

1996 Final Report of the Task Force on the Status of Women at IUPUI

The need for action to address a variety of issues relate to women at IUPUI was established by a series of events. In August 1994, Kathleen Warfel, President of the IUPUI Faculty Council and William Plater, Dean of the Faculties, charged the Task Force on the Status of Women to (1) review data on the professional status of women to study how women are appointed, supported, and advanced within IUPUI, (2) improve conditions at IUPUI to make this a campus where women faculty can succeed professionally, (3) recommend strategies for change, and (4) produce a document that can be widely distributed and discussed. The Task Force was directed to concentrate on women faculty as the starting point for the discussion of the status on women on our campus. In November 1994, Myles Brand, President of Indiana University, initiated the university-wide Strategic Directions discussions. These discussions produced thirty Strategic Directions Initiatives which included recognition that the status of women within Indiana University requires attention. Funding Area 21 calls for proposals to "ensure that women are recruited, appointed, and retained in all areas of the university, and that women students are encouraged to enter all academic fields". During fall semester 1995, the publicized allegations of sexual harassment by an IUPUI administrator further substantiated the need for action.

After extensive review of the literature, consultation and examination of the available information describing the situation of women on this campus, the Task Force on the Status of Women recognized that significant problems confront women faculty at IUPUI. While the Task Force elected to proceed on a constructive path rather than belaboring problem identification, data gathering continued as demonstrated by the information contained in the appendices. The Task Force sought to recognize strategies which have been successful at IUPUI and other institutions and identify solutions which will meet the needs of IUPUI. We envisioned a future with a permanent and formal campus mechanism to address the status of women faculty, librarians, staff, and students and a campus climate which makes IUPUI an institution where women can succeed.

In January 1996, the Task Force issued a dissemination draft report so that we could meet our charge to produce a document that could be widely disseminated and discussed. The Task Force submitted a Strategic Directions Charter Initiative Implementation Proposal to fund the Office for Women and a number of recommendations contained in this report. Through the campus wide review process for the Strategic Directions proposals and other discussion venues such as a Campus Forum (April 11, 1996), the Task Force received comments from the campus community which have shaped this report.

While the responsibilities of the Task Force on Women conclude with the submission of this report, the members of the Task Force are pleased that the Strategic Directions proposal was successful in generating the funding needed to implement the IUPUI Office for Women and other recommendations within the action agenda.

Statement of the problem

In spite of official statements of commitment and the concern of central campus administration, IUPUI does not uniformly create and maintain a work and learning environment where diversity is valued and all members of our community can thrive.

Current Climate

Indiana University and IUPUI have a long standing commitment to gender equity. The Board of Trustees adopted a statement of the University's Objectives and Ideals which states in part, "Indiana University is committed to the principle of equal educational and occupational opportunities for all persons and to positive action toward elimination of discrimination in all

phases of University life, as set forth in the Indiana University Affirmative Action Plan." (June 29, 1974, Indiana University Academic Handbook, 1992, p.2). The Indiana University Academic Handbook contains policy statements adopted by the Board of Trustees and the University Faculty Council establishing the commitment to equal employment opportunity and affirmative action as well as the prohibitions against sex discrimination and sexual harassment. (See Appendix I for definitions of gender based terms.) In the IUPUI Supplement to the IU Academic Handbook, the IUPUI administration clearly state the expectations for this campus. "As an institution of higher learning, we have a special obligation to not only follow the letter of the laws that protect our individual rights and human dignity but also to champion the spirit of the laws. Periodically, we must reaffirm the fundamental ethics and values that form the groundwork for the university climate we wish to maintain. Among those values is fostering a climate of civility and mutual respect regardless of race, gender, age or status in the institution. Our institutional ethic demands that we foster the best possible environment for doing our work as educators, learners, and supporters of the educational process." (Indiana University Academic Handbook IUPUI Supplement 95-97, p 57) The IUPUI Statement of Vision, Mission, Values and Aspirations includes a commitment to the personal and professional development of its students, faculty, and staff and to continuous improvement of its programs and services.

The Task Force on the Status of Women developed a set of KEY INDICATORS to generate a representation of the campus climates for women. Data are available for some of the Key Indicators; others will require implementation of appropriate mechanisms to routinely collect the information. These Key Indicators (and others which may be subsequently identified) provide one of the mechanisms which will enable the campus, schools, and departments to assess their progress in meeting the gender equity commitment indicated in the preceding IU and IUPUI references. The IUPUI KEY INDICATORS are presented in Appendix II. While the majority of the data is presented for the campus, schools and departments must conduct a similar analysis. Additional representations of the status of women faculty at IUPUI are contained in the Study of Women Faculty At IUPUI generated by the Faculty Records Office and the Office of Information Management and Institutional Research as reference material for the Task Force.

While interpretation of the data requires careful analysis of multiple factors, the aggregate picture suggests that this analysis must occur. The following are examples of the information reviewed. In 1993 and 1994, women faculty recently promoted or appointed to full, associate, or assistant professor rank generally earned less than their male counterparts. Furthermore, while IUPUI is a leader among ten peer institutions regarding the percentage of women who are full-time faculty at senior ranks, IUPUI women's salary as a percentage of men's salary ranked fourth for full, seventh for associate and sixth for assistant professors. (See Appendix III) A smaller percentage of women hired between 1982 and 1987 were tenured or promoted when compared with men hired in the same time period. (See Appendix II) An analysis of the IUPUI men and women faculty in General Academic programs for the Fall 1992 semester indicated that women full professors averaged slightly more group sections, nearly 50% more credit hours and 50% higher proportions of lower division instruction than their male counterparts. (Study of Women Faculty: Instructional Workload Comparisons, Victor Borden, 4/13/94). Additional indications of the gender based discrepancies are contained in the Appendices of this report.

