



2013-14

Detailed Report

Task Force on the Status of Women at IUPUI

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Rachael Applegate
Mary Dankoski
Aron DiBacco
Catherine Dobris
Isabel Fawcett
Kim D. Kirkland (Chair)
Diana Sims-Harris
Yolanda Taylor
Rick Ward
Julie Welch
Jane Williams

Support Team

Mary L. Fisher
Kathy Grove
Carol McGarry
Rick Morgan
Britta Peter
Gary Pike

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TABLE OF CONTENTS

	Page
Introduction	4
I – Progress of Women	
Professional Staff Representation	7
Faculty Representation	8
Student Representation	12
Salary Equity	14
Access to Research Funding	16
Participation in Professional Development	17
Participation in Governance Structures	20
Work/Life Fit and Family-Friendly Policies and Benefits	24
Equity in Campus Awards	29
General Climate of Civility	30
II – Institutional Commitment to Gender Equity	
Policy Statements	38
Organizational Accountability Systems	41
Recruitment Strategies	45
III – Past Efforts of the Office for Women	
Historical Overview	51
Programming	52
Students	58

	Page
APPENDIX A – PROFESSIONAL STAFF EMPLOYEES BY PAY GRADE	60
APPENDIX B – 2012 CENSUS DATA – IUPUI FULL-TIME ACADEMIC APPOINTMENTS	65
APPENDIX C – STUDENT ENROLLMENT BY MAJOR – 2007 COMPARED TO 2012	68
APPENDIX D – 2008 IUPUI STAFF GENDER EQUITY ANALYSIS	77
APPENDIX E – 2013 FEMALE FACULTY AND STAFF SURVEY RESULTS	81
APPENDIX F – IUPUI KEY INDICATORS FOR THE ADVANCEMENT OF WOMEN 1994-2012	87
APPENDIX G – IUSM’S WOMEN’S ADVISORY COUNCIL AND OFAPD	90
APPENDIX H – PURDUE UNIVERSITY SCHOOL OF SCIENCE	98
APPENDIX I – PURDUE UNIVERSITY SCHOOL OF ENGINEERING & TECHNOLOGY	100
APPENDIX J – IUPUI SCHOOL OF LIBERAL ARTS WOMEN’S STUDIES PROGRAM	103
APPENDIX K – IUPUI HERS/BRYN MAWR PROGRAM ALUMNI 1987-2013	107
APPENDIX L – PROGRAMMING OF THE IUPUI OFFICE FOR WOMEN 2004-2012	110
APPENDIX M – 2013-14 TASK FORCE MEMBERS	117

Introduction

A key goal within the IUPUI Mission statement is “a commitment to ensuring diversity”. One aspect of this diversity is the assurance of gender equity in opportunities and benefits for our faculty, staff and students. The last review of gender equity on campus occurred in 1994, nearly twenty years ago, when a Task Force on the Status of Women was appointed. At the request of the IUPUI Office for Women Advisory Council, the Executive Vice Chancellor appointed a new Task Force in 2013 to review the progress of women on campus over the last twenty years and make recommendations for future priorities. This process coincides with the campus-wide strategic planning effort and will provide critical information about the current status of women at IUPUI and how gender equity can be addressed as we plan for the future.

To that end, Nasser Paydar, Executive Vice Chancellor for Academic Affairs, charged the 2013 - 14 Task Force on the Status of Women at IUPUI (the Task Force) with the following:

A. Evaluate the progress of women at IUPUI in the following areas:

1. Number of women in leadership positions in every school and division from 2003 – 2013. Leadership positions include chairs and above for faculty and professional staff members in pay grades 3 through 6 as well as those at the executive level.
2. Number of female undergraduate and graduate students by school from 1996 – 2012 in five year intervals (% of change).
3. Female faculty representation on campus per school by rank, tenure, gender, and race from 2007, 2012 (five year intervals in the future)
4. Salary equity improvements (1999-2009) for faculty and staff
5. Equity resources for internal research awards/teaching grants, student EROP and dissertation grants
6. Women’s participation in professional development
7. Women’s participation in governance structures – engagement in campus level committees and offices held. This includes Faculty Council, Staff Council, and student government (undergraduate and graduate).
8. Receipt of university and campus recognitions, grants, and awards that include sabbaticals
9. General climate of civility and respect for women and perceptions of inclusion and equity by women (faculty, staff, and students).
10. Policies and programs that are supportive of women as it relates to work/life fit. Some examples may include FMLA, telecommute, stop the tenure clock, pregnancy leave, other leaves of absence, SRUF, etc.
11. Compliance data – complaints, Clery statistics, Title IX statistics, etc.

B. Evaluate the level of institutional commitment to gender equity. This may include visible policy statements, organizational accountability systems, and allocated resources for women’s programs.

C. Evaluate the past efforts of the Office for Women (2007-2012). This includes a review of the mission, vision, goals and activities in relation to the charge, provisions of programming, the structure and staffing, effective partnerships across campus, advocacy for the needs of women faculty, staff and students, and on-going monitoring of the status of women and campus climate for women.

After an extensive review and examination of the available data describing the status of women on the IUPUI campus, the Task Force recognized that while challenges still exist, IUPUI has made good progress in many areas as it relates to the status of women that includes:

- There has been a steady increase in the number of tenure-track and tenured female faculty from 2002 to 2012. Female assistant professors increased from 36.5% to 40.4%; female associate professors increased from 33.2% to 39.2%; and female full professors from 16.3% to 23.5%.
- IUPUI is above the national average for female representation in professional staff ranks with 68% as compared to 59% nationally.
- Female faculty and staff are recipients of campus awards slightly more than men with 60 women versus 56 men receiving campus recognitions over the last ten years.
- Females are being encouraged to seek internal research funding opportunities through the implementation of two new initiatives (DRIVE and EMPOWER) from the Office of the Vice Chancellor for Research.
- Females have participated in faculty and staff governance structures on a par with men.
- Females participate equally in student governance structures overall.
- A faculty salary equity study conducted in 2008-09 indicated that there is a 2.4% gap between the mean salaries of male and female faculty that is not explained by other characteristics. This is a decline of .6% compared to the 1998 study which indicated a 3% gap.
- In addition to the activities of the Office for Women, several schools have initiated female-focused initiatives to address particular issues. The IU School of Medicine has included a program for the Advancement of Women within its Office of Faculty Affairs and Development. The Purdue School of Engineering and Technology and the Purdue School of Science have both initiated programs to increase the number of female students in their disciplines.
- In 2011 all current employees were required to successfully complete an online Sexual Harassment Training module through the Office of Equal Opportunity. During 2011 and 2012 approximately 11,151 faculty, staff, and student employees on the IUPUI and IUPUC campuses completed the training.

However, the Task Force identified eight challenges (the top three areas of concern along with five additional recommendations for future priorities) that are described in the executive summary and include:

1. Faculty representation: 51% of all full-time female faculty are in what is considered “second tier” positions of instructor, lecturer or clinician compared to 41% of male

faculty (excluding researchers and librarians). These positions are non-tenured with fewer privileges or governance rights and less security. More improvement is needed of female representation in the tenure/tenure-track ranks. Moreover, IUPUI is 12% below the national average in female campus executives which includes deans and assistant and associate deans.

2. Professional staff representation: female staff is more heavily concentrated in the PA3 level which may indicate a ceiling beyond which women are less likely to be promoted.
3. Climate for women: results of recent surveys indicate men and women experience the workplace very differently with a significant percentage of women continuing to express perceptions of discrimination, negative or disparaging comments and not being taken seriously.
4. Salary equity reviews: need to conduct a comprehensive professional staff salary equity review post the 2007 market study and institutionalize via monitoring every five years.
5. In addition, the 2008-09 faculty equity review indicated that a 2.4% wage gap existed between men and women. This should also continue to be addressed through an institutionalized faculty equity review every five years.
6. A review of majors with 20 or more students indicate that where high-female enrollment programs became slightly more diverse between 2007 and 2012, meaning more men, those programs with low-female enrollment became slightly less diverse, meaning fewer women. This would indicate that traditional male-dominated programs are not attracting more women. Also, it is clear that majors are still highly sex-segregated with women enrolling in traditionally female majors such as nursing, education, and liberal arts while men continue to enroll in science, engineering, finance and technology. If our goal is to be on par with the national average per major, then we will need to effectively benchmark and establish goals for reasonable gender diversity in all the majors.
7. Work/life fit programming has declined during 2013 with the separation of the work/life coordinator. The campus is still lacking an adequate numbers of lactation rooms, more childcare options need to be developed for the campus community, and FMLA policies are not uniformly applied across units.
8. The Office for Women continues to be the only campus-wide office positioned to advocate for and support the efforts to improve the climate for women. However, the OFW remains underfunded and understaffed to carry out all of the mandates and services expected on a campus the size of IUPUI. It should be resourced and staffed to an adequate level which would include increasing FTE support and budget if our institution is to fulfill its commitment to gender equity.

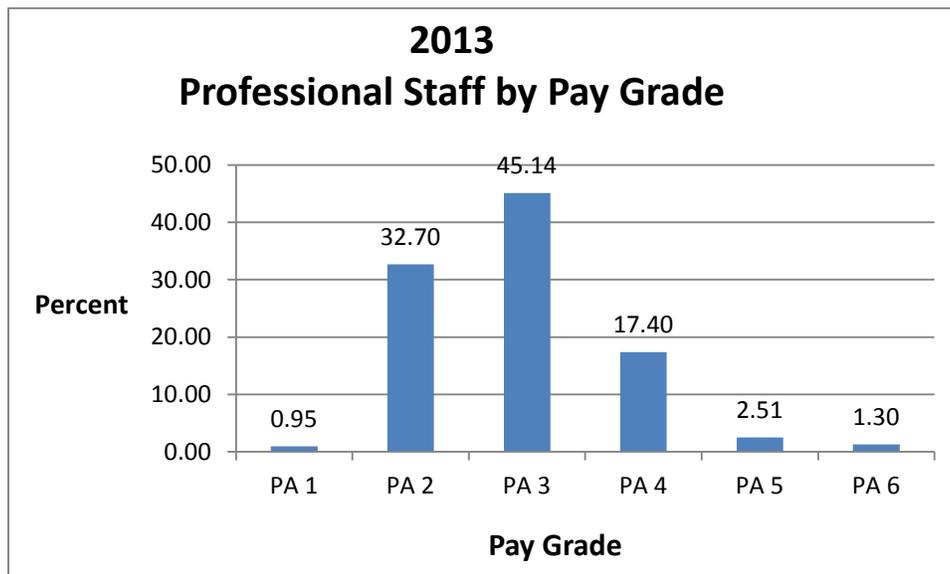
What follows within the content of this report is an assessment of the areas identified in accordance with the charge.

I – Progress of Women

1) Professional Staff Representation

Professional staff members fall within six broad pay grades (PA1 – PA6). When we looked at the workforce data, we initially thought we would look at professional staff in the most senior level pay grade of PA5, PA6 and PAXX only. However, upon review of the data, we concluded that the majority (45%) of the professional staff fell within the PA3 pay grade as reflected in **Table I – 2013 Professional Staff by Pay Grade**. Thus, we decided that PA3 and above would be the baseline for professional staff members. Moreover, the Task Force thought it appropriate to collaborate with Human Resources Administration in order to understand how the old job groups were re-configured into six broad bands when the campus HR system moved from HRIS to HRMS in 2008.

Table I – 2013 Professional Staff by Pay Grade



Source: Office of Equal Opportunity (HRMS)

The 2003 – 2007 data was calculated using the old HRIS classification system that had 20 levels. The 2008 – 20013 data was calculated using the six broad bands currently in HRMS. The old levels were moved from HRIS into the six broad bands in HRMS as follows: levels PA12, PA13 and PA14 was moved into the PA3 band, PA15 and PA16 was moved into the PA4 band, PA17 and PA18 was moved into the PA5 band, PA19, PA20 and PA21 was moved into the PA6 band, and PA24 was moved in the PAXX Executive pay band.

Upon review of the workforce data, we found that less than 1% of the professional staff employees are in the PA1 pay grade which primarily exists for auxiliary services and campus facilities services. While 32.7% of the professional staff are in the PA2 pay grade, both PA1 and PA2 pay grades are defined as entry level professionals and thus not the focus of this review.

Table II – 2003 – 2013 Professional Staff Employees by Pay Grade show headcount for females and males in five broad pay grades (PA3, PA4, PA5, PA6, and PAXX). The details which can be found in **Appendix A – 2003-2013 Professional Staff Employees by Pay Grade** shown by headcount as well as percentages indicate that in the PA3 and PA4 pay grades women are represented at a higher percentage rate than men, unlike in the PA5 and PA6 pay grades where men are represented at a higher percentage rate. However, since 2003 the gap has closed from 22% to 18% in the PA5 pay grade and from 42% to 12% in the PA6 pay grade. Because of the small numbers at the executive level (PAXX) pay grade one or two people leaving can change the configuration of this group significantly. However, this group is well-balanced at this time.

As you will note, there is a large jump in the numbers in the PA4 pay grade between the 2007 and 2008 transition period from HRIS to HRMS with two possible compounding explanations: 1) nursing dropped out of the traditional classification ranks and went into a health care provider classification (PA HE) with no rank, coaches (PA CH) are all now under contract, and executives (PA XX) were also pulled into a separate classification which all represent 12.4% or approximately 281 staff members; and 2) we created PA4 individual contributor and PA4 manager roles as a cross-over level which is the cap of the individual contributor role and entry level first-line managerial role across all job families.

2) Faculty Representation

Eight broad categories are represented in **Table III – 2002-2012 Faculty Representation** that show trends for IUPUI full-time academic appointments and compares a percentage change from 2002 to 2012 and 2011 to 2012. Of significant mention is the fact that female faculty in the full professor ranks has steadily increased since 2003. The total number of female faculty in full professor ranks has increased by 50% from 84 in 2002 to 126 in 2012. In addition, female faculty in associate professor and assistant professor positions have increased from 2002-2012 by 23.7% and 30.6% respectively. Also of notable mention is that clinical female faculty has increased at a higher percentage rate than male faculty from 2002 to 2012 – females went from 163 to 369 which is a 126.4% increase as compared to clinical male faculty that increased from 224 to 470, a 109.8% increase.

While the data reflects double digit negative decreases for female faculty (-37.5%) in research from 2002-2012, there is also a double digit decrease for males (-13.1%). Overall, it appears the headcount for faculty in research declined by 52 faculty members (24%) from 218 in 2002 to 166 in 2012. Moreover, the data reflects a double digit decrease for males (-11.1%) in librarian faculty, there is also a decrease for females (-5.9%). Librarians are historically female dominated roles, hence, with smaller numbers for male faculty because the overall numbers are small so that the loss of 1 or 2 faculty will reflect a heavy impact. However, representation of women has increased or been consistent. With the exception of librarians and research faculty, full-time female appointments have increased over the past 11 years. However, details by school can be found in **Appendix B – 2012 Census Data – IUPUI Full-Time Academic Appointments**.

Table II – 2003-2013 Professional Staff Employees by Pay Grade

**2003 - 2013
Professional Staff Employees by Pay Grade**

		Pay Grade PA3										
		2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Female		415	439	439	452	471	466	489	488	501	510	519
Male		278	296	289	281	290	326	336	328	298	303	330
Grand Total		693	735	728	733	761	792	825	816	799	813	849

		Pay Grade PA4										
		2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Female		37	40	42	42	43	166	166	170	171	180	198
Male		38	35	36	40	32	123	130	139	140	147	151
Grand Total		75	75	78	82	75	289	296	309	311	327	349

		Pay Grade PA5										
		2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Female		13	13	13	13	13	22	24	24	25	22	20
Male		20	26	22	24	24	26	23	22	20	26	29
Grand Total		33	39	35	37	37	48	47	46	45	48	49

		Pay Grade PA6										
		2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Female		5	6	7	7	8	11	10	10	11	12	10
Male		16	15	12	11	11	14	15	16	12	12	12
Grand Total		21	21	19	18	19	25	25	26	23	24	22

		Pay Grade PAXX (Executives)										
		2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Female		2	2	1	1	2	3	3	3	2	3	2
Male		1	1	1	2	3	3	3	3	4	4	3
Grand Total		3	3	2	3	5	6	6	6	6	7	5

Source: Office of Equal Opportunity (HRMS)

Table III – 2002-2012 Faculty Representation

**2002-2012 Faculty Representation
IUPUI Full-Time Academic Appointments**

Title		2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	as % of Total in Category, Current Year	%Change 2002 to 2012	%Change 2011 to 2012	Totals for 2012
Professor	Male	430	417	433	412	408	419	415	420	423	404	411	76.5%	-4.4%	1.7%	537
	Female	84	82	96	101	104	104	114	115	115	117	126	23.5%	50.0%	7.7%	
Associate Professor	Male	306	293	289	296	285	274	270	271	265	268	291	60.8%	-4.9%	8.6%	479
	Female	152	154	155	150	154	156	160	168	177	185	188	39.2%	23.7%	1.6%	
Assistant Professor	Male	193	204	213	222	224	200	200	221	232	219	214	59.6%	10.9%	-2.3%	359
	Female	111	122	123	140	130	137	141	130	147	139	145	40.4%	30.6%	4.3%	
(Instructor til 2002) Then Academic Specialist	Male	2	3	7	7	8	12	12	13	19	13	17	28.3%	750.0%	30.8%	60
	Female	1	2	12	10	22	25	28	30	43	31	43	71.7%	4200.0%	38.7%	
Lecturer	Male	52	68	76	81	90	86	93	95	100	96	104	49.5%	100.0%	8.3%	210
	Female	67	74	76	88	88	86	93	94	97	94	106	50.5%	58.2%	12.8%	
Research	Male	122	119	128	134	139	144	86	83	90	96	106	63.9%	-13.1%	10.4%	166
	Female	96	99	86	99	100	102	55	57	55	55	60	36.1%	-37.5%	9.1%	
Clinical	Male	224	254	278	305	300	348	370	387	421	443	470	56.0%	109.8%	6.1%	839
	Female	163	184	201	214	222	241	261	288	316	333	369	44.0%	126.4%	10.8%	
Total (Excluding Librarians)	Male	1329	1358	1424	1457	1454	1483	1446	1490	1550	1539	1613	60.9%	21.4%	4.8%	2650
	Female	674	717	749	802	820	851	852	882	950	954	1037	39.1%	53.9%	8.7%	
Librarian	Male	18	19	20	20	20	20	20	18	20	18	16	33.3%	-11.1%	-11.1%	48
	Female	34	33	34	32	30	33	32	30	31	30	32	66.7%	-5.9%	6.7%	
Grand Total	Male	1347	1377	1444	1477	1474	1503	1466	1508	1570	1557	1629	60.4%	20.9%	4.6%	2698
	Female	708	750	783	834	850	884	884	912	981	984	1069	39.6%	51.0%	8.6%	

Source: Frozen File: Information IUIE Census Report (Office of Academic Affairs)

Campus representation compared to the national average for executives, full-time faculty, and professional staff in public 4-year degree-granting institutions, is depicted as follows in **Table IV – IUPUI Campus Comparison to the National Average:**

- IUPUI is below the national average for female executives 39% compared to 51%
- IUPUI is below the national average for female representation in full-time faculty – 39% compared to 42%
- IUPUI is above the national average for female representation in professional staff – 68% compared to 59%. However, the majority of these women are in the middle of the PA pay grade (PA3)

Executives at the IUPUI campus include deans, assistant deans, and associate deans. While faculty at IUPUI includes all professors, librarians, lecturers, research and clinical, faculty in the national statistics includes all professors, lecturers, instructors, and instructional staff with no rank. However, during the past three years, two females were successful candidates for dean searches (University College and Honors College). In addition, a female is currently the interim Dean in the School of Journalism. And, while the IUPUI campus is 12% below the national average for female executives, women represent 44% of the Chancellor’s cabinet members (4 out of 9) which is just 7% below the national average for female executives.

Table IV – IUPUI Campus Comparison to the National Average

IUPUI Campus Comparison to the National Average

	2011 4-Year Public Institutions			2012 IUPUI Employees		
	Headcount					
	Executives	FT Faculty	Professional	Executives	FT Faculty	Professional
Female	41,959	158,648	231,820	50	1,042	1,531
Male	40,279	223,503	158,999	78	1,633	716
Total	82,238	382,151	390,819	128	2,675	2,247
	Percentage					
	Executives	FT Faculty	Professional	Executives	FT Faculty	Professional
Female	51%	42%	59%	39%	39%	68%
Male	49%	58%	41%	61%	61%	32%
Total	100%	100%	100%	100%	100%	100%

Source: Fall 2011 Digest of Educational Statistics

Source: OEO Annual Report, January 2013

3) Student Representation

A detailed comparison of **Student Enrollment by Major – 2007 compared to 2012** provided in **Appendix C** shows raw data by school. Unless otherwise noted, this data ONLY includes programs (certificates, majors/degrees) that had more than 20 students enrolled in both 2007 and 2012. Unfortunately, this excludes most Ph.D. programs. Therefore, a total of 130 academic programs with fewer than 20 enrollments were not included which accounted for 966 students in 2007 and 2,343 students in 2012.

High-female enrollment programs are defined as those at more than 78% female (+20 points over the campus population); and low-female enrollment programs are defined as those with less than 38% female (-20 points below the campus population). While overall female enrollment (for the campus/all programs) was 57%, campus female enrollment remained essentially the same when comparing 2007 and 2012. High-female-enrollment programs became slightly *more diverse*, meaning more men. Male enrollment in these programs was 12% in 2007 and 15% in 2012. Low-female-enrollment programs became slightly *less diverse*, meaning fewer women. Female enrollment in these programs was 25% in 2007 and 21% in 2012. More students are in high-female-enrollment programs (4,512 in 2012) such as nursing, liberal arts, social work, and education than low-female-enrollment programs (2,905). For all included programs (that is, all programs with more than 20 students) females represent 58% while the overall 2012 campus enrollment is 57% female. From 2007 to 2012 female enrollment was relatively stable with a -1% point change and they continue to dominate enrollment in traditional fields.

For undergraduate programs (n=73) enrollment of women dropped from 56% to 54% overall, whereas for graduate programs (n=58) enrollment of women remained constant at 62%. What follows are observations from the low and high female enrollment programs:

Low-Female Enrollment Programs

1. 34 programs had female enrollments lower than 38% in 2012.
 - In 2007 these programs included 3,204 students and 2,905 students in 2012.
 - Three programs experienced a decline in overall enrollment larger than 100 students: Mechanical Engineering Tech BS, Organizational Leadership & Supervision BS, Computer & Information Technology BS Stand Opt
 - One program experienced an increase in overall enrollment larger than 100: Computer Science BS
2. Low-female enrollment programs became even more low-female in 2012: averaging 25% female in 2007 and 21% in 2012 (increasing from 75% to 78% male).
3. Three programs increased their percentage of women more than 10% (listed in order of 2012 total enrollment):
 - Biomedical Engineering Tech BS, +13%, from 12% to 25% (n = 32)
 - Technology MS, +16%, from 21% to 38% (n = 45)

- Human Computer Interaction MS, +17%, from 16% to 33% (n = 27)
4. Twelve programs decreased their percentage of women 10% or more (listed in order of 2012 total enrollment).
- Finance BS/ BSB, -12% from 33% to 21% (n = 141)
 - Chemistry ACS Certificate BSCH, -14%, from 49% to 36% (n = 134)
 - Informatics BS, -14% from 31% to 17% (n = 126)
 - Sports Management BSK BSPE, -12% from 33% to 21% (n = 102)
 - Social Studies BSED, -15% from 44% to 29% (n = 93)
 - Electrical Engineering BSEE, -11% from 11% to 0% (n = 74)
 - Economics BA, -10%, from 21% to 11%, n = 72)
 - Philosophy BA, -14% from 36% to 22% (n = 59)
 - Physical Education & Health Ed BSK -12% from 36% to 24% (n = 50)
 - Geography BA, -26%, from 48% to 23% (n = 40)
 - Comp Graph Tech BS-Animation, -10%, from 27% to 16% (n = 37)
 - Music Technology MS, -11% from 26% to 15% (n = 33)

High-Female Enrollment Programs

1. 38 programs had female enrollments higher than 78% in 2012.
2. In 2007 these programs included 4,403 students and 4,532 students in 2012.
 - Two programs experienced a decline in overall enrollment larger than 100: Elementary Education and Library Science.
 - Two programs experienced an increase in overall enrollment larger than 100: Psychology BA and Nursing RN to BS.
3. These high-female enrollment programs are very high-female, averaging 88% female in 2007 and slightly less, 85%, in 2012, for a decline of 3%.
4. One program became much more female (change of 9% in 2012 (n= 67): Adult Geriatric MSN went from 88% to 97% female.
5. Six programs decreased their percentage of women by more than 10% (listed in order of 2012 total enrollment):
 - Histotechnology CERT, -12% from 82% to 70% (n = 76)
 - Health Information Administration BS, -15% from 90% to 75% (n = 51)
 - Paralegal Studies CRT, -10% from 84% to 74% (n = 50)
 - Student Affairs Administration MSED, -20% to from 82% 62% (n = 39)
 - Applied Communication, -13% from 83% to 70% (n = 37)
 - Art Education BAED, -10% from 88% to 78% (n = 27)

However, the ten largest enrollment programs on campus averaged 68% female in 2012 and 67% female in 2007 as reflected in **Table V – 10 Largest Enrollment Programs**. Again, the table reflects relatively stable female enrollment overall while some programs increased and other declined.

