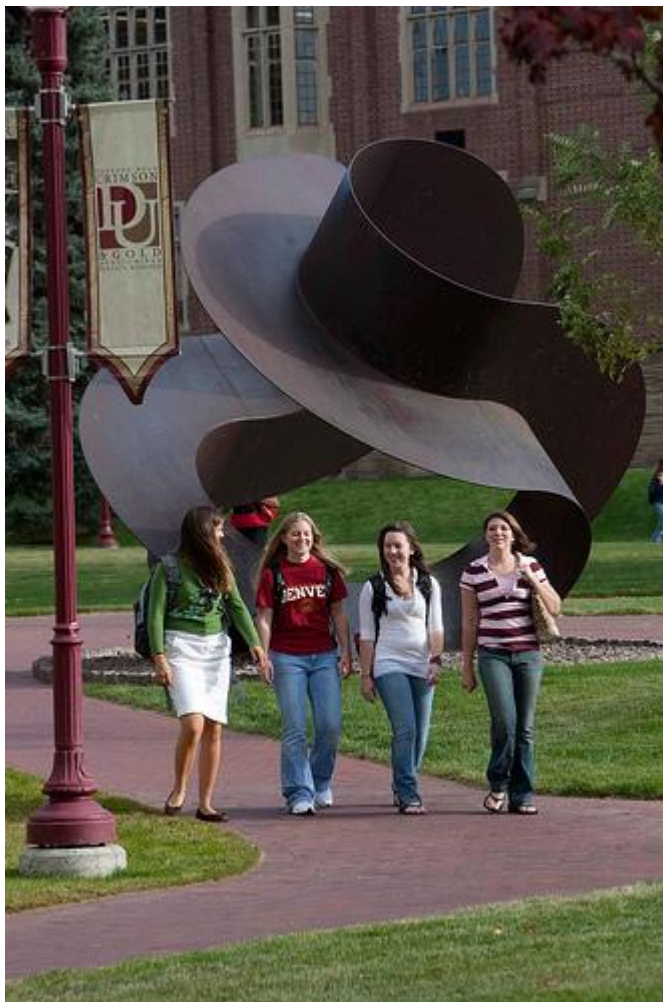


**University of Denver**  
**A Review of Institutional Data on Women**



**Prepared by**  
**the Office of Institutional Research and the Office of the Provost**  
**January 2011**

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## Executive Summary and Introduction

In fall 2009, at the request of the Provost, the Institutional Research Office began to develop this report. Using the lens of gender, the Institutional Research Office conducted an analysis of institutional data. When data was available, DU information was compared to peer institutions' information; areas of significant difference are highlighted in this report. Changes in the composition of the student body, faculty, and staff/administration over time are described (from 2008 looking back four to ten years, depending on the availability of data). While comparisons among groups of women and men are included in this report, the intention is not to suggest that one group's success should be supported at the expense of the other. Rather, the University is committed to promoting an environment that is free of sexism and discrimination, while recognizing the unique needs and interests of various constituencies.

The report concludes with a summary of resources available to promote the success of women employees. Many of these resources also support employees who are men. This report describes institutional data on women, such as acceptance rates for admission, participation in University-sponsored programs (such as intercollegiate athletics and study abroad), hiring patterns, tenure rates, promotion patterns, and DU's progress in commitment to diversity. This report reviews institutional data and is not a climate report. However campus-wide discussions of the information included in this report may result in recommendations for additional analysis that could be conducted by the Institutional Research Office. Below is a summary of findings from this first edition of this report.

### Students

- Women comprised 56% of the undergraduate and graduate/first professional populations at the University of Denver in Fall 2008.
- Women applying to undergraduate and graduate/first professional programs are accepted at a statistically significantly higher rate than men.
- There are no statistically significant differences between the persistence and graduation rates of men and women.
- Enrollment in both undergraduate and graduate programs varies considerably by gender. For example, women are more likely to enroll in humanities and social sciences programs while men are more likely to enroll in engineering and business programs.
- The University of Denver has a statistically significantly higher percentage of women graduate students and first professional students than its comparison group.

### Faculty

- Women faculty members comprised 43% of all full-time faculty in 2008-09, compared to 35% in 2001-02.
- In 2008-09, women faculty represented over half (55%) of faculty at the rank of lecturer and 23% of faculty at the rank of professor.

- In 2008-09, women represented 76% of full-time faculty in the Graduate School of Social Work (the highest proportion of any college), compared to 12% of faculty in the School of Engineering and Computer Science (the lowest proportion of any college).
- DU compares favorably with peer institutions regarding the proportion of faculty that are women. Women as a proportion of total faculty ranged from 32% to 46% at peer institutions in Fall 2008, compared to 43% at the University of Denver.
- In the past five years, the number of full-time women faculty has increased 37%, compared to a 20% increase in the number of full-time faculty who are men.

## Staff/Administrators

- In 2008, women represented 62% of all staff/administrative employees. Women outnumbered men in all categories except for in the skilled crafts and service/maintenance categories.
- In 2008, women represented 79% of new staff/administrative hires, compared to 65% of new hires in 1999.
- Average salaries for women (while controlling for years of service and age) in the executive, other professional, technical, and service areas are lower than for men in 2008.
- While Hispanics or Latinos comprise 15% of the overall women staff population, they account for 71% of the service and maintenance women staff members.

## Section 1: Student Profile

### List of tables and figures

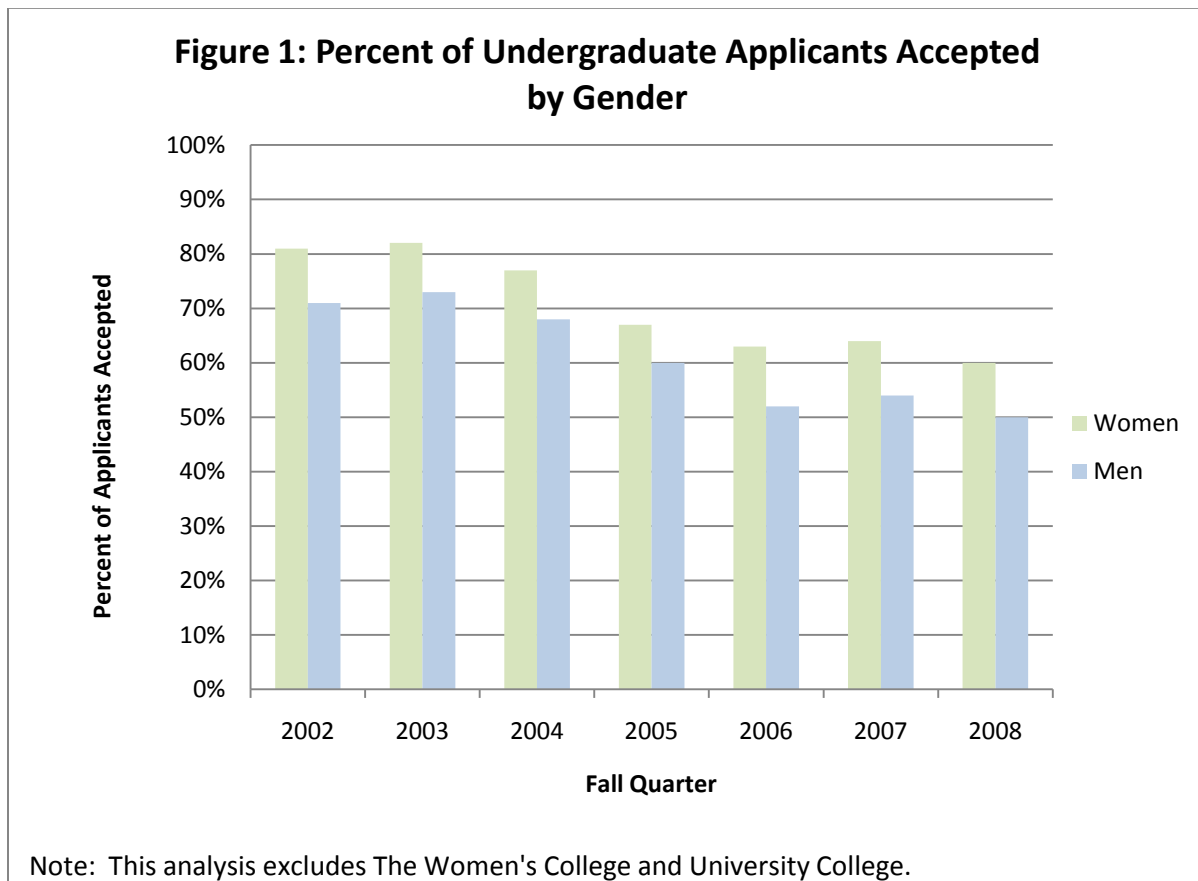
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### Introduction

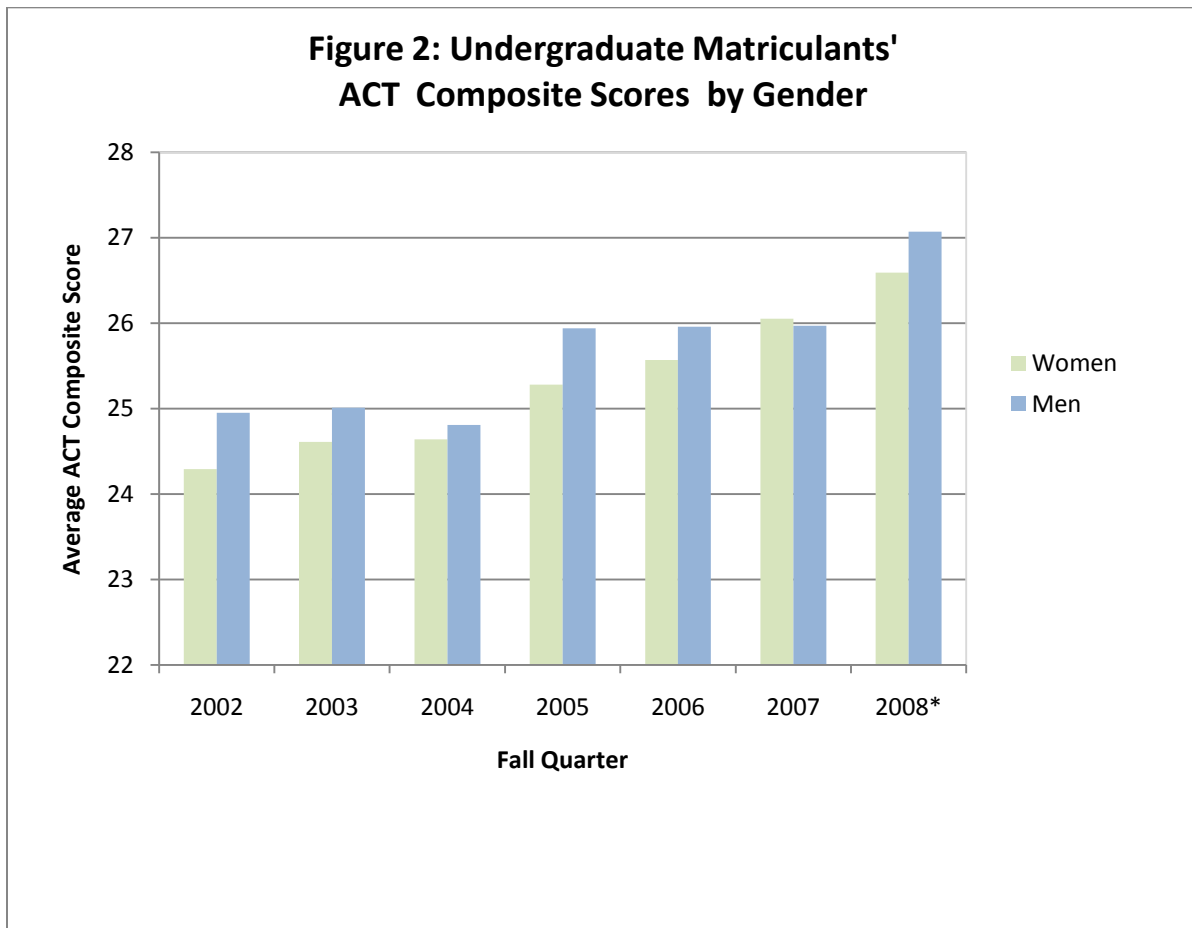
This section of the report describes women students at the University of Denver. This analysis includes comparisons with peer institutions and trend data, typically from 2002 to 2008. Unless otherwise noted, the information represented in this section was obtained from Banner. The peer comparisons are based on Fall 2008 data due to the frequency and availability of information reported to the Integrated Postsecondary Education Data System (IPEDS).

## Section A: Admission Applications

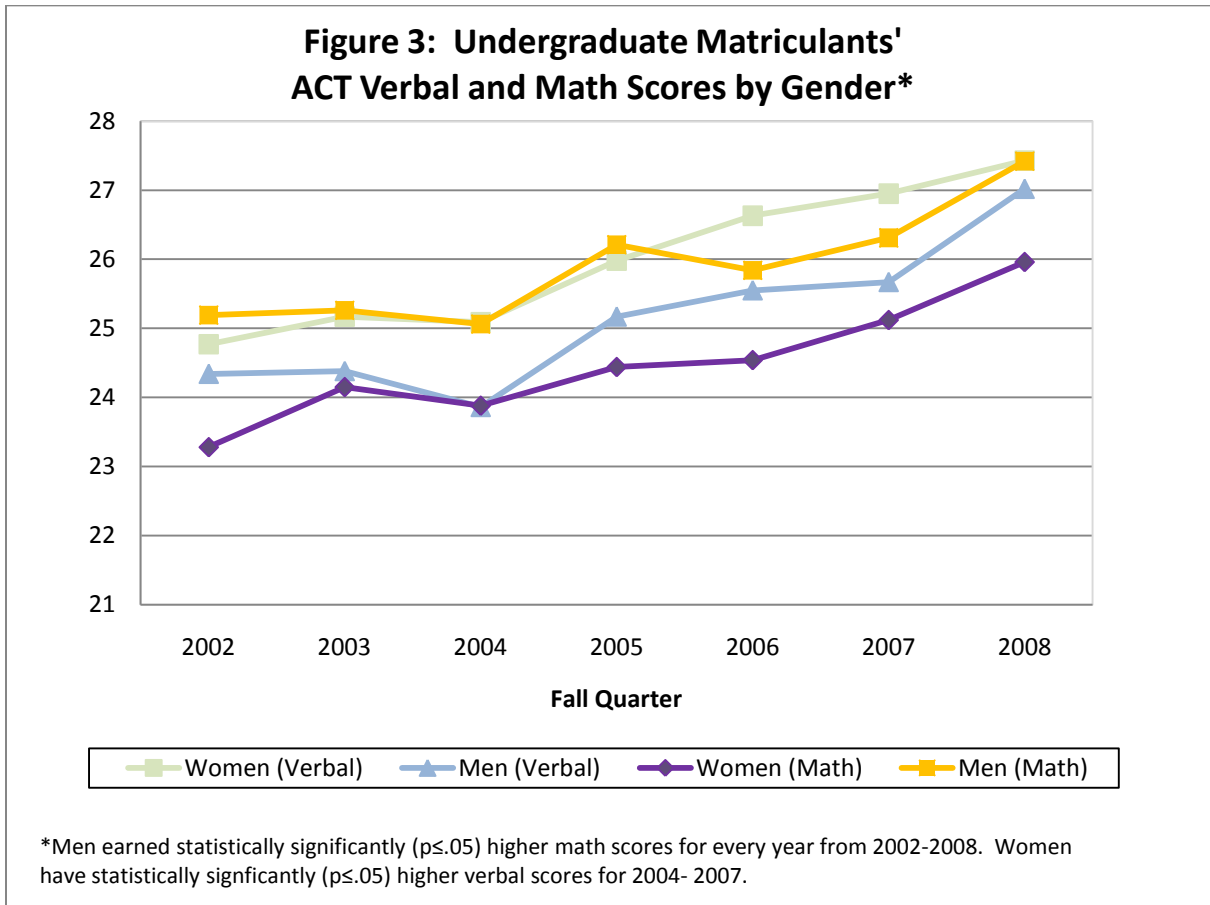
Women applying to undergraduate programs are accepted at rate that is statistically significantly ( $p \leq .05$ ) higher than men for all years represented on Figure 1. As a result of DU's efforts to enroll students of high academic ability, the acceptance rates have declined for both men and women from 2002 to 2008. These declines are statistically significant ( $p \leq .05$ ). One factor (described in more detail later in this report) that may account for the higher acceptance rates for women is that women earn higher high school grades than men. High school grades are one of the factors used to determine whether a student will be accepted for admission to DU.



The University of Denver requires students who are seeking admission to undergraduate programs to submit either ACT or SAT scores. Many applicants to DU submit scores for both tests, but a slightly larger majority of students submit only ACT scores. Men who matriculate have higher ACT composite scores than women, but this difference was only statistically significant ( $p \leq .05$ ) in 2008. As depicted in Figure 2, there is an upward trend in the average ACT composite scores for both men and women; the increases in average ACT score from 2002 to 2008 are statistically significant ( $p \leq .05$ ) and reflect DU's commitment to strengthening the academic quality of its student body during this time period.