ACTION AGENDA

Establish The IUPUI Office for Women

The IUPUI Office for Women is charged to:

- assess, document, and monitor the climate for women in all their roles on the campus in general as well as in the schools and units,
- clarify the vision of the transformed university to provided direction to the efforts of

- IUPUI, and
• set and implement an action agenda for change.

Implementation of this charge will require focusing in at least four major areas. (1) The issues related to the recruitment, retention, recognition, and advancement of women in all roles on this campus must be clarified and actions taken to change the status quo. (2) Attitudes, norms, and values must be addressed including identification of those which devalue any group as well as generating initiatives to promote an environment which attracts women to the campus and where women can succeed. (3) Accountability for administrative decision-making which positively or negatively impacts on women must be established including training for administrators. (4) Within schools, curricula and classroom environments must be assessed in relationship to the climate for under-represented groups. In prioritizing the multiple tasks that require attention, the first should be a careful assessment of the current environmental conditions for IUPUI women faculty, librarians, and professional staff. Regular reporting on key indicators of the status of women at IUPUI is critical. Suggestions for Key Indicators are presented in Appendix II.

To be successful, the IUPUI Office for Women must focus on all women who contribute to the success of IUPUI, not just on women faculty. Successful efforts that positively impact on the environment for women will be identified and information widely disseminated.

Funding must be made available to support projects to improve the climate for women and to promote communication among women. Included in these projects should be development of mentoring strategies specific to different groups. It will be important for this Office to have a strong liaison with the Women's Studies Program, including support of Women's Studies initiatives that pertain to the campus more than only to the academic program within the School of Liberal Arts.

It will also be important for the Office for Women to have a strong cooperative and collaborative relationship with the Affirmative Action Office. The Affirmative Action Office is charged with a variety of responsibilities including investigation of charges of sexual harassment and the communication, interpretation, and monitoring of the IUPUI Equal Opportunity Policy. The Office for Women will work with the Affirmative Action Office in dissemination of information on the IUPUI policies and procedures related to these issues. However, the Office for Women responsibilities differ from those of the Affirmative Action Office in that the Office for Women can act as an advocate for women's interest in areas which require the Affirmative Action Office to act as the neutral investigator of complaints.

Given the current Strategic Directions Charter Initiative related to women, the Office should serve as an advocate for a University level focus on women's issues. The Office should take the lead in developing a collaborative approach among the Indiana University campus.

Critical to the success of the Office is the validation of the current and future directions of the Office through multiple mechanisms to elicit input from members of the campus community. The Commission on Women, described in a subsequent section, will provide the means for an integral connection between the Office for Women and the many parts of our campus community.

Appoint The Director of the IUPUI Office for Women/ Chair of the IUPUI Commission on Women

The success of these initiatives depends on the appointment of the director of the IUPUI Office for Women and chair of the IUPUI Commission on Women who is a part of central campus administration with direct access to the Chancellor and to the Executive Vice-Chancellor and

Dean of the Faculties. The director provides the leadership to improve and enrich the work and learning environment for women at IUPUI. The director provides advocacy and support for women by initiating, developing, and administering programs and services that address the needs and concerns of all women at IUPUI. This strategy has been utilized successfully by institutions such as Purdue University, Ohio State University, University of Minnesota, and IU East.

The director will lead the IUPUI Commission on Women in its implementation of the recommendations made by the Task Force on the Status of Women Faculty. Activities of the Commission are described in the next section.

The director of the Office for Women is charged to seek external funding to expand the initiatives described in this report. The Task Force on the Status of Women Faculty have been the process of seeking funding support for these initiatives by submitting a Strategic Directions Charter Initiatives Implementation Proposal.

Specific charges include:

- Provide leadership in developing, coordinating, implementing, and overseeing programs to improve the campus climate for women staff, faculty, librarians, and students including the diverse constituencies within each category.
- Maintain close working relationships with the Affirmative Action Office, the Office of Human Resources, other campus offices working on women's concerns and appropriate community organizations.
- Advise and collaborate with University administrators on the climate for women and work with schools, divisions, departments, and other campus groups to improve the climate for women and correct gender based inequities.
- Assist the campus, schools, and departments in developing initiatives to recruit women as students, faculty, and administrators, particularly in areas of under-representation.
- Coordinate activities of the Commission on Women.
- Act as a resource for faculty, librarians, staff, and students in resolving issues of harassment and sexual discrimination.
- Initiate and sponsor educational and professional development programs that meet the diverse needs of women, including funding pilot programs which focus on improving conditions for specific constituencies of IUPUI women.

Essential qualifications include an advanced degree; three years of full or part-time administrative experience in an academic setting; leadership experience and knowledge regarding issues for women in higher education; demonstrated experience and knowledge regarding diversity and multicultural issues in higher education; outstanding communication skills and demonstrated ability to work effectively with diverse constituencies including communities of color, members of the gay and lesbian communities and people with disabilities. Preferred qualifications include a PhD or comparable terminal degree and tenured status.

The director of the IUPUI Office for Women is part of the central campus administration with direct access to the Chancellor and Executive Vice-Chancellor and Dean of the Faculties. The position is a 12-month full-time appointment for an initial period of three years with subsequent annually renewable contracts. The appointee will retain a tenured faculty appointment with the School which granted tenure.

Develop the IUPUI Commission on Women

The Commission on Women is charged with development and recommendation of projects and

strategies to improve opportunities and conditions for women on the IUPUI campus. It will provide feedback to the Office for Women which will enhance the monitoring of the projects and strategies which are implemented.

Specifically, the Commission will evaluate the effectiveness of the strategies to accomplish the following campus objectives based on information provided by the Office for Women.