Table V – 10 Largest Enrollment Programs

Table V – 10 Largest Enrollment Programs

Largest Programs	2007				2012			
	Female	Male	Total	% Female	Female	Male	Total	% Female
Medicine MD	501	625	1,126	44%	576	723	1,299	44%
General Studies BGS	573	354	927	62%	635	308	943	67%
Law JD	452	497	949	48%	413	517	930	44%
Elementary Education BSED	711	113	824	86%	542	77	619	88%
Nursing BSN	537	52	589	91%	524	53	577	91%
Social Work MSW	491	72	563	87%	457	66	523	87%
Dental Surgery DDS	166	235	401	41%	196	212	408	48%
Psychology BA	222	55	277	80%	325	64	389	83%
Criminal Justice AS / BS	166	127	293	57%	197	175	372	53%
Psychology BS	189	70	259	73%	220	90	310	71%

Source: Information Management and Institutional Research (IMIR)

4. Salary Equity

A. Faculty Salary Equity Study

In 2008, the Chancellor and Executive Vice Chancellor charged the Director of the Office of Equal Opportunity with responsibility for conducting a faculty salary study. The data analyses were performed by staff from Information Management and Institutional Research and then presented to the Faculty Salary Equity Study Advisory Committee. Four findings emerged from the study:

- There is a statistically significant gap between the salaries of male and female faculty members (approximately 2.4% of the mean salary of faculty members) that is not explained by other faculty characteristics.
- There are not statistically significant differences in faculty salaries by race/ethnicity.
- Although there is a significant gap in the salaries of male and female faculty members, more men than women have been identified as having salaries that are substantially lower than predicted.
- The salary gap between female and male faculty members has declined since 1998.

Overall, the results of the 2008 study are remarkably consistent with the findings from 1991 and 1998. Although IUPUI appears to be making some progress in narrowing the wage gap between female and male faculty members, more work is required to eliminate salary disparities. Both the 1998 and 2008 studies failed to find a statistically significant gap in faculty salaries that was related to race/ethnicity. The 1998 study did find that being female had a negative effect on expected salary, other factors being held constant, and the effect

represented approximately 3% of average faculty salaries. Similarly, the current study found that being female was negatively associated with faculty members' salaries when other factors were held constant. In 2008, the wage gap represented approximately 2.4% of average faculty salaries. While this is progress compared to 1998, it is not much progress.

IUPUI developed a plan to address salary disparities for individual faculty members. Of the 1,112 full-time faculty members included in the 2008 study, 42 were identified as outliers with standardized residual scores of -1.67 or less than their predicted salaries. These 42 faculty members moved to a remediation phase that required a review of merit (teaching, research or creative activity and/or service) in their school to determine if the current salary could be justified on the basis of legitimate factors that were either not included in the study or were included imperfectly. If remediation was not recommended, a brief rationale was required. However, if remediation was recommended, a detailed financial plan to adjust the faculty member's salary upwards over a 1 to 3 year time frame was required.

Of the 42 salaries identified as outliers, 8 received remediation adjustments, 20 were clinical positions that have different performance standards, 4 were in line with terminal degrees within the unit, 6 were performance related, and the remaining 4 were already above the 75th percentile or had left the unit. Of the 42, 17 were female and 25 were male. Of the eight that received remediation adjustments, four (50%) were female.

B. Staff Salary Market Study

In November 2007 Indiana University including IUPUI completed a comprehensive classification process for all professional (PA) staff to simplify classifications and to anchor the compensation of staff to market data that is salient to the Indianapolis and central Indiana area. The classification process was to ensure that all professional staff was paid within a range that compared reasonably with the "market rate" for their job category. However, we only supported increases to bring employees up to minimum, so how the ranges broke down by gender was not reviewed. While gender equity was not specifically addressed, the assumption was that there was a good distribution of PA staff within the ranges.

As outlined in the Scope section of the Gender Equity Analysis report, detailed analysis was not performed on job families or levels because it was determined that the analysis could not produce valid data to base conclusions upon. An outline of the project overview as well as a summary of the explanations for excluding certain populations in the detailed analysis is provided in **Appendix D – Staff Gender Equity Project Overview and Analysis Exclusions**.

Given the specific interest in gender equity following this classification process, HRA began gathering data to provide a snapshot of how the distribution of PA salaries compared, based on gender. As a result, there were eight specific cases that required additional information from departments related to work duties, education, experience or special skills that would possibly explain the salary difference. Of the eight cases, there was a potential disparate pay of a male in comparison to a female. However, upon further review, it was determined that only one pay inequity existed. Unfortunately, before remediation occurred the employee resigned from the university. Because we are sensitive to any individual equity concerns that may arise, those are currently being addressed on a case-by-case basis.

5. Access to Research Funding

The Office of the Vice Chancellor for Research (OVCR) had three active programs during 2007 and 2012 – International Development Fund (IDF), Research Support Funds Grant (RSFG), and Signature Centers Initiative (SGI). Several additional funding structures have been added in subsequent years. These include Release Time for Research, RTFR; Indiana Arts and Humanities Internal Grant ,IAHI; Developing Diverse Researchers with Investigative Expertise, DRIVE; Enhanced Mentoring Program with Opportunities for Ways to Excel in Research, EMPOWER; and Funding Opportunities for Research , Commercialization and Economic Success., FORCES. **Table VI – OVCR Internal Grants Gender % 2007-2012** charts these programs by gender, proposals, awards, and faculty status eligibility. IDF and DRIVE have full-time faculty (All FT Fac) eligibility, while all others have tenure/tenure-track eligibility (Ten/TT). Overall, the number of proposals by gender is not far off from the number of eligible faculty. OVCR programs targeted for underrepresented faculty (DRIVE and EMPOWER) are predominately female, while IAHI is evenly split between gender on the proposals even though the gender eligibility is 65% male 35% female.

OVCR Internal Grants Gender % 2007-2012

IDF	Gender	Proposals	Awards	FT Fac	RSFG	Gender	Proposals	Awards	Ten/TT
2007	Male	61%	62%	63%	2007	Male	69%	75%	68%
	Female	39%	38%	37%		Female	31%	25%	32%
2008	Male	91%	86%	62%	2008	Male	63%	52%	67%
	Female	9%	14%	38%		Female	37%	48%	33%
2009	Male	75%	67%	62%	2009	Male	70%	72%	68%
	Female	25%	33%	38%		Female	30%	28%	32%
2010	Male	74%	77%	61%	2010	Male	69%	71%	67%
	Female	26%	23%	39%		Female	31%	29%	33%
2011	Male	46%	67%	61%	2011	Male	73%	65%	66%
	Female	54%	33%	39%		Female	27%	35%	34%
2012	Male	68%	88%	60%	2012	Male	82%	75%	65%
	Female	32%	12%	40%		Female	18%	25%	35%
RTR	Gender	Proposals	Awards	Ten/TT	DRIVE	Gender	Proposals	Awards	FT Fac
2008	Male	67%	71%	67%	2009	Male	31%	25%	62%
	Female	33%	29%	33%		Female	69%	75%	38%
2009	Male	60%	33%	68%	2010	Male	19%	25%	61%
	Female	40%	67%	32%		Female	81%	75%	39%
2010	Male	67%	67%	67%	2011	Male	47%	43%	61%
	Female	33%	33%	33%		Female	53%	57%	39%
2011	Male	60%	50%	66%	2012	Male	0%	0%	60%
	Female	40%	50%	34%		Female	100%	100%	40%
2012	Male	50%	50%	65%					
	Female	50%	50%	35%					

IAHI	Gender	Proposals	Awards	Ten/TT	FORCES	Gender	Proposals	Awards	Ten/TT
2009	Male	50%	27%	68%	2011	Male	75%	100%	66%
	Female	50%	73%	32%		Female	25%	0%	34%
2010	Male	54%	42%	67%	2012	Male	67%	57%	65%
	Female	46%	58%	33%		Female	33%	43%	35%
2011	Male	50%	53%	66%					
	Female	50%	47%	34%					
2012	Male	50%	55%	65%					
	Female	50%	45%	35%					
SCI*	Gender	Proposals	Awards	Ten/TT	EMPOWER	Gender	Proposals	Awards	Ten/TT
2007	Male	71%	77%	68%	2011	Male	26%	23%	66%
	Female	29%	23%	32%		Female	74%	77%	34%
2008	Male	71%	86%	67%	2012	Male	9%	9%	65%
	Female	29%	14%	33%		Female	91%	91%	35%
2010	Male	67%	67%	67%					
	Female	33%	33%	33%					
2011	Male	59%	67%	66%					
	Female	41%	33%	34%					
2012	Male	58%	83%	65%					
	Female	42%	17%	35%					

*Data reflects number of directors, not applications
Source: Office of Vice Chancellor for Research

6. Participation in Professional Development

A. The School of Medicine's Office for Faculty Affairs and Professional Development (OFAPD) offers a great deal of professional development programming that is available to faculty, staff, and students across the entire campus. Based on data collected by this office over a four year period (2009-2013), more women have accessed the resources of this office than men in almost every category every year.

Of the total contacts (including faculty, staff, learners, and guests) summarized over all four years (N = 5,456):

- 54% were women (n of women = 2942)
- 40% were men (n = 2197)
- 6% (n = 317) gender unknown

This pattern holds when analyzed by group (data below is summarized for all four years).

Totals Per Group

	Gender		
	Men	Women	Unknown
Guest	17	49	30
All other IUPUI learners	41	119	133
IUSM Learners	287	517	22
All other IUPUI Staff	18	67	3
IUSM Staff	68	275	9
All other IUPUI Faculty	182	341	29
IUSM Faculty	1584	1574	91
Total	2197	2942	317

Source: School of Medicine’s Office for Faculty Affairs and Professional Development (OFAPD)

B. The Office of Equal Opportunity (OEO)

The OEO partners with Human Resources Administration in presenting three modules in the Fundamentals of Supervision (legal compliance) training series. These modules include equal employment opportunity, affirmative action, sexual harassment, and Americans with disabilities. In addition to compliance training, this partnership includes “Mediation” training to interested faculty and staff whose role may require assisting others in the resolution of disputes. To-date, we have trained more than 130 faculty and staff as depicted in **Table VII – OEO Training and Professional Development**.

The OEO staff dedicates a significant amount of time to the development and implementation of workshops and presentations that increase and enhance the awareness of the campus community in the areas of equal opportunity, diversity, equity and inclusion. Through these efforts, various training programs were presented to more than 19,000 campus constituents.

Table VII – OEO Training and Professional Development

**Office of Equal Opportunity
Training and Professional Development Programs**

Course	2008	2009	2010	2011	2012	Totals
Academic Integrity/Ethics	0	0	30	0	40	70
ADA	107	45	65	27	95	339
Civility in the Workplace	0	0	0	65	256	321
Diversity	256	336	187	574	397	1750
EEO/AA	114	90	65	140	298	707
FAM	4	9	0	20	18	51
Gender Equity	0	130	0	0	0	130
Leadership	0	0	35	0	0	35
Mediation	0	45	50	19	24	138
OEO Complaint Procedures	477	125	50	0	0	652
Outreach*	0	0	240	0	0	240
Preventing Sexual Harassment	367	500	634	7764	3387	12652
Professionalism	0	0	0	19	19	38
Resource Fairs*	200	50	150	0	400	800
Search and Screen Protocols	50	253	148	297	459	1207
Totals	1575	1583	1654	8925	5393	19130

Source: Office of Equal Opportunity Annual Report dated January 31, 2014

C. The IUPUI Office of Academic Affairs provides the following annual programming for professional development for all faculty.

- Administration orientation programming for new academic administrators to assist in their transition to the IUPUI campus as well as familiarize them with their roles and responsibilities as campus leaders.
- Leadership series for chairs and associate deans to facilitate continued growth and development of capabilities necessary for effective leadership.
- Faculty advancement programs and workshops to support and enable candidates to successfully advance their careers at IUPUI. Promotion and/or tenure programs are available for all faculty ranks and career stages.
- On-line promotion and/or tenure library of foundational programs to support candidate preparation for promotion and/or tenure. These programs are available 24/7 and discuss various aspects of the promotion and tenure process (curriculum vitae format and excellence in research modules).
- Reading at the table series provides an opportunity for members of the IUPUI community to celebrate published books written by IUPUI faculty or staff.
- Signature events include a range of special events to support, develop and recognize faculty at various stages of their academic career.

7. Participation in Governance Structures

A. Faculty Council Executive Committee

A common goal of the faculty members of Indiana University-Purdue University Indianapolis is to better human conditions through the process of education. In recognition and appreciation of their rights and responsibilities, they established a Constitution for the purpose of creating a system that would aid in the identification, definition, and accomplishments of major specific objectives of the faculty. Individuals serving full-time who hold instructor (including lecturer) or professorial (including clinical and research) rank, as well as librarians of comparable rank, and who perform their functions primarily in Indianapolis, or who, having their principal functions elsewhere have rank in an academic unit which is primarily situated at IUPUI, shall be considered members of the faculty. The faculty is divided between tenured and tenure-track faculty members, and non-tenure-track faculty members.

Composition of the Executive Committee consists of eight members elected by the Faculty Council. The Executive Committee: a) determines the agenda for its own meetings and for regular meetings of the Council; b) solicits, with the help of the Faculty Council Coordinator, the interest of faculty in serving on IUPUI Faculty Council Standing Committees; c) serves as the Committee on Committees for the Council; d) conducts the elections which are governed by the provisions of the Faculty Council Bylaws, and rule on matters of dispute relating to election procedures; e) recommends to the Council the size of N for the coming year; and, f) performs such other duties as may be assigned to it by the Council or by the Council's Bylaws.

As reflected in **Table VIII – 2003 – 2014 Comparison of Women and Men Serving on Faculty Council Executive Committee**, women served in a leadership role as President or Vice President on the Faculty Council Executive Committee from 2003 – 2008. While women have not held a leadership role since 2008, they participated at a higher rate (56%) of “members at large” compared to men (44%) during the past 12 academic years. Moreover, during the past 12 academic years, of the 123 participants serving in any capacity on the Executive Committee, 18 women served an average of 3.3 academic years in comparison to 17 males that served an average of 3.8 academic years. Overall, it appears that women have adequate representation and voice in the faculty governance structure.

Table VIII – Comparison of Women and Men Serving on Faculty Council Executive Committee

2003 – 2014
Comparison of Women and Men
Serving on Faculty Council Executive Committee

Year	Member At Large		Officer		Total
	Women	Men	Women	Men	
2003	6	2	P	VP	10
2004	4	4	P	VP	10
2005	3	5	VP	P	10
2006	4	4	VP	P	10
2007	5	3	VP	P	10
2008	4	4	VP	P	10
2009	6	2		VP, P	10
2010	6	2		VP, P	10
2011	4	6*		VP, P	12
2012	4	5*		VP, P	11
2013	5	3		VP, P	10
2014	4	4		VP, P	10

Notes:

P = President, VP = Vice President

*** Male served while female was on sabbatical**

Source: IUPUI Faculty Council Executive Committee

B. Staff Council Executive Committee

For the purpose of the Staff Council organization, the term staff shall mean all appointed, non-faculty and non-union employees of IUPUI. As members of the IUPUI Staff Council, the purpose is to act as a voice of the staff in collaborating with the entire campus community by fostering accountability and best practices in supporting and carrying out the vision, mission and goals of the university. More specifically, a) to increase the sense of identity, recognition and worth of each staff member in his/her relationship to the University; b) to identify concerns relating to staff and to seek their solutions; c) to provide a channel of communication for staff with administration and faculty; d) to promote staff development and to recommend policies which aid in retaining highly-qualified personnel; e) to integrate the staff into campus governance and existing University affairs; f) to establish and promote university-wide activities, publications, work-shops, and seminars, and g) to serve as a resource for other schools or units in the development of School or Unit Staff Councils.

As reflected in **Table IX – Comparison on Staff Council Executive Committee**, women served in a leadership role as President, First Vice President, or Second Vice President on the Staff Council Executive Committee every year during the past 12 years. Moreover, of the 124

participants during the past 12 years, women participated at a higher rate (82%) compared to men (18%). Moreover, during the past 12 academic years, of the 124 participants serving in any capacity on the Executive Committee, 40 women served an average of 2.6 years in comparison to eight males that served an average of 2.4 academic years. Overall, it appears that women have adequate representation and voice in the staff governance structure.

Table IX – 2003-2014 Comparison on Staff Council Executive Committee

**2003 - 2014
Comparison of Women and Men
Serving on Staff Council Executive Committee**

Year	Member At Large		Officer		Total
	Women	Men	Women	Men	
2003	5	0	P, PE, FVP, CS	SVP	10
2004	5	1	P, SVP, CS		9
2005	5	1	P, FVP, SVP, CS		10
2006	5	1	P, PE, SVP, CS	FVP	11
2007	3	2	P, FVP, CS, PA		9
2008	3	3	P, FVP, SVP, PA		10
2009	5	1	P, FVP, CS, PA	SVP	11
2010	6	0	P, FVP, CS, PA	SVP	11
2011	5	0	P, FVP, CS, PA	SVP	10
2012	5	1	P, FVP, SVP, CS, PA	PE	12
2013	5	1	SVP, PA	P, FVP	10
2014	5	1	SVP, CS, PA	P, FVP	11

P = President, FVP = First Vice President, SVP = Second Vice

Notes: President, CS = Corresponding Secretary, PA = Parliamentarian

Source: IUPUI Staff Council Executive Committee

C. Undergraduate Student Government

When considering women’s representation at IUPUI over the last decade, it is important to consider student governance. In the years from 2004-2014 as reflected in **Table X – Comparison of Women and Men Serving in Undergraduate Student Government**, three women have held the position of Undergraduate Student Government (USG) President. Two of those women were elected to the position and another woman assumed that role when the president resigned in the middle of the academic year. In comparison, eight men held the top executive position in the USG in that time period. The remaining executive positions in the USG (Vice President, Treasurer, and Secretary) have equal representation over the last ten years, with 15 men and 15 women holding these positions respectively. While representation of women in executive positions in USG is encouraging during this time period, it is clear that more work needs to be done to promote equity in representation in the presidency.

This data was collected through an examination of historical records in the Office of Student Involvement and University Library Archives and through self-reported information provided by Undergraduate Student Government.

Table X – Comparison of Women and Men Serving in Undergraduate Student Government

**Comparison of Women and Men
Serving in Undergraduate Student Government**

Year	Executives		Officer		Total
	Women	Men	Women	Men	
2004-05	3	0		P	4
2005-06	2	1	P		4
2006-07	0	3		P	4
2007-08	2	1	P- Spring	P - Fall	4
2008-09	2	1		P	4
2009-10	2	1		P	4
2010-11	1	2		P	4
2011-12	2	1		P	4
2012-13	1	2		P	4
2013-14	0	3	P		4

Note: P = President

Source: Archives – Undergraduate Student Government

8. Work/Life Fit and Family-Friendly Policies and Benefits

A. Human Resources Policies

Alternative Work Schedules policy encourages operating units to accommodate the childcare, family care, and other personal needs of employees by establishing alternative work schedules to the extent possible and consistent with the requirements of the operating unit. Alternative work schedules" refers to all university-approved practices that depart from the regularly scheduled workweek of the operating unit. The following types of alternative work schedules include but are not limited to the following:

1. "Flexible schedule" (often referred to as "flextime") means any supervisory-approved practice of permitting eligible employees to alter the standard hours on a daily basis. In such cases, operating units establish core hours when the employee must be present unless he or she is on an approved leave. Employees approved for a flexible schedule may change their start and end times on a daily basis provided they work the established core hours.
2. "Variable schedule" refers to a fixed work schedule that deviates from the standard work schedule and is mutually agreeable to the employee and the supervisor. This may include an agreement to alter the lunch break from the standard one-hour lunch. Unlike the flexible schedule (described above), this does not include the employee option to change the agreed-upon daily start and end work time.
3. "Alternate workweek schedule" refers to a supervisory-approved practice that enables eligible employees to complete the basic work requirement of forty (40) hours per week in fewer or more than five (5) full workdays. The work schedule is standardized by mutual agreement of the employee and the supervisor.

Family and Medical Leave Act (FMLA) policy allows eligible employees to receive up to a total of 12 weeks of leave in a 12-month period for a birth of a child; placement with the employee of a child through adoption or foster care of a child; care for any of the following who has a serious health condition: the employee's spouse or same-sex domestic partner, the employee's child under 18, the same-sex domestic partner's child under 18, or the employee's parent; care for the employee's or same-sex domestic partner's child 18 or older who has a serious health condition and is incapable of self-care because of a mental or physical disability; a serious health condition that renders the employee unable to perform the functions of his or her job; and a qualifying exigency which occurs while the employee's spouse, domestic partner, child, child of the domestic partner, or parent is on covered active duty or has been notified of an impending call or order to covered active duty in the Armed Forces.

Employees will be entitled to return to the same or an equivalent position at the conclusion of the leave, if they are able to perform the essential functions of the position. It is also the policy of Indiana University to voluntarily apply the FMLA provisions to same-sex domestic partners as qualified by the university's Affidavit of Domestic Partnership. Moreover, in accordance with the FMLA, medical and dental benefits are maintained during the leave so long as the employee

intends to return and does actually return to work. However, employees on an FMLA leave continue to be responsible for paying their share of premiums for benefit plans.

Discretionary Leave of Absence is absence without pay, authorized in advance, for 30 or more calendar days and for up to one year. The period of leave cannot exceed one year. At that point the employee must either return to work or be terminated with the exception of leaves for military duty. A leave of absence for more than one year must be approved by the campus chancellor, provost, or appropriate vice president. A leave of absence implies that the employee intends to return to the same or similar position, which will be available when the employee returns. For this reason, employees must apply for a leave of absence with the academic dean, department head, or designated authority. If this person recommends the leave, the recommendation is then forwarded to the appropriate administrative authority for approval. The individual who recommends the leave is responsible for the availability of a position when the employee returns to work.

B. Lactation Rooms on Campus

Provisions for Lactating Mothers supports mothers who want to express breast milk at work. The policy promotes a respectful and healthy work environment for all employees. Departments are to provide a location, to the extent reasonably possible, where an employee can express breast milk in private. The location can be a room designated just for this purpose, the employee's private office, a private office not in use, or any area other than a bathroom where the employee can have privacy from others. Departments are to ensure, to the extent reasonably possible, the availability of cold storage space. The employee may provide her own portable cold storage device or have access to a refrigerator located in the department or building. Moreover, the time needed to express milk is paid time if it occurs during work hours. The expectation is that the employee can express milk during rest periods and lunch breaks. If additional time is needed, supervisors are encouraged to grant reasonable flexible scheduling to accommodate the need.

The **labor force participation rate**—the percent of the population working or looking for work—for all mothers with children under age 18 was 70.5 percent in 2012 and the participation rate of **mothers with infants under a year old was 57.0 percent.**

Ind. Code § 5-10-6-2 and § 22-2-14-2 (2008) provide that state and political subdivisions shall provide for reasonable paid breaks for an employee to express breast milk for her infant, make reasonable efforts to provide a room or other location, other than a toilet stall, where the employee can express breast milk in private and make reasonable efforts to provide for a refrigerator to keep breast milk that has been expressed. The code also provides that *employers with more than 25 employees must provide a private location, other than a toilet stall, where an employee can express the employee's breast milk in private and if possible to provide a refrigerator for storing breast milk that has been expressed.*

Of the 55+ buildings listed on the IUPUI campus, 15 have designated private lactation rooms or spaces (Riley and University Hospitals have their own rooms for their employees and visitors).

Because the designated spaces are scattered across campus, we still have gaps. The current priority is for a dedicated space in the Campus Center. Presently, all we have available for nursing mothers whether a student, staff, faculty member or visitor is a small, remote and dark music room in the basement. While it is good that a space can be made available for breastfeeding women in the Campus Center, it is barely adequate and as the life sciences campus with a state of the art Campus Center, we should provide a “state of the art” lactation room to nursing mothers and send the message that women and their needs are valued at IUPUI.

In addition to the campus center, other priority needs include the following buildings:

- Waterway Boulevard buildings and Indiana Avenue corridor
- Herron School of Art and Design
- IT Building
- The Tower
- LD Building and Science
- Education/Social Work

C. Faculty Leave Programs

Sabbatical Leave Program – IUPUI has a program of sabbatical leave for faculty members and librarians. From the time of appointment to a tenure-track position, faculty members are entitled to apply for a sabbatical leave every seventh year. The purpose of the sabbatical is to provide concentrated time for research/creativity activity which will eventually benefit the university in terms of enhanced teaching and reputation of its faculty. The sabbatical leave program is undertaken to provide time for scholarly research and to allow members of faculty to keep abreast of developments in their fields of service to the University. Acceptable programs for use of time include: 1) research on significant problems; 2) important creative or descriptive work in any means of expression; for example, writing, painting, and so forth; 3) postdoctoral study along a specified line at another institution; and 4) other projects satisfactory to the Committee on Sabbatical Leaves of Absence. As reflected in **Table XI – 2002 – 2012 Sabbaticals**, women took sabbaticals 43% during this period compared to men (57%).

Table XI – 2002 – 2012 Sabbaticals

2002 - 2012 Sabbaticals

Year	Male	Female
2002	11	10
2003	18	9
2004	16	16
2005	14	10
2006	19	9
2007	24	13
2008	25	13
2009	21	12
2010	17	22
2011	20	19
2012	21	22
Total	206	155

Source: Office of Academic Affairs

Extension of the Tenure Clock is not a formal IUPUI policy or part of the Academic Handbook. However, the IUPUI campus has a past practice of granting extension of tenure under strict circumstances to some of its tenure-track faculty for various legitimate reasons. As exhibited in **Table XII – 2009 – 2014 Tenure Extensions**, IUPUI granted and approved 74 requests from faculty to extend the tenure clock (12 granted in 2009, 12 in 2010, 22 in 2011, 4 in 2012, 21 in 2013 and 3 in 2014). Of the 74 requests for extension of tenure, 44 or 59% were extended to females while 30 or 41% were extended to males. Moreover, females were equally likely to receive a second extension – 7 each.