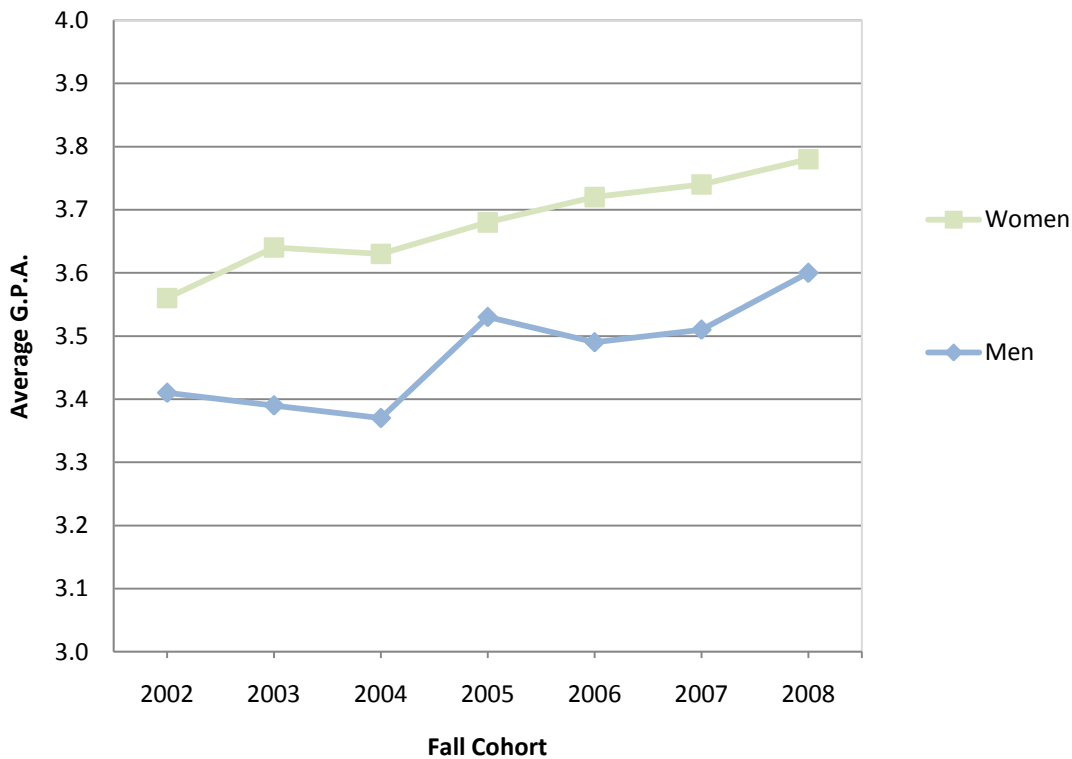


Men consistently earn higher ACT math scores than women; this difference is statistically significantly ( $p \leq .05$ ). However, women have statistically significantly ( $p \leq .05$ ) higher ACT verbal scores for most of the years in this analysis (2004 - 2007.)



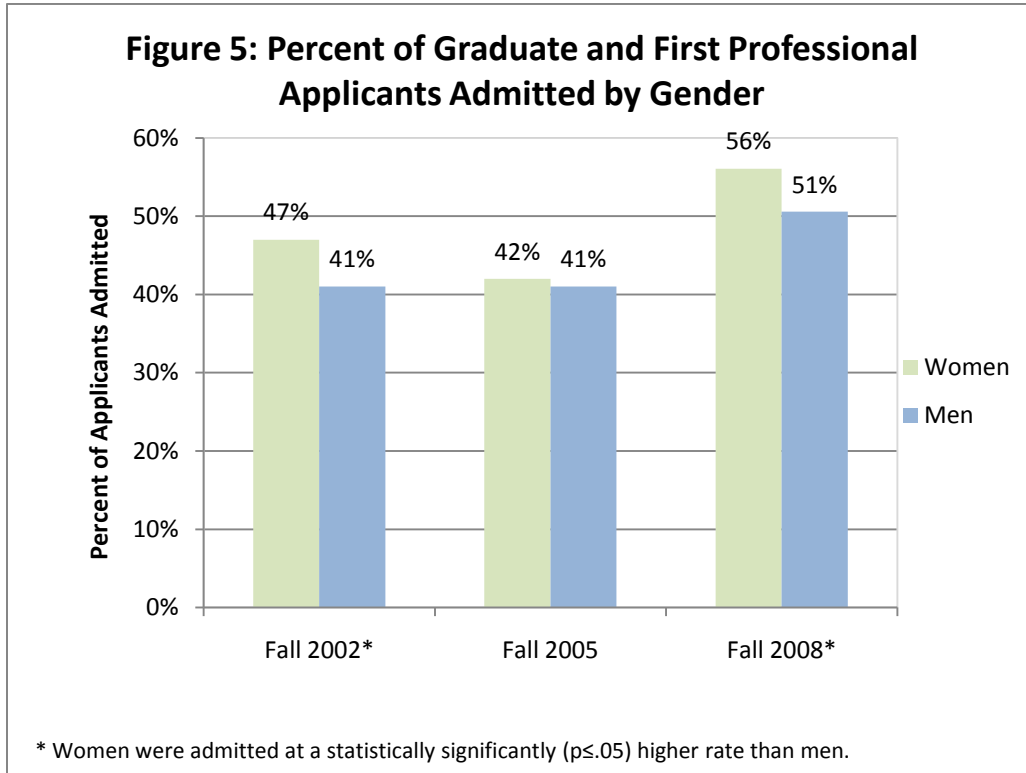
Women who matriculate at the undergraduate level consistently earn statistically significantly ( $p \leq .05$ ) higher high school grade point averages (G.P.A.s) than men who matriculate. In 2002, women's average high school G.P.A. was 3.56 and men's average was 3.41. In 2008, entering women's average high school G.P.A. was 3.71 G.P.A. and men's was 3.55. The increases in average G.P.A. from 2002 to 2008 are statistically significantly ( $p \leq .05$ ) for both women and men.

**Figure 4: Undergraduate Matriculants' High School Grade Point Average (G.P.A.) by Gender\***

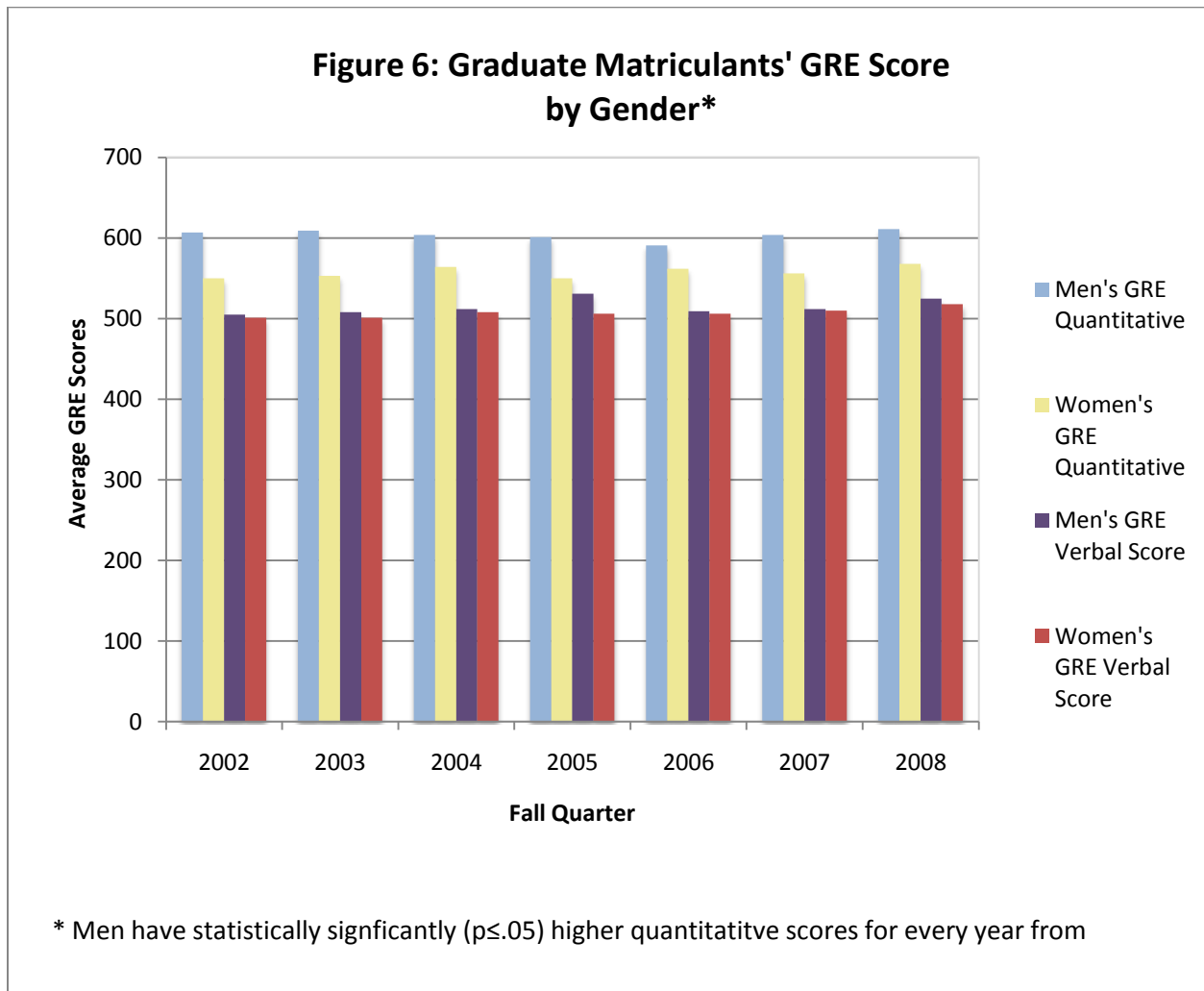


\*Women have statistically significantly ( $p \leq .05$ ) higher high school grade point averages than men for all years represented on this graph.

Women applying for admission to graduate and first professional programs at DU were accepted at a statistically significantly ( $p \leq .05$ ) higher rate than men in 2002 and 2008. In contrast to the trend of declining undergraduate acceptance rates at DU, acceptance rates for graduate and first professional applicants have increased from 2002 to 2008. While the increases in acceptance rates from 2002 to 2008 are statistically significant ( $p \leq .05$ ), the increases do not vary by gender.

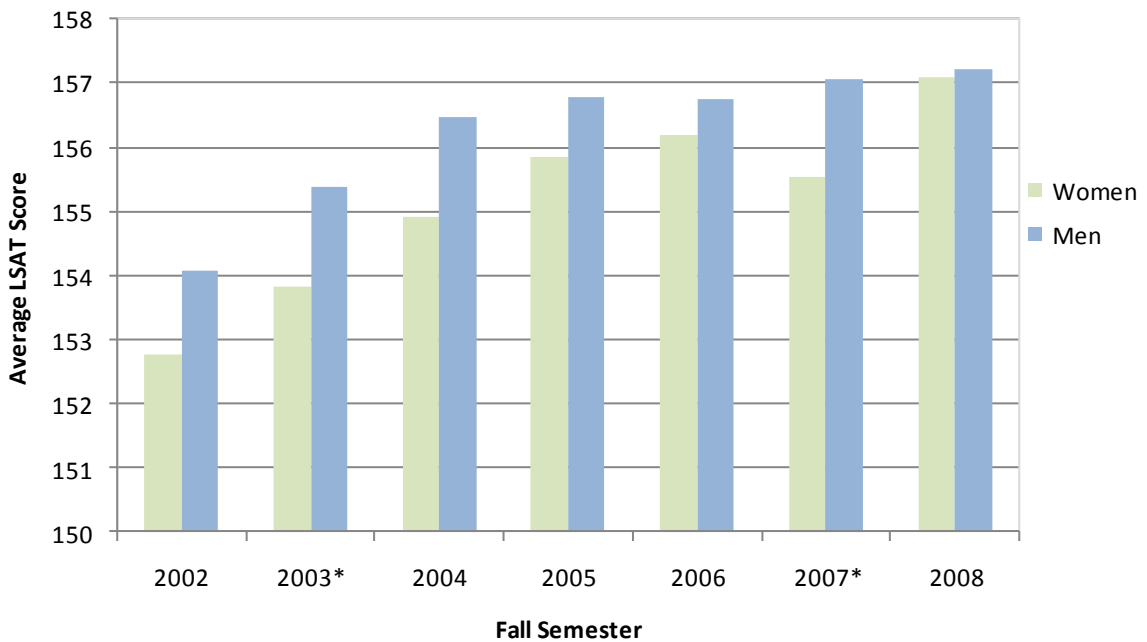


Students who apply for admission to graduate programs are required to submit test scores that are related to their area of study. So, unlike ACT scores at the undergraduate level, which are relevant to all programs of study, different graduate programs require completion of different tests as part of the admission process. One of the most frequently used tests at the graduate level is the Graduate Record Exam (GRE). Consistent with [nation-wide trends](#), men who matriculate at the graduate level have statistically significantly ( $p \leq .05$ ) higher quantitative GRE scores than women. At DU, the difference between men's and women's verbal GRE scores is not statistically significant, except in 2005 when men scored higher than women.



While men who matriculate consistently score higher on the Law School Admission Test (LSAT) than women, the difference is only statistically significant ( $p \leq .05$ ) in 2003 and 2007. There is an increase in average LSAT scores for both men and women between 2002 and 2008 and the changes over this time period are statistically significant ( $p \leq .05$ ). Women's average LSAT score in 2002 was 153 and 157 in 2008. Men's average LSAT score in 2002 was 154 and 157 in 2008.

**Figure 7: First Professional Matriculants' LSAT Score by Gender**



\* Men scored statistically significantly ( $p \leq .05$ ) higher on the LSAT than women in 2003 and 2007.

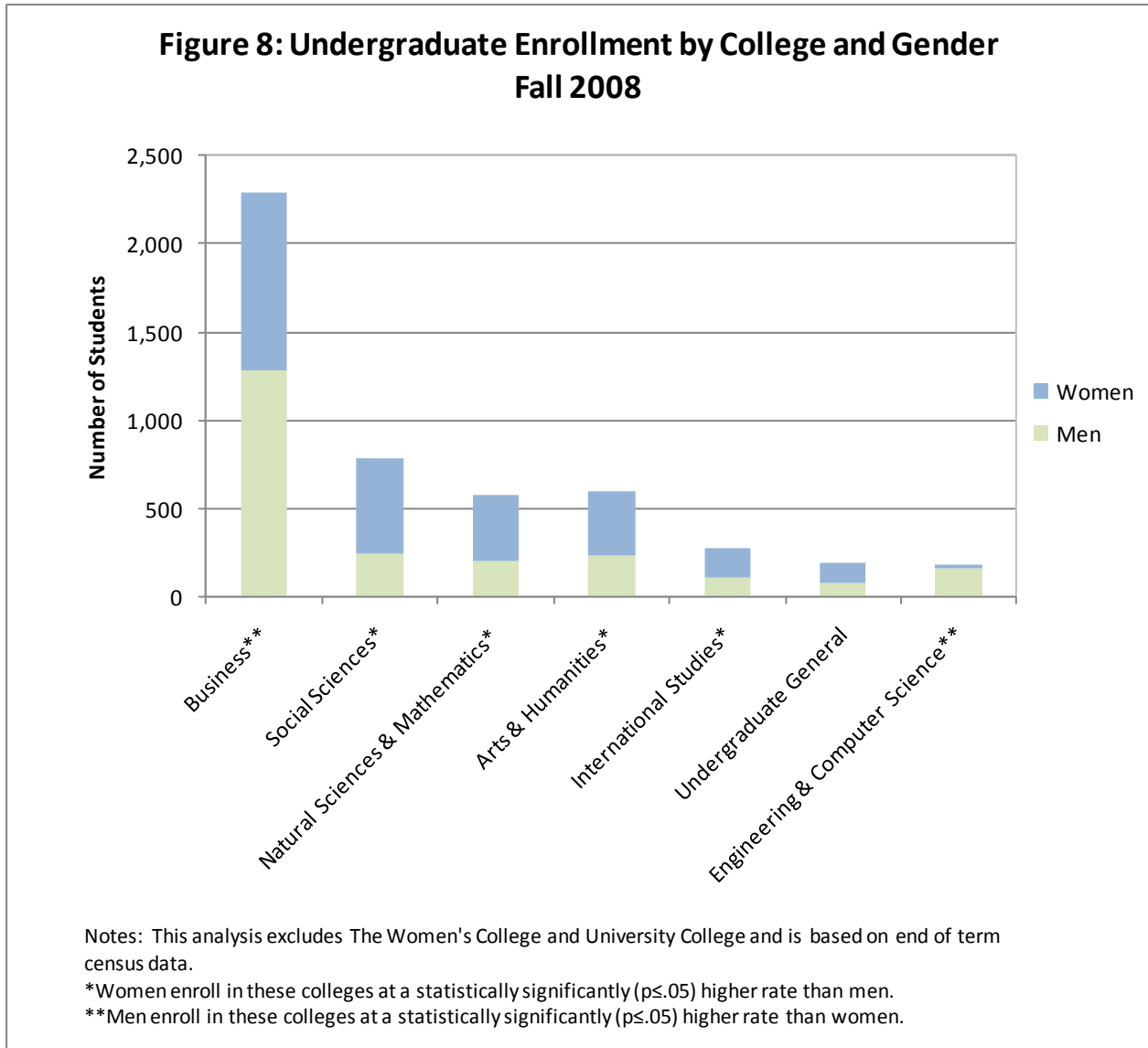
## Section B: Enrollment

Enrollment of women in undergraduate programs at the University of Denver exceeds that of men, which is consistent with national trends in higher education (based on an analysis from the [National Center for Education Statistics](#)). While the number of students enrolled at both the undergraduate and graduate/first professional levels has increased substantially in recent years, the proportion of students that are women has remained stable.

**Table 1: Enrollment by level and gender**  
**Data Source: Banner and IPEDS**

|                                    | Fall<br><u>2002</u> | Fall<br><u>2003</u> | Fall<br><u>2004</u> | Fall<br><u>2005</u> | Fall<br><u>2006</u> | Fall<br><u>2007</u> | Fall<br><u>2008</u> |
|------------------------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| <u>Undergraduate</u>               |                     |                     |                     |                     |                     |                     |                     |
| Women                              | 2,371               | 2,480               | 2,550               | 2,666               | 2,799               | 2,899               | 2,963               |
| Men                                | 1,886               | 1,975               | 2,119               | 2,143               | 2,323               | 2,386               | 2,361               |
| Unreported                         |                     | 1                   |                     |                     |                     |                     |                     |
| Total                              | 4,257               | 4,456               | 4,669               | 4,809               | 5,122               | 5,285               | 5,324               |
| Percent Women                      | 56%                 | 56%                 | 55%                 | 55%                 | 55%                 | 55%                 | 56%                 |
| <u>Graduate/First Professional</u> |                     |                     |                     |                     |                     |                     |                     |
| Women                              | 2,733               | 2,808               | 2,857               | 3,017               | 3,178               | 3,262               | 3,339               |
| Men                                | 2,239               | 2,239               | 2,273               | 2,480               | 2,491               | 2,506               | 2,665               |
| Unreported                         |                     | 18                  | 9                   |                     |                     |                     |                     |
| Total                              | 4,972               | 5,065               | 5,139               | 5,497               | 5,669               | 5,768               | 6,004               |
| Percent Women                      | 55%                 | 55%                 | 56%                 | 55%                 | 56%                 | 57%                 | 56%                 |

In 2008, there were statistically significant ( $p \leq .05$ ) differences in undergraduate college enrollment by gender. As depicted in Figure 8, women are more likely than men to enroll in the following units: arts and humanities, international studies, natural sciences and mathematics, and social sciences. In comparison, men are more likely than women to enroll in business and engineering and computer science.