By the year 2000, IUPUI will:

- Increase the number of women in all faculty ranks and at all administrative levels, with particular focus on the areas of under-representation..
- Insure that women throughout the IUPUI campus receive support commensurate with men.
- Recruit and retain women, and recognize their accomplishments at IUPUI.
- Improve women's salaries and the conditions of work for all women on the campus.
- Coordinate educational programs for administrators, faculty, librarians, staff, and students relating to the campus climate for women.
- Deepen the gender content of courses and insure that a hospitable classroom climate exists for all women.
- Challenge prevailing norms, values, and attitudes that demean or devalue women.
- Hold faculty, librarians, staff, and administrators accountable for creating and maintaining humane, productive work environments for all members of the IUPUI community.

In addition, the Commission on Women will identify projects and activities which will improve the opportunities and conditions for women on the IUPUI campus.

The Commission on Women will be comprised of a broad base of faculty, librarians, and staff with representation from graduate, professional and undergraduate students. Nominations can be made by any member of the IUPUI community to the Task Force on the Status of Women by May 1, 1996. The Task Force will recommend nominees for appointment to the Commission. One-third of the initial faculty, librarian and staff appointments will be for one year; one-third will be two year appointments, and one-third will be for three years. In subsequent years, new appointees will be recommended by a Commission nominating committee prior to the end of the Spring semester for joint appointment by the Dean of the Faculties and the director of the Office for Women.

The full Commission shall meet no less than once each semester to determine the agenda for action. Smaller task forces comprised of Commission members and others will be formed to carry out individual projects which the Commission decides to undertake. Appendix IV contains a summary of the accomplishments of the IU East Commission on Women during a one year time period.

Commit to improving the campus climates for women

"Climate--The prevailing influence or environmental conditions characterizing a group or period." (Webster's Ninth New Collegiate Dictionary, 1986)

Climate can be defined in many ways, but the short dictionary definition provided above gives a good starting point for the discussion of institutional climate. For the purposes of this report, climate is defined as the prevailing influence or environmental conditions characterizing an institution or organization with specific reference to the prevailing conditions for women on the IUPUI campus. Climate is the attitudinal, procedural, economic, and cultural context within

which women work and study on this campus. Ideally, IUPUI should manifest a climate where women are valued in both discourse and actions at every level. This includes faculty, librarians, staff, and students.

Climate is about the quality of respect and support accorded women. Because it is so contextual, it is difficult to assess with quantifiable data. Qualitative indicators of climate are critical because the subtle elements which may best describe the climate often are lost in statistical analyses. The issues of gender-based discrimination and the issues of climate require separate consideration. Evidence of gender-based discrimination is more likely to be evident in quantifiable data. Characterization of the climate may require the addition of other forms of information gathering such as ethnographic interviews. Informal discussions between women on this campus and members of the Task Force indicate that the climate varies depending on the school and unit with the school. Initiatives to address these issues will need to be crafted to the needs of the specific situation. While this report establishes the outline of the key indicators of the climate for women on the IUPUI campus, additional information gathering will be required.

Reaffirm an Expectation of Equity

Equity in Representation and Leadership

The Task Force recommends that IUPUI establish gender equity as a goal. For the purposes of this report, gender equity is being defined as any composition of individuals whose gender reflects the gender composition of the student body or is an equal distribution between men and women. Progress towards this goal must be monitored and reported annually to the administration and the campus community.

The campus must develop an aggressive recruitment and retention policy in order to establish gender equity in all ranks of the faculty, in all categories of staff positions, and in all levels of administration throughout the campus. Procedures for appointments to campus committees should be reviewed so that gender equity is a consideration. This is particularly vital in the composition of all search and all Promotion and Tenure committees in every IUPUI school.

In order to achieve the goal of gender equity in leadership positions, barriers to leadership roles for women must be identified and actions taken to remove these barriers. Women interested in moving into leadership positions should be encouraged with leadership training and opportunities. For the past several years, the campus has invested in the development of one women faculty member and one women staff member by funding their attendance at the Bryn Mawr Institute. While this should continue, additional opportunities are required. A group of women who have attended the Bryn Mawr Institute submitted a Strategic Directions Charter Initiative Implementation Proposal to fund a Hoosier Institute for Women in Higher Education Administration. This would provide an excellent vehicle to further the leadership development of women on the IUPUI campus. Additional strategies to expand professional development of women are described in a subsequent section of this report.

Women in leadership positions must be supported at the same level as men. This includes, but is not limited to, being given recognition for contributions related to meeting departmental, school, institutional, and/or administrative goals; being held to the same standards for evaluation purposes; and receiving equitable compensation.

As a component of monitoring progress toward the goal of gender equity, IUPUI should include an assessment of the treatment of women in all program and administrative reviews.

Three specific targets for the IUPUI campus follow:

- IUPUI Administrators will demonstrate a commitment to the appointment of women to administrative posts at the department chair/ director level and above and to continue such appointments until women achieve representation commensurate with men.
- Schools and Departments will achieve full representation of female faculty members in all ranks in accord with national pools.
- Schools and Departments which have an under-representation of women in their student population will identify strategies to encourage women to enter their field of study.

Equity in Compensation

- Establish ongoing administrative procedures to identify potential salary inequities

Data provided by the Office of Information Management and Institutional Research (Appendix III) indicates that in 1993, compared with nine selected peer institutions, IUPUI ranked almost entirely at the top of the list regarding the percentage of women who are full-time faculty. Of the total ten institutions listed, IUPUI has the highest percentage of women full professors and associate professors and is tied for the third highest percentage of women assistant professors. Since many of the other institutions may have recently been focusing on hiring women which has increased the numbers at the assistant professor rank, IUPUI's record is notable. Although no one, neither university administrators or members of the Task Force on the Status of Women, would claim that it is a record that the campus can be satisfied with, it is nonetheless an indication that for some time IUPUI has been making a better effort to hire and promote women faculty than its peer institutions.