Table XII – 2009-2014 Tenure Extensions

**2009 - 2014 Tenure Extensions
By Gender**

Year	Female	Multiple Extensions	Male	Multiple Extensions	Total Extensions
2009	8	2	4	1	12
2010	7	0	5	0	12
2011	12	2	10	2	22
2012	2	1	2	0	4
2013	14	2	7	2	21
2014	1	0	2	2	3
Totals	44	7	30	7	74

Of the 44 female extensions, 43% or 19 were medical related in comparison to the 30 male extensions at 20% or 6 that were medical related as depicted in **Table XIII – Tenure Extensions by Reason**. However, males were more heavily impacted by workload and lack of progress by 37% or 11 compared to females at 9% or 4. In addition, of the female extensions 16% or 7 females were also SRUF hires compared to 7% or 2 males. Of the 74 extensions to-date, more than half were granted between the School of Medicine (45% or 33) and the School of Liberal Arts (12% or 9) as show in **Table XIV – Tenure Extensions by Gender**.

Table XIII – Tenure Extensions by Reason

Tenure Extensions by Reason			
Reason	Female	Male	Total
Administrative	0	1	1
Change	4	1	5
Family issues	5	4	9
Grant related	4	3	7
Interdisciplinary work	1	0	1
Lack of progress	3	5	8
Medical	19	6	25
Mentor	1	0	1
Public scholar/research	1	0	1
Research related	3	0	3
Set up new program	1	0	1
Lab issues/delay	0	4	4
US resident status delay	1	0	1
Workload	1	6	7
Total	44	30	74

Source: Office of Academic Affairs

Table XIV – Tenure Extensions by Gender

Tenure Extensions by Gender							
Gender	2009	2010	2011	2012	2013	2014	Total
Male	4	5	10	2	7	2	30
Female	8	7	12	2	14	1	44
Total	12	12	22	4	21	3	74

Source: Office of Academic Affairs

D. Center for Young Children

The Center for Young Children (CYC) provides child care and early childhood education for the University's diverse population as well as the general public and is also a supportive unit of IUPUI. The center is licensed through the state of Indiana. As part of the University, CYC also acts as a research and training site where students can put textbook theory to practice and faculty can investigate areas of early childhood development and family issues. CYC also provides a safe and caring environment that promotes learning and child development. Year round programs are offered for children ages 6 weeks to 5 years as well as programs for school age children during the summer months. While the goal is to reach the capacity of 201 children, CYC currently has 177 children enrolled. Full capacity includes 16 infant spaces, 20 toddler spaces, 45 two-year-old spaces, and 120 multi-age spaces (3-5 years old). Approximately 80-90% of the current enrollment is used by IUPUI affiliates. Moreover, CYC currently has 70+ families on the infant waiting list (50+ are affiliates and 20+ are non-affiliates).

9. Equity in Campus Awards

When we looked at campus award recognition and recipients, we found that between 2002 and 2012 females or initiatives led by females (53%) were the biggest recipients of awards for excellence in teaching, civic engagement, diversity, mentoring, and scholarly research compared to males (47%). More specifically, we found the following:

- Chancellor's Professor Award, males (18) were the most frequent recipients compared to females (13)
- Chancellor's Award for Excellence in Teaching, females (6) were the most frequent recipients compared to males (4)
- Chancellor's Faculty Award for Excellence in Civic Engagement, females (5) were the most frequent recipients compared to males (4)
- Chancellor's Diversity Scholar Award, two females have been the only recipients. However, this award is only in its second year.
- Chancellor's Award for Excellence in Multicultural Teaching, two females have been the only recipients. However, this award is only in its second year.
- Alvin S. Bynum Mentor Award (Faculty), females (9) were the most frequent recipients compared to males (5)
- Alvin S. Bynum Mentor Award (Staff), females (4) were the most frequent recipients compared to males (2)
- Glenn W. Irwin, Jr., M.D., Research Scholar Award, males (10) were the most frequent recipients compared to females (3)
- Dr. Joseph T. Taylor Award for Excellence in Diversity, females (18) including initiatives led by females were the most frequent recipients compared to males (11)

10. General Climate of Civility

Faculty Vitality Survey

In 2006, the School of Medicine Dean's Office for Faculty Affairs and Professional Development developed a survey to measure faculty vitality; not just satisfaction, but also productivity and engagement. The instrument contains demographic variables and subscales measuring perceptions of the following categories:

- *Institutional Climate and Leadership*
- *Career and Life Management*
- *Faculty Development*
- *Satisfaction*
- *Engagement*
- *Productivity*

The most recent administration of the survey in 2011 yielded a 42% response rate, and illustrated that nearly 80% of the faculty respondents were very or somewhat satisfied with their careers. Further, the survey revealed that there were no statistically significant differences between men and women respondents on any scale score, indicating that men and women report the same levels of satisfaction, engagement, and productivity, as well as similar abilities to manage their career and life, and similar perceptions of institutional climate and leadership. At the item level, there were statistically significant differences between men and women in response to the item about ability to balance personal and professional demands. On average, men indicated a greater ability to do so than women.

Female Faculty and Staff Climate Survey on gender and diversity issues was funded by a grant from the IUPUI Office of the Vice Chancellor for Research and was conducted by the Office for Women and the Multicultural Pedagogy Research Group. Professor Leslie Ashburn-Nardo and Professor Jane Williams of the Department of Psychology supervised the process. The survey looked at climate issues for women faculty and staff at IUPUI based on indications of perceived gender bias in the 2009 Faculty Survey and the 2009 Staff Survey. In these surveys a notable percentage expressed a perception of discrimination, negative or disparaging comments or not being taken seriously based on gender compared to other categories. Upon review of the raw data and further examination, the majority of these responses were from women.

Sample

The faculty and staff portion of the study was initiated in spring 2013. A survey was disseminated to all faculty and staff women – 300 faculty members and 1200 staff members responded; of which 481 (42%) were from the School of Medicine. No other department on the IUPUI campus had respondents which reached 10% of the sample and represented 31 offices/departments on campus. Thus, the non-SOM portion of the sample appears to be diverse and representative of the campus staff. The majority of the staff reported working at IUPUI for either 1-5 (30 %) or 6-10 (23.6%) years. Interestingly, 14.5% reported working at IUPUI for longer than 20 years. Seven hundred twenty three staff (58.7%) reported holding

professional staff roles, 371 (30%) reported as clerical staff, 117 (9.5%) reported as technical staff, and less than 1% reported as skilled craft, service maintenance or executive management. Two hundred two staff (16%) identified themselves as being a member of an under-represented group; 145 identified as black or African American, 31 as Asian, 16 as American Indian or Alaska Native, 2 as Native Hawaiian or Other Pacific Islander, and 8 others didn't specify or identified as multi-racial. Staff ranged in age from 19-75 with the average age of staff being 43 with a standard deviation of 11.7 years.

Results for female staff

Table XV below provides the percentages of female staff at IUPUI and the SOM who endorsed experiences that they have had at IUPUI (identified in the rows in the table) and they attributed those experiences to some defining characteristics of themselves (identified in the columns across the top). Some of these experiences and characteristics are identical to those included in the IUPUI Climate survey distributed by IMIR. However we added 4 experiences – paid little attention to me, addressed me unprofessionally, doubted my judgment, and was drawn into a conversation I didn't want to be in that we felt are indicative of micro-aggressions towards women. In addition, we added the characteristic of 'status' because we were interested in whether our staff, who are primarily women, experience these events in part because of their lower status positions on campus. Values in the cells are percentages. The number of participants varies: SOM = 442-480, IUPUI - 590-775.

Table XV – Percentage of female staff who report experiences based on their characteristics

Experiences	Gender		Race		Orientation		Age		Status	
	IUPUI	SOM	IUPUI	SOM	IUPUI	SOM	IUPUI	SOM	IUPUI	SOM
Negative disparaging	12.2	8	6	4	1.4	0.8	12	8	24.1	15.6
Harassment	6.4	5.2	1.3	1.2	0.4	0.4	2.1	1.9	6.2	5.4
Isolated	6.3	5.2	5	4.8	1	0.6	8	7.5	22.5	17.9
Offensive	9.9	7.3	2.4	2.5	1.5	1.2	2.1	2.3	4.1	3.3
Not taken seriously	16.5	11.4	5	3.3	0.6	0.4	16.3	14.8	32.4	26
Discouragement	3.2	2.5	1.9	1	0.1	0	4.4	4.2	13.5	8.7
Encouragement	6.6	5	1.8	0.4	0.1	0.4	6.8	6.9	25.4	18.7
Paid little attention	11.2	8.3	4.8	2.9	0.1	0.6	9.9	9.8	33.1	29.3
Addressed unprofessionally	11.1	6.7	3.6	2.9	0.8	0.4	4.6	6.2	17.4	13.5
Doubted my judgment	11.7	8.7	4.4	2.5	0.1	0.2	11.2	12.7	32.4	28.5
Draw me in	8.1	4.2	3.2	0.8	1.8	0.4	3.9	1.7	7.9	5.4
Feeling connected	16.2	10.4	6.4	3.1	2.1	1.2	10.8	7.7	21.8	14.1
Joining a group	7.6	3.3	4.2	0.6	1.7	0.4	1.9	0.6	13.1	8.1

Source: Office for Women and the Multicultural Pedagogy Research Group

Findings

- 1) Cells are shaded if they held percentages that neared or were above 10%. In general, the percentages were highest for gender and status, although some female staff perceived age impacted treatment.
- 2) Interestingly, the percentages for status were much higher than gender.
- 3) The events we added paid little attention, addressed unprofessionally and doubted my judgment are examples of micro-aggressions that increase the degree of incivility in the workplace. Women reported experiencing these in rather higher numbers based on gender, age and status.
- 4) The percentages for status are remarkably high and suggest that staff experience quite a bit of incivility in the workplace. This may be an area that should be investigated more closely as these data do not indicate from whom they experience this.
- 5) It appears the percentages are higher on the IUPUI campus than in the SOM.

Table XVI provides a comparison of the 2013 climate survey to data collected by IMIR in 2009 by gender. As seen in the table, men report negligible amount of the experiences compared to women, both in 2009 and 2013. The shaded rows, in particular, suggest that men and women experience the workplace very differently.

Table XVI

Experiences	2013 Data		IMIR 2009 Data (N = 356)	
	IUPUI Female Staff	SOM Female Staff	IUPUI Female	IUPUI Men
Negative disparaging	12.2	8	16	5.5
Harassment	6.4	5.2	7.5	1.1
Isolated	6.3	5.2	11.5	3.3
Offensive	9.9	7.3	8.6	0.5
Not taken seriously	16.5	11.4	22.4	0.5
Discouragement	3.2	2.5	9.8	2.2
Encouragement	6.6	5	4	2.2
Paid little Attention	11.2	8.3	NA	NA
Addressed unprofessionally	11.1	6.7	NA	NA
Doubted my judgment	11.7	8.7	NA	NA
Draw me in	8.1	4.2	NA	NA
Feeling connected	16.2	10.4	12.6	0
Joining a group	7.6	3.3	5.7	0

Source: Office for Women and the Multicultural Pedagogy Research Group

Results for female faculty

Table XVII below provides the percentages of female faculty at IUPUI, including the SOM who endorsed experiences that they have had at IUPUI (identified in the rows in the table) and they attributed those experiences to some defining characteristics of themselves (identified in the columns across the top). Again, we added 4 experiences – paid little attention to me, addressed me unprofessionally, doubted my judgment, and was drawn into a conversation I didn’t want to be in that we felt are indicative of micro-aggressions towards women. In addition, we added the characteristic of ‘status’ because we were interested in whether faculty experience these events in their schools or on campus. Values in the cells are percentages.

Table XVII – Percentage of female faculty who report experiences based on their characteristics

Experiences	Gender	Race	Sex Or	Age	Disability	Religion	SES	Status
Negative disparaging	22.8	5.0	1.0	13.9	0.0	5.0	1.0	25.7
Harassment	11.9	4.0	0.0	3.0	0.0	1.0	0.0	7.9
Isolated	22.8	4.0	1.0	8.9	0.0	5.0	1.0	24.8
Offensive	16.8	4.0	2.0	2.0	0.0	5.9	0.0	5.0
Not taken seriously	32.7	5.0	0.0	16.8	0.0	0.0	0.0	29.7
Discouragement	12.9	1.0	0.0	5.0	0.0	0.0	0.0	13.9
Encouragement	23.8	2.0	2.0	4.0	0.0	1.0	1.0	28.7
Paid little attention	24.8	5.9	0.0	12.9	0.0	2.0	0.0	26.7
Addressed unprofessionally	29.7	5.9	1.0	9.9	0.0	3.0	0.0	8.9
Doubted my judgment	24.8	6.9	0.0	15.8	0.0	3.0	0.0	17.8
Draw me in	13.9	3.0	0.0	5.0	0.0	1.0	0.0	3.0
Feeling connected	25.7	5.0	5.9	7.9	1.0	2.0	1.0	19.8
Joining a group	19.8	5.9	1.0	0.0	0.0	4.0	1.0	16.8

SES = Socio-economic status

Source: Office for Women and the Multicultural Pedagogy Research Group

Overall findings from the faculty data indicate that none of the means were significantly different from one another. However, a couple of patterns are evident in **Table XVIII below** which provides a comparison of the experiences by rank and the number of participants who indicated the experiences occurred. A clear indication is that Associate Professors tend to report more negative perceptions throughout the report particularly with experiencing not being taken seriously, encouragement, addressed unprofessionally, doubting my judgment, and feeling connected. What is not surprising is that the visiting and part-time faculty did not report very positive perceptions throughout the survey which can be found in **Appendix E – 2013 Female Faculty and Staff Climate Survey** along with the needs assessment scale items.

Table XVIII – Experiences by Faculty Rank

Experiences	Lecturer	Assistant	Associate	Full
Negative disparaging	6	5	9	1
Harassment	2	3	4	1
Isolated	5	5	8	3
Offensive	4	3	7	1
Not taken seriously	10	6	12	3
Discouragement	3	2	6	1
Encouragement	1	8	10	2
Paid little attention	7	5	9	3
Addressed unprofessionally	4	9	13	2
Doubted my judgment	3	3	14	4
Draw me in	3	6	4	6
Feeling connected	6	6	10	3
Joining a group	3	4	8	4

Source: Office for Women and the Multicultural Pedagogy Research Group

Exit Surveys

Professional staff females separate from the university at a much higher rate 67% than professional staff males 33% according to the separation data in **Table XIX – 3-year Separation Data by Gender**. Unlike with faculty, females separate at a lower average percentage rate of 42% compared to male faculty at 58%. In response to an increase in separation in 2011, an exit survey was developed and launched during the fall of 2012 to improve the quality of IUPUI’s work environment that allow employees who have left or are leaving the opportunity to provide feedback about their experiences while working at the University. The survey consists of questions about the employee’s position and job functions, the IUPUI environment, and matters that will help improve occupational health and safety, reduce job “burnout”, prevent harassment and discrimination, provide service with distinction, and build civil employee relations. The survey takes approximately 20 minutes to complete and allows individuals to volunteer their identity in case follow-up is warranted or desired.

Table XIX – Three Year Separation Data by Gender

Three-Year Separation Data by Gender

Faculty	2012		2011		2010	
	#	%	#	%	#	%
Women	88	45.1%	88	42.1%	66	40.0%
Men	107	54.9%	121	57.9%	99	60.0%
Total	195	100.0%	209	100.0%	165	100.0%

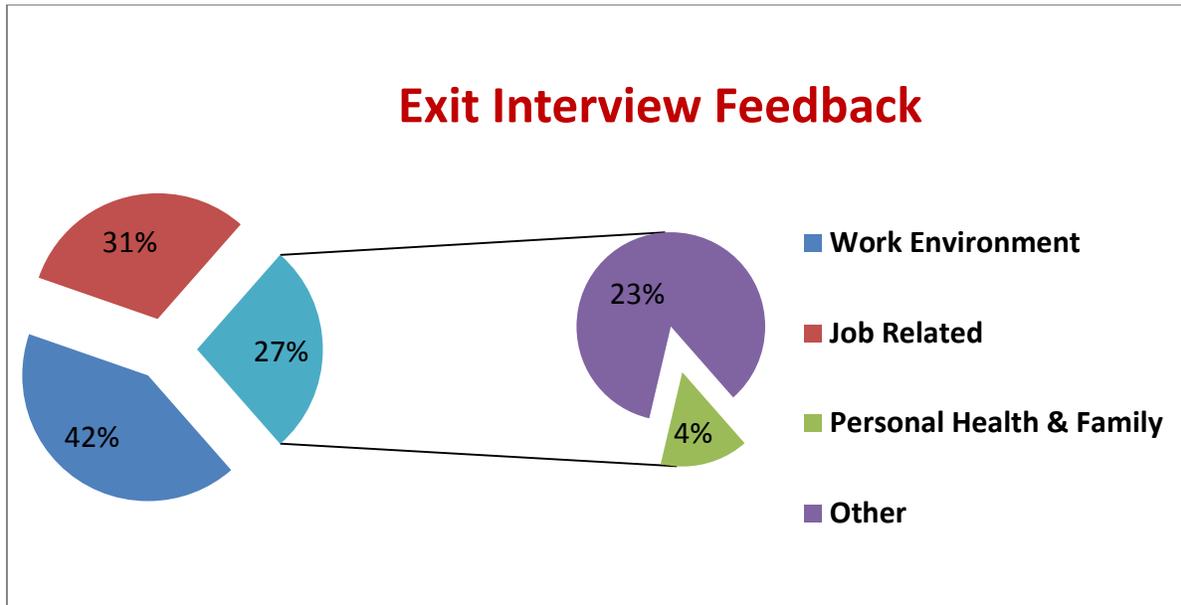
Professional Staff	2012		2011		2010	
	#	%	#	%	#	%
Women	181	66.5%	228	67.3%	149	67.1%
Men	91	33.5%	111	32.7%	73	32.9%
Total	272	100.0%	339	100.0%	222	100.0%

Source: Office of Equal Opportunity 2013 Annual Report

In 2012 the OEO piloted the survey by sending approximately 1,700 postcards via U.S. mail to employees that separated during 2011 and 2012. We initially received 118 responses of which 73.2% were female and 26.8% were male. Faculty members made up 20.4% of the respondents, 43.4% professional staff members, 17.1% support and service staff members, 15.8% clerical, 1.3% research (lab technicians, statisticians, etc.), and 2% technology. To-date, we received a total of 272 responses of which 69% or 187 were women.

Generally categorized the exit interview feedback fell into the categories of work environment, job related issues, personal health and family as well as a broad category labeled “other” which included retirement, involuntary separations and discrimination as depicted in **Table XX – Exit Interview Feedback**.

Table XX – Exit Interview Feedback



Source: Office of Equal Opportunity 2013 Annual Report

More specifically, the most frequently cited reasons for departing were as follows:

- Dissatisfaction with pay
- Dissatisfaction with job
- Retirement
- Conflict with supervisor
- Limited opportunity for advancement

Participants responded positively to the following statements:

- 91.2% – “My retirement package was competitive”
- 91.1% – “My medical/dental benefits were competitive”
- 63.2% – “I would recommend my department or unit as a good place to work”
- 74.7% – “I would recommend IUPUI as a good place to work”

Areas of Concern...

Key Issues



Source: Office for Women and the Multicultural Pedagogy Research Group

It is noteworthy that 9.3% of the respondents identified marital status as an area of concern. Moreover, the following represents the types of comments that speak to the experience of female employees that left IUPUI:

- Comments from male employees about appearance that made females feel uncomfortable. For example, "does your husband know you went out of the house wearing that dress?"
- Stereotypical insensitive comments about race and gender. For example, being asked if you are of Hispanic origin because someone's perception that you "talk fast".
- During staff or unit meetings, oftentimes men speak first and for long periods of time. When women speak, they are often cut short, interrupted and dismissed.
- The use of the word "girl" versus "woman" is condescending as the majority, if not all, the women that work or attend IUPUI are adults (not girls).
- Students feel tokenized because of their race in a classroom (as the person of color they have been asked to answer a question for their entire group).

II. Institutional Commitment to Gender Equity

- 1. Policy Statements** – IUPUI’s institutional commitment to gender equity is reflected in a number of visible policy statements that include, but is not limited to the following:

Equal Employment Opportunity Reaffirmation - the work of the IUPUI Office of Equal Opportunity (OEO) is guided by federal and state statutes for equal employment opportunity, non-discrimination, and affirmative action. As part of our reaffirmation, we expect deans, directors, and others who have administrative responsibility and authority to carry out the policies of the trustees and to pursue our shared diversity goals effectively. In addition, individual employees are to display an attitude of collaboration and cooperation by performing their duties in a manner that clearly reflects the principle of equal opportunity in every aspect of university life.

Our policy at IUPUI prohibits discrimination against all our campus constituents for reasons of race, color, religion, national origin, sex, sexual orientation, gender identity, marital status, age, disability, and covered veterans. Employees are encouraged to report as indicated in **Table XXI**.

Table XXI – OEO Complaints by Year

Office of Equal Opportunity					
Complaints by Year					
	2008	2009	2010	2011	2012
FEMALE					
Faculty	11	13	13	27	14
Staff	37	39	47	63	69
Students	22	19	31	24	19
Other	0	2	4	7	3
Visitor	0	0	0	5	1
Total	70	73	95	126	106*
MALE					
Faculty	3	9	6	9	18
Staff	16	17	29	22	21
Students	14	14	14	18	8
Other	0	3	5	3	2
Visitor	0	0	0	2	1
Total	33	43	54	54	50*
Grand Total	103	116	149	180	156

Source: Office of Equal Opportunity Annual Reports

While females raised concerns at a much higher report rate than males, we work diligently to uphold the spirit of the letter of this policy. We will continue to promote and provide equal opportunity in education and training programs, employment, admissions, and all other activities for faculty, staff, and students. All personnel actions, such as compensation and fringe benefits, transfer, promotion, training for employees, as well as all university-sponsored social and recreational programs, will be administered in accordance with this policy.

Sexual Harassment – it is unlawful to harass a person (an applicant or employee) because of that person's sex. Harassment can include "sexual harassment" or unwelcome sexual advances, requests for sexual favors, and other verbal or physical harassment of a sexual nature. Harassment does not have to be of a sexual nature, however, and can include offensive remarks about a person's sex. For example, it is illegal to harass a woman by making offensive comments about women in general.

Both victim and the harasser can be either a woman or a man, and the victim and harasser can be the same sex. Although the law doesn't prohibit simple teasing, offhand comments, or isolated incidents that are not very serious, harassment is illegal when it is so frequent or severe that it creates a hostile or offensive work environment or when it results in an adverse employment decision (such as the victim being fired or demoted). The harasser can be the victim's supervisor, a supervisor in another area, a co-worker, or someone who is not an employee of the employer, such as a client or customer.

IUPUI's Equal Opportunity Council along with the Women's Advisory Council and the Faculty and Staff Councils endorsed the practice that all IUPUI employees (full and part-time faculty and staff) be required to successfully complete PSH training. Therefore, beginning January 1, 2011 all current employees were required to successfully complete an online PSH training module by June 30, 2011 unless they could document that they had successfully completed it or attended a comparable classroom training program within the past three years. Employees that had completed PSH training more than three years ago were offered the "Refresher" course as an alternative to the "First-Time User" course. In addition, all employees new to the IUPUI campus are required to complete the "First-Time User" course within 90 days of assuming employment. During 2011 and 2012 approximately **11,151 faculty, staff and student employees** on the IUPUI and IUPUC campuses completed the training requirement. While employees continue to raise issues of sexual harassment, the spike during 2011 can be attributed to a broader awareness of what constitutes sexual harassment as reflected in **Table XXII** below. While a complaint may have been raised as sexual harassment, initial inquiry indicated otherwise.

Table XXII – Five-Year Snap Shot Sexual Harassment Complaints

**Five-Year Snap Shot
Sexual Harassment
Complaints**

	2008	2009	2010	2011	2012
Consult	11	13	16	24	15
Investigate	9	6	1	5	6
Total	20	19	17	29	21

Source: Office of Equal Opportunity Annual Reports

Moreover, twelve sexual offenses related to the IUPUI campus were reported between 2010 and 2012. Of the twelve, five were on-campus, two on-campus residence, and five were off-campus. Sex-offenses – forcible are considered any sexual act directed against another person, forcibly and/or against that person’s will; or not forcibly or against the person’s will where the victim is incapable of giving consent. Such situations include forcible rape, forcible sodomy, sexual assault with an object, and forcible fondling.

Sex-Based Discrimination involves treating someone (an applicant or employee) unfavorably because of that person's sex. Sex discrimination also can involve treating someone less favorably because of his or her connection with an organization or group that is generally associated with people of a certain sex. Discrimination against an individual because that person is transgender is discrimination because of sex in violation of Title VII. This is also known as gender identity discrimination. In addition, lesbian, gay, and bisexual individuals may bring sex discrimination claims. These may include, for example, allegations of sexual harassment or other kinds of sex discrimination, such as adverse actions taken because of the person's non-conformance with sex-stereotypes. The law forbids discrimination when it comes to any aspect of employment, including hiring, firing, pay, job assignments, promotions, layoff, training, fringe benefits, and any other term or condition of employment.

Pregnancy Discrimination involves treating a woman (an applicant or employee) unfavorably because of pregnancy, childbirth, or a medical condition related to pregnancy or childbirth. The Pregnancy Discrimination Act (PDA) forbids discrimination based on pregnancy when it comes to any aspect of employment, including hiring, firing, pay, job assignments, promotions, layoff, training, fringe benefits, such as leave and health insurance, and any other term or condition of employment. Under the PDA, an employer that allows temporarily disabled employees to take disability leave or leave without pay must allow an employee who is temporarily disabled due to pregnancy to do the same.

An employer may not single out pregnancy-related conditions for special procedures to determine an employee's ability to work. However, if an employer requires its employees to submit a doctor's statement concerning their ability to work before granting leave or paying

sick benefits, the employer may require employees affected by pregnancy-related conditions to submit such statements.

