there does not appear to be a process in place for the disaggregated data reporting of gender in search committees' composition.

2009 Recommendation(s): During the 2009-2010 academic year, UofL shall fund a PeopleSoft customization to enable data collection for disaggregated reporting of gender in search committees' composition. Reports shall then be examined to determine if the policy as described by Human Resources has been fully implemented.

1994 Objective 8G: 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.

Key Observation(s): Practices for recruitment and selection of special faculty positions are varied and difficult to determine based on each academic unit's published policies and procedures. In order to facilitate active recruitment of these groups for open positions, the Provost has instructed Human Resources to send weekly email alerts on any positions that are under utilized for women and persons of color in order to facilitate active recruitment of these groups for open positions.

2009 Recommendation(s): Beginning in the 2009-2010 academic year to ensure gender equity in special faculty position appointments, it is recommended that academic unit processes be transparent and readily available and that gender parity be a priority in recruitment and selection of these positions.

1994 Objective 8H: The University of Louisville 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.

Key Observation(s): At this time, permanent executive positions appear to be filled in a timely manner.

2009 Recommendation(s): UofL shall continue to fill permanent executive positions in a timely manner.

1994 Objective 8I: The University shall actively recruit women in all traditionally male dominated positions to include executive/administrative/managerial, technical and skilled crafts, and academic disciplines.

Key Observation(s): As displayed in Figure 1, the impact of recruitment efforts reveals that gender segregation by occupation still exists.

2009 Recommendation(s): Based on UofL's Affirmative Action Plan and its job categories, UofL shall actively recruit and promote women for the following positions: Educational Executives; Electrical and Computer Engineers; Psychology; Miscellaneous Business; Health and Physical Education; Miscellaneous Arts and Sciences; Administrative Support positions; Lab Technicians and Library and Science Technicians.

1994 Objective 8J: University Personnel Services (now Human Resources) 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.

Key Observation(s): The Unit Affirmative Action Coordinator in each college/school/unit receives adequate training on affirmative action policies and procedures. The designated Unit Affirmative Action Coordinator has the responsibility to advise deans, chairs and other administrators in their college or academic unit on affirmative action policies and procedures related to the hiring process. There is no mandatory training for search committee chairs.

2009 Recommendation(s): Beginning during the 2009-2010 academic year, all Unit Affirmative Action Coordinators shall be required to advise search committee chairs of affirmative action policies and procedures.

Compensation

1994 Objective 8K: 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.

Key Observation(s): This process is in place. No data were available for the Commission's review in order to assess how effective this process is in ensuring equity in compensation, "start up packages," etc.

2009 Recommendation(s): Data needs to be made available for the COSW to assess this.

1994 Objective 8L: 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 COSW.

Key Observation(s): Currently no funds are available for incentives for the recruitment and hiring of women.

2009 Recommendation(s): UofL shall continue to work on developing benefit packages that make UofL more attractive to women.

1994 Objective 8M: The University shall develop a university-wide centralized program to meet the career or educational needs of accompanying spouses or partners.

Key Observation(s): As a result of the recommendations from focus groups conducted by the COSW, Human Resources has established a Dual Career Committee.

2009 Recommendation(s): UofL shall review and possibly implement recommendations from the Dual Career Committee.

RETENTION

1994 Recommendation 9: The greatest resources of any organization are its human resources. Competent and committed employees who have elected to work within the University of Louisville 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

1994 Objective 9A: 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 equality within the University.

Key Observation(s): Several themes emerged from feedback heard in staff focus groups, including: a) systematic supervisor training on diversity and gender awareness is needed; b) supervisors should remember and practice affirmation of quality performance, including praising staff for such performance; and c) supervisors should be required to attend mandatory trainings on professional development and the policies and procedures of *The Redbook*. (See Appendix F for a complete set of responses).

2009 Recommendation(s): Within two years, administrators and supervisors shall be required to participate in trainings on UofL's policies and procedures in *The Redbook* related to human resources, including evaluation, diversity, and gender awareness.

1994 Objective 9B: The University of Louisville shall require that all evaluations contain two-way feedback with specific goals established for both the employee and supervisor.

Key Observation(s): In the staff focus groups women reported that they would like the opportunity to provide feedback to their supervisors on their method of supervision, commonly referred to as "360 evaluations."

2009 Recommendation(s): Within two years, Human Resources shall develop a staff evaluation model with input from campus constituency groups for systematic implementation in staff evaluations, including an appeals process. This model will utilize current research-based best-practices in the field of human resources.

1994 Objective 9C: 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 that takes advantage of and recognizes this diversity of experience.

Key Observation(s): UofL does not have a systematic mentoring system for personnel, which is a critical element in supporting advancement and professional development.

2009 Recommendation(s): Within two years, a systematic mentoring system shall be developed and implemented for women in UofL faculty and staff positions. This system will have monetary support and opportunities in a professional learning community model.

1994 Objective 9D: 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.

Key Observation(s): At this time, it appears that women faculty and staff do not consistently receive support from administrators for professional development.

2009 Recommendation(s): Within two years, the Provost, deans and vice-presidents shall implement a specific plan to create opportunities and support for professional development for women.

1994 Objective 9E: 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 that provides advancement and professional development and that includes career ladders, mentoring, training, and other developmental opportunities for all full- and part-time employees.

Key Observation(s): It appears that no systematic professional development for career advancement, mentoring, or training currently exist to assist the staff. Mentoring is not systematically available for faculty, staff or administrators.

2009 Recommendation(s): Within two years, UofL shall develop a system that provides advancement and professional development, mentoring, training, and other developmental opportunities for all full and part-time employees.

1994 Objective 9F: 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.

Key Observation(s): A recurrent theme that emerged from 2008 staff focus group interviews is a need for training for supervisors (see Appendix F).

2009 Recommendation(s): Within two years, administrators and supervisors shall be required to participate in training and professional development on UofL's policies and procedures contained in *The Redbook* related to human resources, including evaluation, diversity, and gender awareness.

1994 Objective 9G: The second phase of the Mercer Meidinger study shall be implemented.

Key Observation(s): The second phase of the Mercer Meidinger study, a salary administration program to evaluate appropriate salary ranges, has not been implemented.

2009 Recommendation(s): UofL's Human Resources department shall conduct an annual compensation audit for Affirmative Action purposes and publish results. Also, Human Resources will come to consensus on a compensation philosophy and methodology for employees within two years.

1994 Objective 9H: 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 with a written explanation for the denial. The current reclassification pool shall be continued to promote the advancement for University employees.

Key Observation(s): Currently, the employee or the supervisor may request a review for reclassification. All requests are reviewed by Human Resources regardless of the supervisory opinion. If conflicts arise, Human Resources will hear and address them.

2009 Recommendation(s): Beginning in 2009-2010, UofL 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 with a written explanation for the denial. The current reclassification pool shall be continued to promote the advancement for UofL's employees.

1994 Objective 9I: 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 COSW.

Key Observation(s): A systematic mentoring system for personnel is a critical element in supporting advancement and professional development and is not in place. COSW has representation on the newly formed Mentoring Committee in Human Resources. Through this committee, COSW will continue to advocate for a strong mentoring program.

2009 Recommendation(s): Within two years, a systematic mentoring system shall be developed and implemented for women in UofL faculty and staff positions. This system shall have monetary support and opportunities in a professional learning community model.