However, when one considers the average salaries of women at IUPUI as a percentage of the average salaries of men, IUPUI does not do as well in comparison with its peer institutions. IUPUI ranks fourth for women full professors (94.7%), seventh for women associate professors (91.6%), and sixth for women assistant professors (91.7%). This means that IUPUI's reward system, while functioning comparatively better than that of other institutions concerning hiring and promotion, is not doing as well in compensation for women faculty.

Recognizing that a variety of factors may contribute to salary inequities, the Task Force recommends a policy that would potentially benefit all faculty who have performed with merit. This policy would mandate automatic equity reviews for all faculty with adjustments required whenever a faculty member's performance is meritorious. Since in any merit system for which no predictable raise pool exists, some meritorious individuals may fall behind in salary compared to colleagues with similar career accomplishments, such a policy would not only help women faculty and other groups that might fall behind; it would also be helpful in dealing with salary compression in general. The policy is described in Appendix V.

Schools with predominately women faculty, such as the School of Nursing, may be disadvantaged if the approach to gender based salary inequities rests solely on school based adjustments. Additional analysis of the need for other avenues to address these concerns should be undertaken.

- Initiate immediate actions to remediate salary inequities

The Salary Policy adopted by the University Faculty Council (April 25, 1989) states that "salary resources may be used to remedy inequities resulting from changing market conditions, inappropriate merit judgements, inadequate funding, and discrimination." (Indiana University Academic Handbook p. 46) It is expected that actions will be supported to identify and remediate salary inequities where they exist.

Expand Professional Development Strategies

The faculty of a university are its vitality and future. Universities seek individuals to join the faculty in anticipation that their participation in and contributions to university culture will be mutually beneficial. This implies continued growth and development by both parties. Thus, professional development of faculty is an ongoing process with unique requirements for support depending upon the stage of the individual's academic development. Particularly in need of support are junior faculty, especially women and minorities, who may have new and challenging demands before them. In order that faculty be afforded the opportunity to reach their full potential and thereby the university prosper, the following recommendations with regard to faculty development are made.

- Where it does not exist or is inconsistently disseminated, the campus administration should require the annual distribution of formal statements defining the responsibilities and criteria for promotion and tenure as it relates to the individual's appointment at the school and/or unit level.
- Evaluation of faculty members for academic advancement should consider all aspects of performance including research and scholarly activity, service commitments, teaching and training responsibilities, and where applicable, clinical activities. The evaluation should reflect the time commitments allocated to each of the above areas as outlined in the original letter of intent or subsequently negotiated. While these statements reflect the position of IUPUI, extra effort must be made to assure that assignments promote success of the individual rather than encumber progress due to inequities in assignments.
- The Faculty Development Office and the IUPUI Office for Women should sponsor an ongoing organized program to support mentoring partnerships between new faculty and faculty who have demonstrated successful attainment of similar academic goals.
- The Faculty Development Office and the IUPUI Office for Women should sponsor programming which supports the development of women at critical career points, such preparation for tenure, mid-career advancement, preparation for retirement.
- The Faculty Development Office and the IUPUI Office for Women should review available programs and provide additional support for professional development programs, including programs that recognize and educate constituents regarding the value and need for diversity, especially as it relates to women.

Appendix VI presents a table of professional development recommendations. This table is not intended to be all inclusive. It is presented as a starting point for the discussion of strategies to foster not only the professional development of women faculty, but of all faculty. In addition, programming should be instituted which supports the development of the women staff at IUPUI.

Implement Support Programs for IUPUI Faculty, Librarians, Staff, and Students

Support programs for faculty, librarians, staff, and students at IUPUI should be founded on the principle that a supportive environment leads to greater productivity. This principle applies to staff, faculty, librarians, and students. These programs should provide support to help individuals balance work and other responsibilities in their lives. Everyone gains when support programs are provided: employees and students gain peace of mind and are free to focus on their work; family members feel secure; and IUPUI gains more productive and better satisfied staff and students. With the purpose of encouraging a productive work and study environment, the following recommendations with respect to support programs are made.

- The current leave policies of the university and minimum standards mandated by the federal Family Leave Act should be widely circulated and explained in order that faculty, librarians, staff, and students be aware of their rights and responsibilities. University

policies should reflect an enlightened understanding of the importance of family to students and employees and be as generous and flexible as is economically feasible. Changes in policy should be promptly communicated to all concerned.

- On-site, full-time child care facilities for both sick and well children from the ages of 0 to twelve years should be established.
- Flexible and part-time employment opportunities should be made available to the extent possible for those not able or not wishing to work full-time and for those who do not wish to take extended full-time parental or family disability leave. Departments and units should be encouraged in this practice by support from the campus administration.
- A procedure should be implemented to identify those support programs which will lead to supportive and productive work and study environment for all members of our campus community.

ASSESSMENT

The members of the Task Force on the Status of Women Faculty have a vision for the future of IUPUI. We believe it is imperative to create a campus environment where diversity is valued, where all members of our community can thrive, and where the activities of the Office for Women have been successfully integrated into the normal operating procedures of other campus components. The goal of the director of the Office for Women will be to enable the growth of the campus community so that the Office and the director are no longer needed.

As interim assessment measures, we suggest that by the end of the third year of the Office for Women the following goals should be achieved.

- No gender based salary differentials will be evident in aggregate data at the campus or school levels.
- The percent of women faculty and senior professional will increase particularly in areas which demonstrate underrepresentation.
- Recruitment of women to undergraduate, graduate, and professional programs will increase, particularly in areas which demonstrate underrepresentation.
- The key indicators of the campus climate for women will be established and a system of annual reporting established.
- IUPUI will be developing a reputation as a campus where diversity is valued and where all members of our community can thrive.