Equal Pay/Compensation Discrimination – the Equal Pay Act requires that men and women in the same workplace be given equal pay for equal work. The jobs need not be identical, but they must be substantially equal. Job content (not job titles) determines whether jobs are substantially equal. All forms of pay are covered by this law, including salary, overtime pay, bonuses, stock options, profit sharing and bonus plans, life insurance, vacation and holiday pay, cleaning or gasoline allowances, hotel accommodations, reimbursement for travel expenses, and benefits. If there is an inequality in wages between men and women, employers may not reduce the wages of either sex to equalize their pay.

An individual alleging a violation of the EPA may go directly to court and is not required to file an EEOC charge beforehand. The time limit for filing an EPA charge with the EEOC and the time limit for going to court are the same: within two years of the alleged unlawful compensation practice or, in the case of a willful violation, within three years. The filing of an EEOC charge under the EPA does not extend the time frame for going to court.

2. Organizational Accountability Systems

A. Office of Equal Opportunity

The Office of Equal Opportunity (OEO) implemented an on-line Sexual Harassment training module for the campus community in 2004. The online module is designed to educate users about sexual harassment, applicable university policies and procedures, and the law. The module incorporates scenarios relevant to faculty, staff, administrators, students, as well as the medical environment and concludes with an exam and certificate upon successful completion. During the past five years (2008 – 2013) approximately **12,652 constituents** (faculty, staff, students, and guests) participated in the on-line module. Unfortunately, a breakdown by gender is not currently tracked and is unknown.

The on-line Sexual Harassment Training module can be accessed at <http://training.newmedialearning.com/psh/iupui/index.htm>.

B. Office for Women Key Indicators for Advancement of Women

The Key Indicators for the Advancement of Women are a series of data points that track the progress of women faculty into administrative or academic leadership at IUPUI. Data is also included on the enrollment and graduation of women students. The Indicators were first developed and used on campus in 1994 by the Task Force on the Status of Women. The Office for Women has requested updates from IMIR in 1999 and subsequently in 2005, 2007, 2010 and 2012. The latest report can be found in **Appendix F – IUPUI Key Indicators for the Advancement of Women 1994–2012**.

C. Diversity Report

The Chancellor's Diversity Cabinet was formed in 2000 and the Director of the Office for Women has been a member since the beginning. The Cabinet releases an annual report on the status of diversity on campus looking at key indicators regarding students, faculty and staff. These indicators are also ranked based on progress towards goals. The annual report includes data on the percentage of women faculty and staff. The report is released every year at the annual Martin Luther King dinner. See link below for the 2013 Diversity Report.

http://diversity.iupui.edu/docs/diversity_report_2013.pdf

D. Salary Equity Studies

Results from faculty gender equity study as well as the staff salary market study are reported in Section I.4.A and I.4.B Salary Equity. However, it is recommended that the IUPUI campus institutionalize a faculty and staff equity review every five years to ensure parity regardless of gender.

E. Equity in Athletics

Females were 8,472 (60%) and males were 5,756 (40%) of the total 14,228 undergraduates in 2007. In 2012 females were 9,076 (57%) and males were 6,899 (43%) of the total 15,975 undergraduates. While the overall female enrollment decreased by 3% from 2007 to 2012, the overall allocation of resources for females in NCAA Division I-AAA sports increased by 1.2%. However, the overall expenses in NCAA Division I-AAA sports show a drastic reduction from 2007 to 2012 by 66% – from \$3,796,927 to \$1,277,721. With the exception of basketball and soccer, as reflected in **Table XXIII, IUPUI Campus Equity in Athletics – NCAA Division I-AAA Expenses**, the overall allocation of resources for females have increased from 2007 to 2012 in all other sports. Thus, there appears to be overall parity for females in athletics.

Although there is an overall decrease in participation of females in sports by 2.6% as reflected in **Table XXIV – IUPUI Campus Equity in Athletics – NCAA Division I-AAA Participation by Gender**, there is an increase in the actual number of females participating in sports. When you look at participation in terms of numbers, there is an actual overall increase by 13 females from 2007 to 2012. There were 132 females that participated in sports in 2007 and 145 females that participated in sports in 2012. Of the eight NCAA Division I-AAA sports, female participation increased in three, remained constant in one, and decreased in four. However, overall females are participating in NCAA Division I-AAA sports at a higher rate than males particularly because males do not currently participate in volleyball and softball.

Table XXIII – IUPUI Campus Equity in Athletics – NCAA Division I-AAA (Expenses)

**IUPUI Campus Equity in Athletics
NCAA Division I-AAA
(Expenses)**

Sport	Totals					
	2007			2012		
	Women	Men	Total	Women	Men	Total
Basketball	918,252	1,019,447	1,937,699	234,610	306,820	541,430
Soccer	241,969	283,875	525,844	74,047	109,044	183,091
Volleyball	273,899	0	273,899	119,865	0	119,865
Softball	236,493	0	236,493	107,227	0	107,227
Tennis	69,722	117,312	187,034	36,715	48,659	85,374
Golf	80,178	100,874	181,052	47,426	33,771	81,197
Track and Field Cross Country	61,552	81,958	143,510	36,218	44,116	80,334
Swimming and Diving	148,922	162,474	311,396	42,431	36,772	79,203
Totals	\$2,030,987	\$1,765,940	\$3,796,927	\$698,539	\$579,182	1,277,721

Source: IUPUI Athletics Department

Sport	Percentages			
	2007		2012	
	Women	Men	Women	Men
Basketball	47.4%	52.6%	43.3%	56.7%
Soccer	46.0%	54.0%	40.4%	59.6%
Volleyball	100.0%	0.0%	100.0%	0.0%
Softball	100.0%	0.0%	100.0%	0.0%
Tennis	37.3%	62.7%	43.0%	57.0%
Golf	44.3%	55.7%	58.4%	41.6%
Track and Field Cross Country	42.9%	57.1%	45.1%	54.9%
Swimming and Diving	47.8%	52.2%	53.6%	46.4%
Totals	53.5%	46.5%	54.7%	45.3%

Source: IUPUI Athletics Department

Table XXIV – IUPUI Campus Equity in Athletics – NCAA Division I-AAA (Participation by Gender)

**IUPUI Campus Equity in Athletics
NCAA Division I-AAA
(Participation by Gender)**

Totals

Sport	2007			2012		
	Women	Men	Total	Women	Men	Total
Basketball	12	15	27	16	16	32
Soccer	27	31	58	24	24	48
Volleyball	15	0	15	13	0	13
Softball	20	0	20	21	0	21
Tennis	7	9	16	7	12	19
Golf	17	16	33	10	12	22
Track and Field Cross Country	11	11	22	35	41	76
Swimming and Diving	23	22	45	19	22	41
Totals	132	104	236	145	127	272

Source: IUPUI Athletics Department

Percentages

Sport	2007		2012	
	Women	Men	Women	Men
Basketball	44.4%	55.6%	50.0%	50.0%
Soccer	46.6%	53.4%	50.0%	50.0%
Volleyball	100.0%	0.0%	100.0%	0.0%
Softball	100.0%	0.0%	100.0%	0.0%
Tennis	43.8%	56.3%	36.8%	63.2%
Golf	51.5%	48.5%	45.5%	54.5%
Track and Field Cross Country	50.0%	50.0%	46.1%	53.9%
Swimming and Diving	51.1%	48.9%	46.3%	53.7%
Totals	55.9%	44.1%	53.3%	46.7%

Source: IUPUI Athletics Department

3. Recruitment Strategies

A. Diverse Workforce Recruitment and Retention – Office of Equal Opportunity

One of the IUPUI campus diversity goals is to recruit, retain, advance, recognize, and promote a diverse faculty, staff, and administration by 1) increasing the diversity within the senior leadership; 2) increasing the diversity within the faculty and staff to become more reflective of the desired student population; and 3) enhancing faculty and staff programs and activities that increase the sense of diversity. The Assistant Director, Diverse Workforce Recruitment & Retention position was created to help support excellence in teaching and learning through the recruitment, development and retention of a diverse workforce. This position is responsible for assisting units with the development of career exploration programs designed to recruit diverse faculty and staff, specifically women and those from historically underrepresented groups such as African-American, Latino, Asian, Native American, as well as members from the LGBT community within a discipline or within the university.

During the 2012-2013 academic year, the Assistant Director or a representative chaired or served on eleven professional staff and/or faculty searches which included:

<u>Unit</u>	<u>Position</u>
School of Social Work	Director of Development
School of Law	Assistant Recorder
School of Science	Director of Development
Diversity Equity & Inclusion	Vice Chancellor
Academic Affairs	Executive Vice Chancellor's Chief of Staff
Academic Affairs	Senior Vice Chancellor
Diversity Equity & Inclusion	Director of the Multicultural Success Center
School of Medicine	Executive Search Specialist
Equal Opportunity	Senior Investigator
Student Affairs	IUPUI Student Advocate
School of Science	Math Department Chair

Of the eleven searches, nine were successfully filled by females and one is not yet concluded. During September 2013, twenty university Chairs participated in an innovative recruitment training presentation hosted by Faculty and Academic Affairs. In addition, twenty-three faculty members from the School of Science and ten from the School of Philanthropy participated in group trainings regarding IUPUI's Search and Screen Protocols.

B. Diversity Recruitment – Faculty

Support for Talent Attraction, Retention, and Transition (START) became effective for new hires after July 1, 2013. As depicted in **Table XXV – START** is designed to encourage and assist schools and departments at IUPUI in the hiring of **outstanding** underrepresented **tenured/tenure-track** faculty. The aim is to build a more diverse faculty, enrich the intellectual environment, and provide role models for our students. START is for

recruitment purposes only and is NOT intended for faculty members who are currently employed at IUPUI.

START is available whenever the current percentage of any under-represented female or minority in a department is less than 50% of the expected percentage based on the availability of women and/or minorities in the nationally available pool of candidates in a particular discipline. If eligibility is determined, first-year salary support comes in two parts:

- 1) \$10,000 is placed in a research fund for each **tenure-track** START hire, to be managed by the dean of the recruiting school. This fund is intended to support the START recruit’s promotion and tenure success by providing funds for research preparation, conference travel for presentations or research development, statistical support, consultation for grant applications, etc.
- 2) Direct salary is placed in a research fund for each **tenure-track** START hire, to be managed by the dean of the recruiting school. This fund is intended to support the START recruit’s promotion and tenure success by providing funds for research preparation, conference travel for presentations or research development, statistical support, consultation for grant applications, etc.

In year two of the hire, additional support of 20% of the base salary, not to exceed \$20,000 will be transferred to the school’s budget assuming that the underrepresented faculty member remains on tenure-track at IUPUI. If a START-supported faculty member leaves IUPUI during the support period, funds will be returned to the central START pool.

Table XXV – START

START

Component	Description
<i>Support</i>	Defined campus-level funding for two-year partial salary support or to assist in start-up funding
<i>Talent</i>	Goals for increasing under-represented faculty talent in all schools
<i>Attraction</i>	Activities that help to source, select, and secure faculty, including recruitment, onboarding, start-up funds, professional development, etc.
<i>Retention</i>	Interventions aimed at motivating and keeping faculty at IUPUI, including mentoring, networking, rewards, recognition, etc.
<i>Transition</i>	Systems and processes to aid faculty in preparing for and succeeding in tenure/promotion and advancement/leadership opportunities

Source: Office of Academic Affairs

In an effort to make the support for START hires to be more equitable across schools, each hiring school (not to include, Graduate School, Honors College, or University College) will be

eligible to receive one START Base hire over a three year period. These START Base hires must meet all eligibility requirements of the program. Base hires must be requested before for the third year. If more than 8 schools request START Base hires each year, they may receive approval but the funding for that hire may be delayed until the next year.

In addition, at least four slots (assuming around 12 hires per year) will be reserved annually for Targeted hires. These Targeted hires have to receive special approval by the EVC/CAO. These hires will meet both the standards for an outstanding hire and meet special overall campus target needs.

Support for the Recruitment of Under-represented Faculty (SRUF) was designed in 2008 to encourage and assist schools and departments at IUPUI in the hiring of new underrepresented tenure/tenure-track faculty. The aim was to build a more diverse faculty, enrich the intellectual environment, and provide role models for our students. It provided financial support to units to hire tenure track faculty with funding that continued until such time as the faculty member left the tenure-track. The former Support for the Recruitment of Under-represented Faculty (SRUF) program was started in fall, 2006 as part of the IUPUI Academic Plan. It ran very successfully for three years and resulted in 47 faculty hires as depicted in **Table XXVI – SRUF Outcomes**. Unfortunately, the structural design quickly depleted the availability of funds, thus putting the program into a hold pattern for long periods of time.

Table XXVI – SRUF Outcome Data

**SRUF Outcome Data
By Gender**

Year	Male	Female	Total	Lost
2007	5	5	10	2
2008	13	13	26	7
2009	7	3	10	2
2012	5	5	10	0
Total	25	21	46	11

**SRUF Outcome Data
By Race**

Year	Hispanic	AA/Black	Asian	Nat Am.	White	Total
2007	2	3	4	0	1	10
2008	6	8	9	1	2	26
2009	0	6	4	0	0	10
2012	4	5	1	0	0	10
Total	8	17	17	1	3	46

Source: Office of Academic Affairs

Fortunately, the SRUF program was discontinued and moved to START which created a financial model that could be self-perpetuating by only providing support for two years for each faculty member. For budget reasons, the program was put on hold for a two year period. The SRUF program resumed on October 1, 2011 and was available until September 30, 2012. Funding for the new START program began effective July 1, 2013 and will run continuously.

During the period SRUF was in effective, 16 schools were successful in recruiting 58 new tenure-track faculty. Of the 58 SRUF hires, 47% or 27 were females. In addition, the School of Medicine was the biggest benefactor of SRUF resources with 28% or 16 of the 58 hires. Of the 16 SRUF hires in the School of Medicine, 38% or 6 were female. Likewise, the School of Medicine experienced 45% or 5 of the 11 losses in which 40% or 2 were female.

C. Other Unit Initiatives

i. IU School of Medicine

The Indiana University School of Medicine recognizes the need to recruit, retain, and advance the best faculty to achieve its strategic goals and to accomplish our tripartite mission. The IUSM Women's Advisory Council, established in 2006, provides a critical advisory role for the School's efforts to create a culture where we can recruit and retain the best talent, and where all members of the IUSM community can thrive. In addition the Office of Faculty Affairs and Development created an Advancement of Women initiative acting in concert with the Advisory Council. A comprehensive list of their activities is included in **Appendix G**.

The School of Medicine through its Department of Obstetrics and Gynecology also supports the National Center of Excellence (CoE) in Women's Health. In 1997, the Indiana University School of Medicine was awarded support from the U.S. Department of Health and Human Services to become a National Center of Excellence in Women's Health. The Centers were located in academic medical centers where they brought together the work of their schools and departments addressing women's health.

The initial goal of the center was to assess women's health needs, current efforts in the state to address those needs and to develop a coordinated national resource center consisting of programs to provide comprehensive women's health care. In addition, the Center focused on developing educational programs for both the public and for health care professionals, and researching women's health issues.

Although federal funding for the program has ended, IU and the other CoE's retain their designation of National Centers of Excellence in Women's health and depend upon other sources of support to continue their work. At IUSM, the Dean's office and Department of Obstetrics and Gynecology are supporting the CoE's ongoing mission through this transition.

ii. Purdue School of Science-IUPUI

The School of Science has developed several programs and has on-going initiatives to recruit and support female students, faculty, and staff. Based on 2014 spring enrollment female

undergraduate students were 1053 or 54.93% of the 1917 enrolled which excludes certificate students, but includes double majors which are only counted once. Graduate female students were 205 or 43.71% of the 469 enrolled.

While some of the activities are directly related to Science, others are in collaboration with Engineering and Technology. Specifically, female activities such as Women in Science (WIS), Women in Science House (WISH), and Graduate Women in Science (GWIS) as reflected in **Appendix H – IUPUI Women in Science Association** are integrated with broader efforts in Science student recruitment, retention, and academic and career development success. Moreover, over 100 females joined the UWIS group as it was formed last year and WISH has approximately 30 female residents.

The IUPUI School of Science Diversity Council exists to serve its constituents in Science by acting as stewards of diversity and working toward awareness, education, advocacy for and inclusion of all people. The Diversity Council promotes respect and equitable treatment of all, embracing a diversity of gender, cultural, religious, national origin, marital status, sexual orientation, ability, age, economic status, and experiential differences. The Diversity Council provides leadership to improve and maintain as inclusive, informed, and diverse an environment in the School as is possible in all aspects of our work and mission. This leadership extends to interactions with campus and community initiatives.

Other programs and initiatives include:

- STEM floor/STEM Bridge – while not specific to women, but a genuine interdisciplinary residence-based learning community (RBLC) for the 72 on the STEM floor.
- Outreach – a collaborative initiative that includes Science, Engineering and Technology, and WISH, and the E&T Women in Engineering will sponsor a Girl Scouts “Engineering Week” badge workshop in February.
- Computer and Information Science in the IUPUI School of Science provides a scholarship for the winner(s) of the Indiana chapter of National Center for Women & IT (NCWIT) Aspirations in Computing Award

iii. Purdue School of Engineering and Technology – Indianapolis

Nationally, women are 17.9% of the undergraduates enrolled in engineering. The Purdue School of Engineering and Technology has several programs aimed at recruiting women students to the field of engineering and technology. For 9 years, they have offered the summer residential POWER (Preparing Outstanding Women for Engineering Roles) camp for high school girls to introduce them to the field. Last year they initiated the Win IT (Women in IT) residential summer camp for high school girls interested in information technology.

To help retain women students in engineering, they sponsor a student chapter of the Society of Women Engineers which sponsors and coordinates activities to connect female students to the school and the campus. Details about these programs and others can be found in **Appendix I – Purdue University – School of Engineering and Technology.**

iv. IU School of Liberal Arts (Women’s Studies)

Women’s Studies brings together faculty who explore issues of women, gender and sexuality in their teaching, research and service. Interdisciplinary in nature, WOST explores a wide range of issues as seen through these lenses and should increase students’ understanding of how these issues effect culture. The critical thinking involved in these analyses will help students make a more meaningful contribution wherever their career paths and future engagements may lead. A degree in Women’s Studies will enhance a student’s effectiveness in virtually any career.

For careers in law or social service: Women’s Studies gives insight into social realities that oppress women, such as rape, abuse, sexual harassment, and job discrimination. For careers in biology, medicine, counseling, nursing or other allied health professions: Women’s Studies offer an understanding of women’s health-both physical and mental. For careers in education or journalism: Women’s Studies assists students in developing the critical thinking and communication skills essential to teachers and journalists For careers in business: Women’s Studies can teach students to understand how gender might influence management styles, marketing techniques and investing habits. Details about these programs and others can be found in **Appendix J – IUPUI School of Liberal Arts.**

v. Lilly Family School of Philanthropy, Women’s Philanthropy Institute

The WPI aims to increase the understanding of women and philanthropy through a program of research and education. It issues annual research reports on the intersection of gender and philanthropy and offers programs including regional seminars and a national symposium on women in philanthropy.

III. Past Efforts of the Office for Women

1. Historical Overview

The Office for Women (OFW) was established in October 1996 and was initially funded for three years through submission of a Strategic Directions Charter Initiative Proposal to then IU President Myles Brand. In 1999, the OFW was moved to the portfolio of the Office for Professional Development (OPD) and moved out of the AO building to University Library. When the Strategic Initiatives funding concluded in 2000, the campus became solely responsible for funding the OFW, thereby substantially reducing the FTE support and programming funds. The Director remained a part-time position and some administrative support was provided by the OPD.

With the resignation of the Director in July 2001, the position remained vacant for several years. However, activities of the OFW continued under the auspices of the Office for Professional Development's administrative professionals.

During the years of 1996 to 2001 the office and commission accomplished much. The activities of the office and the Commission on Women have continually addressed the concerns of women on campus. Some major accomplishments and initiatives include 1) the new Center for Young Children (IUPUI childcare center) opened; 2) a professional staff compensation market equity review was completed; 3) a faculty salary equity study was conducted; 4) the original key indicators on the advancement of women were updated; 5) a Work/Life Consultant position was created in Human Resources Administration; 6) a Sexual Harassment Leadership Orientation program was presented to deans, chairs and directors of the school/units; 7) the campus mandated Preventing Sexual Harassment Training for all faculty and staff; and 8) programming on career and professional development continued.

In 2004, a new search was initiated for a part-time director and the current director was hired. The office was contained as one of three advocacy units within the Office for Professional Development. Administrative support and programming funds for the office were resourced from the OPD. In 2007, the position of director was made a permanent full-time position. With the dissolution of the OPD in 2008, administrative support for the OFW and programming funds moved to the Office for Academic Affairs.

In 2004 the new Director in collaboration with the Women's Advisory Council created a renewed vision and mission, along with several strategic goals for the OFW.

Vision – we envision an energized community of faculty, staff and students pursuing opportunities for full participation, shared influence, and equity in all aspects of the work and learning environments at IUPUI in order to meet the IUPUI mission to advance the State of Indiana and the intellectual growth of its citizens to the highest levels nationally and internationally.

Mission – the IUPUI Office for Women supports the IUPUI mission to provide excellence in teaching and learning; research, scholarship and creative activity; and civic engagement by promoting and supporting an inclusive working and learning environment that benefits women and men so that all may attain their full potential and become effective citizens of their community and the world.

Goals were specifically designed to address the qualitatively different needs and interests of IUPUI women faculty, staff and students:

1. Empower women to attain their full potential
2. Build open and welcoming work and learning environments
3. Improve the representation and retention of women faculty and staff
4. Provide resources and education about gender issues and gender equity
5. Develop and support efforts to create equal opportunities and justice for women both locally and globally
6. Promote a safe and supportive climate free from harassment, discrimination and privilege based on gender

2. Programming

Since 2004 the OFW has offered leadership and professional development, mentoring programs, and recognition and celebrations that have supported its mission and progress towards achieving its goals. Since 2004 the OFW has offered over 40 distinct programs or series attended by more than 3000 faculty, staff and/or students. Some of the noteworthy programming initiatives include, but are not limited to the following:

Hazelett Women in Leadership Forum

The OFW is one of the founding sponsors of the Hazelett Women in Leadership Forum inaugurated in April 2006. With a generous gift from Ambassador Randall L. Tobias, the IU Tobias Center for Leadership Excellence, IUPUI Office of the Chancellor, and the IUPUI OFW's combined efforts create the Hazelett Women in Leadership Forum. The Forum is dedicated to the memory of Suzanne "Susie" Northam Hazelett, the former Executive Director of the Randall L. Tobias Foundation who was instrumental in helping to establish the IU Tobias Center for Leadership Excellence. The Hazelett Women in Leadership Forum provides a public arena for knowledgeable and creative speakers to celebrate the achievements of women leaders from various walks of life.

Eight memorable forums have been held since 2006 featuring outstanding women leaders. These have included: *Dr. Ora Pescovitz*, the University of Michigan 's first female Executive Vice President for Medical Affairs and Health System CEO; *Marianne Glick*, accomplished artist, the president and owner of GlickArt and Chairman of the Board of the Eugene and Marilyn Glick Family Foundation; Olympian and Indiana Fever forward, *Tamika Catchings*; *Angela Brown*, internationally acclaimed opera singer; *Patricia Miller*, the co-founder of Vera Bradley Designs; *France A. Córdoba*, the 11th President of Purdue University and internationally recognized

astrophysicist; *Joanne B. Ciulla*, Professor and Coston Family Chair in Leadership and Ethics at the Jepson School of Leadership Studies, University of Richmond; and *Cheryl Bachelder*, the former president and chief concept officer of KFC Corporation

HERS/Bryn Mawr Summer Institute for Women in Higher Education Administration

Bryn Mawr is a residential training opportunity which prepares participants to work with issues currently facing higher education. It is held on the campus of Bryn Mawr College in Pennsylvania. The purpose of this initiative was to increase the participation of women in leadership positions on campus through this professional development opportunity. The institute seeks to improve the status of women in the middle and executive levels of higher education administration. The OFW coordinates the campus application process for candidates to this national training and seeks funding to support their attendance. IUPUI has **sponsored 46 women faculty and staff members** to this prestigious institute since 1987. More than half of those women continue to work at IUPUI in leadership positions. Since assuming the directorship in 2004, Director Grove has assisted 14 IUPUI women in securing funding to attend the institute, half of whom are from underrepresented minority populations. A detailed listing of program alumni can be found in **Appendix K – IUPUI HERS/Bryn Mawr Summer Institute for Women in Higher Education Administration – Program Alums on Campus (1987 – 2013)**.

Advancing Women in Leadership Course

In the fall of 2012, the director of the OFW created and taught a new one-credit course for the Women's Studies Program in the School of Liberal Arts. The course was repeated in the fall of 2013. The purpose of this course was to help students understand the current status of women in the workforce and in leadership roles; learn about the current research on how women advance in their careers and in leadership; learn about the intersection of race, class, religion, national origin and gender and women's leadership; and cultivate skill sets in communication, negotiation, networking and self-promotion to help them advance in their careers.

Office for Women Professional Development Book Club

This program organizes a discussion of current books that explore the themes of women's leadership, work-life balance, career skills and self-care. Each group has a facilitator and discussion questions. Six books were discussed in the 2011-12 academic year and four books will be discussed during 2013-14.

Partnering for Promotion

From 2005 – 2010 the OFW sponsored this series of noon hour workshops about the policies and processes required for a faculty member to put forward an effective application for tenure or promotion. These series are especially marketed to women and underrepresented minorities to encourage them to go forward for promotion. Topics were structured to mentor the faculty member from the beginning of the promotion and tenure process to the end and to guide them in the development of candidate materials.

Approximately six workshops were offered each academic year with a total of 838 faculty members attending during the six-year period. This program initiative was transferred to the Office for Faculty Affairs at the start of the 2010-11 academic years.

Advancing Women in Leadership Conference

This one day conference was held on the IUPUI campus in February 2008 to address the skill development needs of women faculty and staff hoping to advance in their careers. Eighty-one (81) women attended various concurrent sessions on communication skills, negotiation, mentoring, administrative portfolios, women of color, and career mapping.