1994 Objective 9J: Personnel Services shall be responsible for ensuring that employees without access to electronic mail receive copies or have access to copies of Career Opportunities.

Key Observation(s): Human Resources website posts the statement, "Career Opportunities are available via the Human Resources website with copies available at the Human Resources."

2009 Recommendation(s): Beginning in 2009-2010 academic year, supervisors shall be responsible for communicating with employees how and where to find electronic access or how to obtain a copy of the document.

1994 Objective 9K: The University shall develop policies and procedures that 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.

Key Observation(s): The policy related to delaying tenure was reviewed by the COSW Chair, COSW Vice Chair and Chair of the Commission's Family-Friendly Policies Committee with the Provost as part of a larger review of the family-friendly policies report. The policy on a faculty member requesting the stopping of the tenure clock has been forwarded to deans for review.

2009 Recommendation(s): During the 2009-2010 academic year, the policy on a faculty member requesting the stopping of the tenure clock shall be submitted to appropriate UofL committees and the Faculty Senate for review, approval, and inclusion in *The Redbook*.

1994 Objective 9L: 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.

Key Observation(s): *The Report on the Utilization of Part-time Lecturers* must be accessed through UofL Archives and a thorough review of this report is not within the scope of this current project.

2009 Recommendation(s): A current review and update on *The Report on the Utilization of Part-time Lecturers* shall be completed within four years.

1994 Objective 9M: 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.

Key Observation(s): There appears to be some explicit public recognition of part-time faculty. Part-time faculty participate in regular meetings with the Provost and have an electronic distribution list for information and connection. It is unclear whether UofL has a policy regarding how part-time employee service at UofL is formally recognized and accepted as credit toward qualification for the full-time position. The COSW has begun a dialogue with part-time faculty members.

2009 Recommendation(s): Beginning in 2009-2010, UofL shall recognize the contributions of part-time faculty and staff. When part-time employees become candidates for permanent full-time positions, their service at UofL shall be recognized and accepted as credit toward qualification for the full-time position.

Salary Equity

1994 Objective 9N: 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.

Key Observation(s): Many women staff have come close to salary parity with their male counterparts. Figures 11, 12, 13, 14, 17, 18, 19 & 20 above (see Recommendation 2 page) provide analyses regarding salary equity. Additionally, President Ramsey has agreed to provide formal support to a salary equity study to be conducted by UofL's Human Resources in collaboration with IRP.

2009 Recommendation(s): A salary equity study shall be conducted within the 2009-2010 year. This study should also address issues of comparable worth (see 12A under "Future Research Suggested by the 1994 Task Force" at the end of this report).

1994 Objective 9O: 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.

Key Observation(s): UofL has not performed a bi-annual salary review. President Ramsey has agreed to provide formal support to a salary equity study to be conducted by Human Resources in collaboration with IRP.

2009 Recommendation(s): Beginning in the 2009-2010 academic year, UofL 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.

1994 Objective 9P: 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.

Key Observation(s): No formal alternative means of providing merit and promotional compensation is in place.

The Human Resources Salary Administration Committee reviewed UofL salary policies in order to identify policies that appear to be barriers to appropriate compensation for those employees who exceed stated job requirements/expectations. It was the committee's intention to concentrate on the issues or concerns that impact the greatest number of employees across UofL. These issues or concerns are as follows:

- 0% increase limitation in transfer policy (PER 3.05) – the committee's recommendation is to delete this verbiage from the policy.
- Define and promote in-range adjustments (no current policy) – the committee has developed and agreed upon a new in-range adjustment policy that both reflects current practice as well as best practices from UofL's benchmark institutions.
- Internal job changes and promotions limit of 8% increase (PER 3.05) – the committee's recommendation is to delete this verbiage from the policy.
- Flexibility for pay changes up to midpoint (throughout PER 3.01 – 3.10) – the committee's recommendation is to update the policies to better reflect current UofL practices and best practices from UofL's benchmark institutions.
- Policy language that does not reflect actual practice (throughout PER 3.01 – 3.10) – the policies have been updated.

2009 Recommendation(s): During the 2009-2010 academic year, UofL shall implement the Salary Administration Committee's recommendations.

1994 Objective 9Q: The University shall review the responsibilities of all academic program directors (e.g., Music, Nursing, Social Work 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.

Key Observation(s): This is an important issue deserving of further review. However, it was beyond the scope and timeline of the report.

2009 Recommendation(s): During the 2009-2010 academic year, UofL shall review the responsibilities of all academic program directors (e.g., Music, Nursing, Social Work 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.

Institutional Evaluation

1994 Objective 9R: 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.

Key Observation(s): These data are captured in PeopleSoft database.

2009 Recommendation(s): Beginning in the 2009-2010 academic year, hires and separation data shall be reported to the COSW annually in the form of the "dashboard reports" provided by Human Resources.

1994 Objective 9S: 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 of Louisville.

Key Observation(s): Staff and faculty exit surveys were developed by Human Resources and IRP in collaboration with the Faculty Senate, Staff Senate, COSW, CODRE, and other key constituency groups (available at <http://louisville.edu/hr/exit-surveys.html>). These surveys may be completed online or on paper. Exiting employees are informed that their participation is voluntary, responses are confidential, and the information will only be included in quarterly summaries for review by a university-wide committee.

2009 Recommendation(s): Beginning in the 2009-2010 academic year, a summary of the responses from staff and faculty exit surveys developed by Human Resources and IRP shall be submitted to a Provost-designated review committee with aggregate results forwarded to the COSW, CODRE and the Faculty and Staff Senates annually.

CAMPUS CLIMATE

1994 Recommendation 10: 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 challenges, 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.

1994 Objective 10A: The University shall reexamine its sexual harassment policy every three years, with annual reporting and publication of the rate of reported cases, the outcomes of each case, and the effectiveness of the policy overall.

Key Observation(s): Currently, UofL has not reexamined its sexual harassment policy and procedure every three years. While there may be internal reports, UofL is not providing information on the rate of reported cases, the outcomes of each case, and the effectiveness of the policy overall on an annual basis to the COSW.

2009 Recommendation(s): UofL shall reexamine its sexual harassment policy and procedure according to best practices every three years. Information on the rate of reported cases, the outcomes of each case, and the effectiveness of the policy overall on an annual basis should be published and reported to the COSW beginning in the 2009-2010 academic year.

1994 Objective 10B: The University of Louisville 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.

Key Observation(s): UofL's sexual harassment policy now includes 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. (See <http://louisville.edu/hr/affirmativeaction/sexualharassment/policy.html>.)

2009 Recommendation(s): During the 2009-2010 academic year, the President shall charge an appropriate committee under the "Great Places to Work" initiative to study the effectiveness of the sexual harassment policy and procedures.

1994 Objective 10C: Sexual harassment training shall be mandatory for all University of Louisville employees.

Key Observation(s): Sexual harassment training is not currently mandatory for all UofL employees. However, it is mandatory within some academic or administrative units, and sexual harassment training is now included as part of orientation for all new employees.