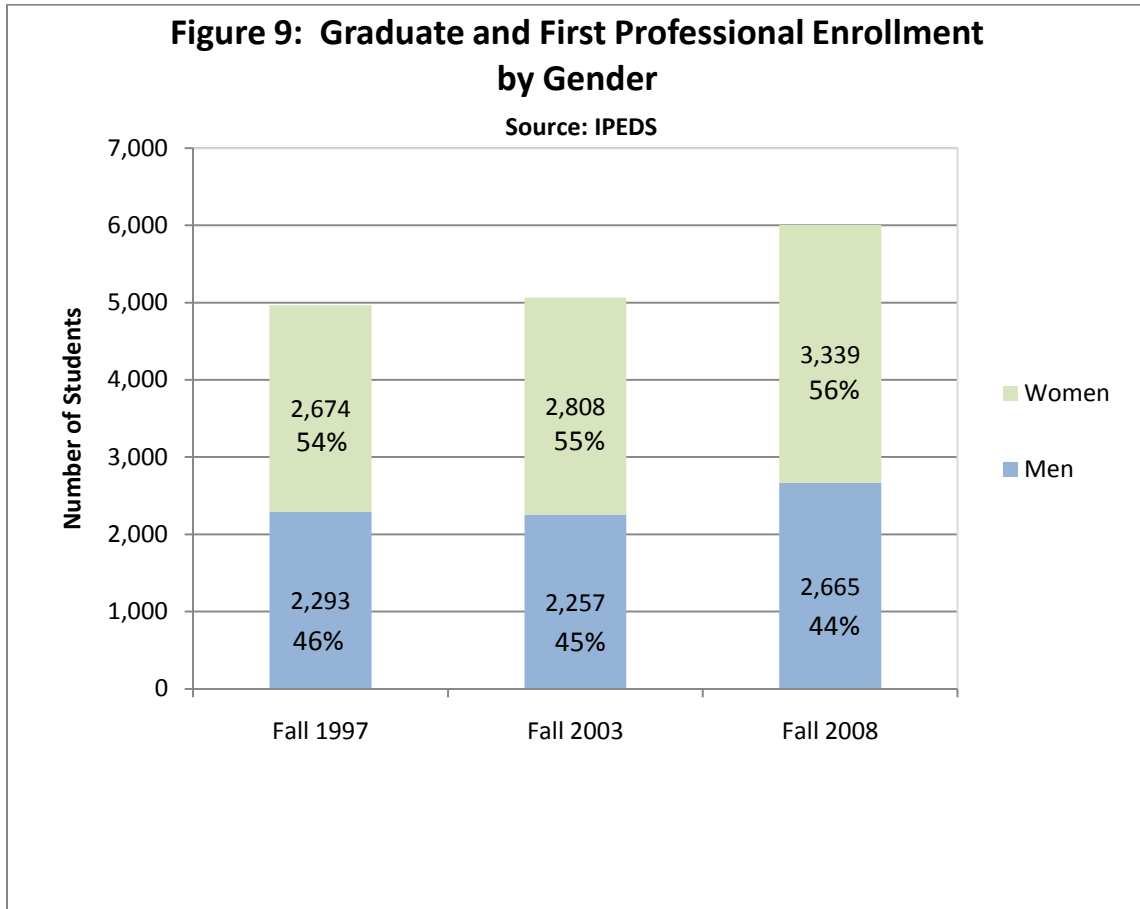


The proportion of women enrolled at the undergraduate level (56%) is identical to the peer group average. Among peer institutions, women's enrollment at the undergraduate level ranged from a low of 50% to a high of 62%. Details are included in Table 2.

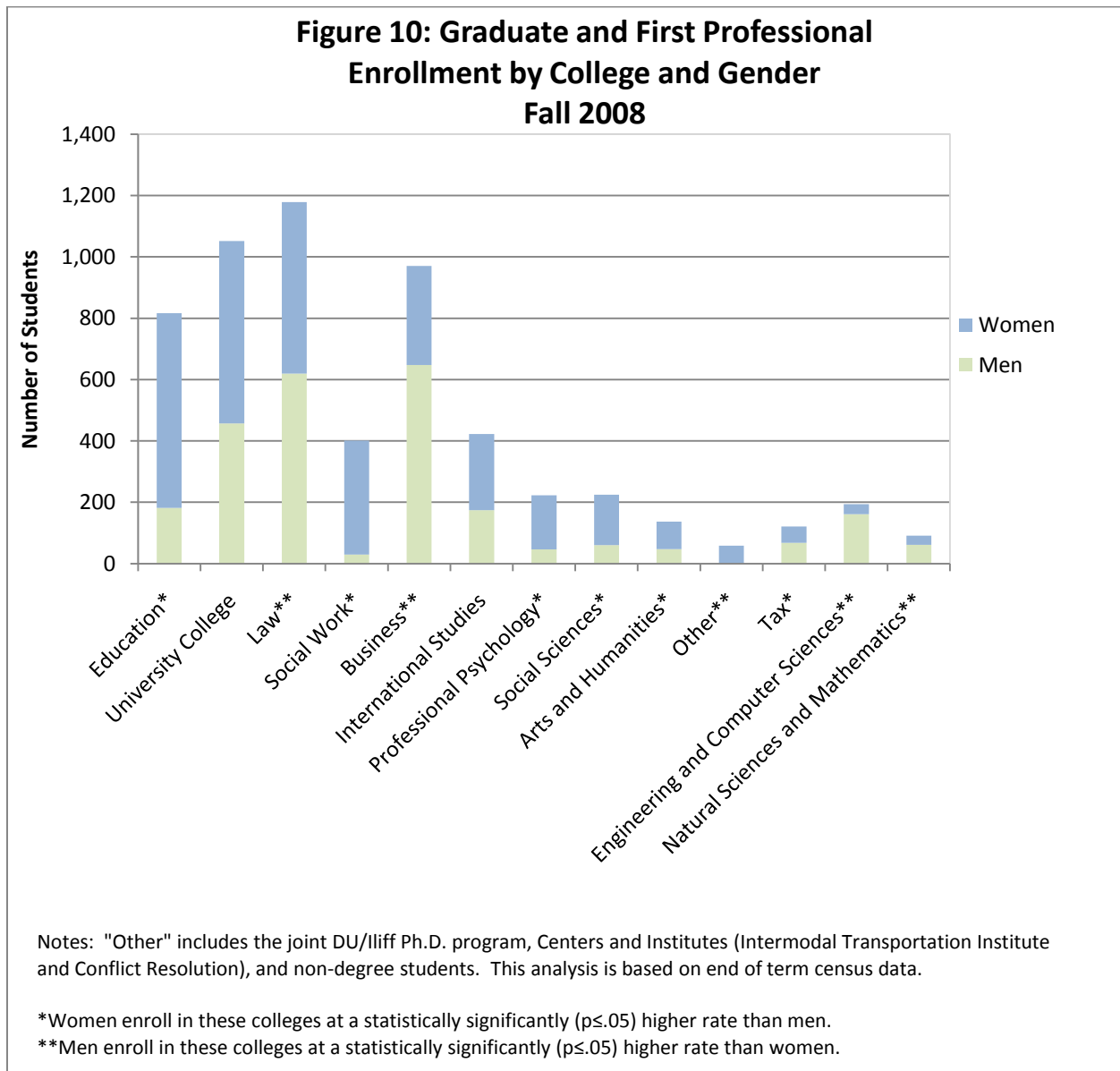
**Table 2: Undergraduate enrollment: Fall 2008**  
**Data Source: IPEDS**

| <u>Comparison Group</u>           | <u>Women</u> | <u>Men</u> | <u>Total</u> | <u>Percent Women</u> |
|-----------------------------------|--------------|------------|--------------|----------------------|
| University of Southern California | 8,376        | 8,232      | 16,608       | 50%                  |
| University of Miami               | 5,512        | 4,910      | 10,422       | 53%                  |
| Santa Clara University            | 2,798        | 2,469      | 5,267        | 53%                  |
| Southern Methodist University     | 3,341        | 2,899      | 6,240        | 54%                  |
| Gonzaga University                | 2,419        | 2,098      | 4,517        | 54%                  |
| Tulane University of Louisiana    | 3,627        | 3,065      | 6,692        | 54%                  |
| Colorado College                  | 1,083        | 913        | 1,996        | 54%                  |
| George Washington University      | 5,888        | 4,702      | 10,590       | 56%                  |
| University of Denver              | 2,963        | 2,361      | 5,324        | 56%                  |
| Syracuse University               | 7,724        | 5,927      | 13,651       | 57%                  |
| Loyola Marymount University       | 3,216        | 2,460      | 5,676        | 57%                  |
| University of Puget Sound         | 1,490        | 1,092      | 2,582        | 58%                  |
| University of San Diego           | 2,984        | 2,135      | 5,119        | 58%                  |
| Boston University                 | 11,018       | 7,516      | 18,534       | 59%                  |
| American University               | 3,884        | 2,427      | 6,311        | 62%                  |
| University of San Francisco       | 3,405        | 2,054      | 5,459        | 62%                  |
| Peer Group Average                | 4,358        | 3,454      | 7,812        | 56%                  |

As shown in Figure 9, women comprised 56% of the students enrolled at the graduate and first professional levels in Fall 2008. Overall graduate and first professional enrollment has increased by 21% from 1997 to 2008. However, the 25% increase in enrollment of women is not statistically significantly higher than the 16% enrollment increase of men during this time period.



Graduate student enrollment in many units varied widely by gender in Fall 2008; the exceptions were international studies and University College. As depicted in Figure 10, women are more likely than men to enroll in arts and humanities, education, professional psychology, social sciences, social work, and graduate tax. Men are more likely than women to enroll in business, engineering and computer science, law, natural sciences and mathematics, and “other” programs (joint DU/Illiff Ph.D. program, Centers and Institutes, and non-degree programs.)



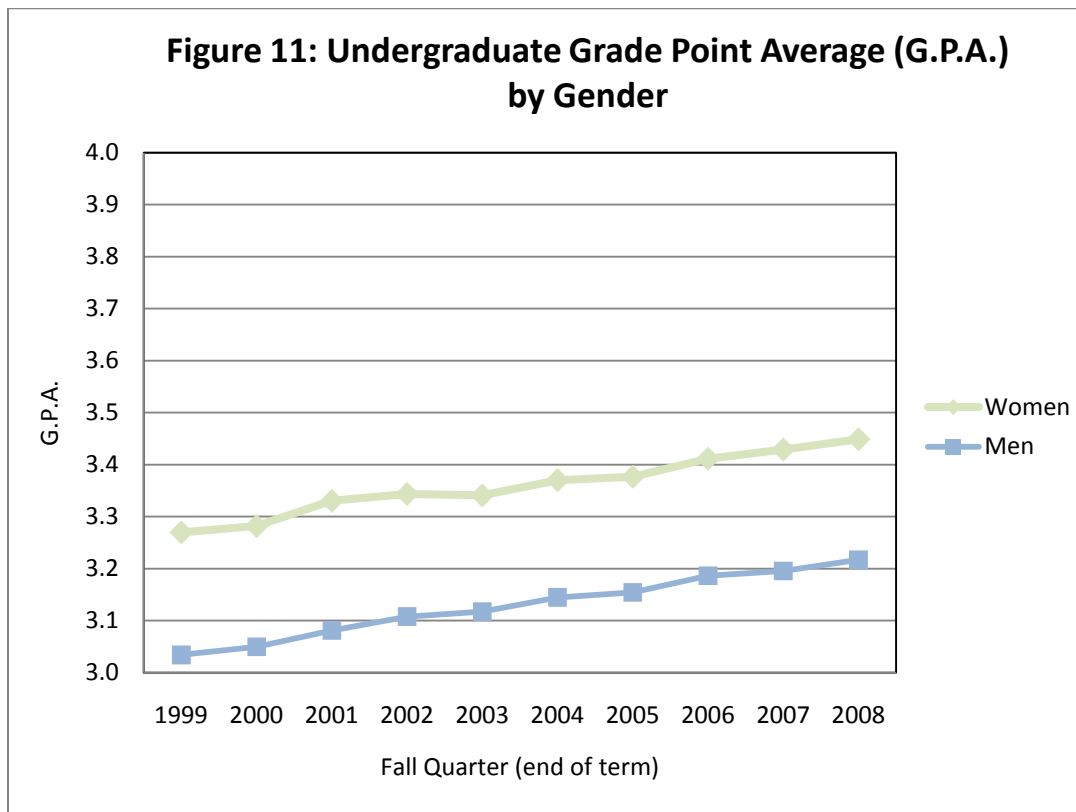
In fall 2008, women comprised 54% of the graduate populations at peer institutions, compared to 56% at DU. This difference is statistically significantly ( $p \leq .05$ ). Table 3 displays the wide range of women populations enrolled at peer institutions, with a low of 42% to high of 78%.

**Table 3: Graduate and First Professional Enrollment: Fall 2008**  
Data Source: IPEDS

| <u>Institution</u>                | <u>Women</u> | <u>Men</u> | <u>Total</u> | <u>Percent Women</u> |
|-----------------------------------|--------------|------------|--------------|----------------------|
| Santa Clara University            | 1,464        | 2,027      | 3,491        | 42%                  |
| Southern Methodist University     | 2,087        | 2,638      | 4,725        | 44%                  |
| University of Southern California | 7,927        | 9,212      | 17,139       | 46%                  |
| Tulane University of Louisiana    | 1,958        | 2,087      | 4,045        | 48%                  |
| University of Miami               | 2,401        | 2,500      | 4,901        | 49%                  |
| Syracuse University               | 2,965        | 2,750      | 5,715        | 52%                  |
| Boston University                 | 7,182        | 6,050      | 13,232       | 54%                  |
| George Washington University      | 7,996        | 6,530      | 14,526       | 55%                  |
| University of Denver              | 3,339        | 2,665      | 6,004        | 56%                  |
| University of San Diego           | 1,528        | 1,185      | 2,713        | 56%                  |
| Gonzaga University                | 1,569        | 1,186      | 2,755        | 57%                  |
| Loyola Marymount University       | 1,910        | 1,425      | 3,335        | 57%                  |
| University of San Francisco       | 1,980        | 1,311      | 3,291        | 60%                  |
| American University               | 3,261        | 2,112      | 5,373        | 61%                  |
| Colorado College                  | 23           | 7          | 30           | 77%                  |
| University of Puget Sound         | 204          | 58         | 262          | 78%                  |
| Peer Group Average                | 3,185        | 2,916      | 6,100        | 54%                  |

## Section C: University of Denver Grade Point Average (G.P.A.)

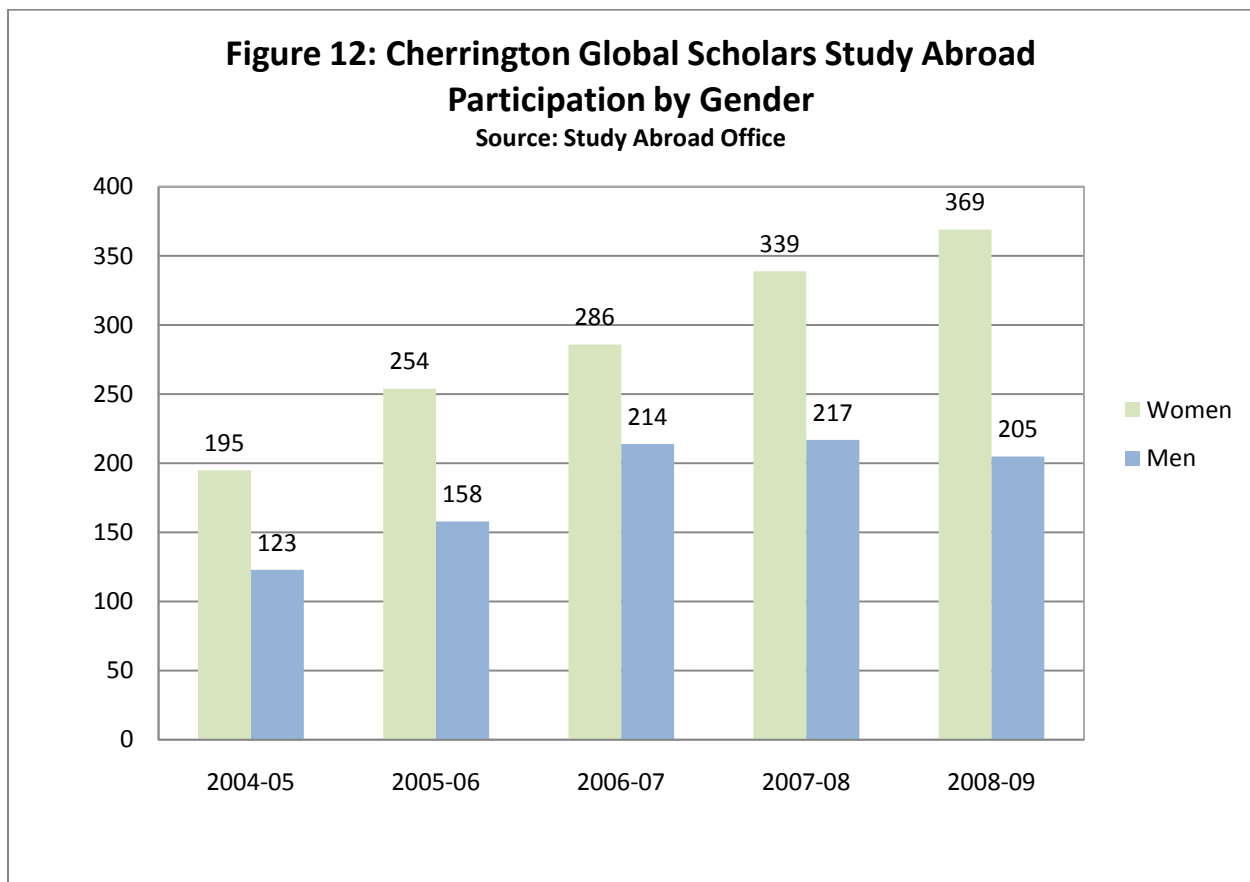
In addition to examining high school G.P.A.s, this report examines the undergraduate G.P.A.s earned by students once they are enrolled at DU. Undergraduate women consistently earn statistically significantly ( $p \leq .05$ ) higher undergraduate G.P.A.s than men. As depicted in Figure 11, there is an increase in the average undergraduate G.P.A.s for both men and women; the increases between 1999 and 2008 are statistically significant ( $p \leq .05$ ).