Enhanced Mentoring Program with Opportunities for Ways to Excel in Research (EMPOWER)

EMPOWER was developed by the Office of the Vice Chancellor for Research and the OFW to support historically underrepresented faculty and/or excluded populations in their discipline or area of scholarship and have been historically denied admission to higher education or that discipline. The purpose of EMPOWER is to help faculty become successful in sponsored research and scholarly activity, and achieve significant professional growth and advancement. The program sustains mentorship opportunities through the EMPOWER Grant Program matching an experienced senior research faculty member with a junior faculty member for one year to assist them in focusing their research agenda. Mentees then are expected to make an external grant submission.

When the program began in 2011-12, we had 15 mentor/mentee teams; in 2012-13 the second cohort consisted of 12 teams; and we also have a cohort of 12 teams for 2013-14. Five workshops and trainings were held for the teams throughout the calendar year. Data from the first two years of the program indicate that 60% of the mentees have been successful at securing external grants and funding. One team from the Department of Psychology was successful in winning a \$1.5 million grant from the Patient-Centered Outcomes Research Institute based on work done in the program.

Advancing Women Mentoring Program (AWMP)

AWMP is a new student mentoring program developed by the OFW and the Office for Student Involvement. The AWMP is designed to empower individuals toward academic, personal, and professional success by engaging participants in authentic mentoring partnerships. Specifically, the program highlights topics pertaining to the advancement of women both in the university and the workplace. AWMP was open to all students, faculty, and staff with an interest in this subject.

Students were provided the opportunity to be mentored throughout the year by IUPUI faculty and staff. Mentors from the faculty and staff were recruited and their biographies put on the LEAD IUPUI website. Students applying for the program could indicate their particular needs for mentoring and read about the mentors online and indicate their top three preferences on their application. Mentor/mentee teams were matched by staff and then introduced at an opening event.

In 2011-12 we had 30 mentor/ mentee teams, 25 teams were matched in 2012-13, and 25 teams were also matched for the 2013-14 cohort. Five special trainings and events are held throughout the year and participants are also encouraged to attend programming sponsored by the Office for Women. Four newsletters are published bi-monthly throughout the academic year which can be accessed at the OFW website at:

<http://ofw.iupui.edu/Mentoring/Advancing-Women-Mentoring-Program>

Partner with the Mentoring Women's Network

Mentoring Women's Network is a national organization for professional women based in Indianapolis. Their mission is a community of empowered women supporting one another personally and professionally through mentoring relationships. The OFW collaborates with the organization and the CEO was the guest speaker at the AWMP 2013-14 kickoff event. In addition, AWMP will be sponsoring five student memberships to the organization in a pilot project.

Annual Women's Leadership Awards

During Women's History Month, the IUPUI OFW recognizes and celebrates women faculty and staff who have been outstanding leaders in their department or schools or who have demonstrated significant leadership at the campus, community, national, and/or international level. Any member of the campus community may nominate a woman leader for these awards.

The awards are presented at an annual reception during Women's History Month in March. The event features a keynote address on the National Women's History Month theme and the presentation of awards to top women faculty, staff and student leaders on campus. The Office for Student Involvement co-sponsors the event and makes awards to top student women leaders. In 2002 recognition awards were added for full-time faculty and staff; in 2005 an award was added for part-time women faculty or staff; and in 2009 an "Inspirational Woman" award was created.

Since 2002 awards have been presented to 24 full-time faculty, 21 full-time staff and 5 part-time faculty or staff members. Additionally, the "Inspirational Woman" award has been presented to 4 staff members and 2 faculty members.

Women Creating Excellence at IUPUI

This initiative was funded by the Office of Diversity, Equity and Inclusion. The OFW and University Library developed a permanent online archive to highlight and celebrate the significant contributions to build and sustain the IUPUI campus by women faculty, staff, students, alumnae or community members. It features the biographies of over 100 women who have made significant contributions to the growth and development of IUPUI since 1969 and features photos from the Ruth Lilly Special Collections and Archives. In January 2012 the online exhibit was adapted to a multi-media exhibit and has been viewed by more than 300 people in the Cultural Arts Gallery in the Campus Center

<http://www.ulib.iupui.edu/womencreatingexcellence>

Key Indicators for the Advancement of Women

The Key Indicators for the Advancement of Women are a series of data points that track the progress of women faculty into administrative and academic leadership at IUPUI. Data is also included on the enrollment and graduation of women students. The Indicators were first developed and used on campus in 1994 by the Task Force on the Status of Women. The OFW has requested updates from IMIR in 1999 and subsequently in 2005, 2007, 2010 and 2012. The data are reviewed by the Advisory Council and incorporated into the Chancellor's Annual Diversity Report.

Multicultural Pedagogy Research Group (MPREG)

The OFW continues to sponsor and support this research group formerly known as the Community of Practice on Multicultural Teaching. MPREG is an interdisciplinary group of faculty and staff that have worked together since 2006 conducting research on multicultural teaching, practice, and outcomes. Current members of MPREG are women and represent a variety of ethnic and cultural groups including African American and Hispanic. Five members are tenured associate professors, one is in the process of seeking tenure, and two are administrative staff and adjunct faculty. The various disciplines include psychology, public health, anthropology, social work, literature, women's studies, law and international education.

The group's first research survey examined the perceptions of IUPUI faculty toward multicultural teaching and practice. Findings from the study were published in the Journal on Excellence in College Teaching. The group published their second article in June 2012 in the Journal of the Scholarship of Teaching and Learning <http://iosotl.indiana.edu/issue/view/180>.

In the summer of 2012 MPREG conducted an assessment of the perceptions of the local Latino community towards higher education and its accessibility, particularly IUPUI. The results of the survey were shared with the Office of Diversity, Equity and Inclusion and the Office of Enrollment Services. The group is currently analyzing data from a survey of student perceptions of multicultural teaching on the IUPUI campus. For their impactful work in the area of diversity, the MPREG was the recipient of the 2010 Dr. Joseph T. Taylor Excellence in Diversity Award.

Financial Fitness Series

This series provides financial know-how for employees, particularly women, regarding the transition into retirement. The speaker (Joyce Foster) has over 27 years of experience as a financial planner and owns a practice with Ameriprise Platinum Financial Services® Practice. Ms. Foster is a frequent speaker on financial strategies for women and retirement planning. The OFW hosts 3-4 workshops annually, two in the fall semester and two in the spring semester, on the topics of "Transforming Social Security into a Winning Retirement Strategy" and "Protecting Your Retirement with Guaranteed Lifetime Income". Approximately 50 people attend this series annually.

Start Smart Workshop

The Start Smart workshop was developed by The Wage Project and the Association of American University Women to provide women who are college juniors and seniors, as well as graduate students, with knowledge and skills when approaching the job market to negotiate salaries and benefits so that they receive fair and realistic compensation. The first workshop on campus in 2010 featured the national director, Annie Houle. The director of the OFW is a trained Start Smart facilitator and has presented subsequent workshops. Since 2010, six workshops have been presented to 72 students.

Sexual Assault Prevention, Intervention and Response (SAPIR) Task Force

Counseling and Psychological Services (CAPS), the Dean of Students, the Office for Women, Student Health, the Office of Equal Opportunity, and the IU Police have partnered to create a campus-wide coalition to initiate and coordinate efforts to address sexual assault and intimate partner violence on campus. The task force was formed and co-chaired by the directors of CAPS and OFW. The task force has met monthly throughout the 2012-13 academic year and provides a forum for planning and coordinating primary prevention education for students, faculty and staff; policies and procedures for student conduct; articulation of victims' rights; coordination of message and dissemination of information; and training for faculty and staff. The task force has broad representation from stakeholders across the campus and broader community with participation from more than 30 units.

In 2013, CAPS and OFW obtained a grant from the Indiana Campus Sexual Assault Primary Prevention Project (INCSAPP). Activities under the grant include the establishment of a campus-wide coalition, a review of campus policy regarding sexual assault offenses, an effort to expand male involvement in primary prevention, a review of relevant data, development of bystander intervention training, and development of a social marketing campaign for students. INCSAPP also made a \$2500 grant to SAPIR for items for the social marketing campaign including banners, cups, lanyards, bags with the SAPIR logo and the campaign theme "My sober yes is my consent...sex without continuous consent is sexual assault." In the spring of 2013, SAPIR conducted focus groups with students to determine the most appropriate message for the IUPUI campus.

The social marketing campaign will launch in the fall of 2013. In addition, bystander intervention training for students will be conducted and an online training will be made available to incoming students through the Division of Student Life.

A detailed program listing by academic year can be found in ***Appendix L – Programming of the IUPUI Office for Women – 2004-2012.***

3. Students

Women's students' needs on campus are qualitatively different than those of men because of our nation's history of limiting access to higher education and professional education to women. Women did not enter higher education and professional education in significant numbers until the 1970's after passage of Title IX of the Education Amendments. Even with women now the majority of students in undergraduate and graduate education, the needs of women students are not fully addressed and women still constitute a minority of the academic faculty and leadership.

Needs of Women Students – national data

- National research indicates that there are non-uniform effects of the experience of college on the genders. In general, women students have a crisis of confidence continuing to undervalue their academic ability even when doing well, undervalue their math abilities, report more feeling of depression and feeling overwhelmed than men and have fewer skills in managing stress. *
- National data also illustrates that female students come from poorer families on average than their male colleagues, and more women than men acquire student debt and at higher rates than men. **
- Women students continue to need information and resources about how to succeed in the academic environment, how to manage finances, how to find career opportunities. They need information on stress relief and health care, domestic abuse and sexual assault, alcohol and drug use, sexual harassment, balancing work and family responsibilities, and their legal rights.
- Women students continue to face physical safety concerns, pressure to conform to rigid physical images of female beauty, mental health issues, eating disorders, low self-esteem, financial need, gender discrimination in classrooms and sexual harassment.

IUPUI Female Student Data

In 2012 there were approximately 16, 500 female students at IUPUI constituting 57% of the student population. What data is available by gender indicates that our female students have the same qualitatively different college experience noted in the national data.

- In the 2011 IUPUI Continuing Student Satisfaction and Priorities Survey by IMIR, in Table 11 "Student Perceptions of Social Inclusion", women students indicated *more negative experiences than men* including 10.7% of respondents believing they had experienced "negative or disparaging comments" because of their gender, 12.1% experiencing "not being taken seriously", 7.9% experiencing "offensive language or humor" and 6.7% experiencing "discrimination" based on gender.

- In the same study in Table 15, “Significant Differences in Knowledge and Skills by Gender” women respondents rated their ability to perform qualitative skills and use of mathematics in everyday life *lower than men*.
- In the same study in Table 23, 7.0% of women students indicated they were *separated, widowed or divorced* compared to 3.3% of male respondents and 31.8% of female respondents said they had *children at home* compared to 21.9% of males.
- Information from IUPUI CAPS (Counseling and Psychological Services) indicates that over the last four years, more women students seek their services than men: clients were 64% women compared to 35% percent men.

With the influx of women students into our post-secondary educational institutions in the last forty years, institutions have had to adapt to the qualitatively different needs of women students. This included structural changes such as adding restrooms, nursing mother’s rooms, housing and child care facilities. It has included policy changes in areas of student health and wellness and measures to comply with federal civil rights mandates. We have also seen the establishment of women’s resource centers on over 400 college campuses with programming to address the issues of personal safety, financial stress, career planning, and academic success and gender equity. These centers also offer a woman-focused “safe space” on campus where women can network, congregate and find information about their unique experiences and needs.

The IUPUI Office for Women offers programming addressed to female student’s unique needs through collaborations with the Office of Student Involvement. These include a mentoring program for students, programming for women’s history month and the annual Women’s Leadership Awards. The director has also been co-chairing the Sexual Assault Prevention, Intervention and Response task force in cooperation with CAPS. The office works closely with the Women’s Studies program to collaborate on projects and partner on co-curricular activities.

A fully-staffed and dedicated space for a women’s resource center within the office would provide an identified place on campus for women to congregate, to network and to find answers to their concerns. It would act as a gateway to resources on campus and in the community. Enhanced and additional programming addressing the many needs noted above could be provided to our women students.

**Sax, L.J. (2008) The gender gap in college: Maximizing the developmental potential of women and men. San Francisco: Jossey-Bass*

*** Shriver, Maria (2014-01-11). The Shriver Report: A Woman’s Nation Pushes Back from the Brink (Kindle Locations 2651-2652). Rosetta Books. Kindle Edition*

Appendix A

Professional Staff Employees by Pay Grade Headcount and Percentage

2003 - 2013
Professional Staff Employees by Pay Grade

Level 3 Staff Employees (Old System=PA12, PA13, PA14)

		<i>Headcount</i>										
		2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
	Female	415	439	439	452	471	466	489	488	501	510	519
	Male	278	296	289	281	290	326	336	328	298	303	330
Grand Total		693	735	728	733	761	792	825	816	799	813	849

		<i>Percentage</i>										
		2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
	Female	60%	60%	60%	62%	62%	59%	59%	60%	63%	63%	61%
	Male	40%	40%	40%	38%	38%	41%	41%	40%	37%	37%	39%
Grand Total		100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Level 4 Staff Employees (Old System=PA15, PA16)

		<i>Headcount</i>										
		2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
	Female	37	40	42	42	43	166	166	170	171	180	198
	Male	38	35	36	40	32	123	130	139	140	147	151
Grand Total		75	75	78	82	75	289	296	309	311	327	349

		<i>Percentage</i>										
		2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
	Female	49%	53%	54%	51%	57%	57%	56%	55%	55%	55%	57%
	Male	51%	47%	46%	49%	43%	43%	44%	45%	45%	45%	43%

Grand Total	100%											
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Level 5 Staff Employees (Old System=PA17, PA18)

Headcount

	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Female	13	13	13	13	13	22	24	24	25	22	20
Male	20	26	22	24	24	26	23	22	20	26	29
Grand Total	33	39	35	37	37	48	47	46	45	48	49

Percentage

	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Female	39%	33%	37%	35%	35%	46%	51%	52%	56%	46%	41%
Male	61%	67%	63%	65%	65%	54%	49%	48%	44%	54%	59%
Grand Total	100%										

Level 6 Staff Employees (Old System=PA19 & PA21)

Headcount

	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Female	5	6	7	7	8	11	10	10	11	12	10
Male	16	15	12	11	11	14	15	16	12	12	12
Grand Total	21	21	19	18	19	25	25	26	23	24	22

Percentage

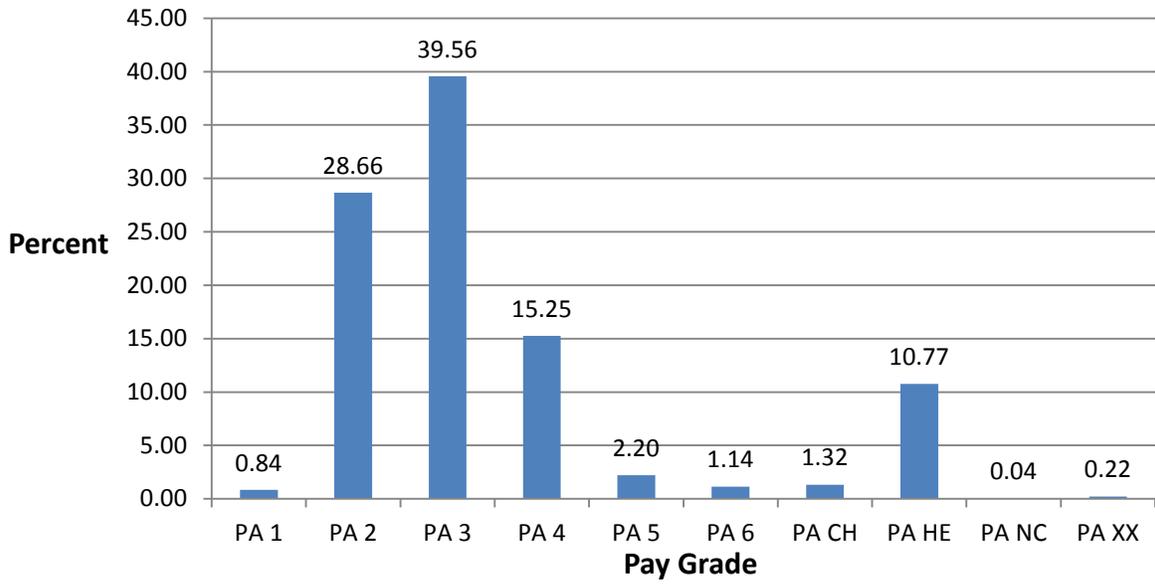
	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Female	24%	29%	37%	39%	42%	44%	40%	38%	48%	50%	45%
Male	76%	71%	63%	61%	58%	56%	60%	62%	52%	50%	55%
Grand Total	100%										

Executive Staff Employees (Old System=PAXX & PA24)

		<i>Headcount</i>										
		2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Female		2	2	1	1	2	3	3	3	2	3	2
Male		1	1	1	2	3	3	3	3	4	4	3
Grand Total		3	3	2	3	5	6	6	6	6	7	5

		<i>Percentage</i>										
		2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Female		67%	67%	50%	33%	40%	50%	50%	50%	33%	43%	40%
Male		33%	33%	50%	67%	60%	50%	50%	50%	67%	57%	60%
Grand Total		100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

2013 All Professional Staff by Pay Grade



Appendix B

**2012 Census Data
IUPUI Full-Time Academic Appointments**

2012 Census
IUPUI Full-Time Academic Appointments
October 2012

Campus Summary - ALL Schools

		Tenured	Pct	Tenure Track	Pct	NT	Pct	Average Age	Average Yrs @ IU	Average Yrs Rank
Professor	Total	525		11		1		57.8	18.3	10.4
	Men	402	77%	8	73%	1	100%	57.6	18.4	10.8
	Women	123	23%	3	27%	0	0%	58.7	17.8	8.9
	Minorities	89	17%	2	18%	0	0%	55.4	15.9	8.3
Associate Professor	Total	398		81		0		50.1	13.5	8.0
	Men	242	61%	49	60%	0	*	49.9	13.0	8.3
	Women	156	39%	32	40%	0	*	50.5	14.3	7.7
	Minorities	87	22%	27	33%	0	*	48.7	10.8	6.2
Assistant Professor	Total	6		353		0		39.4	3.6	3.7
	Men	6	100%	208	59%	0	*	39.0	3.6	3.8
	Women	0	0%	145	41%	0	*	40.0	3.7	3.4
	Minorities	2	33%	152	43%	0	*	39.7	3.4	3.4
Academic Specialist	Total	0		0		60		50.5	8.2	4.2
	Men	0	*	0	*	17	28%	55.0	7.2	4.7
	Women	0	*	0	*	43	72%	48.8	8.6	4.0
	Minorities	0	*	0	*	12	20%	48.2	6.1	3.7
Senior Lecturer	Total	0		0		66		56.1	17.1	6.4
	Men	0	*	0	*	34	52%	56.0	16.1	6.2
	Women	0	*	0	*	32	48%	56.3	18.1	6.7
	Minorities	0	*	0	*	5	8%	59.2	14.2	9.8
Lecturer	Total	0		0		144		48.5	8.3	6.6
	Men	0	*	0	*	70	49%	47.7	8.2	7.0
	Women	0	*	0	*	74	51%	49.2	8.3	6.2
	Minorities	0	*	0	*	22	15%	42.6	7.0	6.2
Research	Total	0		0		166		46.0	9.2	5.3
	Men	0	*	0	*	106	64%	46.8	9.4	5.6
	Women	0	*	0	*	60	36%	44.4	8.7	4.8
	Minorities	0	*	0	*	79	48%	45.7	7.6	4.5
Clinical Professor	Total	0		0		80		58.3	15.3	7.6
	Men	0	*	0	*	60	75%	59.1	14.7	7.7
	Women	0	*	0	*	20	25%	55.8	17.1	7.6
	Minorities	0	*	0	*	12	15%	56.7	14.0	6.2
Clinical Associate Professor	Total	0		0		214		52.1	13.2	7.5
	Men	0	*	0	*	132	62%	52.3	12.4	7.7
	Women	0	*	0	*	82	38%	51.7	14.4	7.2
	Minorities	0	*	0	*	44	21%	49.5	9.0	5.3
Clinical Assistant Professor	Total	0		0		536		42.8	6.4	5.6
	Men	0	*	0	*	276	51%	43.0	6.6	5.9
	Women	0	*	0	*	260	49%	42.7	6.2	5.2
	Minorities	0	*	0	*	113	21%	41.0	4.7	4.4
Senior	Total	0		0		1		65.0	6.1	6.1

Clinical Lecturer	Men	0	*	0	*	1	100%	65.0	6.1	6.1
	Women	0	*	0	*	0	0%	0.0	0.0	0.0
	Minorities	0	*	0	*	0	0%	0.0	0.0	0.0
Clinical Lecturer	Total	0		0		8		51.3	10.4	8.9
	Men	0	*	0	*	1	13%	55.0	2.1	3.0
	Women	0	*	0	*	7	88%	50.7	11.6	9.7
	Minorities	0	*	0	*	0	0%	0.0	0.0	0.0
Total	Total	929		445		1276		49.0	11.1	7.0
	Men	650	70%	265	60%	698	55%	49.7	11.6	7.5
	Women	279	30%	180	40%	578	45%	47.9	10.4	6.1
	Minorities	178	19%	181	41%	287	22%	45.9	8.0	5.3
Librarians	Total	33		15		0		50.3	14.0	9.5
	Men	13	39%	3	20%	0	*	52.6	16.5	11.9
	Women	20	61%	12	80%	0	*	49.2	12.8	8.4
	Minorities	3	9%	5	33%	0	*	44.0	8.6	6.5
Grand Total	Total	962		460		1276		49.0	11.2	7.0
	Men	663	69%	268	58%	698	55%	49.7	11.7	7.6
	Women	299	31%	192	42%	578	45%	48.0	10.5	6.2
	Minorities	181	19%	186	40%	287	22%	45.8	8.0	5.3

Tenure Related	1422	53%
Non-Tenure Related	1276	47%
Total	2698	100%

Note: Professor includes Distinguished Professor. Lecturer includes Senior Lecturer.

0% changed to "" to avoid the cell error "#DIV/0!"