2009 Recommendation(s): Within two years, sexual harassment training shall be mandatory for all UofL employees.

Women's Programs

1994 Objective 10D: 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.

Key Observation(s): UofL has demonstrated an institutional commitment to enhance the Women's and Gender Studies Department. The program is now a department, offering an M.A. degree, a dual M.A./M.S.S.W. degree (with the Kent School of Social Work), graduate certificates, and two minors. However, institutional support needs to be continued and expanded in order for the department to continue to function efficiently. Key areas of concern include: the limited space allocated to the department which currently is not enough to house all of its faculty, conduct department business or meet the needs of both undergraduate and graduate students; the number and teaching load of its faculty; and the very limited funding for the department's graduate students (see Appendix I for a more detailed discussion of these issues).

2009 Recommendation(s): During the 2009-2010 academic year, additional space shall be allocated to the Women's and Gender Studies Department to house its entire faculty and to conduct department business. Additional space and equipment needs to be allocated for graduate student use and to create a common area for students. An adequate number of graduate assistantships is needed to meet the Council on Postsecondary Education (CPE)-mandated goal of graduating 7 MA students per year. Finally, the number of faculty needs to be reviewed to ensure more class offerings can be offered and to share the general education load.

1994 Objective 10E: The University shall enhance its support of the Women's Center.

Key Observation(s): The Women's Center is a strong advocate for women on campus. Through their successful programming, committee involvement, and acquisition of over \$1.25 million in grant funding for the PEACC Program and KTAP Programs, they have enhanced UofL and improved the wellbeing of women on campus. A full list of programs is available at <https://louisville.edu/womenscenter/>.

2009 Recommendation(s): During the 2009-2010 academic year, UofL shall make an institutional commitment to enhance the Women's Center through the provision of visible facilities, equipment, and financial resources to include CAR funding and appointment of a development officer to ensure the continuation of the Women's Center Programs.

Public Safety

1994 Objective 10F: The University of Louisville shall annually review its safety and security programs to ensure they provide adequate preventive measures.

Key Observation(s): UofL Police review safety and security programs at weekly staff meetings. The review is used to update the programs in response to incidents that occur on and off campus. UofL Police make regular reports to the COSW.

2009 Recommendation(s): UofL Police shall continue their review of safety and security programs on a weekly basis. The information should continue to be used to develop responses to incidents of crime, severe weather, etc.

1994 Objective 10G: 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.

Key Observation(s): The PEACC program offers a number of support services to encourage victims to report acquaintance rape or other sexual assaults. Data on sexual assaults are recorded for mandatory Clery/Minger reporting annually. UofL Police have increased the number of women officers to make victims more comfortable reporting the assault, and work closely with the PEACC Program, Women's Center, and Student Health Services to assure victims have methods to report and receive the services they need.

2009 Recommendation(s): UofL Police shall continue to partner with university groups to provide personal and property safety. Safety programs shall be flexible to meet the changing needs of the community. UofL Police shall follow established best practice procedures used by other comparable institutions and the recommendations of the Police Advisory Committee.

1994 Objective 10H: The University of Louisville shall provide victim advocacy programs for all employees, including referral to local victim advocacy services.

Key Observation(s): Since 1999, UofL's Prevention, Education, and Advocacy on Campus and in the Community (PEACC) Program has provided advocacy and assistance to UofL students, staff and faculty who are affected by sexual assault/rape, dating/domestic violence, stalking, and sexual harassment. PEACC provides appropriate referrals for the victim within the medical and criminal justice systems and student conduct process. PEACC collaborated with the Dean of Students Office, Human Resources, Office of Lesbian, Gay, Bisexual, and Transgender Services, and ULPD, to develop and implement the UofL Workplace Violence Policy, UofL Sexual Misconduct Policy and Procedure, and Bias Incident Reporting Policy and Procedure. In addition to victim services, PEACC provides comprehensive violence prevention and public awareness programming for the campus and community. The PEACC website, located at: <http://louisville.edu/peacc>, has more information on the available services and referrals.

2009 Recommendation(s): UofL shall continue to support the PEACC Program's goals and objectives.

1994 Objective 10I: The University of Louisville 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.

Key Observation(s): A security survey was conducted (2000-2001) and updates were made to improve physical safety on campus. Officers conduct security surveys during routine patrol. These surveys include lighting, shrubs, and building maintenance. The information from the officers is sent to the appropriate university departments for action. UofL Police and the Student Government Association conduct an annual campus security and safety walk. The information gathered is used to correct deficiencies and improve environment on the campuses.

2009 Recommendation(s): UofL's Police shall continue to conduct security surveys of all three campuses, send relevant information to the appropriate university department, and use information gathered to improve physical security on campus.

1994 Objective 10J: The Department of Public Safety (DPS) 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*.

Key Observation(s): Data were collected from incidents reported to UofL Police, PEACC Office, Women's Center, and to the community Center for Women and Families. Data collected are reported in the Clery Report (federal law) and Minger Report (KY state law).

2009 Recommendation(s): In addition to collecting data, DPS shall review annually the effectiveness of all public safety programs on each campus and report data according to federal and state law. This information shall be disseminated to the COSW and CODRE and posted on the DPS website for easy public access beginning in the 2009-2010 academic year.

Workplace Safety

1994 Objective 10K: 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*.

Key Observation(s): UofL's Department of Environmental Health and Safety provides periodic auditing of environmental, health and safety practices and also provides environmental, health and safety services to the UofL community through technical and regulatory compliance assistance, information and training programs, and consulting services.

2009 Recommendation(s): Environmental and workplace safety practices shall continue to be monitored and reviewed annually with results published in a form available to the wider university community.

INTEGRATION OF WORK AND FAMILY

1994 Recommendation 11: 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.

1994 Objective 11A: The University shall establish on-site, drop-in day care facilities on Belknap and Health Sciences 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.

Key Observation(s): The Commission, since its formation, has advocated for childcare on campus. On October 7, 2008 the grand opening ceremony took place for Family Scholar House, a \$15.7 million joint project among Family Scholar House (formerly Project Women), UofL and the Kentucky Housing Corporation. The Family Scholar House includes the Early Learning Campus, which offers professional care and early-learning opportunities for 130 children between the ages of 6 weeks and 4 years. Of that total, 56 children have enrolled through Family Scholar House; the rest are children of UofL faculty, staff and students.

In addition to the Early Learning Campus on Belknap Campus, UofL has committed to day care for 20 children at Presbyterian Community Center for the Health Sciences Campus. This location is still under construction.

2009 Recommendation(s): UofL shall establish an on-site day care facility at the Health Sciences campus within five years.

1994 Objective 11B: The feasibility of establishing a drop-in sick child day care center shall be determined within the next two years.

Key Observation(s): The feasibility study conducted for the Family Scholar House examined the possibility for drop-in sick child care, and it was determined to be cost prohibitive.

2009 Recommendation(s): UofL shall periodically revisit this issue to evaluate cost feasibility.

1994 Objective 11C: 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.

Key Observation(s): In 2008, the COSW submitted to the Provost suggested changes to faculty and staff leave policies and proposals for “stopping the tenure clock” for purposes of child bearing or rearing when a faculty member takes a full or partial leave of absence.

2009 Recommendation(s): During the 2009-2010 academic year, UofL shall implement the proposed changes to the leave policies and proposals for “stopping the tenure clock.”

1994 Objective 11 D: University personnel policies and procedures shall incorporate a definition of *family* broader than that of the traditional nuclear family.

Key Observation(s): In 2008, the COSW supported a revised definition of immediate family which included qualified adults for parental, sick and bereavement leaves. This new definition went into effect in Spring 2009.