CONCLUDING CALL FOR ACTION

IUPUI must expand the positive actions already in place in order to remove the barriers which limit or negatively impact on women's recruitment, productivity and advancement on this campus. New programs, structures, and opportunities for women must be designed to enhance their productivity and advancement. It is not enough to reiterate the commitment of Indiana University and IUPUI to gender equity. It is not enough to develop mechanisms to describe the changes in diversity in our institution over time. IUPUI can become an institution with a work and learning environment where diversity is valued and all members of our community can thrive, but the time for action is now. The funding provided by the Strategic Directions Charter Initiatives proposal and the funding provided through the IUPUI Office of the Dean of the Faculties establishes the base for action. The success of the agenda will require the continued visible support of the IUPUI administration to achieve the full and equal partnership for all members of our campus community.

Acknowledgments

The work of the Task Force would not have been possible without the insights of Kathleen Warfel, President of the IUPUI Faculty, into the concerns of women on this campus. The commitment of Chancellor Gerald Bepko and Dean of the Faculties William Plater to fulfilling the expectation of gender equity and a positive campus climate for all members of our community was evident throughout the project. The Office of Information Management and Institutional Research was very responsive to our requests for information which facilitated completion of our report.

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APPENDICES

Appendix I

Definitions of Gender Based Terms

Prior to a meaningful discussion of gender-related inequities, it is necessary to present a brief synopsis of definitions and the continuum of actions which are gender based and negatively impact on women. An excellent review of this topic has been written by Lenhart and Evans and the following section is adapted from their paper.¹

Gender Discrimination. This term is used to describe behaviors, actions, policies, procedures, interactions, etc. that adversely affect a woman's work due to disparate treatment, disparate impact, or the creation of hostile or intimidating work or learning environments. Certain forms of gender discrimination are illegal and addressable via a variety of legal or other procedural routes. Other forms of gender discrimination are not addressable via a variety of legal or other procedural routes. Other forms of gender discrimination are not addressable via legal or procedural routes but have been conceptualized as "micro-inequities."

Sexual Harassment. This is a specific form of gender discrimination characterized by unwelcome sexual advances, requests for sexual favors, and other verbal and physical conduct of a sexual nature where; submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's training or professional position; submission to or rejection of such conduct is used as a basis for professional decisions affecting that individual; and the conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or of creating an intimidating, hostile or offensive work environment. Researchers studying sexual harassment have elaborated a continuum of behaviors like the following: sexual remarks, jokes, teasing, questions; staring, suggestive looks and gestures; pressure for dates; deliberate touching, leaning over, caressing; pressure for sexual favors; letters, phone calls, written materials, and pictures; actual or attempted sexual assault.

Gender Bias. This is a generic term referring to situations in which men and women are treated differently. The impact of this differential treatment can be positive, negative, or neutral. In situations where the impact is negative, the more specific term "discrimination" is appropriate.²

Micro-inequities. Aspects of the work environment that are nonactionable and may even, at first, escape conscious attention, but that are, nevertheless, inappropriate, unfair (inequities), painful, and destructive. These events occur on a micro or individual level of decision making and involve the unjust and irrational treatment of someone because of sex, age, religion, ethnicity, etc. Based on the degree of sensitivity and the motivation of the perpetrator, micro-inequities can be divided into several categories of increasing severity; unconscious slights, invisibility, conscious slights, harassment, poor service, and exploitation. Examples abound:

Unconscious Slights. Being left out of formal and informal networks of peers; having negative presumptions made about one's professional capabilities or dedication to career, being unconsciously eliminated from consideration for opportunities for professional advancement.

Invisibility. A classic cartoon shows a board room with several men and one woman sitting around a table. The caption reads: "That's an excellent suggestion, Ms. McCarthy. Perhaps one of the men would like to make it."³

Conscious Slights. Knowingly scheduling important meetings at the end of the day when a woman has to pick up a child from day care; publicly stating that a resident's pregnancy is an act of disservice and disloyalty to the department; telling a young surgeon that she cannot expect to succeed because she lacks stamina and endurance.

Poor Service. Women are not noticed or not put forward for promotional training and educational opportunities or they are overtly discouraged from these opportunities because they are women.

Exploitation. The woman is paid less, is not given credit for work done, is placed in a position where she cannot deliver work that would lead to her own promotion or is used in the intentional service of promoting someone else.

1. Lenhart SA, Evans CH: Sexual harassment and gender discrimination: a primer for women physicians. JAMWA, 1991;46:77-82.
2. Rowe M: Barriers to equality: The power of subtle discrimination to maintain unequal opportunity. The Employee Responsibilities and Rights Journal 1990;3:153-163.
3. For discussion of some of the issues raised by this cartoon, see Butler D, Geis FL: Nonverbal affect responses to male and female leaders: Implications for leadership evaluations. J Pers Soc Psychol 1990;58:48-59.

Appendix II

IUPUI Key Indicators

REPRESENTATION								
Key Indicator and Data ¹								
Number of Women Faculty at IUPUI ²								
	86/7	87/8	88/9	89/0	90/1	91/2	92/3	93/4

Total	1469	1403	1403	1406	1481	1517	1556	1570
Women	330	344	353	333	385	384	409	415
%	22.5	24.5	25.2	23.7	26.0	25.3	26.3	26.4

Number and % of Key Academic* Administrative Positions held by Women Faculty

	1993/94	1994/95 ⁴
Chancellor	00/01 (00%)	00/01 (00%)
Vice Chancellor	01/02 (50%)	01/03* (33%)
Associate/Assistant Vice Chancellor	00/02 (00%)	
Deans	01/11 (09%)	02/13 (15%)
Associate Deans-Multicampus Schools	01/03 (33%)	
Associate Deans	12/18 (67%)	13/26 (50%)
Assistant Deans	04/08 (50%)	
Directors		03/16 (19%)
Department Chairs	05/52 (10%)	10/55 (18%)
Total Key Academic Administrative Positions	19/84 (23%)	34/127 (27%)

Number and % of Key Staff Administrative Position Held by Women, Ranks PA 16-PA24	72/161 (45%)
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*Academic figures include only those administrative positions which have been assigned faculty rank. Positions held by administrators without faculty rank are included in the staff figures.