## Section D: Study Abroad Participation

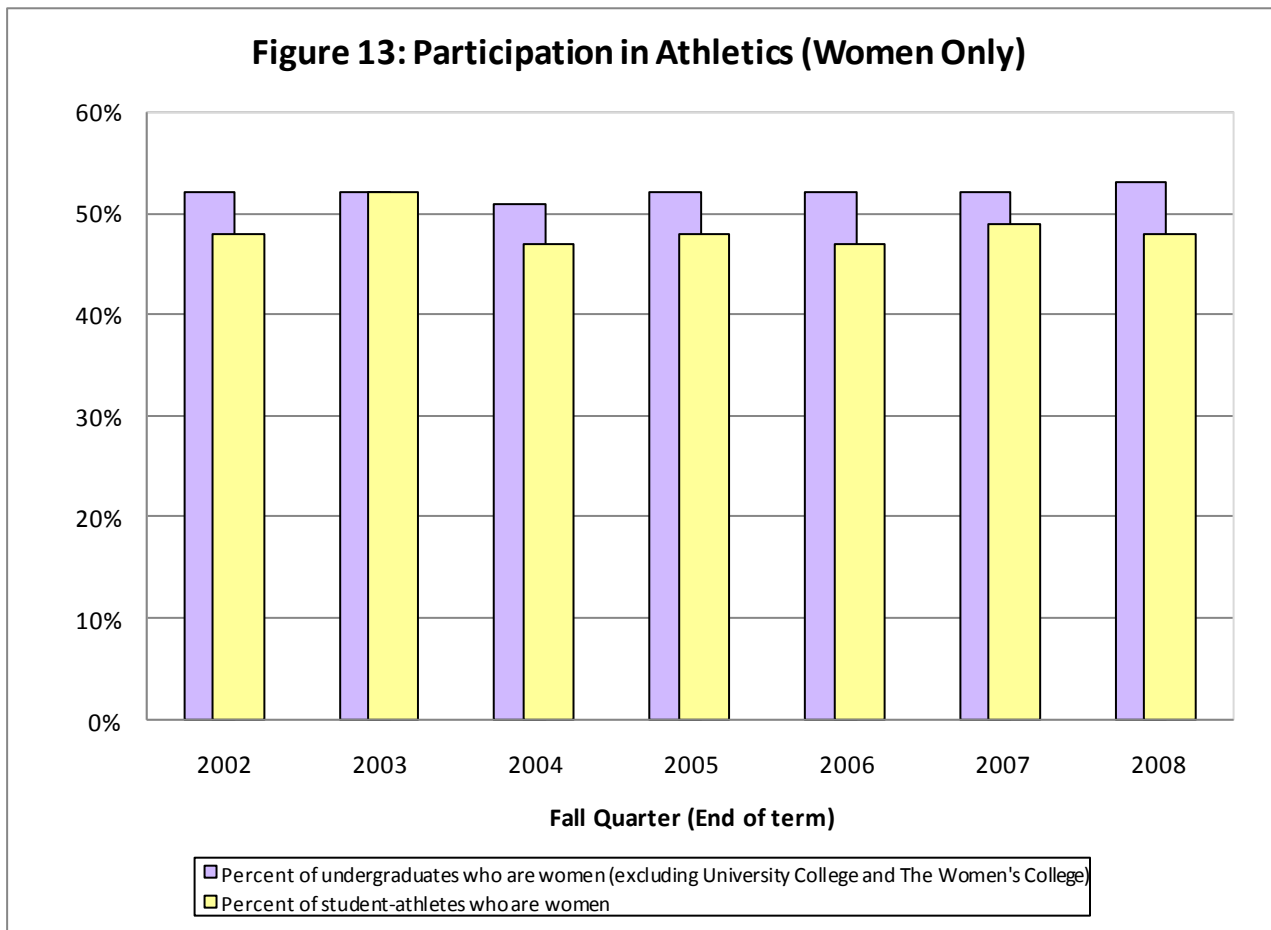
Undergraduate women participate in the Cherrington Global Scholars study abroad program at a statistically significantly ( $p \leq .05$ ) higher rate than men. One of the criteria for participation in the Cherrington Global Scholars Program is that students have earned a minimum University of Denver grade point average of 3.0. In Fall 2008, 86% of women and 69% of men had a G.P.A. of 3.0 or higher (this difference is statistically significantly ( $p \leq .05$ )). As a result of these differences, a larger proportion of women than men may be eligible to participate in the Cherrington Global Scholars study abroad program.

Nationally, more women than men participate in study abroad, according to the Institute of International Education's [Open Doors Report](#). The national averages for study abroad participation are 65% women and 35% men, which are nearly identical to the University of Denver's participation rates (64% women and 36% men in 2008-09).



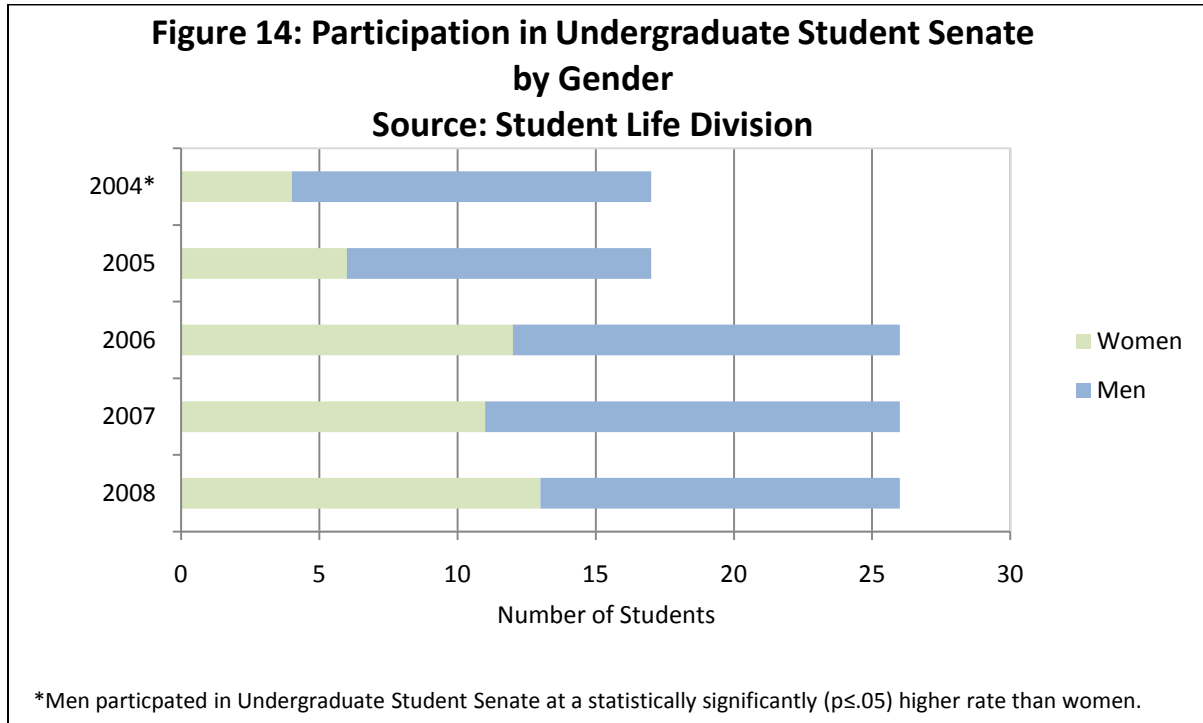
## Section E: Undergraduate Student Participation in Athletics

The University of Denver offers nine intercollegiate sports teams for women and eight for men. There is no statistically significant difference between the participation rates of men and women in undergraduate athletics relative to undergraduate enrollment by gender. In 2008, 5% of the women at the undergraduate level participated in intercollegiate athletics compared to 7% of the men.



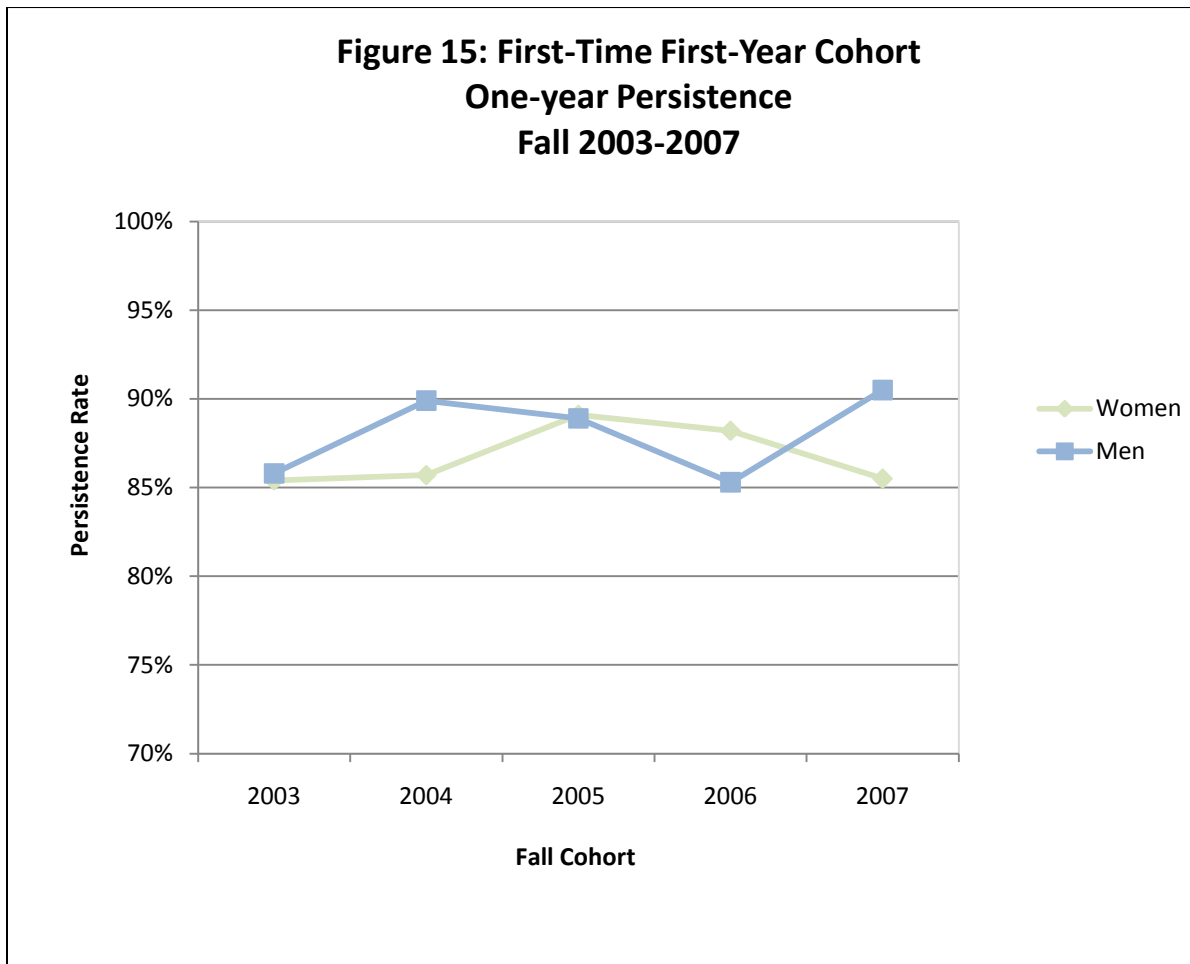
## Section F: Student Government Participation

There are no statistically significant differences between student government participation rates of women and men in comparison to overall undergraduate enrollment, except in 2004 when men participated at a statistically significantly ( $p \leq .05$ ) higher rate than women.



## Section G: Persistence Rates

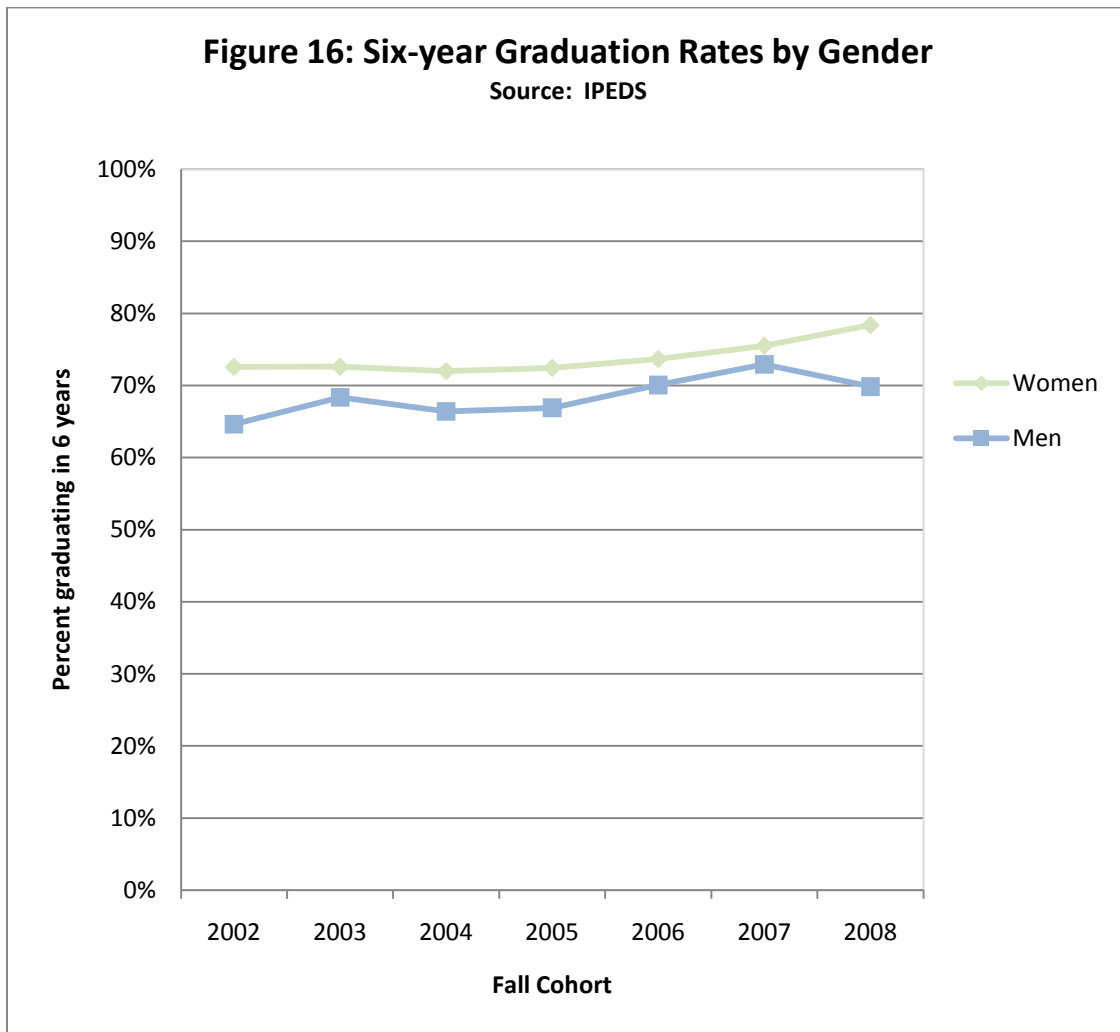
Persistence rates are calculated by analyzing one-year enrollment rates for the fall entering first-year, full-time, degree seeking students. The term “cohort” is used to describe the full-time, first-time, degree seeking students in their first term of enrollment. From 2003 to 2007, there are no statistically significant differences between the one-year persistence rates for men and women in comparison to the overall persistence rates ( $p \leq .05$ ).



## Section H: Six-year Graduation Rates and Degree Completions

While persistence rates are one measure of the academic ability and success of the undergraduate student body, the six-year graduation rate is another measure of success. At the University of Denver, the six-year graduation rates for women and men are nearly identical. While the graduation rates for both men and women appear to have increased between 2002 and 2008, these increases are not statistically significant.

Note that graduation rates are not calculated for graduate students due to variations in program/curricular requirements, which impact time required to earn a degree.



In 2008, women graduated with bachelor's degrees at a statistically significantly ( $p \leq .05$ ) higher rate in biological sciences, communication/journalism/related programs, psychology, visual/performing arts, and social sciences. Men graduated at a statistically significantly higher rate in engineering and business. There are no differences in bachelor's degree attainment by gender for other disciplines.