2009 Recommendation(s): No recommendation at this time.

1994 Objective 11E: 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.

Key Observation(s): UofL provides 3 weeks for parental leave. In addition, UofL does exceed minimal compliance with the *Family Medical Leave Act* (FMLA). FMLA requires 12 weeks of unpaid leave, and UofL allows staff on leave to be paid using any sick or vacation leave they have accrued. For faculty, if the FMLA is for personal illness, the leave is treated as medical leave and a faculty member can receive up to one full semester with full pay.

2009 Recommendation(s): Within two years, UofL shall revise its policies to provide six weeks of paid parental leave for either parent of a newborn or newly adopted child. Minimal compliance with the FMLA shall not be considered sufficient.

1994 Objective 11F: University personnel policies and procedures shall not require employees to exhaust all accrued sick, vacation, and compensatory leave prior to taking parental leave.

Key Observation(s): UofL does not require employees to exhaust all accrued sick, vacation, and compensatory leave prior to taking parental leave.

2009 Recommendation(s): No recommendations at this time.

1994 Objective 11G: 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.

Key Observation(s): An assessment of this objective is impeded by a lack of information; however, during the staff focus groups several concerns were expressed about barriers to the use of sick leave (see appendix F for specific comments).

2009 Recommendation(s): A question shall be added to the 2009 campus climate employee survey to assess employees' experiences regarding use of leave time and its impact on workload.

1994 Objective 11H: The University shall continue to develop flexible personnel policies, including flex-time, job sharing, expanded employee benefit programs, and other policies that acknowledge that family obligations and work responsibilities need not be incompatible.

Key Observation(s): In some academic and administrative units the following flexible personnel policies are available to UofL employees: flex-time, part-time schedule, compressed work week, telecommuting, and job sharing. Phased retirement is available to faculty only. A consistent theme heard in the staff focus groups was the request for clear policies that are fairly applied within and across units.

2009 Recommendation(s): Beginning during the 2009-2010 academic year, UofL shall: a) better publicize the availability of flexible personnel policies; b) work with academic and administrative units to adopt policies; and c) apply the policies consistently within academic and administrative units. In addition, the new “Great Places to Work” Advisory Committee shall explore policies for Faculty/Staff Housing, Dual Career Program, Adoption Assistance, Personal Assistance Service, Elder Care, Work Life Program and Resource Center, and Recognition Pay. Annual reports shall be provided to the Provost detailing proposed family-friendly policies.

FUTURE RESEARCH SUGGESTED BY THE 1994 TASK FORCE

1994 Objective 12A: The issue of comparable worth should be addressed for all positions and job 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 skills are comparable.

Key Observation(s): It appears no comparable worth study has been conducted at UofL since the Task Force Report.

2009 Recommendation(s): A salary equity study shall be conducted within the 2009-2010 year. This should also address issues of comparable worth. Faculty salaries by rank and gender shall be reported to the COSW annually beginning this year.

1994 Objective 12B, part one: One half of all students at UofL are women. Gender equity issues for these women should be identified and assessed in an effort to improve the status of women graduate and undergraduate students.

Key Observation(s): According to the "Facts Book" published by IRP, women have outnumbered men in undergraduate degrees since 1996. Men outnumber women in advanced degrees. No formal study has been initiated that explores gender equity issues of women students.

2009 Recommendation(s): The President shall appoint a task force within the next two years to study gender equity issues specific to students.

1994 Objective 12B, part two: The analysis of gender issues for women students should include an assessment of acts of violence toward women at UofL.

Key Observation(s): Since 1995, UofL is required to report crimes under the Clery Act. An assessment of acts of violence towards women was accomplished in 2000 and 2001. It was titled, "Campus Survey Report: Safety Perception and Experiences of Violence," by Dr. Linda Bledsoe and Dr. Bibhuti Sar, Kent School of Social Work. The report, executive summary and key findings are available on line at <https://louisville.edu/peacc/education>.

2009 Recommendation(s): Current reports indicate that sexual violence is under-reported generally but all types of violence against college students are less likely to be reported than violence against non-students in the same age group (18 - 24).⁸ This under-reporting of violence by college students argues for the necessity of updating the 2001 "Campus Survey Report: Safety Perception and Experiences of Violence," with relevant statistics on incidents of violence and the impact that violence has on student's academic success, mental health, and retention. As such, appropriate funding shall be designated to update the 2001 survey report for 2009-2010. This survey and resulting implementations shall be completed in conjunction with, and in support of, the UofL PEACC Program.

⁸ "Violence against college students (34%) was less likely to be reported to the police than violence against nonstudents (47%)." from Hart, T. C. (2003, December). National Crime Victimization Survey, 1995-2000: Violent Victimization of College Students. Bureau of Justice Statistics, NCJ 196143. Available at <http://www.ojp.usdoj.gov/bjs/pub/pdf/vves00.pdf>.

1994 Objective 12C: The status of part-time faculty should be reassessed in greater detail, paying attention to gender equity issues.

Key Observation(s): This issue is addressed in Section 9 of the Task Force Report.

1994 Objective 12D: Issues of climate and attitudes toward women, and gender equity balance and parity with the University Athletic Department should be addressed. This should be more than simply determining whether this department meets NCAA requirements.

Key Observation(s): Great strides have been made in achieving this goal and the Athletic Department has systems in place to continually improve and address gender equity issues. (See Appendix J for rates of participation and athletic scholarships.)

2009 Recommendation(s): UofL Athletics Department shall continue to support women athletes and the athletics staff.

Appendices

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Integrated Post Secondary Educational Data System (IPEDS) Job Category Definitions

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Athletics Status Report

Appendix K

COSW Annual Reports for 2007-2008 & 2008-2009

Appendix A

Integrated Post Secondary Educational Data System (IPEDS) Job Category Definitions

Executive, administrative, and managerial

A primary function or occupational activity category used to classify persons whose assignments require management of the institution, or a customarily recognized department or subdivision thereof. Assignments require the performance of work directly related to management policies or general business operations of the institution, department or subdivision. Assignments in this category customarily and regularly require the incumbent to exercise discretion and independent judgment.

Other professional (support/service)

A primary function or occupational activity category used to classify persons employed for the primary purpose of performing academic support, student service, and institutional support, whose assignments would require either a baccalaureate degree or higher or experience of such kind and amount as to provide a comparable background.

Technical and paraprofessional

A primary function or occupational activity category used to classify persons whose assignments require specialized knowledge or skills that may be acquired through experience, apprenticeship, on-the-job-training, or academic work in occupationally specific programs that result in a 2-year degree or other certificate or diploma. Includes persons who perform some of the duties of a professional in a supportive role, which usually requires less formal training and/or experience than normally required for professional status.

Clerical and secretarial

A primary function or occupational activity category used to classify persons whose assignments typically are associated with clerical activities or are specifically of a secretarial nature. Includes personnel who are responsible for internal and external communications, recording and retrieval of data (other than computer programmer) and/or information and other paperwork required in an office.

Skilled crafts

A primary function or occupational activity category used to classify persons whose assignments typically require special manual skills and a thorough and comprehensive knowledge of the processes involved in the work, acquired through on-the-job-training and experience or through apprenticeship or other formal training programs.

Service/maintenance

A primary function or occupational activity category used to classify persons whose assignments require limited degrees of previously acquired skills and knowledge and in which workers perform duties that result in or contribute to the comfort, convenience, and hygiene of personnel and the student body or that contribute to the upkeep of the institutional property.