Number and % of Each Rank Who are Women

	Women/Total ³	% Women ³ (94-95)
Total	367/1,351	27.2%
Distinguished Professor	5/33	15.2%
Full Professor	58/431	13.5%
Associate Professor	129/455	28.4%
Assistant Professor	119/337	35.3%
Instructor	2/2	100.0%
Lecturer (convertible or regular)	54/93	58.1%
Clinical Full Professor	2/7	28.6%
Clinical Associate Professor	12/46	26.1%
Clinical Assistant Professor	70/176	39.8%
Librarians	33/47	70.2%

Number and % of Tenured Faculty Who are Women

	189/855 ³	22.1% (94-95)
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% of Women Faculty Who Are Tenured

	189/367 ³	51.5% (94-95)
Number and % of Endowed Chairs Held by Women		
	05/33 ⁴	15.2% (94-95)
Number and % of Women Chairing IUPUI Governance or Administrative Committees		
	13/54 ³	24.1% (94-95)
Number and % of Women Chairing Search Committees for Administrative Positions		
None		
Number and % of Women Chairing Review Committees for Administrative Positions		
	1/2 ³	50.0% (94-95)
Gender Distribution of Tenure Probationary and Tenured Faculty		
	1993/94 ³	1994/95 ^{3*}
Applicants	833/3,780 (22.0%)	972/5,628 (17.3%)
Interviewees	Not available	Not available
Hires	30/104 (28.8%)	30/105 (28.6%)
*Includes only those who returned EEOIR forms, actual totals are slightly higher. Excludes Visiting or Part-time appointments.		
Gender Distribution of Clinical Faculty		
	1993/94 ³	1994/95 ^{3*}
Applicants	34/97 (35.1%)	36/90 (40.0%)
Interviewees	Not available	Not available
Hires	14/37 (37.8%)	14/32 (43.8%)
*Includes only those who returned EEOIR forms, actual totals are slightly higher. Excludes Visiting or Part-time appointments		
Number and % of Entering Students Who Are Women		
	1994/95 ³	
Associate Degree Seeking	2,230/4,159	(53.6%)
Baccalaureate Degree Seeking	234/396	(59.1%)
Graduate Degree Seeking	1,439/2,560	(56.2%)
Masters	283/497	(56.9%)
Doctoral	34/67	(50.7%)
Professional	240/639	(37.6%)
Number and % of Graduating Students Who Are Women		
	1994/95 ³	
Associate Degree	2,294/3,879	(59.1%) ³

Baccalaureate Degree	299/532	(56.2%)
Graduate Degree	1,336/2,125	(62.9%)
Masters	421/608	(69.2%)
Doctoral	18/31	(58.1%)
Professional	220/583	(37.7%)
Number and % of Funded Graduate Fellowships Awarded to Women		
None		
Climate		
Key Indicator and Data		
% of Students Who are Women Compared to % of Faculty Who are Women, 1994/95³		
58.2% of students are women		
27.2% of faculty are women		
Number of Courses Taught by Women Compared to Men, 1994/95⁴		
	Women	Men
Sections Taught	1102/32.7%	2273/67.3%
Sections per FTE	6.3	5.6
Includes Individualized Study. Excludes Medical courses		
Level of Courses Taught by Women Compared to Men, 1994/95⁴		
	Women	Men
Lower Division Undergraduate	311/28.2%	864/38.0%
Upper Division Undergraduate	441/40.0%	747/32.9%
Graduate	350/31.7%	662/29.1
Total	1102/100%	2273/100%
Includes Individualized Study. Excludes Medical courses		
Number and % of Tenure-track Faculty Converted to Non-tenure Track Full-Time Positions		
	Men	Women
1987-88 New Hires* ³	2/34 (4.7%)	5/25 (20.0%)
Faculty Converted During 1994-95 ³	4/12 - 33.3%	
*Excludes faculty hired with tenure. Includes faculty converted but not currently employed at IUPUI		
% of Tenured Women Faculty vs. % of Tenured Men Faculty		
51.5% of women faculty are tenured		
67.7% of men faculty are tenured (94-95 ³)		
Gender Distribution of Resignations/Terminations		

Resignations	11/39 (28.2%)
Terminations	not available
Retirements	9/37 (24.3%) 94-95 ³
Number and % of Women Receiving University Funded Leaves or Sabbatical Support	
14/43 (32.6%) ⁴	
Number and % of Women Receiving Awards for Teaching, Advising, and Service	
None	
Professional Development	
Key Indicator and Data	
Number and % of Women Applicants for Faculty Development Grants	
44/116 37.9% ⁴	
Number and % of Faculty Development Grants Awarded to Women	
32/84 38.1% ⁴	
\$ and % of Total Award Amount That was Awarded to Women	
\$87,080/281,178 31.0% ⁵	

Compensation+						
Key Indicator and Data						
Salary Differential by Rank and Length of Service						
	General Academic 1993--0 years in rank ¹		General Academic 1994--0 years in rank ³			
	women	men	women	men		
IR*01	\$47,395 (02)	\$62,469 (12)	\$73,750 (02)	\$73,738 (13)		
IR*02	\$39,380 (02)	\$45,922 (15)	\$45,467 (05)	\$50,952 (13)		
IR*03	\$36,321 (14)	\$37,495 (12)	\$ 0 (00)	\$38,833 (06)		
	Health 1993--0 years in rank ¹		Health 1994--0 years in rank ³			
	women	men	women	men		
IR*01	\$62,996 (05)	\$72,360 (22)	\$58,334 (02)	\$66,348 (15)		
IR*02	\$40,220 (03)	\$54,560 (27)	\$38,359 (07)	\$59,043 (18)		
IR*03	\$32,653 (06)	\$51,928 (20)	\$49,983 (06)	\$48,872 (18)		
Tenure by Gender						
The percent of new hires in the 5 academic years between 1982 and 1987 who received tenure						
	82/83	83/84	84/85	85/86	86/87 ^{1*}	87/88 ^{3**}
men	43.9	58.0	41.9	57.1	53.7	58.1
women	40.0	34.5	40.9	55.0	29.6	32.0
Faculty Receiving Tenure During 1994-95³						