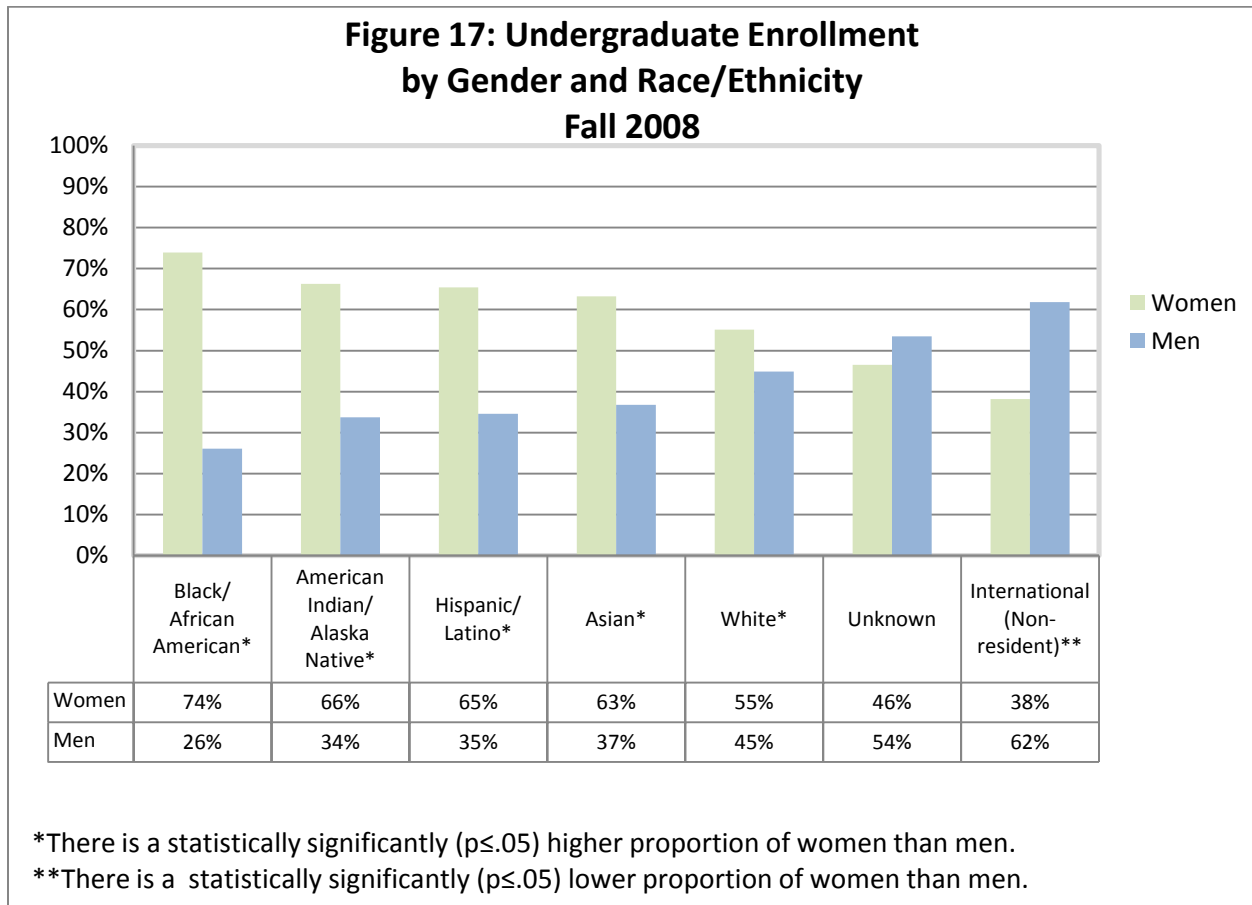
**Table 4: Bachelor's degrees awarded (first major only): 2008-09**  
**Data Source: IPEDS**

|   | <u>Female</u> | <u>Male</u> | <u>Total</u> |
|---|---------------|-------------|--------------|
| <u>Women graduated with these majors at a statistically significantly higher rate than men (<math>p \leq .05</math>):</u> |               |             |              |
| Biological sciences   | 45            | 28          | 73           |
| Communication, journalism and related programs  | 64            | 27          | 91           |
| Psychology  | 43            | 10          | 53           |
| Social sciences   | 86            | 63          | 149          |
| Visual and performing arts  | 54            | 22          | 76           |
| <u>Men graduated with these majors at a statistically significantly higher rate than women (<math>p \leq .05</math>):</u> |               |             |              |
| Business management marketing and related support services  | 223           | 306         | 529          |
| Engineering   | 5             | 17          | 22           |
| <u>No difference between women and men:</u>   |               |             |              |
| Agriculture operations and related sciences   | 2             | 0           | 2            |
| Area ethnic cultural and gender studies   | 2             | 2           | 4            |
| Computer and information sciences and support services  | 8             | 5           | 13           |
| English language and literature/letters   | 20            | 11          | 31           |
| Foreign languages literatures and linguistics   | 8             | 2           | 10           |
| History   | 8             | 3           | 11           |
| Legal professions and studies   | 2             | 0           | 2            |
| Mathematics and statistics  | 5             | 3           | 8            |
| Multi/interdisciplinary studies   | 4             | 3           | 7            |
| Natural resources and conservation  | 7             | 1           | 8            |
| Philosophy and religious studies  | 2             | 2           | 4            |
| Physical sciences   | 1             | 6           | 7            |
| Public administration and social service professions  | 0             | 1           | 1            |
| <b>Total</b>  | <b>589</b>    | <b>512</b>  | <b>1,101</b> |

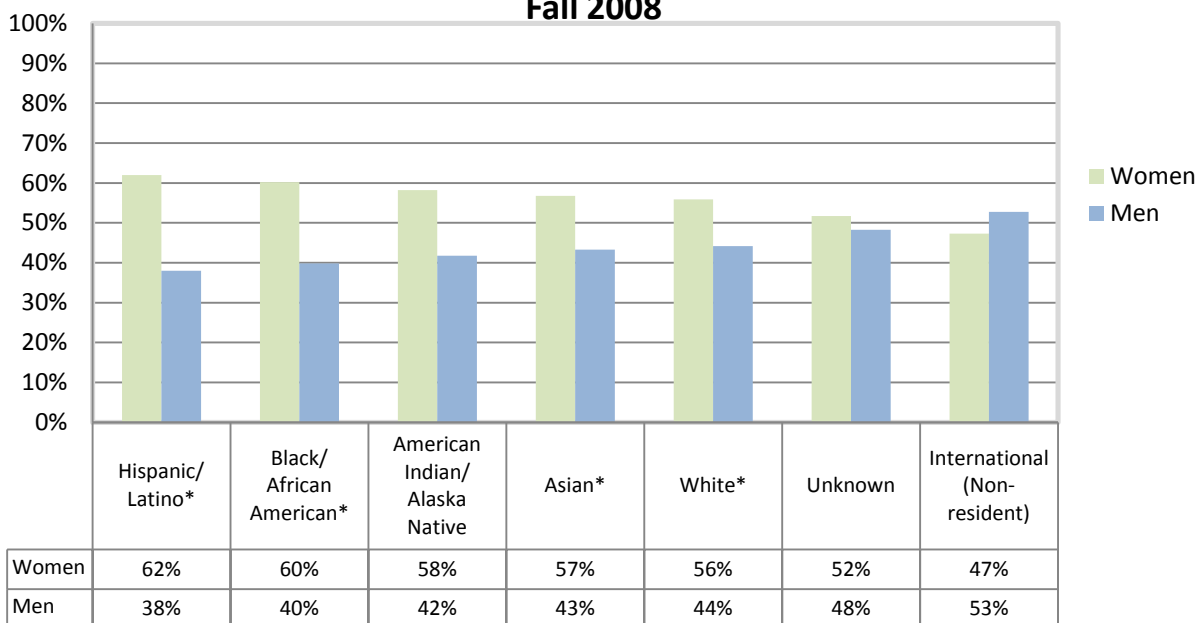
Note: These classifications of Classification of Instructional Programs (CIP) codes used in this table are the basis of DU's reporting of degrees to the U.S. Department of Education.

## Section I: Race/Ethnic Origin

The University of Denver is strongly committed to inclusive excellence and diversity. According to the Office of the Chancellor website “The University of Denver community is strongly committed to the pursuit of excellence by including and integrating individuals who represent different groups as defined by race, ethnicity, gender, sexual orientation, socioeconomic background, age, disability, national origin and religion.” DU’s [Center for Multicultural Excellence](#) assists DU in “Recruiting and retaining talented multicultural students, staff, faculty and administrators.” One relatively simplistic measure of progress is an analysis of the racial/ethnic diversity of the student body over time. As depicted in Figures 17 and 18, there are statistically significant ( $p \leq .05$ ) differences between male and female enrollment by race/ethnicity.



**Figure 18: Graduate and First Professional Enrollment  
by Gender and Race/Ethnicity  
Fall 2008**



\*There is a statistically significantly ( $p \leq .05$ ) higher proportion of women than men.

Table 5 shows DU has experienced modest increases in the proportion of women minority students enrolled (at both the undergraduate and graduate/first professional levels) from 2002 to 2008. However, these increases are not statistically significant. The increase in the minority enrollment of male undergraduates and the decline in the minority enrollment of male graduate/first professional students are both statistically significant ( $p \leq .05$ ).

With the exception of women undergraduate students enrolled in 2002, DU enrolls a smaller proportion of minorities relative to the entire student body than do DU's peer institutions. However, the averages do not necessarily provide the complete picture. For example, in fall 2008, peer institutions' enrollment of women who reported racial/ethnic minority status ranged from 7% to 52% of enrollment at the undergraduate level. The median of 24% is identical to DU's proportion of minority women. (The median is the numeric value separating the higher half of a sample/population from the lower half. It is the midpoint of the range numbers that are arranged in order of value.)

Because race/ethnicity is self-reported by students, faculty, and staff, the proportion of students who do not report a race/ethnicity varies over time. While most students are willing to self-report gender, some are not willing to identify themselves as a member of a minority

racial/ethnic group. Despite these limitations, it is useful for us to track the composition of DU's student body and to support students of all racial/ethnic backgrounds.

**Table 5: Student Enrollment as a Percent of Total Enrollment by Race/Ethnicity**  
Data Source: IPEDS

|   | Women<br>Racial/Ethnic<br>Minorities<br><u>2002</u> | Women<br>Racial/Ethnic<br>Minorities<br><u>2008</u> | Men<br>Racial/Ethnic<br>Minorities<br><u>2002</u> | Men<br>Racial/Ethnic<br>Minorities<br><u>2008</u> |
|---|---|---|---|---|
| <u>Undergraduate students</u>                         |   |   |   |   |
| University of Denver                                  | 23%   | 24%   | 18%   | 21%   |
| Peer Institutions                                     | 24%   | 28%   | 23%   | 26%   |
| Differences are statistically significant at (p≤.05)? | No  | Yes   | Yes   | Yes   |
| <u>Graduate and first professional students</u>       |   |   |   |   |
| University of Denver                                  | 20%   | 21%   | 24%   | 21%   |
| Peer Institutions                                     | 35%   | 36%   | 39%   | 38%   |
| Differences are statistically significant at (p≤.05)? | Yes   | Yes   | Yes   | Yes   |

Note: Students with an unreported race/ethnicity are excluded from this analysis.

## Section J: Age by College and Level

As noted in the enrollment section of this report, there are statistically significant differences between men's and women's enrollment by college. There are also some interesting differences in enrollment by college when examining age, primarily because DU offers several programs that cater to non-traditional students. Among those are The Women's College, where 96% of the women enrolled are 21 years old or older and University College, where 97% of undergraduate women enrolled are 21 years old or older.

The majority of undergraduate women (76%) and men (74%) enrolled at DU are 21 years old or younger. At the graduate/first professional student levels, 64% of women and 58% of men are under 31 years of age. The differences at the graduate/first professional student levels are statistically significant at (p≤.05).

**Table 6: Undergraduate Age by College and Gender: Fall 2008**  
**Data Source: Banner**

|   | Under     |           |           |           |           | Over      |              |                      |
|---|-----------|-----------|-----------|-----------|-----------|-----------|--------------|----------------------|
|   | <u>18</u> | <u>18</u> | <u>19</u> | <u>20</u> | <u>21</u> | <u>21</u> | <u>Total</u> | <u>Percent Women</u> |
| <b>Arts and Humanities</b>                          |           |           |           |           |           |           |              |                      |
| Women   | 4         | 52        | 94        | 78        | 77        | 53        | 358          | 60%                  |
| Men   | 0         | 42        | 43        | 47        | 42        | 60        | 234          |                      |
| <b>Social Sciences</b>                              |           |           |           |           |           |           |              |                      |
| Women   | 3         | 82        | 124       | 102       | 144       | 79        | 534          | 69%                  |
| Men   | 2         | 28        | 47        | 50        | 54        | 62        | 243          |                      |
| <b>Daniels College of Business</b>                  |           |           |           |           |           |           |              |                      |
| Women   | 5         | 169       | 194       | 243       | 233       | 165       | 1,009        | 44%                  |
| Men   | 1         | 157       | 244       | 280       | 279       | 322       | 1,283        |                      |
| <b>Josef Korbel School of International Studies</b> |           |           |           |           |           |           |              |                      |
| Women   | 0         | 23        | 40        | 38        | 47        | 26        | 174          | 63%                  |
| Men   | 0         | 7         | 22        | 17        | 26        | 30        | 102          |                      |
| <b>Natural Sciences and Mathematics</b>             |           |           |           |           |           |           |              |                      |
| Women   | 2         | 95        | 89        | 92        | 71        | 29        | 378          | 66%                  |
| Men   | 1         | 50        | 43        | 39        | 36        | 30        | 199          |                      |
| <b>School of Engineering and Computer Science</b>   |           |           |           |           |           |           |              |                      |
| Women   | 1         | 7         | 3         | 5         | 4         | 1         | 21           | 12%                  |
| Men   | 0         | 30        | 35        | 41        | 17        | 38        | 161          |                      |
| <b>The Women's College</b>                          |           |           |           |           |           |           |              |                      |
| Women   | 0         | 1         | 3         | 3         | 4         | 286       | 297          | 100%                 |
| Men   | 0         | 0         | 0         | 0         | 0         | 0         | 0            |                      |
| <b>University College</b>                           |           |           |           |           |           |           |              |                      |
| Women   | 0         | 0         | 0         | 0         | 2         | 77        | 79           | 55%                  |
| Men   | 0         | 0         | 0         | 0         | 0         | 64        | 64           |                      |

|               | Under<br><u>18</u> | <u>18</u> | <u>19</u> | <u>20</u> | <u>21</u> | Over<br><u>21</u> | <u>Total</u> | <u>Percent<br/>Women</u> |
|---------------|--------------------|-----------|-----------|-----------|-----------|-------------------|--------------|--------------------------|
| Other         |                    |           |           |           |           |                   |              |                          |
| Women         | 0                  | 55        | 41        | 7         | 6         | 4                 | 113          | 60%                      |
| Men           | 1                  | 26        | 26        | 9         | 7         | 6                 | 75           |                          |
| Total         |                    |           |           |           |           |                   |              |                          |
| Women         | 15                 | 484       | 588       | 568       | 588       | 720               | 2,963        | 56%                      |
| Men           | 5                  | 340       | 460       | 483       | 461       | 612               | 2,361        |                          |
| Percent Women | 75%                | 59%       | 56%       | 54%       | 56%       | 54%               | 56%          |                          |

**Table 7: Graduate and First-Professional Age by College and Gender: Fall 2008**  
Data Source: Banner

|  | Under<br><u>21</u> | 21-<br><u>25</u> | 26-<br><u>30</u> | 31-<br><u>35</u> | 36-<br><u>40</u> | Over<br><u>40</u> | <u>Unknown</u> | <u>Total</u> | <u>Percent<br/>Women</u> |
|--|--------------------|------------------|------------------|------------------|------------------|-------------------|----------------|--------------|--------------------------|
| Arts and Humanities                        |                    |                  |                  |                  |                  |                   |                |              |                          |
| Women                                      | 0                  | 35               | 29               | 12               | 5                | 9                 | 0              | 90           | 66%                      |
| Men  | 0                  | 16               | 16               | 7                | 3                | 5                 | 0              | 47           |                          |
| Social Sciences                            |                    |                  |                  |                  |                  |                   |                |              |                          |
| Women                                      | 0                  | 80               | 55               | 12               | 8                | 10                | 0              | 165          | 73%                      |
| Men  | 0                  | 20               | 24               | 9                | 3                | 4                 | 0              | 60           |                          |
| Centers and Institutes                     |                    |                  |                  |                  |                  |                   |                |              |                          |
| Women                                      | 0                  | 7                | 4                | 3                | 1                | 1                 | 0              | 16           | 26%                      |
| Men  | 0                  | 4                | 5                | 6                | 9                | 22                | 0              | 46           |                          |
| Daniels College of Business                |                    |                  |                  |                  |                  |                   |                |              |                          |
| Women                                      | 1                  | 139              | 101              | 33               | 24               | 25                | 0              | 323          | 33%                      |
| Men  | 0                  | 139              | 245              | 128              | 82               | 54                | 0              | 648          |                          |
| Graduate School of Professional Psychology |                    |                  |                  |                  |                  |                   |                |              |                          |
| Women                                      | 0                  | 105              | 59               | 11               | 0                | 2                 | 0              | 177          | 79%                      |
| Men  | 0                  | 20               | 22               | 2                | 2                | 0                 | 0              | 46           |                          |
| Graduate School of Social Work             |                    |                  |                  |                  |                  |                   |                |              |                          |
| Women                                      | 0                  | 186              | 97               | 36               | 19               | 33                | 0              | 371          | 93%                      |
| Men  | 0                  | 5                | 10               | 8                | 6                | 1                 | 0              | 30           |                          |

# A Review of Institutional Data on Women



|   | <u>Under<br/>21</u> | <u>21-<br/>25</u> | <u>26-<br/>30</u> | <u>31-<br/>35</u> | <u>36-<br/>40</u> | <u>Over<br/>40</u> | <u>Unknown</u> | <u>Total</u> | <u>Percent<br/>Women</u> |
|---|---------------------|-------------------|-------------------|-------------------|-------------------|--------------------|----------------|--------------|--------------------------|
| <b>Graduate Studies</b>                             |                     |                   |                   |                   |                   |                    |                |              |                          |
| Women   | 0                   | 2                 | 5                 | 3                 | 0                 | 5                  | 0              | 15           | 48%                      |
| Men   | 0                   | 7                 | 2                 | 3                 | 1                 | 3                  | 0              | 16           |                          |
| <b>Graduate Tax</b>                                 |                     |                   |                   |                   |                   |                    |                |              |                          |
| Women   | 0                   | 9                 | 18                | 6                 | 9                 | 11                 | 0              | 53           | 44%                      |
| Men   | 1                   | 19                | 22                | 14                | 8                 | 4                  | 0              | 68           |                          |
| <b>Iliff School of Theology/ DU Joint Program</b>   |                     |                   |                   |                   |                   |                    |                |              |                          |
| Women   | 0                   | 3                 | 4                 | 3                 | 5                 | 13                 | 0              | 28           | 36%                      |
| Men   | 0                   | 1                 | 9                 | 18                | 8                 | 13                 | 0              | 49           |                          |
| <b>Josef Korbel School of International Studies</b> |                     |                   |                   |                   |                   |                    |                |              |                          |
| Women   | 1                   | 114               | 95                | 18                | 8                 | 13                 | 0              | 249          | 59%                      |
| Men   | 0                   | 56                | 69                | 23                | 7                 | 19                 | 0              | 174          |                          |
| <b>Morgridge College of Education</b>               |                     |                   |                   |                   |                   |                    |                |              |                          |
| Women   | 0                   | 138               | 164               | 84                | 79                | 169                | 1              | 635          | 78%                      |
| Men   | 0                   | 27                | 52                | 37                | 29                | 36                 | 1              | 182          |                          |
| <b>Natural Sciences and Mathematics</b>             |                     |                   |                   |                   |                   |                    |                |              |                          |
| Women   | 0                   | 14                | 6                 | 5                 | 3                 | 2                  | 0              | 30           | 33%                      |
| Men   | 0                   | 21                | 23                | 6                 | 5                 | 6                  | 0              | 61           |                          |
| <b>School of Engineering and Computer Science</b>   |                     |                   |                   |                   |                   |                    |                |              |                          |
| Women   | 0                   | 10                | 15                | 2                 | 1                 | 5                  | 0              | 33           | 17%                      |
| Men   | 0                   | 48                | 52                | 19                | 16                | 26                 | 0              | 161          |                          |
| <b>Sturm College of Law</b>                         |                     |                   |                   |                   |                   |                    |                |              |                          |
| Women   | 0                   | 239               | 188               | 65                | 27                | 40                 | 0              | 559          | 47%                      |
| Men   | 0                   | 220               | 257               | 71                | 42                | 28                 | 2              | 620          |                          |
| <b>University College</b>                           |                     |                   |                   |                   |                   |                    |                |              |                          |
| Women   | 1                   | 70                | 135               | 121               | 71                | 197                | 0              | 595          | 57%                      |
| Men   | 2                   | 36                | 91                | 91                | 92                | 145                | 0              | 457          |                          |

# A Review of Institutional Data on Women



|               | Under<br><u>21</u> | 21-<br><u>25</u> | 26-<br><u>30</u> | 31-<br><u>35</u> | 36-<br><u>40</u> | Over<br><u>40</u> | <u>Unknown</u> | <u>Total</u> | <u>Percent<br/>Women</u> |
|---------------|--------------------|------------------|------------------|------------------|------------------|-------------------|----------------|--------------|--------------------------|
| Total         |                    |                  |                  |                  |                  |                   |                |              |                          |
| Women         | 3                  | 1,151            | 975              | 414              | 260              | 535               | 1              | 3,339        | 56%                      |
| Men           | 3                  | 639              | 899              | 442              | 313              | 366               | 3              | 2,665        |                          |
| Percent Women | 50%                | 64%              | 52%              | 48%              | 45%              | 59%               | 25%            | 56%          |                          |

Note: This report excludes one graduate student without a reported gender and two non-degree seeking students.