Source: United States Department of Education Institute of Education Sciences, National Center for Education Statistics (2009). *Integrated Postsecondary Education Data System*. Retrieved May 2009, from <http://www.nces.ed.gov/IPEDS/>

Appendix B

2007-2009 Salary Structure for Exempt Professional and Administrative Staff

2007 - 2009 SALARY STRUCTURE FOR EXEMPT (PROFESSIONAL AND ADMINISTRATIVE STAFF)

Effective July 1, 2007 thru June 30, 2009

Grade*	Minimum	Midpoint	Maximum
EB	\$23,660	\$28,489	\$33,317
EC	\$24,596	\$32,212	\$39,828
ED	\$29,024	\$38,011	\$46,999
EE	\$33,591	\$44,869	\$56,146
EF	\$39,637	\$52,944	\$66,252
EG	\$46,771	\$62,474	\$78,178
EH	\$54,150	\$73,744	\$93,339
EI	\$63,894	\$87,016	\$110,137
EJ	\$75,395	\$102,679	\$129,962

E indicates Exempt (P & A)

* Salary grade EA was eliminated as of July 1, 2006.

\$23,660 is the FLSA minimum for Exempt positions.

Appendix C

Wage Structure for Non-Exempt Classified Staff

2007 - 2009 WAGE STRUCTURE FOR NON- EXEMPT

(CLASSIFIED STAFF) HOURLY RATES

Effective July 1, 2007 thru June 30, 2009

Grade*	Minimum	Midpoint	Maximum
NA	\$8.67	\$11.12	\$13.57
NB	\$10.21	\$13.11	\$16.02
NC	\$11.83	\$15.49	\$19.15
ND	\$13.96	\$18.27	\$22.59
NE	\$16.15	\$21.58	\$27.01
NF	\$19.05	\$25.45	\$31.86
NG	\$22.49	\$30.04	\$37.59
NH	\$26.04	\$35.46	\$44.88
NI	\$30.72	\$41.83	\$52.94

N indicates Non-Exempt (Classified)

Appendix D

Characterization of Women in Periodicals Article Scoring Rubric

Score	Description
0	Article features a man/men as topic; article does not cite or represent women.
1	Article cites one or more women whose perspective informs <i>less than 50%</i> of topic.
2	Article cites one or more women whose perspective informs <i>50% or more</i> of topic.
3	Article features a woman/women as topic (not cover story).
4	Woman/women are pictured or represented on cover indicating cover story.

All categories are mutually exclusive.

Appendix E

Characterization of Women in Periodicals Cover Content and Photo Scoring Rubric

Rating	Description
Women	Photo features at least one woman. May include computer generated and illustrated representation. May or may not include a man or men.
Male	Photo features only a man/men representation. May include computer generated and illustrated representation.
Non Gender Specific	Photo features non-human object.

Appendix F

Report on Focus Groups with Women Staff and Faculty Sponsored by the COSW

Introduction and Background

The COSW's Chair and other COSW Commissioners attended an audio conference, "*Barriers to Success and Women Faculty*" to explore additional methods of assessing the status of women faculty and staff on campus.

As a result, the COSW decided to conduct focus groups with women staff and faculty on Belknap and Health Science Campuses for the purpose of providing opportunities for women employees to voice any concerns they might have in addition to gaining an in depth understanding of issues that might be affecting campus climate.

Qualitative research has different purposes than quantitative research and is well-suited for the Commission's goal to hear the voices of women faculty and staff and in order to understand their perceptions regarding their current status on campus. Qualitative research attempts to answer questions, such as: how do people view themselves and their circumstances, what are their experiences, and what do these experiences mean to them? Focus group methodology is an accepted data collection approach in qualitative research. It can be seen as an interview style designed for small groups and is appropriate for capturing data at one point in time.⁹

A set of questions were developed for staff and for faculty after examining national themes that impacted women faculty and staff. Commissioner Edna Ross suggested that the questions be presented to the focus group participants using iClicker technology in order to encourage participant input and gather as much information as possible. Drs. Ross and Marianne Hutti facilitated the faculty focus groups. Dr. Ross and Sharon LaRue facilitated the staff focus group sessions.

Staff Focus groups were grouped into Administrative, Professional, and Classified Staff sessions. A detailed report with quotes from the focus group participants will be forthcoming and available upon request. Identifying language was redacted to protect the confidentiality and anonymity of the participants.

Methodology

Focus Group Questions

Due to differences in faculty and staff responsibilities and roles, it was decided that separate groups would be conducted for staff and for faculty and the following two sets of questions were developed.

Questions for Faculty	Questions for Staff
1. I understand what is required of me to get tenure and promoted.	1. I understand what is required of me to get raises and promotion.
2. More is expected of me professionally than is expected of my male counterparts.	2. More is expected of me than is expected of my male counterparts.
3. University leave policies are clearly defined and fairly administered across my	3. University Family and Medical Leave Policies are clearly explained and fairly

⁹ Berg, B. L. (2004). *Qualitative research methods for the social sciences* (5th ed.). Boston, MA: Pearson Education, Inc.

unit/department.	administered across my department/unit.
4. I have considered leaving academia for a less stressful job on me and/or my family.	4. I have considered leaving the university for a less stressful job on me and /or my family.
5. Stopping the tenure clock for a year for parenthood is a good idea.	5. Having the option of a flexible work plan would be attractive to me. (This includes such plans as a four day work week, staggered work schedules, telecommuting, job sharing, etc.).
6. My department/unit supports me as a professional.	6. My department/unit supports me.
7. The university provides support and incentives for women to advance.	7. The university provides support and incentives for women to advance.
8. University policies for tenure and promotion are preferential to me.	8. University policies for raises and promotion favor men.
9. Childcare issues are significant detractors from my professional life.	9. Childcare issues take away from my work life.
10. Sexual harassment issues are significant detractors from my professional life.	10. Sexual harassment issues take away from my work life.
11. Eldercare issues are significant detractors from my professional life.	11. Elder care issues take away from my work life.
12. Balancing the dual requirements of preparing for tenure/being senior faculty with “having a life” is difficult at U of L.	12. Trying to advance at work and also having a personal life are difficult to do at U of L.
13. In my unit/department, I feel that the quality of my work must be perfect, and I am unable to achieve that level of work.	13. In my unit/department, the quality of my work must be perfect, and I am unable to achieve that level of work.