12/57 (21.1%)	
*Some hires still in tenure track at time of data generation	
**Excludes faculty hired with tenure. Includes faculty tenured but not currently employed at IUPUI	
Promotion by Gender	
Promotion of the new hires in the 5 academic years between 1982 and 1987	
Men	44.4%
Women	34.5 %
Promotion of 1987-88 New Hires*³	
Men	60.5%
Women	32.0%
Faculty Promoted During 1994-95*³	
12/54 22.2%	
*Excludes faculty hired at the professor level. Includes faculty promoted but not currently employed at IUPUI	

+ Compensation issues are complex and require careful analysis of multiple factors before concluding that gender based inequities are present. The information presented in this table is illustrative of the data reviewed by the Task Force.

Data Sources for Appendix II

¹ Unless otherwise noted data source is Study of Women Faculty at IUPUI, Faculty Records Office and Office of Information Management and Institutional Research, August 1994

² IUPUI Affirmative Action Office data

³ Office of Information Management and Institutional Research, February 1996

⁴ Office of Information Management and Institutional Research, March 1996

⁵ Office of Information Management and Institutional Research, April 1996

Appendix III

Comparison of IUPUI and Selected Peer Institutions

	Ave. Salary of Men			Ave. Salary of Women			Women's Salary-- % of Men's Salary			% of Women Full-time Faculty			
	Prof	Assoc	Asst	Prof	Assoc	Asst	Prof	Assoc	Asst	Prof	Assoc	Asst	Instr
IUPUI	62.1	46.6	40.8	58.8	42.7	37.4	94.7%	91.6%	91.7%	15.2%	33.2%	44.3%	0.0%
Univ. of Cincinnati	67.1	48.8	41.3	57.7	45.6	36.2	86.0%	93.4%	87.7%	13.6%	31.3%	36.8%	63.6%
Univ. of Illinois-Chicago	65.1	46.6	42.5	59.5	46.1	38.3	91.4%	98.9%	90.1%	13.6%	25.8%	46.3%	66.7%
Univ. of Minnesota-Twin Cities	66.9	47.9	43.5	63.4	47.0	39.2	94.8%	98.1%	90.1%	11.4%	30%	39.7%	40.0%
VA	60.1	49.3	41.5	59.6	47.1	37.0	99.2%	95.5%	89.2%	12.1%	29.2%	49.8%	69.6%

Commonwealth Univ.													
Wayne State Univ. (Mich)	66.8	51.5	44.5	61.0	50.0	43.6	91.3%	97.1%	98.0%	10.0%	27.6%	36.1%	42.9%
Wright State	61.8	46.7	38.3	57.8	41.9	37.0	93.5%	89.7%	96.6%	8.9%	18.6%	44.3%	60.6%
Univ. of Missouri-St Louis	56.1	45.9	40.7	54.4	41.8	37.8	97.0%	91.1%	92.9%	14.5%	27.8%	42.7%	20.0%
Univ. of Missouri-Kansas City	54.8	43.6	37.4	47.7	38.6	34.5	87.0%	88.5%	92.2%	8.0%	26.5%	41.0%	63.6%
Univ. of Wisconsin-Milwaukee	59.4	45.5	42.8	54.4	43.8	40.7	91.6%	96.5%	95.1%	10.3%	32.4%	42.0%	66.7%

Source: ACADEME March-April 1993

Appendix IV

SUMMARY OF ACCOMPLISHMENTS: 1993-1994 IU EAST COMMISSION ON THE STATUS OF WOMEN

1. Advocacy

- a. Encouraged a review of policies related to the handling of sexual harassment claims. We recommended that policies protect the rights of the accuser and accused and identify how possible acts of retribution will be handled.
- b. Recommended that the Chancellor appoint an Advisor to the Chancellor on Women's Concerns and that this position be part of the IU East organizational structure.
- c. Created a job description for the Advisor to the Chancellor on Women's Concerns.
- d. Developed a goal statement related to women in leadership positions.
- e. Developed and led a retreat for all IU East women employees.
- f. Wrote a Gender Equity and Leadership Grant.

2. Study of Conditions at IU East

- a. Completed a salary equity study.
- b. Wrote and distributed a gender and sexual harassment questionnaire which was analyzed over the summer.
- c. Conducted an institutional self-evaluation.

3. 3. Education

- a. Obtained 24 books on sexual harassment and sexism.
- b. Purchased 4 videos.
- c. Organized a workshop for male administrators.
- d. Recommended that a video, Sexual Harassment in Academia, be shown to all administrators and faculty.
- e. Promoted and helped develop two informational documents on sexual harassment.
- f. Supported a woman faculty member attending the Wilma E. Grote Symposium for the Advancement of Women.
- g. Supported a student in applying for the Women as Leaders conference.
- h. Recommended articles on sexual harassment and sexism.
- i. Included definitions of sexual harassment, gender harassment, and sexism in the gender and sexual harassment questionnaire.
- j. Co-sponsored a speaker for Women's History Month.
- k. Developed plans to bring a major woman speaker to campus next year.
- l. Developed plans for a gender awareness week.