Appendix C

Student Enrollment by Major 2007 Compared to 2012

Student Enrollment by Major 2007 Compared to 2012

Between 36% and 76% female

Less than 36% female

More than 76% female

07PerF means, percent female enrollment, 2007

12PerF means, percent female enrollment, 2012

Only majors with > 20 students enrolled in each year

Percentages are rounded

Kelley School of Business	2007				2012				Change
	Women	Men	Total	07PerF	Women	Men	Total	12PerF	
Undergraduate									
Marketing BS / BSB	84	92	176	48%	88	88	176	50%	2%
Human Resources Mgmt BS / BSB	66	38	104	63%	51	40	91	56%	-7%
Business BS / BSB	46	39	85	54%	17	13	30	57%	3%
Finance BS / BSB	52	106	158	33%	30	111	141	21%	-12%
Management BS / BSB	87	123	210	41%	81	105	164	49%	8%
Graduate									
Finance MS / MBA	14	61	75	19%	5	20	25	20%	1%
Business MBA	87	227	314	28%	54	200	254	21%	-6%
Accounting MBA/MPA/MSA	86	64	150	57%	83	78	161	52%	-6%

School of Dentistry	2007				2012				Change
	Women	Men	Total	07PerF	Women	Men	Total	12PerF	
Undergraduate									
Dental Hygiene AS	97	2	99	98%	82	1	83	99%	1%
Dental Assisting CERT	37	2	39	95%	34	0	34	100%	5%
Graduate									
Dental Surgery DDS	166	235	401	41%	196	212	408	48%	7%

School of Education	2007				2012				Change
	Women	Men	Total	07PerF	Women	Men	Total	12PerF	
Undergraduate									
Elementary Education BSED	711	113	824	86%	542	77	619	88%	1%

English Education BSED	58	30	88	66%	85	32	117	73%	7%
Social Studies Educ BSED	48	61	109	44%	27	66	93	29%	-15%
Spanish Education BSED	21	4	25	84%	17	5	22	77%	-7%
Teacher Certification	100	52	152	66%	34	11	45	76%	10%
Graduate									
Counseling/Counselor Ed MSED	88	20	108	81%	54	18	72	75%	-6%
Elementary Education MSED	81	10	91	89%	61	10	71	86%	-3%
Language Education MSED	34	5	39	87%	21	4	25	84%	-3%
Secondary Education MSED	45	29	74	61%	52	23	75	69%	9%
Special Education MSED	32	6	38	84%	20	2	22	91%	7%
Student Affairs Admin MSED	18	4	22	82%	24	15	39	62%	-20%

School of Engineering and Technology	2007				2012				Change
	Women	Men	Total	07PercF	Women	Men	Total	12PercF	
Undergraduate									
Biomedical Engineering	15	24	39	38%	19	44	63	30%	-8%
Biomedical Engineering Tech BS	6	43	49	12%	13	39	52	25%	13%
Comp & Info Tech BS Stand Opt	51	164	215	24%	8	32	40	20%	-4%
Comp Graph Tech BS-Anim Spt Gr	26	72	98	27%	6	31	37	16%	-10%
Comp Graph Tech BS-Int Mlt Dev	20	36	56	36%	14	23	37	38%	2%
Computer Engineering BSCE	5	38	43	12%	5	40	45	11%	-1%
Computer Engr Tech BS	8	30	38	21%	3	20	23	13%	-8%
Construction Engr Mgmt Tech BS	6	87	93	6%	10	89	99	10%	4%
Elec Engr Tech BS	7	121	128	5%	3	44	47	6%	1%
Electrical Engr BSEE	10	81	91	11%		74	74	0%	-11%
Interior Design Tech BS	127	12	139	91%	43	4	47	91%	0%
Mech Engr Tech BS	11	160	171	6%	3	60	63	5%	-2%
Mechanical Engr BSME	10	114	124	8%	17	182	199	9%	0%
Org Leadership & Supvn BS	71	93	164	43%	20	36	56	36%	-8%
Graduate									
Clinical Research MSCR / GR CRT	17	4	21	81%	12	9	21	57%	-24%
Electrical Computer Engr MSECE	7	40	47	15%	26	86	112	23%	8%

Mechanical Engr MSME	5	22	27	19%	7	51	58	12%	-6%
Music Technology MS	11	32	43	26%	5	28	33	15%	-10%
Technology MS	6	22	28	21%	17	28	45	38%	16%

Herron School of Art	2007				2012				Change
Undergraduate	Women	Men	Total	07PercF	Women	Men	Total	12PercF	
Visual Communication BFA	22	20	42	52%	35	24	59	59%	7%
Fine Arts BFA	20	15	35	57%	35	17	52	67%	10%
Art Education BAED	29	4	33	88%	21	6	27	78%	-10%
Painting BFA	22	16	38	58%	25	6	31	81%	23%
Photography BFA	35	6	41	85%	38	7	45	84%	-1%
Art History BA	49	7	56	88%	43	5	48	90%	2%

School of Health and Rehabilitation	2007				2012				Change
Graduate	Women	Men	Total	07PercF	Women	Men	Total	12PercF	
Physical Therapy DPT	74	29	103	72%	83	29	112	74%	2%
Occupational Therapy MS	57	8	65	88%	64	7	71	90%	2%

School of Informatics	2007				2012				Change
Undergraduate	Women	Men	Total	07PercF	Women	Men	Total	12PercF	
Health Info Admin BS	18	2	20	90%	38	13	51	75%	-15%
Informatics BS	30	67	97	31%	21	105	126	17%	-14%
Media Arts & Science BS	69	229	298	23%	90	219	309	29%	6%
Graduate									
Health Informatics MS	21	10	31	68%	30	24	54	56%	-12%
Human Comp Interaction MS	4	21	25	16%	9	18	27	33%	17%
Media Arts & Science MS	13	18	31	42%	20	19	39	51%	9%

School of Social Work		2007				2012				Change
Undergraduate		Women	Men	Total	07PercF	Women	Men	Total	12PercF	
Social Work BSW		116	10	126	92%	165	19	184	90%	-2%
Graduate										
Social Work MSW		491	72	563	87%	457	66	523	87%	0%

School of Law		2007				2012				Change
Graduate		Women	Men	Total	07PercF	Women	Men	Total	12PercF	
Law JD		452	497	949	48%	413	517	930	44%	-3%
Law LLM		22	23	45	49%	17	18	35	49%	0%

School of Medicine		2007				2012				Change
Undergraduate		Women	Men	Total	07PercF	Women	Men	Total	12PercF	
Histotechnology CERT		44	10	54	81%	53	23	76	70%	-12%
Radiation Therapy BS		16	10	26	62%	18	6	24	75%	13%
Respiratory Therapy BS		26	11	37	70%	28	9	37	76%	5%
Graduate										
Epidemiology MPH		33	22	55	60%	49	16	65	75%	15%
Indpls Biomed Open Ph.D		18	16	34	53%	34	23	57	60%	7%
Medical Genetics MS / Ph.D.		21	7	28	75%	19	7	36	53%	-22%
Medical Imaging Tech BS		14	8	22	64%	32	9	41	78%	14%
Medical Science MS		23	7	30	77%	24	2	26	92%	16%
Medicine MD		501	625	1,126	44%	576	723	1,299	44%	0%
Microbiol & Immunology PHD		22	8	30	73%	18	9	27	67%	-7%

School of Nursing		2007				2012				Change
Undergraduate		Women	Men	Total	07PercF	Women	Men	Total	12PercF	
Non Nurs Bacc to BSN-ACCEL		99	13	112	88%	160	22	182	88%	0%

Nursing BSN	537	52	589	91%	524	53	577	91%	0%
Nursing RN to BSN	81	7	88	92%	222	15	237	94%	2%
Graduate									
Adlt Hlth CI Nurs Spec MSN	41	1	42	98%	35	3	38	92%	-6%
Adult/Geriatric MSN	44	6	50	88%	65	2	67	97%	9%
Fam Nurse Practitioner MSN	38	0	38	100%	49	1	50	98%	-2%
Nursing Administration MSN	40	1	41	98%	21	1	22	95%	-2%
Nursing Science Ph.D	54	1	55	98%	38	3	41	93%	-5%
Pediatric MSN	50	1	51	98%	30	2	32	94%	-4%

School of PETM	2007				2012				Change
	Women	Men	Total	07PercF	Women	Men	Total	12PercF	
Undergraduate									
Sports Management BSK BSPE	37	76	113	33%	21	81	102	21%	-12%
Phys Edu & Health Ed/Tch BSPE	36	63	99	36%	12	39	50	24%	-12%
Exercise Science BSK, BSPE	58	39	97	60%	112	98	210	53%	-6%
Fitness BS+	21	18	39	54%	33	19	52	63%	10%
Tourism/Conv/Event Mgt BS	256	76	332	77%	205	45	250	82%	5%
Graduate									
Physical Education MS MSK	16	9	25	64%	16	7	23	70%	6%

School of Science	2007				2012				Change
	Women	Men	Total	07PercF	Women	Men	Total	12PercF	
Undergraduate									
Biology BA	161	63	224	72%	132	84	216	61%	-11%
Biology BS	109	65	174	63%	183	126	309	59%	-3%
Chemistry A.C.S. Cert. BSCH	41	42	83	49%	48	86	134	36%	-14%
Chemistry BA	24	26	50	48%	29	33	62	47%	-1%
Computer Science BS	7	70	77	9%	13	169	182	7%	-2%
For & Invest Sci BS PU	63	18	81	78%	84	26	110	76%	-1%
Math Teaching BS	22	24	46	48%	19	22	41	46%	-1%
Mathematics BS	25	51	76	33%	27	45	72	38%	5%
Psychology BA	222	55	277	80%	325	64	389	84%	3%
Psychology BS	189	70	259	73%	220	90	310	71%	-2%
Graduate									
Biology MS	44	66	110	40%	59	45	104	57%	17%
Chemistry MS	11	14	25	44%	13	10	23	57%	13%
Clinical Rehab Psych PHD	19	4	23	83%	22	3	25	88%	5%
Computer Info Science MS	24	40	64	38%	35	77	112	31%	-6%

School of Liberal Arts	2007				2012				Change
	Women	Men	Total	07PercF	Women	Men	Total	12PercF	
Undergraduate									
Am Sign Lg-Engl Interp BS	22	1	23	96%	45	7	52	87%	-9%
Anthropology BA	61	30	91	67%	65	28	93	70%	3%
Communication Studies BA	178	95	273	65%	171	91	262	65%	0%
Economics BA	9	33	42	21%	8	64	72	11%	-10%
English BA	164	90	254	65%	161	75	236	68%	4%
Geography BA	12	13	25	48%	9	31	40	23%	-26%
History BA	73	98	171	43%	79	95	174	45%	3%
International Studies BA	18	7	25	72%	51	30	81	63%	-9%
Paralegal Studies CRT	31	6	37	84%	37	13	50	74%	-10%
Philosophy BA	23	41	64	36%	13	46	59	22%	-14%

Political Science BA	119	105	224	53%	94	101	195	48%	-5%	
Religious Studies BA	12	14	26	46%	14	16	30	47%	1%	
Sociology BA	108	31	139	78%	90	42	132	68%	-10%	
Spanish BA	59	26	85	69%	42	20	62	68%	-2%	
Graduate										
Applied Communication	34	7	41	83%	26	11	37	70%	-13%	
English MA	24	17	41	59%	15	11	26	58%	-1%	
Geographic Info Sci GR CRT / MS	8	13	21	38%	15	15	30	50%	12%	
History MA	22	17	39	56%	23	8	31	74%	18%	
Philanthropic Studies MA/ Ph.D. / dual	58	16	74	78%	78	22	100	78%	0%	

School of Public Health	2007				2012				Change
	Women	Men	Total	07PercF	Women	Men	Total	12PercF	
Undergraduate									
Civic Leadership BSPA	23	9	32	72%	28	7	35	80%	8%
Criminal Justice AS / BS	166	127	293	57%	197	175	372	53%	-4%
Management BSPA	30	33	63	48%	39	53	92	42%	-5%
Graduate									
Nonprofit Management GR CRT	56	21	77	73%	48	14	62	77%	5%
Nonprofit Management MPA	45	9	54	83%	74	13	87	85%	2%
Policy Analysis MPA	10	11	21	48%	17	23	40	43%	-5%
Public Management CRT ExecEd	8	23	31	26%	5	19	24	21%	-5%
Public Management GR CRT	13	7	20	65%	18	21	39	46%	-19%
Public Management MPA, ExecEd MPA	24	57	81	30%	24	22	46	52%	23%

Other Academic Units	2007				2012				Change
	Women	Men	Total	07PercF	Women	Men	Total	12PercF	
Undergraduate									
Journalism BAJ	108	42	150	72%	120	53	173	69%	-3%
General Studies BGS	573	354	927	62%	635	308	943	67%	6%
Graduate									
Library Science MLS	261	48	309	84%	127	41	168	76%	-9%
Adult Education MS	47	11	58	81%	78	18	96	81%	0%

Rachel Applegate, DLIS/SOIC
From IMIR data

Appendix D

2008 IUPUI Staff Gender Equity Analysis

Project Overview Fall 2008 – Spring 2009

Staff Gender Equity Analysis Exclusions Fall 2008

**IUPUI Staff Gender Equity Analysis
Project Overview
Fall 2008 – Spring 2009**

- Gender equity review for IUPUI staff paralleled timeframe for IUPUI faculty review
- Review conducted within PA job families with enough staff members for adequate comparisons within levels
 - Administrative Services
 - Information Technology Services
 - Student/Academic Services
 - Research/Science
 - Media/Public Relations/Alumni Services
 - Facility Services
- Methodology
 - Computed both mean and median
 - overall
 - by gender
 - Compiled number and percentage distribution of employees across six ranks (P1-P6)
 - Computed average and median salary by gender for P2, P3, P4 ranks
 - Computed average and median salary by gender based on each job family market zone
 - below market
 - within market
 - above market
 - Computed percentage distribution by gender across the three zones
 - Looked for gender differences greater than 5%
 - by average salary
 - by median salary
 - If greater than 5%, looked for reasonable factors which could explain the difference
 - Also reviewed internal equity within campus units
- Analysis did not indicate an across the board pattern of salary inequity based on gender
- In one job family (Information Technology) an additional review was needed to clarify salary differences for 14 staff members within 8 campus units
- Special thanks to Paul Carlen and Gary Pike for consultation and guidance, as well as John Murray for gender equity project coordination

Staff Gender Equity Analysis Exclusions

Fall 2008

As outlined in the Scope section of the Gender Equity Analysis report, detailed analysis was not performed on job families or levels when it was determined that the analysis could not produce valid data to base conclusions upon. The following explains why specific populations were not included in the gender analysis.

P1 level in all families:

- There are a total of 32 P1 positions on campus
- P1 ranks in all but Facilities represent grandfathered positions that will be converted to biweekly positions once terminated
- Within the Facilities family, there are only 16 positions at the P1 rank (14 male and 2 female)

P5 level in all families:

- Positions at this level are unique
- Total of 48 P5 positions across 8 different families
- Largest number (17) within Administrative family, spread over 12 different departments

P6 level in all families:

- Positions at this level are unique
- Total of 23 P6 across 8 different families

Coaches (CH):

- Coaches of major teams tend to be contract employees
- Minor team coaches are difficult to track via market data

Not Classified (NC):

- Positions in this category are not related to university market data or are not able to be classified within the 6 level structure
- This classification has only two positions

Executive (XX):

- These are unique positions and small in number
- This classification is for AVP and Vice Chancellor level positions on campus

Health Care Professionals (HE):

- This family consists of 335 professional health care providers in 75 unique jobs
- The largest population (242) is within 12 different nursing jobs. Females comprise 97% of the nursing population
- Unable to relate most positions to market data.

Health Practice Administration (HP):

- No P2 level exists for this family
- 75 positions in 41 different organizational units
- 24 P4 positions in 23 different organizational units
- Impacts of practice plans makes analysis difficult

Auxiliary (AX):

- Only the P2 level has more than 4 positions for data analysis
- P2 level consists of unrelated populations such as Teachers in the Child Care Center, Professional Tennis Instructors, Parking Maintenance, Parking Supervisors, Aquatic Program Managers.

Safety and Security (SS):

- Small total number of positions (25) with wide variety of types of positions
- 80% of positions in two departments (ENHS and PD)
- Police department pays identical salaries by position
- ENHS is comprised of several specialty positions

Appendix E

2013 Female Faculty and Staff Survey Results

2013 Female Faculty and Staff Climate Survey and Needs Assessment Scale Items

Incivility

During the past three years while employed at IUPUI, have you been in a situation where any of your supervisors or co-workers: (Never, once or twice, sometimes, often, many times)

1. Put you down or was condescending to you?
2. Paid little attention to your statement or showed little interest in your opinion
3. Made demeaning or derogatory remarks about you
4. Addressed you in unprofessional terms, either publicly or privately
5. Ignored or excluded you from professional camaraderie
6. Doubted your judgment over a matter over which you have responsibility
7. Made unwanted attempts to draw you into a discussion of personal matters
8. Harassed you
9. Made you feel isolated or unwelcome
10. Used offensive language or humor
11. Did not take you seriously
12. Discouraged you from pursuing academic/career goals

Perceived Support

The following items concern your perceptions of support for women in your academic department or primary unit and at IUPUI overall. Please indicate your level of agreement with each item using the scale provided (Strongly Disagree, Disagree, Slightly Disagree, Neither agree nor disagree, Slightly Agree, Agree)

Local Support

1. Colleagues are supportive when women take time for family life.
2. My chair or supervisor is supportive when women take time for family life
3. Colleagues are supportive when women talk about work/family issues.
4. My chair or supervisor is supportive when women talk about work/family issues.

Upper Administration Support

1. Upper administration at IUPUI adequately addresses issues for women on campus.
2. Upper administration is concerned with issues pertaining to women on this campus.

Job Satisfaction

(Very dissatisfied, Dissatisfied, Neutral, Satisfied, Very Satisfied)

1. Your position overall
2. Your salary
3. The work that you do

4. Your supervisor
5. Opportunities for professional development
6. Opportunities for promotion
7. Your coworkers or colleagues
8. Career-related support
9. Personal and emotional support

Turnover Intentions

(Strongly Disagree, Disagree, Slightly Disagree, Neither agree nor disagree, Slightly Agree, Agree)

1. I often think of quitting this job.
2. I have considered looking for another job in the past year.

Table D-1 provides means and standard deviations for the survey scales (see Appendix for individual items). Overall, there appears to be relatively low levels of incivility reported across campus and there are not significant differences between majority and minority staff for the incivility scale. Please note that these items are different than the items identified in Tables -2.

Individuals report much higher support for women from their supervisors/co-workers (5.52) compared to upper administration (4.22) although there was some variability in these scores.

Minority staff members in the SOM report significantly lower levels of local support than majority staff members.

Job satisfaction was slightly above the neutral point on the scale. However, for both IUPUI and SOM staff, minority women report significantly lower job satisfaction scores. There is quite a bit of variability in staff turnover intentions (as seen by the relatively high standard deviations). While the average for turnover intentions was just below the mid-point of the scale, minority staff reported higher levels on these items. Staff at both IUPUI and the School of Medicine did not perceive high likelihood of promotion. At both IUPUI and the SOM, minority staff report significantly lower levels of promotion likelihood than majority staff members. The average level of everyday sexism is relatively low across the campus, although there does appear to be some variability across staff.

Table D-1 – Overall means and standard deviations for female staff overall at IUPUI and SOM and broken down by (majority, minority status)

	IUPUI	SOM
Incivility a	2.03, .94 (2.01,2.18)	1.98, .94 (1.94, 2.15)
Local Support b	5.60, 1.26 (5.60, 5.59)	5.44, 1.30 (5.50, 5.06)*
Upper Admin Support b	4.20, 1.55 (4.20, 4.23)	4.24, 1.39 (4.26, 4.09)
Job Satisfaction a	3.40, .80 (3.44, 3.16)*	3.43, .75 (3.46, 3.22)*
Turnover Intentions b	3.89, 2.03 (3.84, 4.24)+	3.77, 1.99 (3.76, 3.87)
Promotion Likelihood b	2.36 1.32 (2.38,1.84)*	2.26, 1.31 (2.33, 1.85)*
Everday Sexism b	2.99, 1.35 (2.98,3.10)	3.04,1.33 (3.00, 3.25)

Note: a = 5 point Likert scale, b = 7 point Likert scale.* - statistically significant difference, + marginally significant difference.

In addition, **Table D-2** displays data from these same scales, but breaks the data out by staff role. The first row of each cell is the overall mean and standard deviation. The second row contains the majority and minority staff members means respectively.

Table D-2 – Overall means and standard deviations by staff role (majority, minority status)

	Professional		Clerical		Technical	
	IUPUI (n = 411)	SOM (n = 228)	IUPUI (n = 202)	SOM (n = 102)	IUPUI (n = 37)	SOM (n = 70)
Incivility a	2.02, .92 (2.00,2.18)	1.97, .92 (1.95,2.15)	2.13, 1.01 (2.10,2.27)	2.02, .98 (1.86,2.32)	1.79, .68 (1.86,1.00)*	1.85, .87 (1.87,1.69)
Local Support b	5.61, 1.30 (5.60,5.67)	5.51, 1.23 (5.37,5.05)*	5.56, 1.21 (5.57,5.51)	5.30, 1.48 (5.34,5.14)	5.84, 1.18 (5.72,6.75)+	5.45, 1.25 (5.53,4.94)
Upper Admin Support b	4.07, 1.59 (4.06,4.11)	4.29, 1.32 (4.33,4.13)	4.35, 1.53 (4.37,4.24)	4.06, 1.42 (4.13,3.74)	4.84, 1.34 (4.75,5.50)	4.32, 1.50 (4.26,4.75)
Job Satisfaction a	3.46, .82 (3.49,3.31)	3.52, .75 (3.54,3.33)	3.28, .77 (3.36,2.90)*	3.25, .70 (3.28,3.05)	3.44, .81 (3.38,3.86)	3.41, .77 (3.43,3.24)
Turnover Intentions b	3.84, 2.05 (3.79,4.14)	3.59, 1.97 (3.57,3.71)	4.00, 2.02 (3.89,4.49)+	4.04, 1.93 (4.05, 3.97)	3.81, 1.96 (3.87,3.38)	3.98, 2.12 (3.96,4.11)
Promotion Likelihood b	2.55, 1.38 (2.56,2.48)	2.42, 1.41 (2.50,1.92)*	2.08, 1.21 (2.12,1.89)	2.00, 1.21 (2.04, 1.80)	2.24, 1.15 (2.21,2.42)	2.18, 1.11 (2.25,1.70)
Everyday Sexism b	3.12, 1.50 (3.08,3.38)	3.14, 1.37 (3.12,3.23)	3.12, 1.39 (3.08, 3.27)	3.25, 1.42 (3.10,3.96)*	2.87, 1.44 (2.93, 2.46)	2.93, 1.34 (2.92,2.97)

Women in clerical roles report significantly lower job satisfaction and lower promotion likelihood than professional and technical staff. These same two scales were significantly lower for minority women (regardless of role) compared to majority group staff. It appears that minority women in clerical staff roles at IUPUI report very low levels of job satisfaction (2.90), very high intentions to turnover (4.49) and low expectations regarding promotion (1.89). Minority clerical staff in the SOM report significantly higher everyday sexism compared to their majority group counterparts.

Correlation among focal variables

The relationships among the variables are also interesting to consider. Not surprisingly higher levels of incivility are significantly related to lower supervisor/coworker support (-.30), lower upper administrative support (-.27), lower job satisfaction (-.51), higher intentions to turnover (.40), and higher levels of everyday sexism (.47). Therefore, even though the averages of incivility are relatively low across staff on campus, perceptions of incivility are strongly related to important individual and organizational outcomes.

In addition, below are responses from female faculty members about their experience with or situations in which a supervisor or colleague engaged in specific behaviors of concern.

Female Faculty Items of Concern

Workplace incivility (Cortina measure)

Lecturer	Asst.	Assoc.	Full	Visit/PT	Libr.	Clin/Res Fac.	Exec. Mgt.
1.93	1.94	2.03	2.09	2.58	2.06	2.12	2.42
(0.84)	(0.85)	(0.94)	(1.10)	(0.93)	(0.83)	(1.07)	(1.25)
n = 45	n = 42	n = 51	n = 27	n = 11	n = 10	n = 17	n = 9

Sample: M = 2.06, SD = .96

Perceptions of Equal Access (Westring et al., 2012)

Lecturer	Asst.	Assoc.	Full	Visit/PT	Libr.	Clin/Res Fac.	Exec. Mgt.
4.82	5.04	4.57	5.06	4.45	4.82	4.3	4.56
(1.25)	(1.28)	(1.30)	(1.31)	(1.08)	(1.55)	(0.89)	(1.73)
n = 45	n = 42	n = 51	n = 27	n = 11	n = 10	n = 17	n = 9

Sample: M = 4.78, SD = 1.27

Perceived Support

Mean (SD) for **LOCAL SUPPORT** by rank:

Lecturer	Asst.	Assoc.	Full	Visit/PT	Libr.	Clin/Res Fac.	Exec. Mgt.
5.47	4.97	5.16	5.51	5.16	4.16	4.88	4.87
(1.34)	(1.49)	(1.56)	(1.33)	(1.50)	(1.90)	(1.43)	(1.14)
n = 45	n = 42	n = 51	n = 27	n = 11	n = 10	n = 17	n = 9

Sample: M = 5.16, SD = 1.47

Mean (SD) for **UPPER ADMIN SUPPORT**, by STEM division and rank:

Lecturer	Asst.	Assoc.	Full	Visit/PT	Libr.	Clin/Res Fac.	Exec. Mgt.
3.71	3.8	4.23	4.37	3.86	3.68	3.86	4.89
(1.74)	(1.69)	(1.77)	(1.63)	(1.79)	(1.69)	(1.54)	(1.98)
n = 45	n = 42	n = 51	n = 27	n = 11	n = 10	n = 17	n = 9

Sample: M = 4.02, SD = 1.74, n = 232

Job Satisfaction

Lecturer	Asst.	Assoc.	Full	Visit/PT	Libr.	Clin/Res Fac.	Exec. Mgt.
3.49 (0.70) n = 45	3.67 (0.75) n = 42	3.5 (0.87) n = 51	3.89 (0.78) n = 27	3.17 (1.04) n = 11	3.39 (0.87) n = 10	3.26 (0.88) n = 17	3.57 (1.21) n = 9

Sample: M = 3.55, SD = .85, n = 234

Turnover Intentions

Lecturer	Asst.	Assoc.	Full	Visit/PT	Libr.	Clin/Res Fac.	Exec. Mgt.
3.3 (2.05) n = 45	3.44 (1.88) n = 42	3.62 (1.96) n = 51	3.41 (2.37) n = 27	4.36 (2.38) n = 11	4.18 (2.34) n = 10	3.74 (2.31) n = 17	3.89 (2.77) n = 9

Sample: M = 3.55, SD = 2.10, n = 229

Likelihood of Promotion

Lecturer	Asst.	Assoc.	Full	Visit/PT	Libr.	Clin/Res Fac.	Exec. Mgt.
2.59 (1.52) n = 45	3.31 (0.93) n = 42	3.12 (1.46) n = 51	3.91 (1.80) n = 27	2.31 (1.47) n = 11	2.33 (1.20) n = 10	2.3 (1.39) n = 17	3.41 (1.75) n = 9

Sample: M = 3.05, SD = 1.53, n = 232

Everyday Sexism Perceptions

Lecturer	Asst.	Assoc.	Full	Visit/PT	Libr.	Clin/Res Fac.	Exec. Mgt.
3.19 (1.68) n = 45	2.95 (1.56) n = 42	3.82 (1.48) n = 51	3.61 (1.75) n = 27	3.89 (1.86) n = 11	3.68 (2.10) n = 10	3.7 (1.48) n = 17	3.36 (2.00) n = 9

Sample: M = 3.44, SD = 1.63, n = 246

Perceived Benevolent Sexism

Lecturer	Asst.	Assoc.	Full	Visit/PT	Libr.	Clin/Res Fac.	Exec. Mgt.
3.48 (1.62) n = 45	3.33 (1.43) n = 42	3.86 (1.35) n = 51	3.55 (1.54) n = 27	3.45 (2.01) n = 11	3.15 (1.68) n = 10	3.47 (1.22) n = 17	3.5 (2.07) n = 9

Sample: M = 3.52, SD = 1.50, n = 244

Appendix F

IUPUI Key Indicators for the Advancement of Women

1994-2012

Status of Women Report, 2012 Representation

Table 1. Number of Tenure Eligible Women Faculty at IUPUI³

	1996	2008	2009	2010	2011	2012
Total	1,314	1,359	1,369	1,409	1,402	1,415
Women	354	452	443	474	481	489
<u>% Women</u>	26.9%	33.3%	32.4%	33.6%	34.3%	34.6%

Note: Includes Tenure/Tenure-Track faculty rank IR00-IR04, and Librarians rank LI00-LI04.