Recruitment and Sample

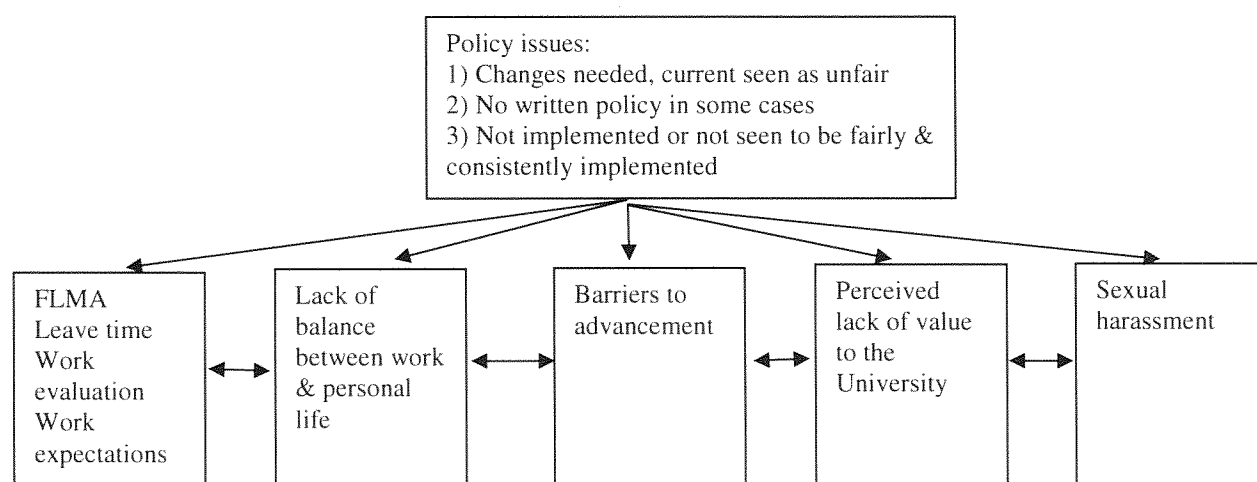
As is standard practice in qualitative research, a purposive sampling¹⁰ approach was used. All participants were volunteers and were primarily recruited through announcements placed in UofL Today. Flyers were also placed in offices to assure that staff with little or no computer access would also be invited. A \$25 stipend and lunch were offered as incentives for participation. All responses are anonymous.

Sixty-seven women faculty participated in focus groups on Health Science Campus (1 group) or on Belknap campus (3 groups). Demographics were not recorded to protect anonymity. Ten of the Colleges and Schools at the University were represented. Women faculty were recruited in the same manner and received the same incentive. Ninety-five women staff participated. Three focus groups were offered on Belknap campus and two were offered on Health Science campus.

¹⁰ Padgett D. (1998). *Qualitative Methods in Social Work Research*. Thousand Oaks, CA: Sage Publications.

Analyses of Staff Focus Group Data

A number of themes repeated emerged across staff focus groups and sometimes regardless of the question asked. These over-arching themes were: a) policy issues that impact nearly all of the other issues raised by participants, b) access barriers for use of leave time and Family and Medical Leave Policy, c) evaluation of employees' work, d) expectations of employees, e) lack of possibilities for career advancement, f) work climate problems including sexual harassment, g) staff's perceived lack of value from the University, and h) lack of balance in work and personal life. Figure 30 displays how these issues were represented in the responses from the focus group participants as interacting to impact their work and personal lives. Additionally, the detrimental impacts of recent years' budget reductions were repeatedly commented on.



Family and Medical Leave Policy • Leave time • Work evaluation • Work expectations

Policies for Family and Medical leave were seen as not always clear. In addition, a number of participants commented that ***Family and Medical Leave*** was not fairly or consistently administered within or across departments. For example, some employees were seen as being able to make “under the table” deals, while others were not. While some departments honor qualifying adults other do not.

A number of similar concerns were expressed about barriers to the use of ***sick leave***. Professional and administrative staff stated they experienced an unfair balance between the hours required to work and being asked to use sick time for brief absences from the office. Some reported being required to work even while on sick or medical leave.

A number of comments addressed the ***continuing stigma and lack of confidentiality associated with mental health needs***, which create barriers to obtaining routine, appropriate care.

The ***evaluation process*** produced a large volume of responses. Responses included concerns about clarity of current policies, fair and consistent implementation of policy, and a sense of powerless in the process. For example, respondents commented that evaluation tools were not sufficient to measure the different kinds of work done by staff and that evaluators often did not have the necessary expertise to judge the work done. Some respondents also commented that evaluations are subject to the personal whims of evaluators, and their work is sometimes evaluated based on how well they get along with others. A number of respondents reported a perception that different standards are used to evaluate the work of men and women, and that they feel there is no recourse in the case of a negative evaluation, since any complaints will label them as troublemakers.

Further, staff reported a lack of connection between job performance and pay, citing that superior performances were not rewarded by raises.

In regards to **work expectations**, participants reported excessive work demands and sometimes unreasonable expectations, in particular the demand to be in constant contact with the office and with students. Some participants noted that **more work was expected of women employees** than male employees and that there was a difference in pay. In addition, women are often required to take on female-gendered tasks (i.e., clerical work) while men are not.

Lack of balance between work and personal life

Staff perceived that the University stated support for a **balance between work and personal life**, but participants' responses indicated that often there was no real time away from work. The use of virtual office technology (laptops, cell phones) was often cited as increasing work expectations and interfering with time off. Respondents commented on the lack of flex scheduling and reported on being called at home when men are not,¹ as well as being required to "volunteer," and even being called into work while on maternity leave. Women without children felt they had no justification in taking time off. Respondents feared being considered "not a team player" if they complained.

Note: ¹ This comment is also cited under barriers to use of Family and Medical Leave.

Flexible scheduling (flextime) has generally been seen as one way to support balance between work and home life, and participants were asked their opinion about **flexible work plans**. Staff expressed concerns about fair work distribution under a flexible work plan, since it was seen as resulting in more work for five day employees as well as causing scheduling conflicts that likewise resulted in more work for some.

Barriers to advancement

Participants gave a number of examples of barriers to advancement, including a lack of a career ladder, mentoring, and other types of support. Some participants stated that although there is a general lack of support for staff, this is particularly true for women.

Inconsistent access to additional education with tuition remission and the perceived preference for external candidates were also seen as impediments to advancement. Length of service at the University was perceived as a barrier, not a strength.

Additionally, the many effects of recent years' budget reductions were discussed. These effects included decreased opportunity for promotion since there was no money in the budget for this, increased work load, and increased job stress. Some participants stated that women were more negatively impacted on pay issues than men, noting that men are paid more than women, the annual raise process does not allow departments to address equity issues, and that women tend to occupy RIF positions.

Compensation issues are further complicated by lack of clear communication of relevant policies regarding range to range adjustments and reclassification.

Perceived lack of value to the University

Some participants expressed that they did not feel as if their work was valued by the University. They expressed a desire for their concerns and needs to be heard and addressed. In fact, some of the participants thanked focus group facilitators repeatedly for allowing them to voice their opinions. Some said it was the first time they felt supported by the University.

It should also be noted that after one focus group, participants stayed behind to say only a few were given the flyer about the focus group. They found it and hid it in their pocket so they would have the correct date and time.

Sexual harassment

Initially, participants had few comments to offer regarding sexual harassment. However, after sexual harassment was defined as including hostile workplace environment as well as “quid pro quo” situations, they reported numerous examples of forms of sexual harassment. Women reported having pet names given to them in ways that undercut the power of their job role; that complaints against offensive behavior were often dismissed by supervisors as well as coworkers; that supervisors often allowed and even instigated discriminatory treatment; and that when women did complain, they received no support from those in higher positions. Some respondents reported being harassed repeatedly by supervisors.

Recommendations

Throughout the focus groups, women offered a number of recommendations to address the concerns they had raised:

- Hire a ‘floater’ to do custodial work when an employee is absent or on FMLA. Otherwise, other staff cannot take a day off for extended periods of time.
- Supervisor training on diversity and gender awareness is needed.
- All supervisors should remember to praise as well as critique employees.
- All supervisors should attend mandatory supervision series and mandatory training on the Redbook.
- Implement 360 performance evaluations.
- In regard to flexible work schedules: a) Clearly defined roles must be established in advance, b) It should not be up to each department to make the decision whether or not to have flextime or how it is implemented, c) Consistency is needed.