## Section 2: Faculty Profile

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### Introduction

This section of the report describes the composition salary, appointment, promotion, and tenure outcomes of women faculty at the University of Denver. This analysis includes comparisons with peer institutions and trend data, typically from 1997 to 2008. Data sources include the Integrated Postsecondary Education Data System (IPEDS), the American Association of University Professors (AAUP), and the Office of the Provost. Comparative data is reported when available.

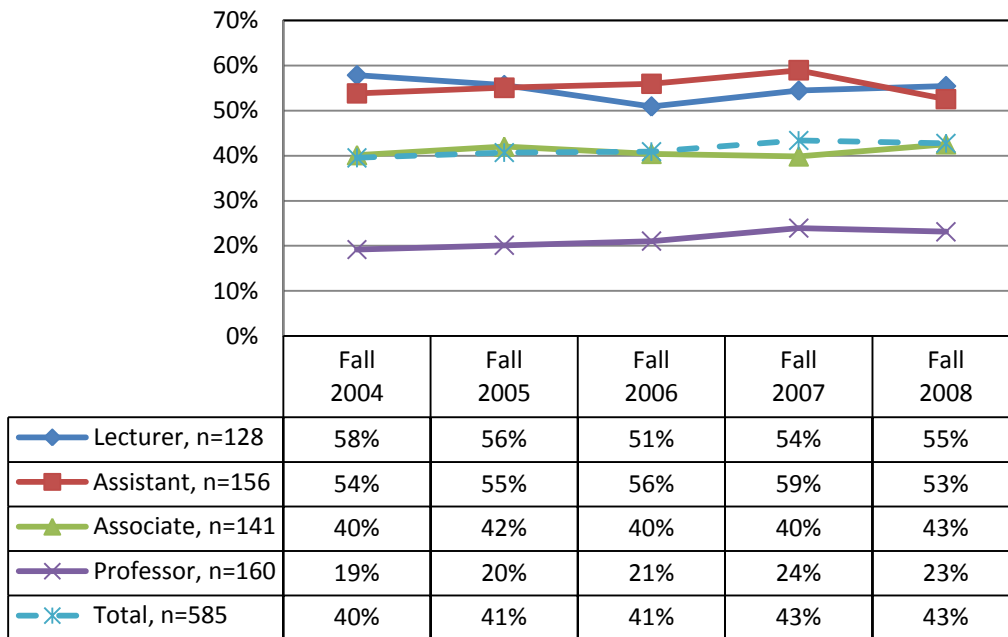
## Section A: Distribution of Full-Time Faculty by Gender

At the University of Denver, women faculty members comprised 43% of all full-time faculty in Fall 2008. In comparison, in Fall 2001, 35% of full-time faculty were women. Women faculty represented over half (55%) of faculty at the rank of lecturer and 23% of faculty at the rank of professor in Fall 2008. Over the past five years, the proportion of faculty at the associate and professor ranks have increased slightly, while the proportion of women faculty at the assistant and lecturer ranks have fluctuated from year-to-year during this period. Data for Fall 2004 to 2008 are displayed in Figure 1.

Related to rank is the issue of highest degree earned. Of the full-time women faculty at DU in Fall 2008, 88% had earned a terminal degree, compared to 91% of men. Terminal degrees based on rank were nearly identical for women and men; none of the differences in proportion of terminal degrees earned based on rank and gender were statistically significant.

**Figure 1: Percent of Women Faculty by Rank**

Data Source: IPEDS



Note: "n" is for Fall 2008.

In Fall 2008, women represented 76% of full-time faculty in social work (the highest proportion of any college), compared to 12% of faculty in engineering and computer science (the lowest proportion of any college). In engineering and computer science, the number and proportion of women faculty was lower in Fall 2008 than in the previous four years. While women comprise 50% or more of the total full-time faculty in five academic units, they comprise more than half of the faculty at the professor level in only one area, education. Currently there are no women faculty at the professor rank in engineering and computer science or professional psychology. The proportion of women by academic unit is displayed in Table 1.

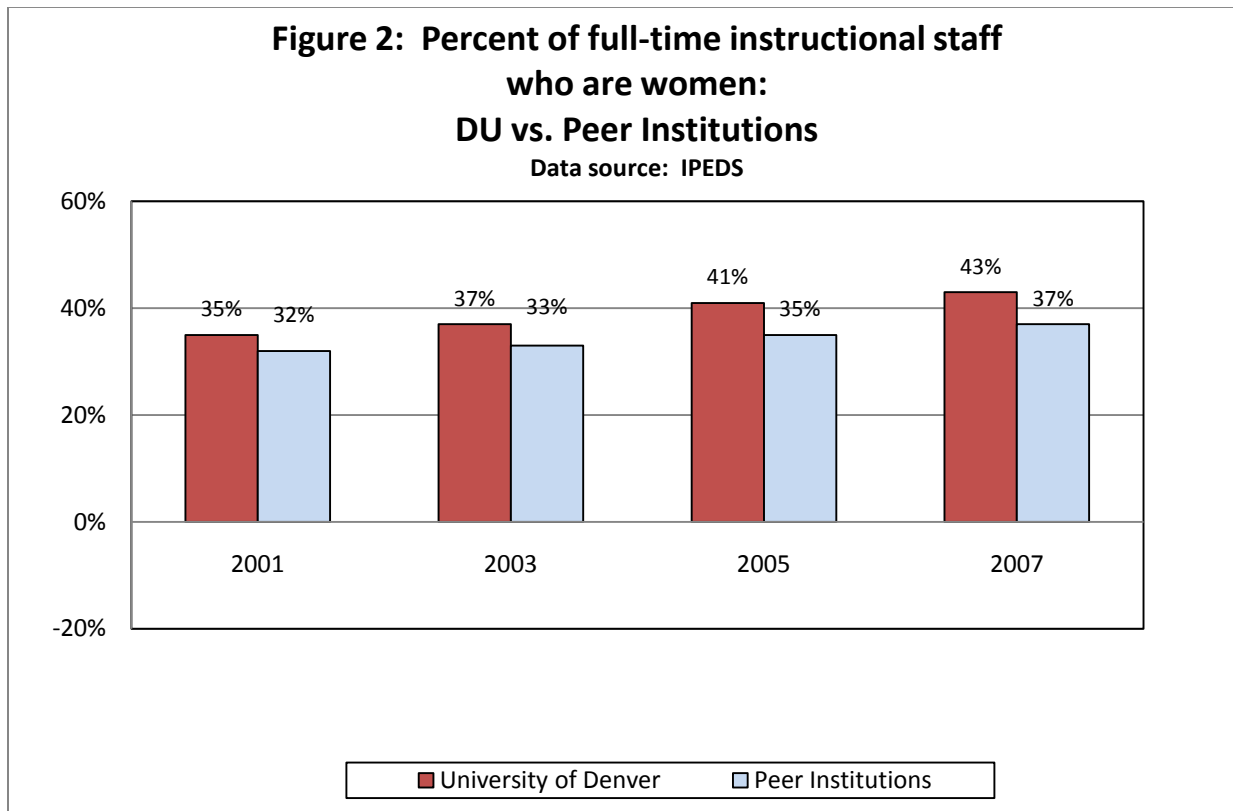
**Table 1: Percent of Women Faculty by Academic Unit**  
Data Source: IPEDS

|                                     | Fall<br>1998 | Fall<br>1999 | Fall<br>2000 | Fall<br>2001 | Fall<br>2002 | Fall<br>2003 | Fall<br>2004 | Fall<br>2005 | Fall<br>2006 | Fall<br>2007 | Fall<br>2008 |
|-------------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Social Work                         | 68%          | 56%          | 60%          | 62%          | 61%          | 63%          | 65%          | 65%          | 75%          | 74%          | 76%          |
| Education                           | 56%          | 53%          | 64%          | 63%          | 62%          | 59%          | 64%          | 72%          | 64%          | 69%          | 67%          |
| Arts and Humanities                 | 47%          | 44%          | 43%          | 46%          | 47%          | 45%          | 45%          | 47%          | 47%          | 53%          | 54%          |
| Social Sciences                     | 36%          | 35%          | 39%          | 43%          | 35%          | 46%          | 48%          | 49%          | 53%          | 53%          | 50%          |
| Law and Graduate Tax                | 30%          | 33%          | 28%          | 34%          | 33%          | 43%          | 48%          | 49%          | 47%          | 47%          | 48%          |
| Natural Sciences and<br>Mathematics | 18%          | 17%          | 16%          | 18%          | 20%          | 15%          | 19%          | 17%          | 15%          | 23%          | 27%          |
| International Studies               | 24%          | 19%          | 24%          | 22%          | 28%          | 28%          | 21%          | 26%          | 23%          | 26%          | 26%          |
| Business                            | 18%          | 19%          | 20%          | 18%          | 23%          | 23%          | 23%          | 25%          | 20%          | 24%          | 23%          |
| Engineering and Computer<br>Science |              |              |              |              |              |              | 24%          | 21%          | 16%          | 23%          | 12%          |
| Total                               | 34%          | 33%          | 33%          | 35%          | 35%          | 40%          | 40%          | 41%          | 41%          | 43%          | 43%          |

The awarding of doctoral degrees at the national level has implications for the hiring of women with terminal degrees at DU. DU employs relatively few women engineering faculty. According to the [National Science Foundation](#), only 20% of doctoral recipients in engineering in 2006 were women. While this is an increase from 12% in 1997, competition for these highly trained women engineers is high. Similar trends exist in math and computer science, where only 25% of recent doctoral recipients are women, in physical sciences, where 28% of recent doctoral recipients are women, and in business, where 39% of recent doctoral recipients are women. Nationally, women continue to earn the majority of doctoral degrees in lower-paying fields such as social services, education, arts/music, and humanities (<http://chronicle.com/article/Faculty->

Raises-Are-Down/4154/ ). As a result of these factors, DU will likely continue to face challenges in diversifying the faculty in historically male-dominated disciplines to include more women.

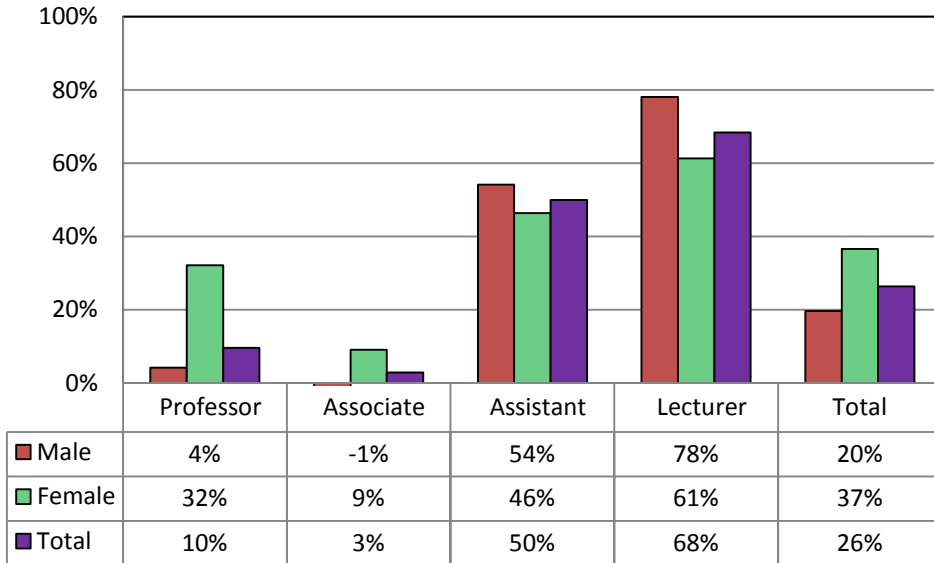
DU compares favorably with peer institutions regarding the proportion of faculty that are women. (The slight differences between the proportion of DU’s women faculty and the peer group’s proportion are not statistically significant.) Women faculty as a proportion of total faculty ranged from 32% to 46% at peer institutions in Fall 2008, compared to 43% at the University of Denver. From Fall 2001 to Fall 2007, DU’s proportion of women faculty increased at a higher rate than the increase experienced at DU’s peer institutions.



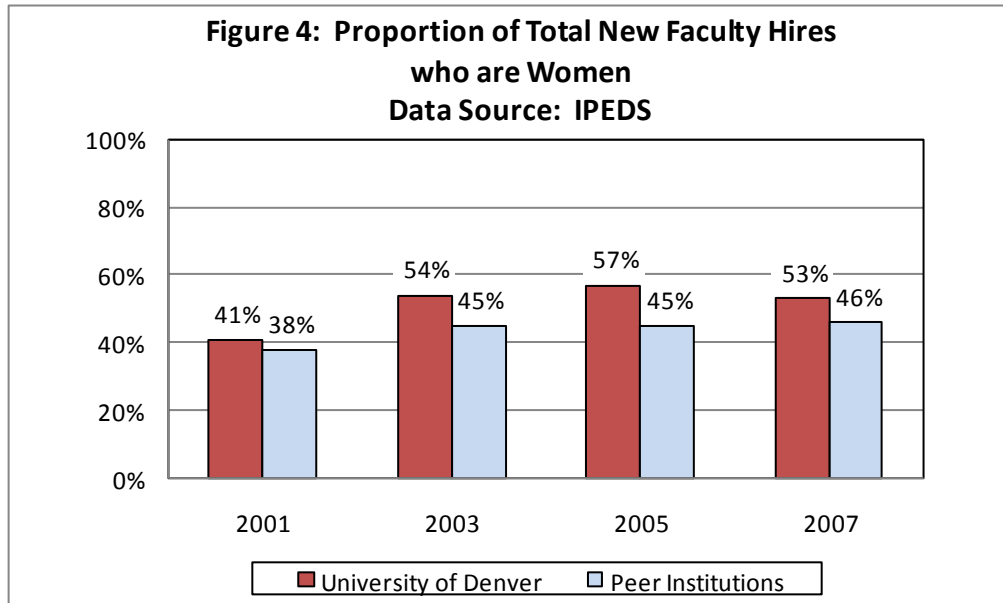
## Section B: Recruitment and Hiring of Women Faculty

In the past five years, the overall number of full-time faculty at DU has increased by 26% ; women faculty increased 37% and men faculty increased 20% during this time. Percent change by rank is displayed in Figure 3. While the increases in faculty have been concentrated at the lecturer and assistant levels, women at the rank of professor have increased 32% and men have increased 4%.

**Figure 3: Percent Change in the Number of Full-time Faculty 2004-05 to 2008-09**  
Data Source: AAUP



DU compares favorably with peer institutions regarding the proportion of new faculty hires who are women. In Fall 2008, 53% of new faculty hires at DU were women. In comparison, 46% of new hires at peer institutions were women. In Fall 2001, only 41% of DU's new full-time faculty hires were women, but this proportion has increased each year since then (data is only available from IPEDS for odd-numbered years.)

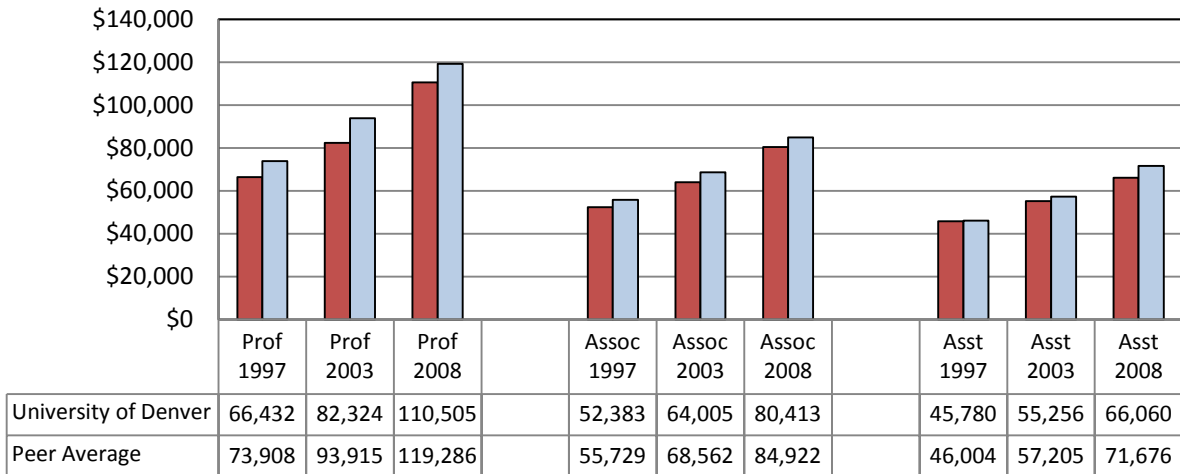


## Section C: Salaries

While salary comparisons can provide some insights regarding faculty experiences at DU, they must be interpreted with caution because these comparisons do not account for years of service, years since earning a terminal degree or distributions among disciplines. However, since those factors are also likely to exist at other institutions, there is some value in comparing DU's faculty salaries to those of DU's peers. DU women faculty members' salaries are lower than the average of peer institutions; the same is true of male faculty members. Compared to DU's peer group, women professors' salaries and associate professors' salaries have consistently ranked below the 40<sup>th</sup> percentile during the period under study (1997, 2003, 2008). Salaries for women faculty at the professor and associate professor ranks have made progress relative to peers from 1997 to 2008, while assistant professors' salary percentile has decreased substantially since 1997, suggesting that women's salaries at peer institutions have increased at a higher rate than DU salaries at the assistant professor rank.