Appendix V

Procedure to Identify Potential Salary Inequities

Each school should conduct an annual automatic review of all salaries to identify the faculty members whose salaries have fallen below a certain standard set by the school. (For example, the School of Liberal Arts has used the figure of 90% of the average pay for all other members at the same rank within a department or a discipline.) If individuals are determined to have performed with merit over time and to be eligible for an above-average annual raise, then a merit adjustment must be made to bring them to a level above the minimum standard for their colleagues at that rank. The figure determined by application of the school specific standard should serve as a worst-case baseline. It is expected that adjustments would be made for meritorious performance before the salary actually falls below the standard. While the review of salaries is to occur automatically, any faculty member may request a salary review.

These equity adjustments can only be made where there is meritorious performance. Decisions about merit, pro and con, must be based on documentation. Units should be encouraged to consider questions of merit in relation to peer institutions. In hiring part-time and other non-tenure track faculty, efforts should be taken to ensure that an imbalance on gender does not occur. The Task Force on the Status of Women recommends that the Commission on Women give special attention to this point.

The appropriate unit or department has the initial responsibility for reviewing claims of inequity and recommending adjustments for meritorious faculty based upon established standards and procedures, with appropriate review and appeal at the school level. Each year the dean should establish an equity pool separate from merit and market monies. Any adjustments for reasons of inequity should be made before the annual merit increment is added.

In order to avoid salary compression, especially between ranks, this policy requires the establishment of school specific fixed promotion bonuses (e.g., \$3,500 for promotion to associate professor, \$5,000 for promotion to full professor) added to the base salary of all faculty when they are promoted. Such a policy also assures that all promotions are rewarded equally, regardless of the variation of overall average increases in the unit from one year to the another.

The following is an example of automatic equity review based on the experience of the School of Liberal Arts which has been using this policy for several years. In a department with 10 associate professors, one faculty member is recommended for an increase to \$44,000. The average salary for the other nine faculty members is \$50,000. Ninety percent of \$50,000 is \$45,000. If the faculty member has been evaluated to have a meritorious record, the salary recommendation would have to be adjusted upward to be \$45,000. If there is not merit, the upward adjustment is not required.

Making determinations of equity is a complex process. This policy does not purport to determine if there are or are not meritorious performances and that therefore an equity adjustment is required. Instead, the policy assists in the identification of potential problems by making it more difficult to overlook them by requiring greater awareness in making salary decisions.

The Task Force recommends that each school at IUPUI be required to implement such a policy in accord with Faculty Council guidelines for establishing school salary policies. If practicable, the campus administration could assist by providing each dean with a list of faculty who have fallen below that unit's designated standard for peers at the same rank and in the same discipline, requiring an explanation whenever an equity adjustment is not made. This policy would not infringe on the freedom of units to evaluate faculty and determine raises according to their own judgements, but it would draw attention to inequities and urge chairs and deans to question their justification periodically. It would also provide a continuous record that could be used in the event of a grievance.

Appendix VI

Professional Development Recommendations at Department, School and Campus Levels

Action - Define responsibilities and criteria for academic advancement.

Campus Level - Strategy implemented to remind probationary faculty that criteria for academic advancement are contained in Indiana University Academic Handbook and the IUPUI Supplement.

School Level - With the letter of intent, the prospective employee receives guidelines for academic advancement applicable to the position for which the faculty is hired. Monitor the demographics of faculty within departments within departments as it relates to academic advancement.

Department Level - A letter outlining academic expectations and time allocation is sent to new faculty from their chairman.
 New faculty are afforded time to discuss and clarify academic advancement issues with the chairman or designee.
 As career or department mission evolve and change, faculty meet with the chairman or designee and negotiate new performance expectations and time allotment.
 Written statement explaining department criteria for nominating individuals for academic advancement is available to faculty.

Action - Assess faculty member on an annual basis, including both administrative and peer evaluation

Campus Level - Monitor each school's implementation of the assessment process.

School Level - Monitor each department's implementation of the assessment process.

Department Level - Faculty has a formal, yearly meeting with his/her chair or designee to discuss progress toward academic advancement. This would included setting goals and subsequent evaluation of their attainment. Information from peer evaluation will be included in discussion. Both parties would sign off on the evaluation.

Action - Inform members of the campus community about "Off-the-clock" options

Campus Level - Define procedures to assure that individuals are informed on child birth, adoption, Family leave, and Stopping the Tenure Clock policies

Action - Establish formal mentoring programs

Campus Level - Programs to educate both mentors and mentees in the most effective utilization of human resources should be provided. Recognition of mentors for this valuable service should be given. Assign responsibility to Faculty Development Office and IUPUI Office for Women. (See Mentoring for the 1990's and Beyond.. University of Minnesota Commission on Women, 1994)

School Level - Formal mentoring programs created with schools to encourage associations between individuals in the continuum of mentor relationship. Realizing that needs and interests change with career development, this should be a fluid and ongoing process which is continuously reviewed.

Department Level - Where applicable, departments provide new faculty with a seasoned' faculty member willing to guide the less experienced faculty through the appropriate stages of academic development.

Monitor workload for untenured faculty to avoid service overload, excessive program development responsibilities, or other assignments not provided within the time commitment allotted to the faculty for such activity.

Action - Develop formal faculty development programs

Campus Level - Evaluate existing faculty development programs and develop or expand those which encourage diversity and support the development and advancement of women. Assign responsibility to Faculty Development Office and IUPUI Office for Women.

Monitor programs and grants awarded faculty to ascertain if women and minorities are receiving representative proportions. Assign responsibility to Faculty Development Office and IUPUI Office for Women.

Action - Develop leadership training program/ institute for faculty (and staff)

School Level - Utilize the framework contained in the SDC proposal for the Hoosier Institute for Women in Higher Education Administration to develop leadership skills in women faculty and administrations. Assign responsibility to Faculty Development Office and IUPUI Office for Women.

Utilize appropriate resources to define similar needs and relevant strategies to address needs in staff women. Assign responsibilities to IUPUI Office for Women and appropriate staff development office.