Table 2. Number and % of Key Academic* Administrative Positions Held by Women Faculty^{1,3}

	1994			1998			2008			2009			2010			2011			2012		
	Women	Total	% Women																		
Chancellor	0	1	0%	0	1	0%	0	1	0%	0	1	0%	0	1	0%	0	1	0%	0	1	0%
Vice Chancellor	1	3	33%	1	3	33%	0	3	0%	0	3	0%	0	3	0%	0	3	0%	0	4	0%
Associate/Asst. Vice Chancellor/VP**	0	2	0%	0	0	na	6	9	67%	5	6	83%	6	7	86%	4	6	67%	6	9	67%
Deans	3	14	21%	3	15	20%	2	12	17%	3	15	20%	4	17	24%	4	15	27%	4	12	33%
Associate Deans-Multi-campus Schools****	1	3	33%	1	3	33%	3	7	43%	0	0	0%	0	0	0%	0	0	0%	0	0	0%
Associate Deans	13	29	45%	15	32	47%	18	49	37%	22	59	37%	21	57	37%	23	57	40%	26	69	38%
Assistant Deans	6	15	40%	8	19	42%	6	13	46%	7	14	50%	7	15	47%	6	15	40%	6	11	55%
Directors	25	67	37%	30	80	38%	36	98	37%	40	107	37%	38	100	38%	37	101	37%	42	110	38%
Department Chairs	13	59	22%	6	60	10%	12	74	16%	18	75	24%	15	68	22%	14	66	21%	21	73	29%
Total Key Academic Administrative Position	62	193	32%	64	213	30%	83	266	31%	95	280	34%	91	268	34%	88	264	33%	105	289	36%
Tenure-Related, Exec Mgmt Directors***							3	13	23%	2	11	18%	1	9	11%	1	8	13%	1	8	13%

*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. Hospital employees have been excluded.

**Included IUPUI faculty with VP title

***Might consider limiting Directors to tenure-related, exec mgmt. directors. This is consistent with the diversity indicators.

**** from 2009 onwards, Associate Deans-Multi-campus schools were reclassified as Associate Deans

Table 3. Number and Percent of Key Staff Administrative Positions Held by Women³

	1994			1998			2008			2009			2010			2011			2012		
	Women	Total	% Women																		
Number and % of Key Staff Administrative Positions held by Women*	30	99	30%	22	66	33%	70	152	46%	71	154	46%	69	153	45%	209	373	56%	217	387	56%

Note: Professional positions were reclassified in 2008.

*Positions classified as Executive/Admin/Managerial

¹Source: Affirmative Action Office

²Source: Faculty Records Office

³Source: Information Management and Institutional Research

Table 4. Number and Percent of Full-time Faculty, Librarians, and Other Instructional Staff Who Are Women, by Rank³

	1994			1998			2008			2009			2010			2011			2012		
	Women	Total	% Women																		
Total	473	1610	29%	467	1621	29%	809	2183	37%	825	2239	37%	885	2338	38%	908	2364	38%	944	2433	39%
Distinguished Professor	7	38	18%	7	64	11%	3	10	30%	2	9	22%	2	11	18%	2	11	18%	2	12	17%
Full Professor	56	426	13%	72	433	17%	112	521	21%	113	527	21%	113	525	22%	119	517	23%	123	516	24%
Associate Professor	131	467	28%	135	486	28%	161	431	37%	168	439	38%	182	446	41%	189	461	41%	188	477	39%
Assistant Professor	124	343	36%	106	298	36%	144	345	42%	130	346	38%	147	378	39%	141	360	39%	144	356	40%
Instructor	1	1	100%	2	3	67%	0	0	na												
Librarians	33	47	70%	26	45	58%	32	52	62%	30	48	63%	30	49	61%	30	48	63%	32	48	67%
Lecturer (Convertible or regular)	47	75	63%	24	41	59%	96	189	51%	96	194	49%	97	200	49%	96	197	49%	102	206	50%
Clinical Full Professor	3	6	50%	5	14	36%	16	61	26%	16	68	24%	16	69	23%	17	76	22%	20	80	25%
Clinical Associate Professor	12	45	27%	25	70	36%	67	188	36%	73	200	37%	78	207	38%	76	201	38%	77	206	37%
Clinical Assistant Professor	57	159	36%	60	161	37%	168	375	45%	188	398	47%	212	443	48%	230	483	48%	248	522	48%
Clinical Instructor	1	2	50%	1	2	50%	0	1	0%	0	1	0%	0	1	0%	1	0%	0	1	0%	1
Clinical Lecturer	1	1	100%	4	4	100%	10	10	100%	9	9	100%	8	9	89%	8	9	89%	8	9	89%
Total Clinical Faculty	74	213	35%	95	251	38%	261	635	41%	286	676	42%	314	729	43%	331	770	43%	353	818	43%

Note: Figures for Distinguished Professor may have included named chairs prior to 2006.

Table 5. Number and Percent of Tenured Faculty and Librarians Who Are Women³

1994			1998			2008			2009			2010			2011			2012		
Women	Total	% Women																		
212	894	24%	228	935	24%	264	900	29%	275	923	30%	283	937	30%	296	944	31%	298	957	31%

Table 6. Number and Percent of Women Faculty and Librarians Who Are Tenured³

1994			1998			2008			2009			2010			2011			2012		
Tenured Women	Total Women	% Tenured	Tenured Women	Total Women	% Tenured	Tenured Women	Total Women	% Tenured	Tenured Women	Total Women	% Tenured	Tenured Women	Total Women	% Tenured	Tenured Women	Total Women	% Tenured	Tenured Women	Total Women	% Tenured
212	352	60%	228	348	66%	264	452	58%	275	445	62%	283	474	60%	296	481	62%	298	489	61%

Table 7. Number and Percent of Endowed Chairs Held by Women³

1994			1998			2008			2009			2010			2011			2012		
Women	Total	% Women																		
5	33	15%	9	92	10%	26	148	18%	25	146	17%	26	144	18%	28	141	20%	30	148	20%

³Includes titles coded as "Named Professor/Endowed Chair"

Table 8. Number and Percent of Degree-Seeking Students Who Are Women³

	1994			1998			2008			2009			2010			2011			2012		
	Total	Women	% Women																		
Associate/Certificate	2,882	1,681	58%	3,170	1,693	53%	960	769	80%	872	696	80%	826	683	83%	874	727	83%	885	724	82%
Bachelor's	15,940	9,640	60%	17,062	10,230	60%	19,430	11,162	57%	20,054	11,381	57%	20,376	11,451	56%	20,361	11,360	56%	20,494	11,405	56%
Master's /Post-Bac*	2,314	1,372	59%	2,232	1,374	62%	5,035	2,869	57%	4,315	2,790	65%	4,346	2,784	64%	4,377	2,720	62%	4,250	2,696	63%
Doctoral	368	221	60%	309	172	56%	502	291	58%	564	325	58%	606	352	58%	643	366	57%	697	396	57%
First Professional	2,277	888	39%	2,381	948	40%	2,637	1,181	45%	2,718	1,201	44%	2,738	1,228	45%	2,790	1,271	46%	2,792	1,300	47%
Total Students	23,781	13,802	58%	25,154	14,417	57%	28,564	16,272	57%	28,523	16,393	57%	28,892	16,498	57%	29,045	16,444	57%	29,118	16,521	57%

³Includes post-bachelor's certificates and specialists.

Table 9. Number and Percent of Graduating Students Who Are Women³

	1994-95			1998-99			2008-09			2009-10			2010-11			2011-12		
	Total	Women	% Women															
Associate/Certificate*	638	370	58%	756	441	58%	831	537	65%	698	469	67%	785	502	64%	830	524	63%
Bachelor's	2125	1336	63%	2097	1309	62%	3073	1827	59%	3181	1951	61%	3404	1998	59%	3633	2107	58%
Master's	608	421	69%	615	432	70%	1759	983	56%	1669	1033	62%	1687	1038	62%	1753	1072	61%
Doctoral	31	18	58%	37	19	51%	56	34	61%	48	28	58%	57	41	72%	35	20	57%
First Professional	583	220	38%	601	242	40%	631	308	49%	703	313	45%	698	307	44%	736	323	44%
Total Degrees	3985	2365	59%	4106	2443	59%	6350	3689	58%	6299	3794	60%	6631	3886	59%	6987	4046	58%

³Includes Associate degrees and all certificates, undergraduate and post-bachelor's

Appendix G

**Indiana University School of Medicine
Women's Advisory Council and
Office of Faculty Affairs and Professional Development**

Organizational and Program Curriculum Vitae 2006 – Present

**Indiana University School of Medicine
Women's Advisory Council and
Office of Faculty Affairs and Professional Development
*Organizational and Program Curriculum Vitae 2006 – Present***

Awards

- IUSM was one of five medical schools in the U.S. chosen for the American Council on Education / Alfred P. Sloan Award for Faculty Career Flexibility (award amount \$250,000, Sept 2012). Women's Advisory Council was key partner for informing the proposal and collaborator on initiatives.

- Women's Advisory Council and OFAPD were honored with the *Association of American Medical Colleges Women in Medicine and Science Organizational Leadership Award*, given annually to organizations that show extraordinary commitment and progress in the advancement of women (November 2009)

Programs and Events

Annual Events

- Annual Women in Medicine and Science Leadership Development Workshops:
 - Virginia Valian, PhD, "*Why So Slow: the Advancement of Women*" keynote address to women faculty, presentation to chairs and deans, and meeting with IUSM Women's Advisory Council (Feb 2007)
 - Alice Eagly, PhD, "*Women and the Labyrinth of Leadership*" keynote address; plus breakout sessions on work/life juggling, financial planning, and maximizing your CV (Oct 2008)
 - Sara Laschever, "*Women Don't Ask: The High Cost of Avoiding Negotiation--and Positive Strategies for Change*" two half-day workshops for women faculty, plus a presentation for chairs and deans. (Sept 2009)
 - Diane Halpern, PhD, "*Strategic Priorities: Thriving in Work and Life*" half-day workshop focused on integration of the personal and professional (Sept 2010).
 - Jennifer Lawless, PhD, "*If Only They'd Ask: Self-Promotion and Women in Politics*" keynote address for conference on theme of the Art of Self-Promotion. Half-day workshop included a session on CV and personal statement construction, along with optional individual career coaching sessions (October 2011).
 - Susan Bulkley Butler, CEO of the SBB Institute for the Development of Women Leaders and Monica Heuer, CFAR, "*Your Map, Your Goals: Getting the Most from your Professional Network.*" Half-day workshop focused on the importance of mentors, sponsors, and networking. Included optional individual career coaching sessions (Oct 2012)
 - Ellen Kossek, PhD, Basil S. Turner Professor of Management, Research Director, Susan Bulkley Butler Center for Leadership Excellence, Purdue University, "*Work-Life*" keynote address and half day workshop to women faculty, presentation to chairs and deans (November 11, 2013)

- Annual American Medical Women's Association (AMWA) student mentoring program
 - Faculty Sponsor for AMWA Student Interest Group at IUSM
 - AMWA Mentoring Mixers for medical and graduate students, residents, fellows, post-docs and faculty (Oct 2013, Jan 2014, Feb 2014)

- Annual Promotion & Tenure workshops specifically for women faculty

- Stepping Stones of Women in Leadership Luncheon Series – Interviews about personal and professional milestones with a woman in leadership roles that take place in front of an audience, followed by Q&A.
 - Judy Monroe, MD, *Indiana State Health Commissioner* (February 2008)
 - Ora Pescovitz, MD, *Executive Associate Dean for Research, CEO of Riley Children's Hospital, Interim Vice President for Research Administration, Indiana University* (March 2008)
 - Lisa Harris, MD, *CEO of Wishard Hospital* (April 2008)
 - Janice Blum, PhD, *Professor of Microbiology and Immunology, Co-Director of the Center for Immunobiology* (February 2009)
 - Virginia Caine, MD, *Director of the Marion County Health Dept., Associate Professor of Medicine, Division of Infectious Disease* (March 2009)
 - Valerie Jackson, MD, *Chair, Department of Radiology* (April 2009)
 - Mary Fisher, PhD, RN, *Associate Vice Chancellor for Academic Affairs, IUPUI* (March 2010)
 - Sharon Moe, MD, *Vice Chair for Research, Department of Medicine* (April 2010)
 - Flora Hammond, MD, *Chair, Department of Physical Medicine and Rehabilitation* (May 2010)
 - Maryellen Gusic, MD, *Executive Associate Dean for Educational Affairs* (November 2010)
 - Joye Carter, MD, *Chief Forensic Pathologist, Marion County Coroner's office* (March 2011)
 - Jean Molleston, MD, *Director, Division of Pediatric Gastroenterology* (March 2011)
 - Kathy Johnson, PhD, *Chair, Department of Psychology, IUPUI* (April 2011)
 - Cherri Hobgood, MD, *Chair, Department of Emergency Medicine* (February 2012)
 - Kathryn Jones, PhD, *Chair, Department of Anatomy and Cell Biology* (March 2012)
 - Dawn Rhodes, *Vice Chancellor for Finance and Administration, IUPUI* (April 2012)
 - Alicia Monroe, MD, *Vice Dean for Educational Affairs, University of South Florida Health Morsani College of Medicine* (January 2013)
 - Katherine Peck, MBA, *Executive Associate Dean for Administration, Operations, and Finance* (February 2013)
 - Theresa Guise, MD, *Jerry and Peggy Throgmartin Professor of Oncology* (March 2013)
 - D. Craig Brater, MD, *Walter J. Daly Professor, Dean of IU School of Medicine, Vice President for University Clinical Affairs*. Presented in special session of this program (April 2013)
 - Sheryl Allen, MD, *Associate Dean for Student Affairs, IUSM* (scheduled Jan 2014)

- Sharon Andreoli, MD, Bryon P. and Frances D. Hollett Professor of Pediatrics and Director of the Division of Pediatric Nephrology (scheduled Jan 2014)
 - Tatiana Foroud, PhD, P. Michael Conneally Professor of Medical and Molecular Genetics, Chancellor's Professor, Director of Hereditary Genomics Division, IUSM (scheduled Feb 2014)
 - Nicole Keith, PhD, Associate Professor, Department of Kinesiology, IUPUI, Research Scientist, Indiana University Center for Aging Research (scheduled Mar 2014)
 - Jodi Smith, MD, PhD, John E. Kalsbeck Professor and Director of Pediatric Neurosurgery, Riley Hospital for Children (scheduled April 2014)
- “The End of Training, the Beginning of your Career” cosponsor (with IU Center of Excellence in Women’s Health, American Medical Women’s Association (AMWA) Student Interest Group, and Indiana Medical Society) for event for graduating women residents and fellows to network with practicing women physicians and learn negotiation skills (April 2011; March 2012; April 2013)
 - “Negotiating the Divide” cosponsor (with IU Center of Excellence in Women’s Health, American Medical Women’s Association (AMWA) Student Interest Group, Indiana Medical Society) event for women students, residents, fellows, faculty (scheduled April 2014)

One-time Events

- Three Town Hall Meetings open to all women faculty as part of needs assessment (Sept 2007)
- “The History of Women at the IUSM” project for National Women’s History Month (March 2008). Project involved researching notable women, historical documents, and developing a timeline of events across the approximate 100 year history of the IUSM; included both a physical display in Medical Sciences Building and a web-based display available at: <http://faculty.medicine.iu.edu/offices/ow/index.html>
- Women’s Advisory Council Luncheon: Carol Tavris, PhD, “Looking Backward, Moving Forward: the Path to Gender Equality” (May 2008)
- Co-sponsored (with IUPUI Office for Women, Office for Faculty Appointments and Advancement, and Preparing Future Faculty Program) Audio-conference and discussion on “Promoting Faculty Careers for Women” (June 2008)
- Women’s Advisory Council 2nd Anniversary Party to celebrate accomplishments in our first two years (December 2008)
- “Gender Bias in Search Committees” workshop provided to search committee members, chairs, and deans by Cornell Interactive Theatre Ensemble (March 2009, November 2009)

- “*The Next Hurdle: From Associate to Full Professor*” Event for women at the associate rank to discuss, share resources, and find peer support regarding promotion to full professor (August 2009)
- “*A Lady Alone: the Life of Elizabeth Blackwell, First American Woman Doctor*” hosted one-woman play by Linda Gray Kelley about the life of Elizabeth Blackwell. Two performances as part of the “Changing the Face of Medicine exhibit of the National Library of Medicine (August 2010)

Sponsorships and Nominations

- Women faculty nominated for awards:
 - *Margaret Blythe, MD*, nominated and received: Indiana Torchbearer Award by the Indiana Commission for Women – the highest award given by the state of Indiana to a woman citizen for making Indiana a better state in which to live, work, and raise a family (March 2009)
 - *Mary Rouse, MD*, nominated and received: Indiana Torchbearer Award, Keeper of the Light category by the Indiana Commission for Women – the highest award given by the state of Indiana to a woman citizen for making Indiana a better state in which to live, work, and raise a family. Keeper of the Light category is for an “unsung hero” (March 2009)
 - *Lisa Harris, MD*, nominated for Indiana Torchbearer Award by the Indiana Commission for Women (nominated for 2010 award).
 - *Mary Austrom, PhD*, nominated: Women in Technology Leading Light, Award for Mentoring (December 2007)
 - *Mary Ciccarelli, MD*, nominated: Women in Technology Leading Light, Award for Educational Leadership (December 2007)
 - *Annette C. Douglas-Akinwande, MD*, nominated: IUPUI Women’s History Month Leadership Award (March 2009)
 - *Valerie Jackson, MD*, nominated: Marion Spencer Fay Award (October 2009)
 - *Karen West, MD*, nominated and received: IUPUI Women’s History Month Leadership Award, veteran faculty category (March 2010)
 - *Nadia Carlesso, MD*, nominated and received: IUPUI Women’s History Month Leadership Award, newcomer faculty category (March 2010)
 - *Julie Welch, MD*, nominated and received: IUPUI Women’s History Month Leadership Award, part-time category (March 2010)
 - *Janice Blum, PhD*, nominated: Vanderbilt Prize in Biomedical Sciences (Jan 2011)
 - *Melissa Kacena, PhD*, nominated and received: IUPUI Women’s History Month Leadership Award (March 2012)
 - *Theresa Guise, MD*, nominated: Margaret L. Kripke Legend Award for Women in Cancer Medicine and Cancer Science (October 2012)
 - *Tatiana Foroud, PhD*, nominated and finalist: Marion Spencer Fay Award of the Institute for Women’s Health and Leadership at Drexel University College of Medicine (January 2013)

- *Theresa Guise, MD, nominated: Margaret L. Kripke Legend Award for Women in Cancer Medicine and Cancer Science (October 2013)*
- Sponsorships of faculty to attend leadership development programs:
 - *Association of American Medical Colleges Mid-Career Women's Professional Development Conference*
 - Erica Eugster, MD (Dec 2007)
 - Linda DiMeglio, MD, MPH (Dec 2008)
 - Mary Johnson, PhD (Dec 2008)
 - Jennie Thurston, PhD (Dec 2009)
 - Jodi Smith, MD (Dec 2009)
 - Susan Cordes, MD (Dec 2010)
 - Debra Kirkpatrick, MD (Dec 2010)
 - Sheryl Allen, MD (Dec 2010)
 - Anna Dusick, MD (Dec 2010)
 - Emily Walvoord, MD (Dec 2010)
 - Bobbi Byrne, MD (Dec 2011)
 - Yara Catoira Boyle, MD (Dec 2011)
 - Nadia Carlesso, MD, PhD (Dec 2012)
 - Annette Douglas, MD (Dec 2013)
 - Karen E. Pollok, PhD (Dec 2013)
 - *Association of American Medical Colleges Early Career Women's Professional Development Conference*
 - Erin Krebs, MD (July 2008)
 - Melissa Kacena, PhD (July 2008)
 - Jennifer Choi, MD (July 2008)
 - Meenakshi Garg, MD, MPH (July 2009)
 - Monet Bowling, MD (July 2009)
 - Rachel Vreeman, MD (July 2009)
 - Julie Welch, MD (application supported for July 2010)
 - Attaya Suvannasankha, MD (application supported for July 2010)
 - Julie Welch, MD (July 2011)
 - Marly Bradley (July 2011)
 - Rebekah Williams (July 2012)
 - Lynne Racette, PhD (applicant for July 2013 seminar)
 - Carmella Evans-Molina, MD, PhD (July 2013 seminar)
 - *Hedwig van Ameringen Executive Leadership in Academic Medicine (ELAM) program*
 - Abigail Klemsz, MD, PhD, ELAM class of 2009-2010
 - Mary Dankoski, PhD, ELAM class of 2010-2011
 - Cherri Hobgood, MD, ELAM class of 2013-2014
 - Irina Petrache, MD, ELAM class of 2013-2014
 - Deanna Willis, MD, applicant for ELAM class of 2014-2015

- Sponsored student interest group officers to attend national conference of the *American Medical Women's Association*
 - Elizabeth Jones (March 2009)
 - Christina Chrisman (March 2009)
 - Laura Kruter (March 2009, also presented a research poster)
 - Sarah Durnbauch (March 2010)
 - Annie Effinger (March 2010)
 - Rhiannon Amodeo-Bankert (April 2011)
 - Stephanie Martin (April 2011)
 - Amy Hale (April 2012)
 - Smita Mahapatra (April 2012)
 - Rachel Teat (March 2013)
 - Sable Amstutz (March 2013)
 - Michelle Welsh (March 2014)
 - Lori Amber Meyers (March 2014)

Advocacy and Analyses

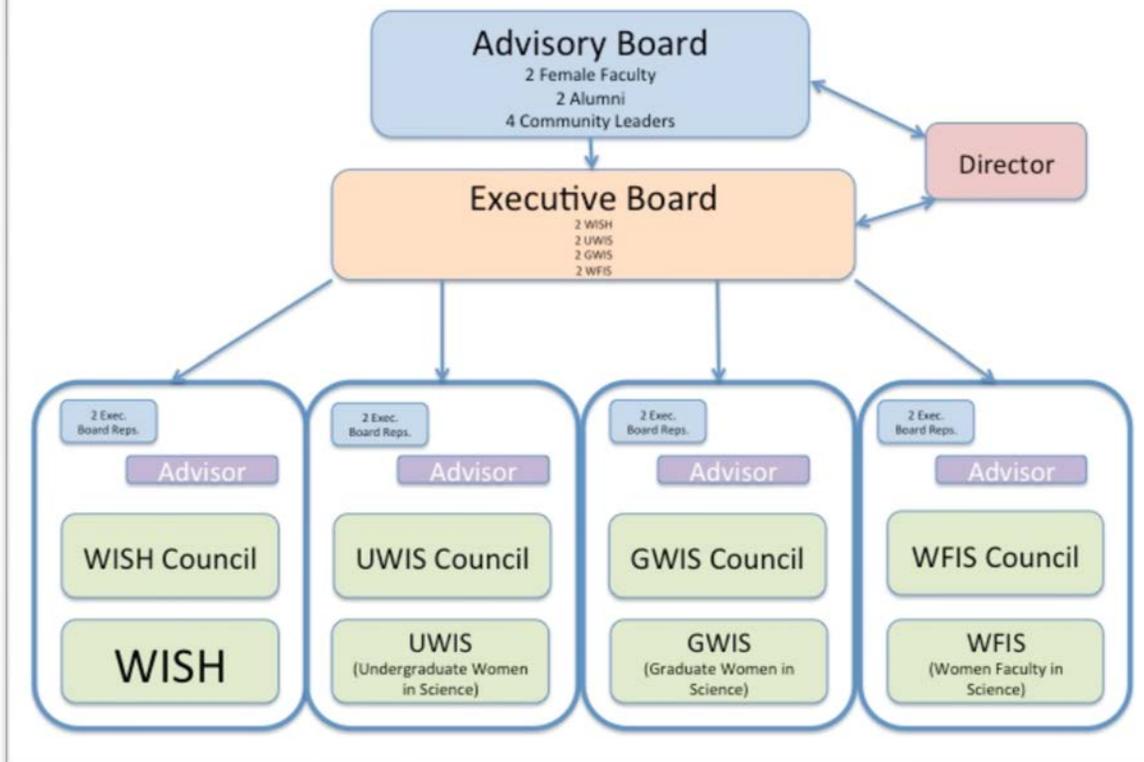
- *IUSM Report on Women in Academic Medicine and Science*, disseminated at inaugural Women's Advisory Council meeting (Dec 2006)
- Analysis of executive leadership searches by gender from 1996 – 2007 (Fall 2007)
- Analysis of promotion and tenure rates by gender, 2000 – 2007 (Fall 2008; now published annually in State of the Faculty Report)
- Letter written in support for proposal to extend tenure clock from 7 – 9 years (2008)
- Advocacy in support of health care benefits for part time faculty (including meetings and letter written to IU President's Blue Ribbon Committee on Health Care Cost Containment; 2008-2009)
- Discussion at Women's Advisory Council meeting with John Fitzgerald, MD, CEO of the (then) Indiana Clinic (now IU Health Physicians; April 2009)
- SMAART (subcommittee on mentoring, academic advancement, retention, and tenure) contacted women faculty after their 3rd year review and women faculty with K-awards to assess mentoring needs and offer to match them with mentors (2009)
- Subcommittees formed to focus on issues specific to women investigators (on "soft money"), mentoring, and the impact of IU Health Physicians (in addition to standing nominations committee and the continued subcommittee on part-time/flexible career issues; 2010-2011)

- Subcommittee served on focus group and successfully advocated in support of paid maternity leave policy in IU Health Physicians (2009-2010)
- Explored a potential corporate partnership with an online childcare search service that provides matchmaking for faculty seeking child and elder care (2009-2010, not funded)
- Hosted leaders from the American Council on Education (ACE) at a Women's Advisory Council meeting to discuss faculty career flexibility issues unique to academic medicine (Aug 2010); representatives from IUSM attended follow up ACE/Sloan Foundation meeting by invitation to discuss this issue across academic medicine (Sept 2010)
- Subcommittee developed an exit interview to better understand attrition and investigate differences by gender (survey live as of Jan 2011)
- Subcommittee investigated work-life policies at Indiana University in comparison with other schools in the Big 10 conference; paper in the *Journal of Women's Health*, posters at the AAMC Group on Women in Medicine and Science annual session (Nov 2010), and Group on Faculty Affairs (March 2011)
- Survey conducted of women faculty in the IUSM to assess their priorities for programming and advocacy (June 2011)
- Biennial IUSM Faculty Vitality Survey© allows for comparisons by gender on faculty satisfaction, engagement, and productivity. This research has been presented locally and nationally at conferences of the Association of American Medical Colleges Group on Faculty Affairs (2010, 2011, 2012), and Group on Women in Medicine and Science (2011, 2012). Information available: <http://faculty.medicine.iu.edu/vitality/index.html>
- *IUSM State of the Faculty Report* published annually since 2008; shows faculty demographic data (including by gender). Available at: <http://faculty.medicine.iu.edu/facts.html>
- Analysis of changes in the representation of women in the IUSM over time (from 2008-2012), Available: <http://faculty.medicine.iu.edu/offices/ow/index.html>
- Proposal to UME Assistant Dean to include Sex and Gender Medicine in curricular reform efforts for UME medical student education (2013)
- Subcommittee developed to examine Dependent Care options on campus to propose expanded options (2013)
- Subcommittee developed to examine Part-Time Faculty Policies and Status at IUSM (2013)
- Participated in the IUPUI Taskforce on the Status of Women 20 year report (2013-2014)

Appendix H

**Purdue University School of Science
Women in Science Association**

IUPUI Women in Science Association



Appendix I

**Purdue University
School of Engineering and Technology**

Purdue University School of Engineering and Technology

Initiatives to Recruit, Retain, and Support Female students

Society of Women Engineers student organization

- Terri Talbert-Hatch and Jessica McCormick (Butler program) are advisers
- Society of Women Engineers (SWE) sponsors and coordinates various activities to connect female students on campus and in the school. Some activities are just for fun such as Mr. Engineer (like a Ms. America competition) and some connect students with alums. Students have the opportunity to attend Regional and National Conferences
- Partnering with Central SWE professional chapter to host Wow! That's engineering each year for grade school and middle school girls
- In 2014 SWE has an all-girl go-kart team for the Purdue Grand Prix
- In February, 2014 SWE is co-sponsoring a Girls Scout event (Introduce a Girl to STEM) with Undergraduate Women in Science
- In 2014, SWE is working with McKenzie Career Center (Lawrence Township) to develop an afterschool program for Girls in Engineering.
- Funding for all activities come from Engineering Tech Student Council or other donations

Connections

- The inaugural event will be held in February, 2014. This is a networking event to connect female graduates with current female students.