### Figure 5: Average Salaries of Full-time Female Faculty

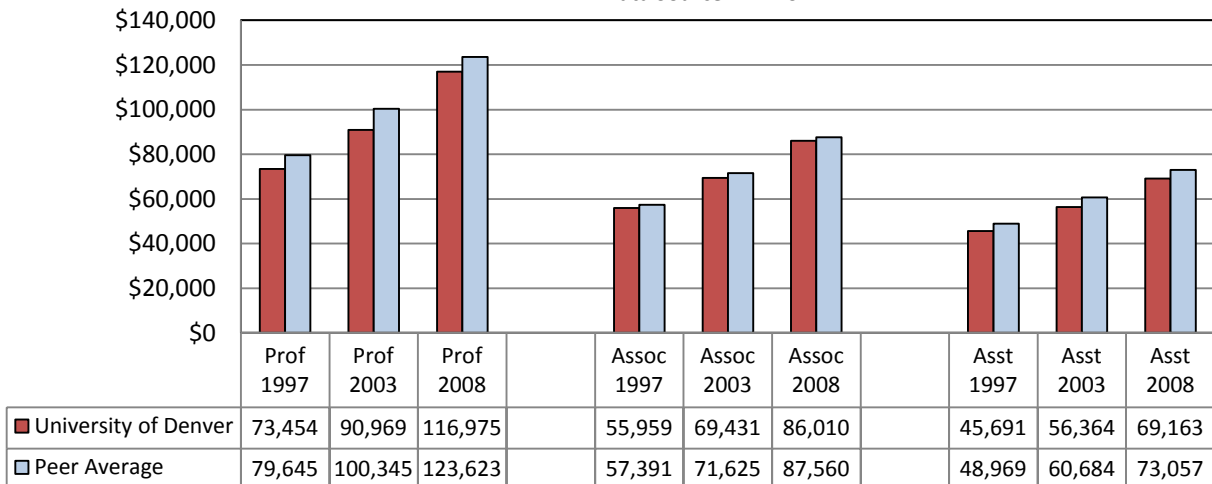
Data Source: IPEDS



Note: Comparisons are not controlled for years of service, years since earning terminal degree, or distributions among disciplines.

### Figure 6: Average Salaries of Full-time Male Faculty

Data Source: IPEDS



Note: Comparisons are not controlled for years of service, years since earning terminal degree, or distributions among disciplines.

Salary differences between DU and peer institutions are not limited to women faculty members. Male faculty members' salaries lag peers at all ranks, with the largest difference at the professor rank.

## Section D: Tenure and Promotion

In Fall 2008, the percent of full-time faculty women with tenure (all ranks included) was 36%, compared to 54% for men. Since tenure is only granted at the rank of associate professor or professor within the professorial series, this reflects the higher numbers of men in these ranks (see Figure 1.) However, the proportion of full-time tenured faculty who are women has increased over time.

As can be seen in Table 2 below, from 1998 to 2008, 72 women and 83 men were granted tenure at the University, although the success rate for women was 92% of cases brought forward, and 84% for men. This difference is not statistically significant. From 1998 to 2008, 35 women were promoted to the rank of professor, as were 56 men. Women who applied for promotion to professor were successful 100% of the time, while men had a 93% success rate. However, this difference is not statistically significant.

**Table 2: Tenure and Promotion Decisions: 1998 to 2008**  
Data Source: Office of the Provost

|       | Tenure            |                     |                     | Promotion to Professor |                     |                     |
|-------|-------------------|---------------------|---------------------|------------------------|---------------------|---------------------|
|       | <u>Successful</u> | <u>Unsuccessful</u> | <u>Success Rate</u> | <u>Successful</u>      | <u>Unsuccessful</u> | <u>Success Rate</u> |
| Women | 72                | 6                   | 92%                 | 35                     | 0                   | 100%                |
| Men   | 83                | 16                  | 84%                 | 56                     | 4                   | 93%                 |

Given the small number of women coming up for promotion to full professor, 38% (35 of 91 individuals) in the years 1998 to 2008, women are not coming up for promotion at the same rate as men. As shown in Table 3, women at the rank of associate professor are, on average, younger by three years than their counterparts and have been at the rank of associate professor, on average, six years as opposed to ten years for men.

**Table 3: Average Years of Service, Years in Rank, and Age of Faculty with Tenure:  
Fall 2008**

**Data Source: Office of the Provost**

|                            | <u>Women</u> | <u>Men</u> |
|----------------------------|--------------|------------|
| <u>Associate Professor</u> |              |            |
| Years of Service           | 11           | 15         |
| Years in Rank              | 6            | 10         |
| Age                        | 50           | 53         |
| <u>Professor</u>           |              |            |
| Years of Service           | 22           | 23         |
| Years in Rank              | 10           | 13         |
| Age                        | 58           | 59         |

## Section E: Race/Ethnic Origin

As can be seen in Table 4, the percent of non-white faculty at the University in Fall 2008 was 16%. At DU, minority women comprised 9% of all full-time tenured faculty, 23% of full-time tenure track faculty, and 20% of full-time non-tenure track faculty in 2008 (based on IPEDS data).

**Table 4: Faculty Distribution of Minority and White Faculty: Fall 2008**

**Data Source: AAUP**

|          | <u>Women</u> | <u>Men</u> | <u>Total</u> |
|----------|--------------|------------|--------------|
| Minority | 17%          | 16%        | 16%          |
| White    | 77%          | 79%        | 78%          |
| Unknown  | 6%           | 5%         | 6%           |

Table 5 shows that the University of Denver employs a smaller proportion of women minority faculty compared to most of DU's peer institutions. Like many of DU's peer institutions, there are minimal differences in the proportion of women and men who have identified themselves as members of racial/ethnic minorities. DU's proportion of women faculty who are minorities has fluctuated during the time period under study (1997, 2003, and 2008) while the majority of DU's peer institutions have experienced increases in the proportion of faculty who are ethnic/racial minorities during this time period. From 1997 to 2008 the average increase in the proportion of

faculty who are ethnic/racial minorities was 4% for the University of Denver and 8% at peer institutions. The range of increases at peer institutions was 3% to 27%.

**Table 5: Full-time Minority Faculty as a Proportion of All Full-Time Faculty (DU vs. peer institutions: Fall 2008)**  
Data Source: IPEDS

| <u>Institution</u>                   | <u>Minority Women</u> | <u>Minority Men</u> |
|--------------------------------------|-----------------------|---------------------|
| University of Vermont                | 15%                   | 15%                 |
| University of Denver                 | 17%                   | 17%                 |
| University of Puget Sound**          | 19%                   | 9%                  |
| Southern Methodist University        | 19%                   | 18%                 |
| Boston University                    | 19%                   | 17%                 |
| Colorado State University            | 21%                   | 21%                 |
| University of San Diego              | 21%                   | 21%                 |
| Colorado College                     | 23%                   | 18%                 |
| Syracuse University**                | 23%                   | 26%                 |
| University of San Francisco*         | 27%                   | 21%                 |
| Loyola Marymount University*         | 30%                   | 23%                 |
| University of Southern California*** | 31%                   | 27%                 |
| University of Miami***               | 53%                   | 43%                 |

\*Differences in the proportion of women minority faculty members (compared to the University of Denver) are statistically significant at  $p \leq .05$ .

\*\*Differences in the proportion of men minority faculty members (compared to the University of Denver) are statistically significant at  $p \leq .05$ .

\*\*\*Differences in the proportion of women and men minority faculty members (compared to the University of Denver) are statistically significant at  $p \leq .05$ .

Note: Six peer institutions did not submit race/ethnicity information to IPEDS

One indicator of progress made in diversifying faculty is the proportion of new hires that are members of racial/ethnic minority groups. When analyzing the number of newly hired women as full-time faculty at the University of Denver compared to peer institutions, hire rates are nearly identical to peers in all years except 2003 and 2004. Although, due to the relatively small number of new hires, it is not surprising that the proportion of new full-time faculty hires that are women fluctuates considerably.

**Table 6: Full-time Women Minority Faculty as a Proportion of New Full-Time Faculty Hires**  
Data Source: IPEDS

|   | <u>2002</u> | <u>2003*</u> | <u>2004*</u> | <u>2005</u> | <u>2006</u> | <u>2007</u> | <u>2008</u> |
|---|-------------|--------------|--------------|-------------|-------------|-------------|-------------|
| University of Denver  |             |              |              |             |             |             |             |
| New women hires: total  | 21          | 27           | 23           | 25          | N/A         | 19          | 20          |
| New women hires: minorities                                       | 3           | 1            | 5            | 6           | N/A         | 6           | 5           |
| New women hires as a proportion of total hires                    | 14%         | 4%           | 22%          | 24%         | N/A         | 32%         | 25%         |
| Peer Institutions   |             |              |              |             |             |             |             |
| New women hires: total  | 384         | 609          | 436          | 691         | 444         | 789         | 532         |
| New women hires: minorities                                       | 102         | 173          | 200          | 189         | 149         | 289         | 225         |
| New women hires as a proportion of total hires                    | 27%         | 28%          | 46%          | 27%         | 34%         | 37%         | 42%         |
| Number of peers providing information to IPEDS (total peers = 18) | 9           | 18           | 13           | 18          | 12          | 18          | 13          |

\*Denotes that peer institutions' proportion of new hires that are minorities is statistically significantly higher than DU's proportion at  $p \leq .05$ .

Note that DU did not provide information to IPEDS in 2006; reporting of this information is optional in even numbered years.

## Section F: Professional Development Funding

A variety of professional development opportunities are available to faculty members at the University of Denver. Some faculty development funds are awarded on a competitive basis and women faculty members receive these awards at levels that equal or exceed their representation among the faculty as a whole.

In spring 2009, 25 faculty members were awarded Professional Research Opportunities For Faculty (PROF) funds to support research projects. These funds were awarded to 13 women and 12 men. The proportion of women receiving these awards is higher than the proportion of women faculty who are eligible to receive the awards; however this difference is not statistically significant (likely due to the small number of grant recipients).

Faculty Research Fund (FRF) grants aim to stimulate research, scholarship and creative activity by the University of Denver faculty. This program targets small projects with grants of up to \$3,000 for actual costs incurred. Full-time appointed faculty members from all units are eligible to apply. During the past five years (2004-05 to 2008-09), 104 grants were awarded and 63% of the grant awards have been given to women. During this time period a low of 50% and a high of 70% of these grants were awarded to women. The difference in the proportion of women faculty receiving these awards compared to the proportion of women full-time faculty is statistically significant ( $p \leq .05$ ).

## Peer Institutions Included in the Faculty Section of the Report

American University  
Boston University  
Colorado College  
Colorado State University  
George Washington University  
Gonzaga University  
Loyola Marymount University  
Santa Clara University  
Southern Methodist University  
Syracuse University  
Tulane University  
University of Colorado at Boulder  
University of Miami  
University of Puget Sound  
University of San Diego  
University of San Francisco  
University of Southern California  
University of Vermont

## Section 3: Staff/Administrator Profile

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### Introduction

This section of the Status of Women Report examines staff data in order to determine if there are differences between women and men in terms of job categories, salary, executive positions, age, and years of service. Comparisons with peers are also provided.

Every year, the University of Denver submits data regarding its employees to the Integrated Postsecondary Education Data System (IPEDS). IPEDS has classified job types into six categories:

*Executive, Administrative and Managerial (Executive)* positions are those that require management of the institution or a department or subdivision within the institution.

Employees regularly exercise discretion and independent judgment. Examples of job titles include director, associate director, and assistant dean.

*Other Professionals* include those employees who primarily perform functions related to academic support, student service, and institutional support. A baccalaureate degree or higher (or equivalent experience) is generally required for these positions. Employees in this category include advisors, counselors, and managers.

*Technical and Paraprofessional (Technical)* positions require employees to have specialized knowledge or skills. This category also includes those who perform duties of a professional in a supportive role, but who may have less experience or formal training than those with a professional status. Job titles for this category include coordinator, data specialist, and library assistant.

*Clerical and Secretarial (Clerical)* employees generally hold assignments associated with clerical activities. These people may be responsible for internal and external communications, recording and retrieving data, and other paperwork required to run an office. This category includes administrative and executive assistants, assistants to the chairs, and receptionists.

*Skilled Crafts* employees are those whose assignments require special manual skills acquired through on-the-job training and experience or through an apprenticeship or other formal training program. Examples of job titles include journeyman electrician, master plumber and warehouse supervisor.

*Service and Maintenance (Service)* employees perform duties that contribute to the comfort, convenience, and hygiene of personnel and the student body. They may also contribute to the upkeep of the university's property. Campus safety officers, custodial workers, and maintenance workers are included in this category.

## **Section A: Distribution by Gender**

The University of Denver has consistently employed more women than men for many years. From 1999-2008, women consistently comprise 61% to 62% of the total staff members. Women account for 70% of the total staff population when only part-time employees are examined. Throughout this section of the report, full-time and part-time staff members are included unless otherwise specified.

**Table 1: Employees by Full-time and Part-time Status: Fall 2008**  
**Data Source: IPEDS**

|              | <u>Full Time</u> | <u>Part Time</u> | <u>Grand Total</u> |
|--------------|------------------|------------------|--------------------|
| <b>Women</b> | 860<br>82%       | 195<br>18%       | 1,055              |
| <b>Men</b>   | 583<br>89%       | 75<br>11%        | 658                |
| <b>Total</b> | 1,443<br>84%     | 270<br>16%       | 1,713              |

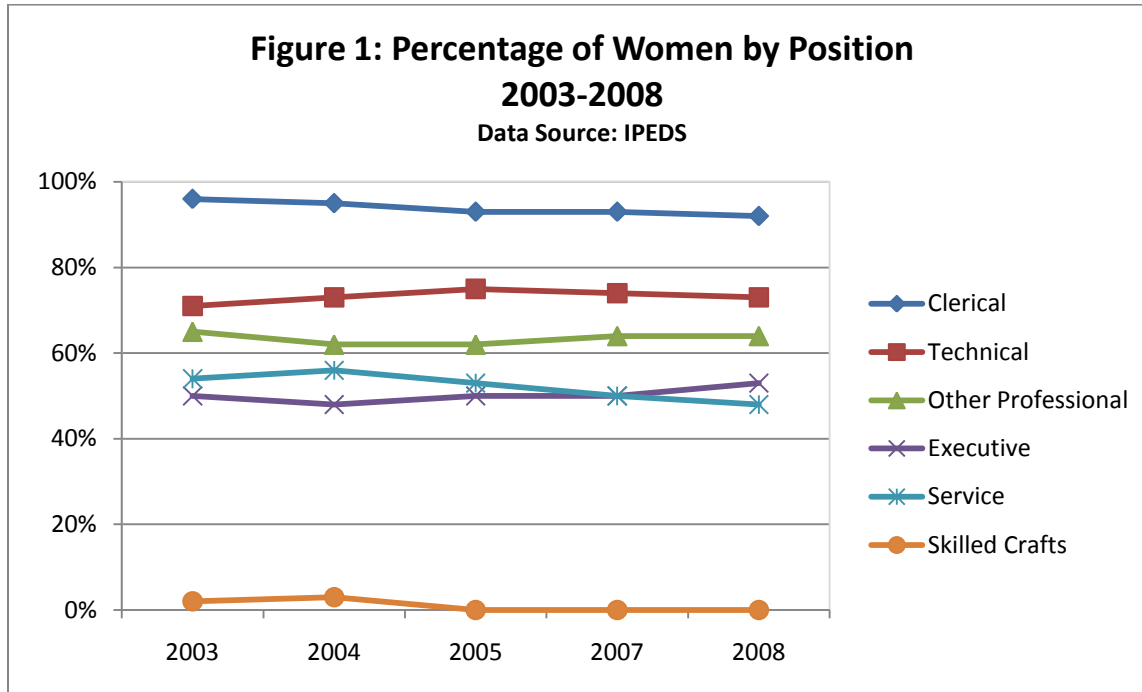
As Table 1 demonstrates, of the 62% of employees who are women, 18% of are part-time employees and of the 38% of employees who are men, 11% are part-time.

Table 2 represents the number of staff by gender in each of these IPEDS categories as of November 1, 2003 and 2008 (2003 is the earliest year for which these breakdowns are consistent). In 2003, women outnumbered men in all categories, except for in the skilled crafts category. In 2008, women outnumbered men in all categories except skilled crafts and service. The highest proportion of women is in the clerical category, where women comprise 92% of the staff. In 2003, only one woman was employed in skilled crafts; in 2008, no women are employed in the skilled crafts category.