Analyses of Faculty Focus Group Data

Women faculty addressed a number of concerns regarding a) career advancement issues related to a gendering of service work, inadequate rewards for service and instruction, as well as the lack of adequate mentoring systems and other support for women faculty; b) work/life issues, in particular the lack of consistent or fair maternal leave policies, access to childcare, as well as concerns with the effect of childcare and family decisions on career tracks; and c) sexual harassment.

Career Advancement

Faculty report a “***gendering***” of service at the university. Many women felt they were expected to do more than their male counterparts (heavy advising loads, extra committee work, serving on MA and Ph.D. committees, etc) without adequate compensation for doing so. Many women felt that they were coerced into serving on departmental/unit committees. They report being viewed as uncooperative and not “team players” when they refuse to take on department/ unit committee/administrative duties, while men are not labeled for their refusal. Women reported being expected to take on female-gendered tasks within committees, such as performing secretarial functions. Women faculty expressed a great deal of concern that women were often trapped in low-level departmental/unit administrative jobs and performing significant amounts of service to the university in their work with students and/or faculty that is not rewarded in promotion or tenure, while male colleagues could refuse such positions and concentrate on research activities that were more likely to lead to promotion and other awards. Associate professor status is seen as a bottle neck for women because of heavy administrative and service involvement.

Faculty report that the ***development of teaching skills is not rewarded***; an implicit and explicit attitude is that time spent on activities such as workshops and learning communities would be better spent on research activities. Women and minority faculty report being disadvantaged by current student evaluation methodologies which do not control for gender or racial bias and are largely based on measures of student satisfaction. They desire more objective measures of teaching competencies to be developed and used by the university.

Women reported an urgent ***need for mentoring on publishing and grant writing***. They do not feel like they have access to the same resources and information as many of their male colleagues. In addition, they feel that they are “on their own” without university support. For example, participation in national and international meetings and conferences is an expectation for promotion, however there is no economic support for travel, so faculty must pay from their own low salaries to get tenure.

Work/Life Issues

Respondents report that ***childcare issues are a significant detractor from job satisfaction*** at UofL and also remain a barrier in career advancement. Respondents commented on the lack of an official university maternity and new child care policy and observed that explicit and implicit policies differ widely between departments and units. Many women expressed dismay at how their pregnancy and new child care issues were viewed by their unit administration; others reported being expected to make-up maternity time. Women faculty reported a need for university-sponsored childcare 24/7 and on weekends (for HSC clinical faculty). Single women faculty have a particular need for childcare that is magnified by the fact that they are typically at the lower end of the university pay scale.

Childcare issues affect women throughout their work life. Faculty noted that the University should have policies to accommodate women who take time off to rear their children—at present no tenure and promotion policies recognize non-traditional career paths. Women are older than their male counterparts if they take time out (or work part-time) to raise their children. Those who choose a non-traditional career path and are older when they apply for grants often encounter ageism within the grant proposal process, which affects their chances for tenure and promotion.

Younger women faculty report that it is difficult to find time to date, much less marry and have children; when married, some assistant professors are making decisions not to have children or to delay child-bearing until after tenure.

Sexual harassment

Women faculty reported two instances of sexual harassment. *Women faculty are warned not to file warranted grievances* because they will be labeled as “trouble-makers.” Faculty reported instances of being described as “too ambitious,” by male colleagues, and as “too sensitive” when they have complained about their treatment. Young faculty women especially report deliberate attempts at intimidation by male students as well as the use of derogatory nicknames like “sweetie.” In addition, they cited examples of a lack of respect for women at high University levels as in the case of a tenure letter addressed to “Mrs.” instead of “Dr.”

Recommendations

Throughout the focus groups, women offered a number of recommendations in order to facilitate the success of women faculty at UofL:

- New policies are needed to better accommodate the needs of women faculty:
 - Maternity/Adoption Leave Policy
 - Eldercare Policy
 - A tenure clock “stop” for a year for either parent for childcare.
- Subsidized childcare needed on campus for faculty and staff; also needed 24/7 on HSC Campus; need “drop in” service for “mildly ill” children.
- Non-traditional career paths need to be developed for women who have taken time out to raise families and are older when they enter the University faculty workforce.
- Administrative service/duty inequities between males and women should be addressed. Men should be held to the same level of accountability as women for work done on committees; should be placed on the same number of committees, and have the same service expectations as women. Service should be valued and compensated adequately, especially in relation to promotion and tenure
- Quantitative measures of teaching and service activities be devised and teaching and service should count toward tenure and promotion.
- Better teaching evaluation instruments need to be constructed in order to control for gender and racial biases.
- Advising evaluations should be instituted so that women will get credit for their advising work.
- Pay inequities need to be redressed
- More support of junior women faculty in the form of travel money or course release time for research.
- A systematic, structured mentoring system with mentors from inside and outside the university should be put into place. The system should not overtax senior women faculty.

Appendix G

Benchmark Faculty Analysis

In order to learn how the percentages of full-time¹ women assistant professors, associate professors, and professors to total full-time university faculty at UofL compared to other research institutions in 2007, an analysis of 21 benchmark institutions was conducted.² Using the Integrated Postsecondary Education Data System (IPEDS) peer analysis system, the number of assistant professors, associate professors, professors, and total university faculty were extracted for comparison. The following chart details the percentage of full-time women faculty to total full-time university faculty at each academic rank for UofL and the median of the benchmark institutions. Additionally, the minimum and maximum percentages of the benchmark institutions are included. Lastly, UofL's ranking relative to the 21 benchmark institutions is reflected for each academic rank.

Percentage of full-time women faculty to total full-time university faculty

Rank	Median of Benchmark Institutions	UofL	Minimum Percentage	Maximum Percentage	UofL's Ranking
Total women university faculty ³	37%	35%	29%	44%	17
Assistant Professor	14%	14%	6%	17%	11
Associate Professor	9%	10%	5%	13%	7
Professor	6%	6%	3%	9%	10

When comparing the percentage of full-time women faculty to total full-time university faculty at 21 benchmark institutions, UofL's highest rank (7) was at the academic rank of associate professors. UofL's lowest rank (17) was the percentage of total full-time women faculty to total full-time university faculty. However, it is important to note that UofL was either at or above the median of the benchmark institutions at the academic ranks of assistant professor, associate professor, and professor.

Top Benchmark Institutions

Percentage of full-time women faculty to total faculty:

1. University of Missouri-Kansas City	44%
2. University of New Mexico-Main Campus	43%
3. Virginia Commonwealth University	42%
4. University of South Florida	40%
5. University of North Carolina at Chapel Hill	40%
17. University of Louisville	35%

Note: UofL is **9% below** the top university.