Summer Camps

- POWER (Preparing Outstanding Women for Engineering Roles) is in the 9th year of hosting high school girls for a weeklong residential camp. Many of the attendees attend IUPUI.
- Win IT (Women in IT) had a pilot program last year. This weeklong residential camp is held the same week as POWER camp with an emphasis on information technology.
 - Both camps are run by engineering and technology female students who receive a minimal scholarship for volunteering and assisting with activities. Campers pay a minimal fee and support is received from various Central Indiana companies such as Rolls Royce and Cummins.

Carrier Scholar

- Carrier (UTC) on the Westside of Indianapolis provides an annual scholarship in the amount of \$6,000 and a guaranteed summer internship for one student per year. This is underrepresented students which includes females.

Female Student Recruitment and retention

- Student Services is working IUPUI Admissions to develop a strategic recruitment plan to increase the number of female students studying engineering/engineering technology. The plan will include targeted messaging including emails and postcards to female prospects based upon PSAT, SAT and other lists purchased by the Office of Admissions.
- Currently working on the creation of a webpage for Women in Engineering.
- Developed poster series displayed on the first floor lobby of ET highlighting successful female grad.

Appendix J

**IUPUI School of Liberal Arts
Women's Studies Program**

IU School of Liberal Arts (Women's Studies)

Women's Studies brings together faculty who explore issues of women, gender and sexuality in their teaching, research and service. Interdisciplinary in nature, WOST explores a wide range of issues as seen through these lenses and should increase students' understanding of how these issues effect culture. The critical thinking involved in these analyses will help students make a more meaningful contribution wherever their career paths and future engagements may lead. A degree in Women's Studies will enhance a student's effectiveness in virtually any career:

For careers in law or social service: Women's Studies gives insight into social realities that oppress women, such as rape, abuse, sexual harassment, and job discrimination. For careers in biology, medicine, counseling, nursing or other allied health professions: Women's Studies offer an understanding of women's health-both physical and mental. For careers in education or journalism: Women's Studies assists students in developing the critical thinking and communication skills essential to teachers and journalists. For careers in business: Women's Studies can teach students to understand how gender might influence management styles, marketing techniques and investing habits.

- Minors: As of December 2013, and before removing graduates, we had 21 declared minors. Over the past years we estimate approximately 67 students have graduated with a WOST minor.
- We receive 500.00 per year toward our operating budget from SLA.
- Each fall, we send out a newsletter highlighting our activities and accomplishments.
- We co-sponsor programs each year that bring in speakers for our Themed Learning Community (e.g., Jeanette Lee, Eva Kor, Patricia R. Miller)
- Each spring the WOST program hosts a reception for students, faculty and donors, to honor recipients of awards and scholarships. This year's date is tentatively April 18, 2014, from 4 until 8 in CA 508.
- Each year we send students and faculty to the Women's and Gender Studies conference at Indiana University. In 2013 ten students were accepted to present their research. Two faculty members accompanied them from IUPUI.
- We offer 2-3 W105 (Introduction to Women's Studies) classes each semester, and 2-3 in the summer. Our courses are face-to-face, online, and are offered as part of a Themed Learning Community. Under W300 we are able to offer specialized courses, such as Women and the Law, that are typically cross-listed with other departments. We offer 15-20 cross listed courses per semester which can count toward the Women's Studies minor. For example, in spring 2014 the following courses are offered:

CROSSLISTED COURSES (999)

BIOLOGY (BIOL)

BIOL-N 200 BIOLOGY OF WOMEN (3 CR)

COMMUNICATION & THEATRE (COMM)

COMM-C 395 GENDER AND COMMUNICATION (3 CR)

ENGLISH (ENG)

ENG-L 207 WOMEN AND LITERATURE (3 CR)

HERRON ART (HER)

HER-H 340 WOMEN IN ART (3 CR)

HEALTH, PHYS ED, & RECREATION (HPER)

HPER-F 255 HUMAN SEXUALITY (3 CR)

HPER-H 305 WOMEN'S HEALTH (3 CR)

HPER-H 317 TEACHING HUMAN SEXUALITY EDUC (3 CR)

JOURNALISM (JOUR)

JOUR-J 475 RACE, GENDER & THE MEDIA (3 CR)

LABOR STUDIES (LSTU)

LSTU-L 290 SEXUAL HARASSMENT (1 CR)

LSTU-L 385 CLASS, RACE, GENDER & WORK (3 CR)

LSTU-L 390 WOMEN AND DEVELOPMENT (3 CR)

MUSIC (MUS)

MUS-Z 320 WOMEN MUSICIANS (3 CR)

POLITICAL SCIENCE (POLS)

POLS-Y 380 GENDER AND THE LAW (3 CR)

SOCIOLOGY (SOC)

SOC-R 325 GENDER AND SOCIETY (3 CR)

We offer the following the scholarships:

Arminda B. and Jean C. Bepko Scholarship in Women's Studies:

This award provides a scholarship for an outstanding student minoring in Women's Studies at IUPUI. Award is up to 1500.00.

Dolores Donchin Memorial Service Award:

This award honors an IUPUI student who has made a substantial contribution to Women's Studies related service. Award is 100.00.

Indianapolis Women's Rotary Club Scholarship:

This award assists adult returning undergraduate students at IUPUI. Preference is given to women age 21 or older. Award is up to 1500.00.

Friends of Women's Studies Scholarship:

This scholarship assists students minoring or majoring in the Women's Studies Program at IUPUI. Award is up to 500.00.

We offer the following writing and research contests:

Anne Donchin Graduate Research Contest in Women's Studies:

This award honors an outstanding graduate paper written for an IUPUI graduate class written within the past fifteen months, addressing women, women's studies, or topics of special concern to women. Award is up to 250.00.

Women's Studies Undergraduate Research and Essay Contest:

These awards honors an outstanding undergraduate research paper and essay written for an IUPUI undergraduate class written within the past fifteen months, addressing women, women's studies, or topics of special concern to women. Award is up to 100.00.

Appendix K

IUPUI HERS/Bryn Mawr

Program Alumni

1987 – 2013

IUPUI HERS/Bryn Mawr Summer Institute for Women in Higher Education Administration

The IUPUI administration has provided funding to send 46 women faculty and staff members to this prestigious institute since 1987. The Summer Institute is designed for women who want to advance in higher education administration. The purpose of the program is to “improve the status of women in the middle and executive levels of higher education administration.”

More than half of the IUPUI summer institute alumni continue to work at IUPUI in leadership capacities today. There have been 24 faculty females and 22 professional staff females that have attended the institute from IUPUI over the years. This has created a cadre of women leaders on campus who have been available to take on increasing administrative responsibilities or move into campus leadership positions in both faculty and administrative positions. Some examples are: Amy Conrad Warner, Vice Chancellor for External Affairs; Mary Fisher, Associate Vice Chancellor for Academic Affairs; Sherree Wilson, Assistant Dean of the Faculties; Kathryn Wilson, Assistant Vice Chancellor for Research; Lillian Charleston, Affirmative Action Officer; Cathy Buyarski, Assistant Dean and Executive Director of Academic and Career Planning, University College; Jonna MacDougall, Assistant Dean for Institutional Advancement, IU McKinney School of Law; Beth Barnett, Director, Office of Student Scholarships, Professor Marianne Wokeck, Associate Dean, IU School of Liberal Arts, Karen Bravo, Associate Dean IU McKinney School of Law; Angela Espada, Assistant Associate Chancellor for Diversity, Equity and Inclusion, and Gina Gibau, Associate Dean, IU School of Liberal Arts to name a few.

For a variety of reasons, women are not as mobile in their careers as are men. This has worked to IUPUI's benefit. Of the 46 women sent to the summer institute since 1987 we still have 22 females working on campus in various leadership and administrative capacities. Of these, the greatest attrition has been among the faculty members with 3 of the faculty members leaving for other universities and 9 of the faculty members having retired. Among the staff members 4 have left for other positions and 2 have retired.

Because funding for the institute has fluctuated in the last several years due to changes in administrative leadership and budget constraints, no individual was funded for the 2011 or 2012 institutes.

Program Alums on Campus

1987 – 2013

1. Amy Conrad Warner, Vice Chancellor for Communications and Marketing
2. Karen Black, Planning and Institutional Advancement
3. Jonna Kane MacDougall, Associate Dean, IU McKinney School of Law,
4. Regina Turner, Associate Professor, Communications
5. Kim S. Nguyen, UCASE
6. Mary Fisher, Associate Vice Chancellor for Academic Affairs
7. Janice Froehlich, IU School of Medicine
8. Karen R. Johnson, Professor, English
9. Marianne S. Wokeck Director, Institute for American Thought, IU School of Liberal Arts
10. Catherine Buyarski, Executive Associate Dean, University College
11. Amy A. Jones, Special Assistant to the Dean, School of Liberal Arts
12. Andrea Engler, Director of Student Orientation
13. Eugenia Fernandez, Associate Professor, Computer Technology
14. Jacqueline Blackwell, Associate Professor, IU School of Education
15. Deborah Grew, Advisor, IU School of Nursing
16. Beth Barnette, Director of Scholarships
17. Angela Espada, Assistant Associate Chancellor for Diversity
18. Kim White-Mills, Associate Professor, Communication Studies
19. Kristen Hoffmann-Longtin, Director of Programs and Evaluation, IU School of Medicine,
Office of Faculty Affairs and Professional
20. Deborah Stiffler, Associate Professor, IU School of Nursing
21. Karen Bravo, IU McKinney School of Law
22. Gina Gibau, IU School of Liberal Arts, Anthropology

Appendix L

Programming of the IUPUI Office for Women 2004 – 2012

2004-05 IUPUI Office for Women Programming

- "Vision, Voices, and Votes" Symposium, Women and the Political Process
- Crossing Michigan Street – Information for your Good Health: "Women's Health Across the Life Span"
- Crossing Michigan Street – Information for your Good Health: "Anxiety Disorders" Crossing Michigan Street – Information for your Good Health: "Obesity and its Consequences"
- Crossing Michigan Street – Information for your Good Health: "Coping with Holiday Stress"
- Crossing Michigan Street – Information for your Good Health: "Contraception"
- Crossing Michigan Street – Information for your Good Health: "Is my Relationship Healthy or Abusive? How to Tell the Difference"
- Crossing Michigan Street– Information for your Good Health: "IUPUI Resources for Victims of Violence"
- Partnering for Promotion: "Promotion as a Community Process"
- Partnering for Promotion: "What Makes a Full Professor?"
- Partnering for Promotion: "Creating Your Developmental Plan"
- Partnering for Promotion: "The Current Campus Guidelines"
- Partnering for Promotion: "Excellence/School Guidelines/Peer Review"
- Partnering for Promotion: "The Personal Statement"
- Partnering for Promotion: "The Dossier"
- Partnering for Promotion: "Reconsideration and/or Grievance"
- Film Series: "Killing Us Softly" – Media Images of Women
- Film Series: "Standing on My Sister's Shoulders"- Women Civil Rights Leaders of Mississippi
- Film Series: "Iron Jawed Angels" Film – Women's Suffrage
- Film Series: "Ruthie and Connie: Every Room in the House" – LGBTQ Civil Rights
- Romance and Responsibility- Making Conscious Choices
- Spring Break Health Hazards and Resource Fair
- Single Mothers Social
- Women's Leadership Reception and Leadership Awards

2005-06 IUPUI Office for Women Programming

- Crossing Michigan Street – Information for Your Good Health: "STDs: What You Don't Know May Surprise You"
- Crossing Michigan Street – Information for Your Good Health: "Menopause and HRT"
- Crossing Michigan Street – Information for Your Good Health: "Learning Disorders in Adults"
- Crossing Michigan Street – Information for Your Good Health: Walking the Labyrinth as Mediation
- Partnering for Promotion: "Promotion as a Community Process"
- Partnering for Promotion: "Knowing When you are Ready and Getting There"
- Partnering for Promotion: "What are the Steps and who is Involved?"
- Partnering for Promotion: "Writing the Dossier as a Personal Journey"
- Film Series: "Ruthie and Connie: Every Room in the House"

- Film Series: "Talking 9 to 5: Women and Men in the Workplace"
- Spirit and Place Festival: Women and the Professions -"Who moves, who stays, and why some of us choose to stay home"
- Spirit and Place Festival: Balancing career, family, & life
- Leadership Training Opportunities with HERS
- Spring Break Health Hazards and Resource Fair
- Hazelett Women in Leadership Forum: Cheryl Bachelder, CEO of KFC
- "Leadership and Learning in the Context of Gender Differences" with Gender Consultant, Bonita Banducci
- Women's Leadership Reception and Leadership Awards

2006-07 IUPUI Office for Women Programming

- Partnering for Promotion: "Promotion as a Community Process"
- Partnering for Promotion: "Writing an Effective Personal Statement"
- Partnering for Promotion: "Creating Your Developmental Plan"
- Partnering for Promotion: "Building Bridges for Faculty of Color in Higher Education"
- Film Series: "Celebrating Hispanic Heritage: Adelante Mujeres!"
- Film Series: "The Legacy of Rosa Parks"
- Spotlight on Scholarship: Women in the Political Arena
- Gender and Investing Part I: "Who Handles the Money? His and Hers Styles of Investing"
- Gender and Investing Part II: Investing Styles of Men & Women
- Love Your Body Day Celebration
- Leadership Development Opportunities for Women: Panel Discussion
- "A Tea Honoring Sara Gould, President of the Ms. Foundation"
- National Eating Disorders Awareness Week: Resource Fair
- "Hazelett Women in Leadership" with Dr. Joanne Ciulla
- Spring Break Health Hazards and Resource Fair
- Women's Leadership Reception and Leadership Awards
- 10th Anniversary Luncheon of IUPUI Office for Women with keynote by Dr. Ora Pescovitz

2007-08 IUPUI Office for Women Programming

- Partnering for Promotion: "Promotion as a Community Process"
- Partnering for Promotion: "Writing an Effective Candidate's Statement"
- Partnering for Promotion: "Reflections and Advice from the Executive Vice Chancellor for Academic Affairs"
- Partnering for Promotion: "The Role of Teaching in the Quest for Promotion"
- "Spotlight Scholarship: Dr. Nancy Robertson – "Christian Sisterhood, Race Relations, and the YWCA, 1906-1946"
- Film Series: "Kinaalda"
- Film Series: "I Was a Teenage Feminist"
- "Investing 101" with Dr. Shirley Mueller
- Love Your Body Day Celebration

- Spirit and Place Festival: the Spirit of Women's Philanthropy: rooted in generosity; engaged in social change
- IUPUI Nursing Mother's Room Open House
- "Advancing Women in Leadership Symposium: Session I"
- "Advancing Women in Leadership Symposium: Session II"
- Spring Break Health Fair
- Hazelett Women in Leadership with Dr. Frances Cordova, President, Purdue University
- Women's History Month Lecture by Claudia Labin, playwright and author
- Women's Leadership Reception and Leadership Awards
- IUPUI Take Back the Night

2008-09 IUPUI Office for Women Programming

- Partnering for Promotion: "The Successful Academic Citizen: Balancing Focus and Community"
- Partnering for Promotion: "Writing a Successful Candidate's Statement"
- Partnering for Promotion: "Advice from the Executive Vice Chancellor for Academic Affairs, Uday Sukhatme"
- Partnering for Promotion: "Representing the Impact of Your Achievements in Your Dossier"
- Partnering for Promotion: "Excellence in Teaching and Service and How to Document It"
- LUNAFEST IUPUI 2008: Women's Film Festival and Silent Auction
- Film Series: "Iron Jawed Angles" – Women's Suffrage
- Film Series: "The Right to Be" – Native American Women
- Total Career Makeover: Career Mapping, Part I
- Total Career Makeover: Gender and Communication
- "Leadership Development Opportunities for Women": Panel Discussion
- "Women Taking the Lead to Save Our Planet" Panel
- Miz Wizard's Science Secrets -Written and Performed by Jane Curry
- Spring Break Health Fair
- Women's Leadership Reception and Leadership Awards
- "Speak Out" Against Sexual Assault

2009-10 IUPUI Office for Women Programming

- Partnering for Promotion: "The Successful Academic"
- Partnering for Promotion: "Advice from the Executive Vice Chancellor"
- Partnering for Promotion: "Writing a Successful Candidate's Statement"
- Partnering for Promotion: "Building the Dossier"
- Partnering for Promotion: "Excellence in Teaching and Service"
- Partnering for Promotion: "Excellence in Research"
- Total Career Makeover: "Designing Your Personal Career Map"
- Total Career Makeover: "Communication Styles at Work"
- Total Career Makeover: "Mentoring as a 'Must-Have' for Career Building"

- Total Career Makeover: "Career Advancement from the Perspective of a Human Resources Professional"
- Start Smart Workshop 1
- Start Smart Workshop 2
- Start Smart Workshop 3
- Intercampus Coalition for the Advancement of Women, Fall Workshop
- Working Women in Transition, co-sponsored with the Indiana Commission on Women and the IUPUI Community Learning Network
- Hazelett Women in Leadership Forum: Patricia Miller, Founder of Vera Bradley, Inc., Co-sponsored with the IU Tobias Center for Leadership Excellence
- The Story of Madam CJ Walker: Writing My Great-great Grandmother Back into History with A'lelia Bundles
- Women's Leadership Reception and Leadership
- Women Creating Excellence at IUPUI: online archival exhibit, Reception at Cedar Crest
- LUNAFEST IUPUI 2010: Women's Film festival

2010-11 Office for Women Programming

- Professional Development Book Club: *The Female Vision: Women's Real Power at Work*, Sally Helgesen and Julie Johnson
- Professional Development Book Club and Phone Conversation with Author *Wander Woman*, How High-Achieving Women Find Contentment and Direction, Marcia Reynolds
- Professional Development Book Club: *Women at the Top, Powerful Leaders Tell Us How to Combine Work and Family*, Diane F. Halpern and Fanny M. Cheung
- Professional Development Book Club: *Ask For It: How Women Can Use the Power of Negotiation to Get What They Really Want* by Linda Babcock and Sara Laschever
- Working Women in Transition Conference, Co-sponsored with Indiana Commission on Women and IU Kelley School of Business
- Week without Violence and the Clothesline Project, Co-sponsored with IUPUI Office of Student Involvement and the Indianapolis YWCA
- Spotlight on Scholarship – The Birthplace of Souls, the Civil War Nursing Diary of Harriet Eaton with Professor Jane Schultz, Department of English, IU School of Liberal Arts
- Hazelett Women in Leadership Forum: An Evening with Angela Brown, Co-sponsored with the IU Tobias Center for Leadership Excellence
- National Health Insurance and Women's Health Policy in Taiwan, a presentation by Dr. Hsiu-Hung Wang, Dean of the College of Nursing at Kaohsiung Medical University in Taiwan, Co-sponsored with the IU School of Nursing, Sigma Theta Tau- Alpha chapter, IUPUI Office of International Affairs
- Recruitment Luncheon with the Junior League of Indianapolis
- Community Night at the Indianapolis Art Center in honor of National Women's History Month
- Indiana Commission on Women Listening Session, Hosted by the IUPUI Office for Women and the Women's Studies Program of the IU School of Liberal Arts Indianapolis

- Start Smart Workshop, Sponsored by the IUPUI Office for Women and the Student African-American Sisterhood
- Film Series: Made in Dagenham, co-sponsored with the University Library Diversity Council
- A Concert of Women's Stories - Music By and About Women, Hosted by Music and Arts Technology, School of Engineering and Technology, IUPUI Music Academy Asian Pacific Association of Faculty and Staff Council and IUPUI Office for Women
- Women's Leadership Reception and Leadership Awards

2011-12 Office for Women Programming

- Professional Development Book Club: "Disappearing Acts: Gender, Power and Relational Practice at Work" by Joyce K. Fletcher (repeat)
- Professional Development Book Club: "Mama PhD: Women Write about Motherhood and Academic Life" edited by Elrena Evans and Caroline Grant
- Professional Development Book Club: "Career GPS," Ella L.J. Edmondson Bell
- Professional Development Book Club: "From Oppression to Grace: Women of Color and Their Dilemmas within the Academy, edited by Theodorea Regina Berry and Nathalie D. Mizelle
- Professional Development Book Club: "Gendered Innovations in Science and Engineering" edited by Londa Schiebinger
- Financial Fitness Series with G. Joyce Foster, CFP, MBA: Part I. "How Do I Even Start to Prepare for Retirement"
- Financial Fitness Series with G. Joyce Foster, CFP, MBA: Part II. "Making Sure I don't outlive my Retirement savings"
- Financial Fitness Series with G. Joyce Foster, CFP, MBA: "Now that I am about to graduate, how will I support myself, pay on my student loans, buy car or pay for a home etc. etc. Will I have to go home to live with my parents?"
- Hazelett Women in Leadership Forum: An Evening with Tamika Catchings, Co-sponsored with the IU Tobias Center for Leadership Excellence
- Opening Reception: Women Creating Excellence at IUPUI, multi-media exhibit in Cultural Arts Gallery, Campus Center
- Women Creating Excellence at IUPUI, multi-media exhibit in Cultural Arts Gallery in honor of 15th anniversary of IUPUI Office for Women, Campus Center, January 9 – 27, 2012
- Women, Peace and Reconciliation in West Africa with Nobel Peace Prize winner, Leymah Gbowee, co-sponsored with other campus units
- Cultural Leadership Luncheon with Dr. Sandra Petronio "Education as Empowerment" co-sponsored with Office of Student Involvement
- Jane Curry in "Nice Girls Don't Sweat", one-woman performance in honor of 40th anniversary of Title IX, Co-sponsored with the Office of Student Involvement, Women's Studies Program of the IU School of Liberal Arts, Indianapolis, IUPUI Athletics and the NCAA Office of Inclusion
- "Empowering Youth for Social Justice: A Conversation with Ethiopian-Israeli Activist, Elisheva Darar" Co-sponsored with the IUPUI Office for International Affairs, and the IU School of Public and Environmental Affairs

- The 3 Beats Trio, a musical performance in honor of Women's History Month, co-sponsored with IUPUI Music Academy
- Women's Leadership Reception and Leadership Awards

Appendix M

IUPUI Task on the Status of Women at IUPUI Task Force Members

2013-14 Task Force on the Status of Women at IUPUI

Task Force Members:

Rachael Applegate, Ph.D., Chair, Department of Library and Information Science; Associate Professor, Library and Information Science

Mary E. Dankoski, Ph.D., Associate Dean for Faculty Affairs and Professional Development; Vice Chair for Faculty and Academic Affairs, Department of Family Medicine; and Lester D. Bibler Scholar and Associate Professor of Family Medicine

Aron E. DiBacco, Associate Faculty, Communication Studies; Chair of the Staff Council Committee on Diversity, Equity, and Inclusion

Catherine A. Dobris, Ph.D., Associate Professor of Communication Studies, Adjunct Professor of English, Adjunct Professor Women's Studies

Isabel Fawcett, Employee Relations Consultant, Human Resources Administration

Kim D. Kirkland, Ed.D., Director, Office of Equal Opportunity; Task Force Chair

Diana Sims-Harris, Associate Director, Office of Student Involvement

Yolanda Taylor, Employment Consultant, Human Resources Administration

Richard E. Ward, Ph.D., Director, Center for Research and Learning; Professor of Anthropology and Dentistry

Julie Welch, M.D., Assistant Dean of Faculty Affairs and Professional Development

Jane Williams, Ph.D., Associate Professor, Psychology

Support Team:

Mary L. Fisher, Ph.D., Professor, School of Nursing

Kathy Surina Grove, J.D., Director, Office for Women

Carol J. McGarry, Assistant Dean of the Faculties; Faculty Appointments and Advancement

Rick Morgan, Data Specialist, Office of Equal Opportunity

Gary Pike, Ph.D., Executive Director of Information Management and Institutional Research; Associate Professor, Higher Education and Student Affairs

Britta K. Peter, Management Analyst, Planning and Institutional Improvements