Percentage of full-time women assistant professors to total faculty:

1. University of Alabama at Birmingham	17%	}	Note: UofL is 3% below the top university.
2. University of Illinois at Chicago	17%		
3. University of South Florida	17%		
4. University of Pittsburgh-Pittsburgh Campus	16%		
5. Wayne State University	16%		
11. University of Louisville	14%		

Percentage of full-time women associate professors to total faculty:

1. University of Nevada-Reno	13%	}	Note: UofL is 3% below the top university.
2. University of Cincinnati-Main Campus	12%		
3. Indiana University-Purdue University-Indianapolis	11%		
4. University of New Mexico-Main Campus	11%		
5. University at Buffalo	11%		
7. University of Louisville	10%		

Percentage of full-time women full professors to total faculty:

1. University of New Mexico-Main Campus	9%	}	Note: UofL is 3% below the top university.
2. University of North Carolina at Chapel Hill	7%		
3. University of California-Irvine	7%		
4. University of Cincinnati-Main Campus	7%		
5. University of Illinois at Chicago	7%		
10. University of Louisville	6%		

¹The percentages displayed in the chart for UofL are not comparable to Figure 3. Figure 3 includes ***both full-time and part-time faculty***.

²The following institutions were included in the benchmark analysis: Indiana University-Purdue University-Indianapolis, Stony Brook University, Temple University, University at Buffalo, University of Alabama at Birmingham, University of California-Irvine, University of California-San Diego, University of Cincinnati-Main Campus, University of Illinois at Chicago, University of Iowa, University of Missouri-Columbia, University of Missouri-Kansas City, University of Nevada-Reno, University of New Mexico-Main Campus, University of North Carolina at Chapel Hill, University of Pittsburgh-Pittsburgh Campus, University of South Carolina-Columbia, University of South Florida, University of Utah, Virginia Commonwealth University, and Wayne State University.

³Total women university faculty includes all employees with an IPEDS job category of “faculty.”

Prepared by: Institutional Research and Planning, Office of Academic Planning and Accountability

Appendix H

Methodology

In an effort to update the “Meeting the 21st Century: Access, Opportunity, and Achievement” Report of the Task Force on the Status of Women published in 1994, an examination of the status of women relating to both positions held and service performed within the university was analyzed for the years 2001, 2004, and 2007. This section describes the methodology used in the data analysis.

Data were compiled from four main institutional sources: (1) Office of Academic Planning & Accountability/Institutional Research and Planning; (2) Human Resources; (3) Office of Faculty Personnel; and (4) University Archives. The data derived from official faculty/staff extracts maintained by Institutional Research and Planning were normalized for comparison by retroactively applying the 2007 Integrated Postsecondary Education Data System (IPEDS) job category definitions to both 2001 and 2004. This normalization allowed for a valid comparison across job categories for the three data points. Normalization was necessary since the IPEDS definitions of job categories had changed during the time from 2001 to 2007, resulting in some employees’ job categories changing by definition rather than through professional advancement within the university.

According to IPEDS, “faculty” is defined as “persons identified by the institution as such and typically those whose initial assignments are made for the purpose of conducting instruction, research or public service as a principal activity (or activities).” Faculty may or may not hold academic rank. For the purposes of this analysis, those holding faculty rank whose primary appointment is within the University Libraries are also defined as “faculty.” Furthermore, the job category of “Executive, administrative, and managerial” is restricted to only university board-appointed administrators. Complete descriptions of each IPEDS job category are available in Appendix A.

It is important to note that the analysis in this document includes both full-time and part-time employees. Employees were assigned to each IPEDS job category based upon their primary job appointment. The classification of job titles into job grades and IPEDS categories is determined by Human Resources. Additionally, salary data used in this analysis represent base salary and do not take into account any supplemental or x-pay received by the employee. Also, for confidentiality, cells with less than five observations are denoted by an asterisk (*).

In addition, data were collected from *UofL Connection*, the monthly E-Newsletter distributed by the UofL Alumni Association’s, *UofL Magazine*, published quarterly by the Office of Communications and Marketing, and *UofL Medicine* magazine, published semiannually by UofL’s School of Medicine, in an attempt to survey the representation of women in the university’s publications. A scoring rubric was created for article analysis and photo content. Complete descriptions of each scoring rubric can be found in Appendices D and E. The intent of the analysis was to replicate the review of publications presented in the 1994 Task Force report; however, publications reviewed for the current report during the time period of August – December 2008 were limited to those editions available online or in paper form at the time of review.

An article scoring rubric was written to capture the degree of gender representation according to the following criteria. The rubric assigned a number of 4, 3, 2, 1, or 0 to each article. To receive a score of “4”, the article was a cover story featuring a female as the main topic. The score of “3” was assigned to any article that featured a woman as the main topic, excluding those classified as the cover story. If 50% or greater of the perspectives in the article were female, the article received a score of “2”. If fewer than 50% of the perspectives presented in the article were female, the article received a score of “1”. Articles

containing no female citations received a score of “0”. Each article was read and assigned only one score from these mutually exclusive categories. Please note that the rubric score is subject to the opinion of the reader and inter-reliability testing was not performed.

Photos were scored according to a rubric written to capture male, female, or non-gender specific content. For example, if only male/males were featured, the photo was categorized as “male.” “Non-gender specific” was assigned if the photo featured any non human object, such as a building, animal, or abstract computer-generated image. Finally, photos categorized as “female” include those featuring female/females as well as those with both males and females portrayed. In other words, no separate category existed for photos that featured both male and female; if a female was present, the photo was categorized as “female.”

Finally, figures presented in this document were created to replicate the figures/tables/graphs available in the 1994 Task Force report, using data from 2001, 2004, and 2007 wherever possible. Caution must be taken when comparing these figures to the 1994 Report. As previously noted, 2007 IPEDS job categories were retroactively applied to 2001 and 2004 data. As a result, staff categories may not be comparable to those presented in the original report. Furthermore, the classification of job grades was changed by Human Resources between 2001 and 2004. The 2001 data, classified through the previous schema, were not used. The mapping of the job grades was not available from Human Resources; hence the only valid comparison of job grades is between 2004 and 2007.

Prepared by: Institutional Research & Planning, Office of Academic Accountability & Planning

Appendix I

Women's and Gender Studies Department (WGST)

The Women's and Gender Studies department (WGST) currently has one full-time staff member and five faculty members, two with joint appointments in other departments, and two with reduced teaching loads due to duties outside the department. A sixth faculty member will begin an appointment in WGST in fall of 2010, but will also have duties outside the department. Thus, WGST only has one 100% appointment within WGST without a reduced teaching load and remains dependent upon affiliated faculty in other departments to continue to offer courses at both the undergraduate and graduate level. Additionally, the department does not currently have enough physical space allocated to house its entire faculty and has no meeting room to conduct department business. There is no "common" space available to majors or graduate students that might aid in constructing a sense of community for students and furthering retention rates. Furthermore, despite a significant increase in the number of students attending the graduate program (13 M.A. students will enter fall of 2009), the department has only one graduate assistantship. The number of assistantships is far below the assistantships allotted to many departments and even lower than departments with a smaller number of graduate students (i.e., History). The chair of the department reports that the M.A. program has lost students each year who have been accepted to the program but chosen to go elsewhere due to the lack of available funding.

MEETING GUESTS

- **Kelly Young, Lacrosse Coach**
- **Susan Howarth & Mike Curtin, Budget**
- **Dennis Hall, Ombudsperson**
- **Kim Maffet, HR Interim VP (with EC)**
- **Staff Senate Leadership met with Sharon LaRue & Susan Duncan**
- **Future guests include Terry Mattingly (EAP) & Dan Hall (Community Engagement)**
- **Sharon LaRue & Valerie Casey met with Theresa Butler to gather information on a mentoring program.**