**Table 2: Employees by IPEDS Category**  
**Data Source: IPEDS**

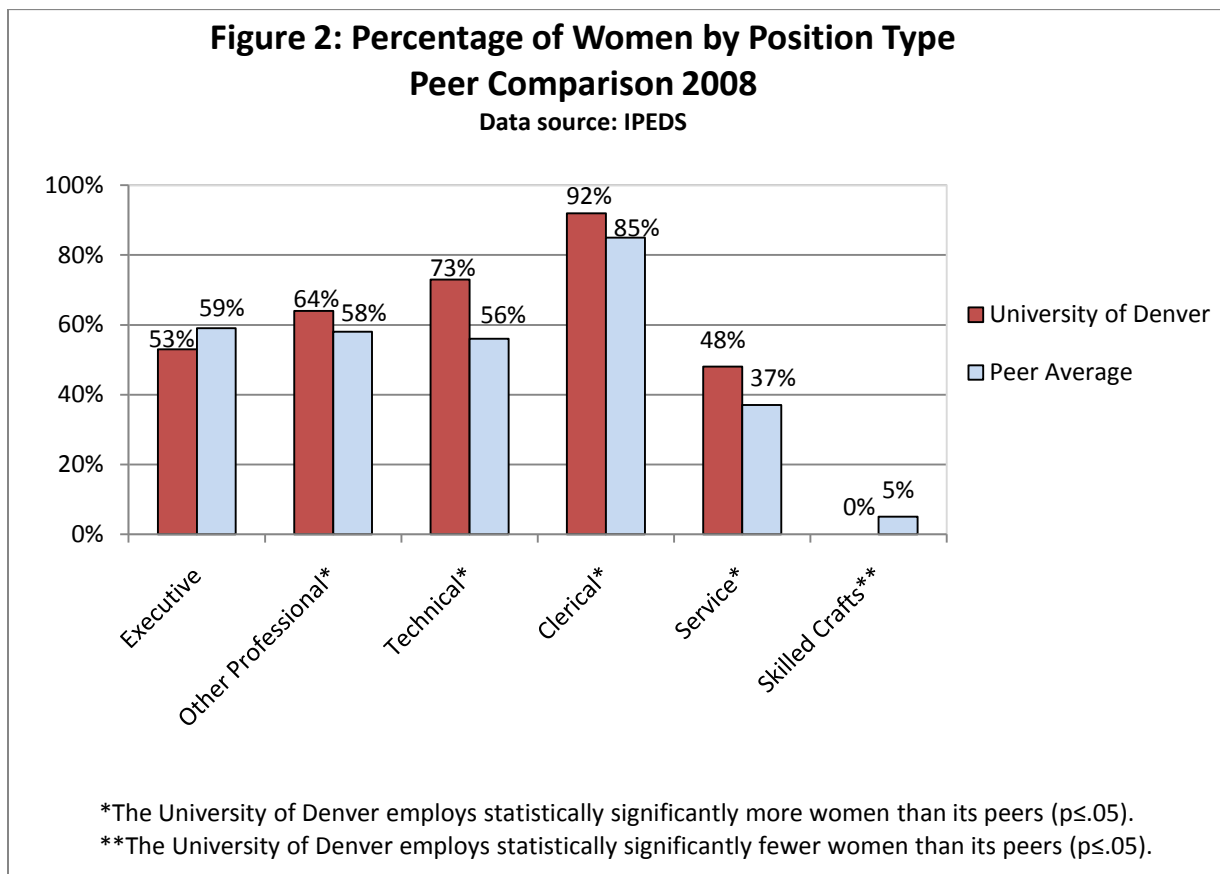
|                    | <u>2003</u>  |            | <u>2008</u>  |            |
|--------------------|--------------|------------|--------------|------------|
|                    | <u>Women</u> | <u>Men</u> | <u>Women</u> | <u>Men</u> |
| Executive          | 129<br>50%   | 131<br>50% | 140<br>53%   | 126<br>47% |
| Other Professional | 412<br>65%   | 220<br>35% | 388<br>64%   | 223<br>36% |
| Technical          | 191<br>70%   | 80<br>30%  | 225<br>73%   | 82<br>27%  |
| Clerical           | 94<br>96%    | 4<br>4%    | 135<br>92%   | 12<br>8%   |
| Skilled Crafts     | 1<br>2%*     | 60<br>98%  | 0<br>0%*     | 35<br>100% |
| Service            | 145<br>54%   | 122<br>46% | 167<br>48%   | 180<br>52% |
| Total              | 972<br>61%   | 617<br>39% | 1,055<br>62% | 658<br>38% |

Over time, the proportion of women in each job classification has remained relatively consistent. Figure 1 depicts the trends in each category from 2003 to 2008.



The increase from 2003 to 2008 at DU in the proportion of women in technical positions is statistically significantly ( $p \leq .05$ ) higher than at peer institutions. There is a statistically significant ( $p \leq .05$ ) decrease in the percent of women represented in other professional positions, clerical positions, and service positions compared to peer institutions. Overall, the percentage of women staff members has increased at the same rate for DU and at peer institutions.

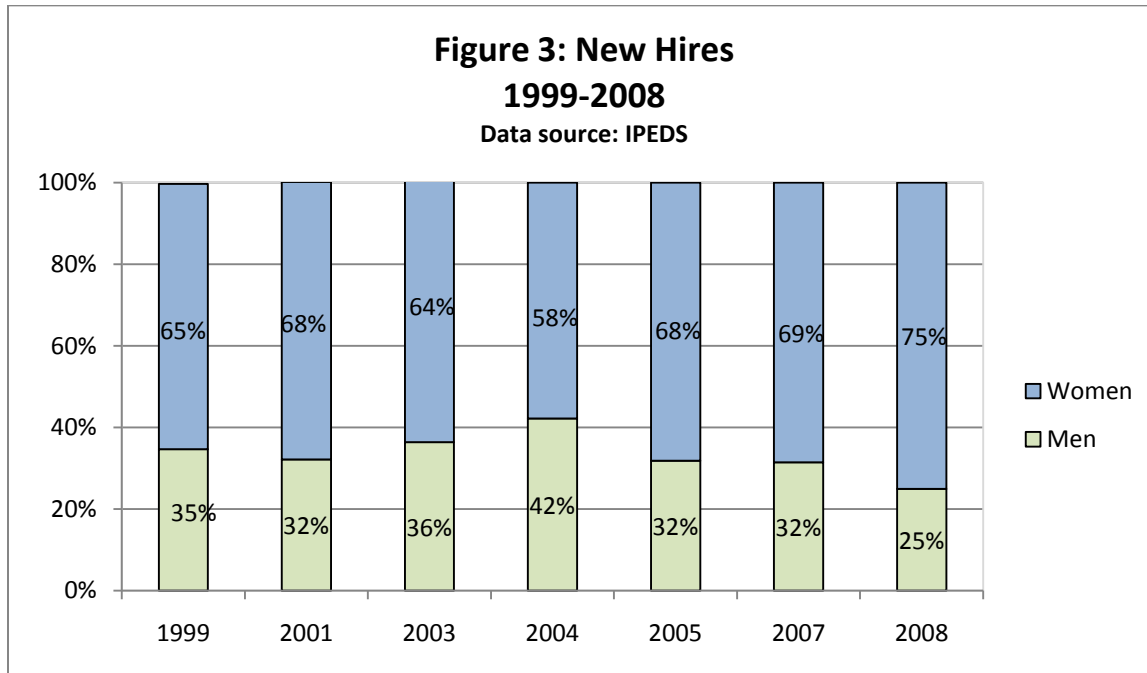
As shown in Figure 2 and Table 3, the University of Denver has a statistically significantly ( $p \leq .05$ ) higher percentage of women in technical, clerical, service, and other professional positions compared to peer institutions. DU employs a statistically significantly ( $p \leq .05$ ) lower percentage of women in skilled crafts positions in comparison to peers. Women as a percent of executive positions is not statistically significantly different than at peer institutions, however there is a lower rate of growth at DU in comparison to peers. In 1999, 47% of DU's executives were women, and 53% were women in 2008. In comparison, the peer average was 49% in 1999 and 59% in 2008.



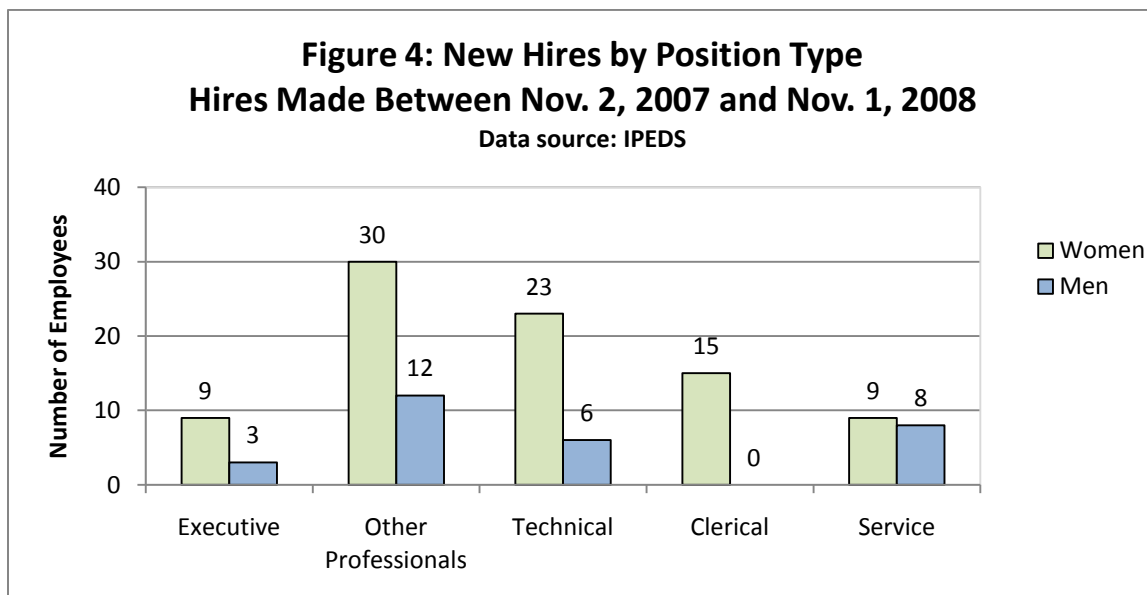
**Table 3: Proportion of Women by IPEDS Category: Fall 2008**  
Data Source: IPEDS

|                    | University<br>of Denver | Peer<br>Institutions | Statistically<br>Significant<br>Difference<br>( $p \leq .05$ ) |
|--------------------|-------------------------|----------------------|--|
| Executive          | 140<br>53%              | 3,302<br>59%         | No   |
| Other Professional | 388<br>64%              | 9,754<br>58%         | Yes  |
| Technical          | 225<br>73%              | 1,870<br>56%         | Yes  |
| Clerical           | 135<br>92%              | 7,019<br>85%         | Yes  |
| Service            | 167<br>48%              | 1,603<br>37%         | Yes  |
| Skilled Crafts     | 0<br>0%                 | 50<br>5%             | No   |
| Total              | 1,055                   | 23,598               |  |

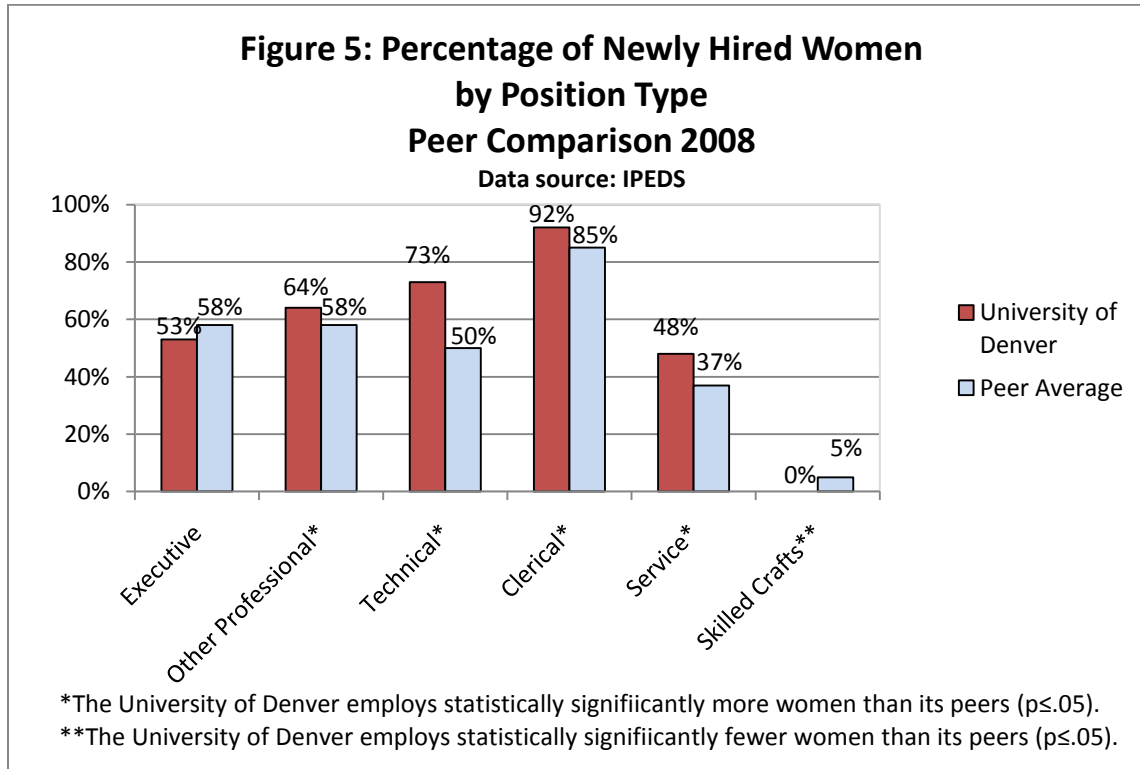
As is the case with the entire staff population, women are a larger proportion of new hires at the University of Denver. All staff hired from November 2nd of the previous year to November 1st of the reported year are counted as new hires for reasons of reporting. As depicted in Figure 3, women account for 58% to 75% of the new hires made by the University of Denver from 1999 to 2008. In 2008, 75% of DU's new staff/administrator hires were women. This represents the highest percentage during the 1999-2008 time period and is a statistically significant increase from the 65% hired in 1999 ( $p \leq .05$ ).



While 75% of new hires made in 2008 are women, new hire rates vary by position type. Women account for 75% of all executive hires, 79% of all technical hires, 100% of all clerical hires, 71% of other professional hires, and 53% of service hires. No new hires were made in the area of skilled crafts during this time period.



In 2008, women as a proportion of new hires at DU was statistically significantly ( $p \leq .05$ ) higher than at peer institutions. The majority (75%) of DU's new hires were women, while peer institutions averaged 61%. Figure 5 shows that the proportion of newly hired women is higher than at peer institutions in all but one job classification, skilled crafts.



**Table 4: Number of Women New Hires by Position Type: Fall 2008**  
Data Source: IPEDS

|                   | <u>Executive</u> | <u>Other Professional</u> | <u>Technical</u> | <u>Clerical</u> | <u>Skilled Crafts</u> | <u>Service</u> | <u>Total</u> |
|-------------------|------------------|---------------------------|------------------|-----------------|-----------------------|----------------|--------------|
| Univ. of Denver   | 9<br>10%         | 30<br>32%                 | 23<br>24%        | 15<br>16%       | 0<br>0%               | 17<br>18%      | 94           |
| Peer Institutions | 132<br>9%        | 555<br>38%                | 125<br>9%        | 447<br>30%      | 2<br>0%               | 211<br>14%     | 1,472        |

## Section B: Salaries

The average salary for DU staff as of November 1, 2008 is \$46,050. Women, on average, earn \$41,300, while men earn \$53,760 on average. This difference is statistically significant ( $p \leq .05$ ).

As shown in Table 5, men earn on average \$10,827 more than women when controlling for age, years of service, full-time status, and new hire status ( $p \leq .05$ ). These data do not consider the selection or self-selection decisions involved in filling these positions or the level of complexity, skill, or responsibility these positions demand. The concern for the institution is whether individuals with essentially the same job responsibilities and performance levels are earning the same salary, regardless of gender.

The University has policies and procedures in place for employees to access should a question of gender-based salary discrimination arise. The office that coordinates this effort is the Office of Diversity and Equal Opportunity (see page 69).

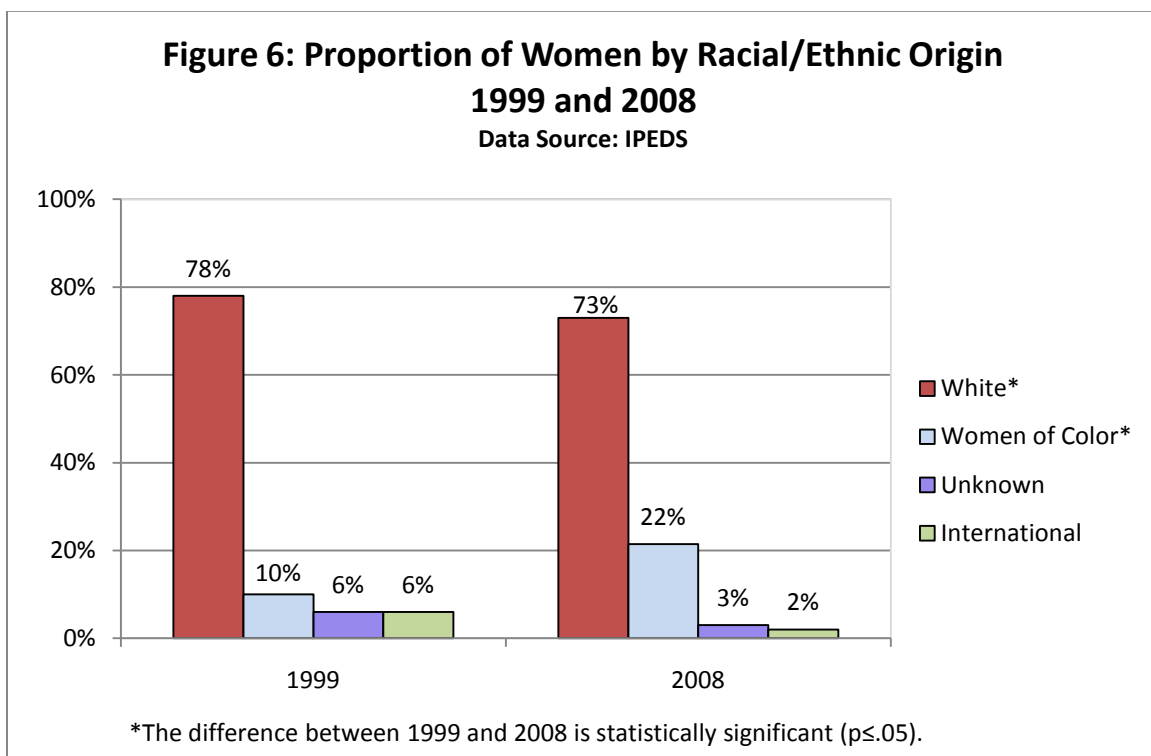
**Table 5: Average Salary for Full-time Staff: Fall 2008**  
Data Source: Human Resources

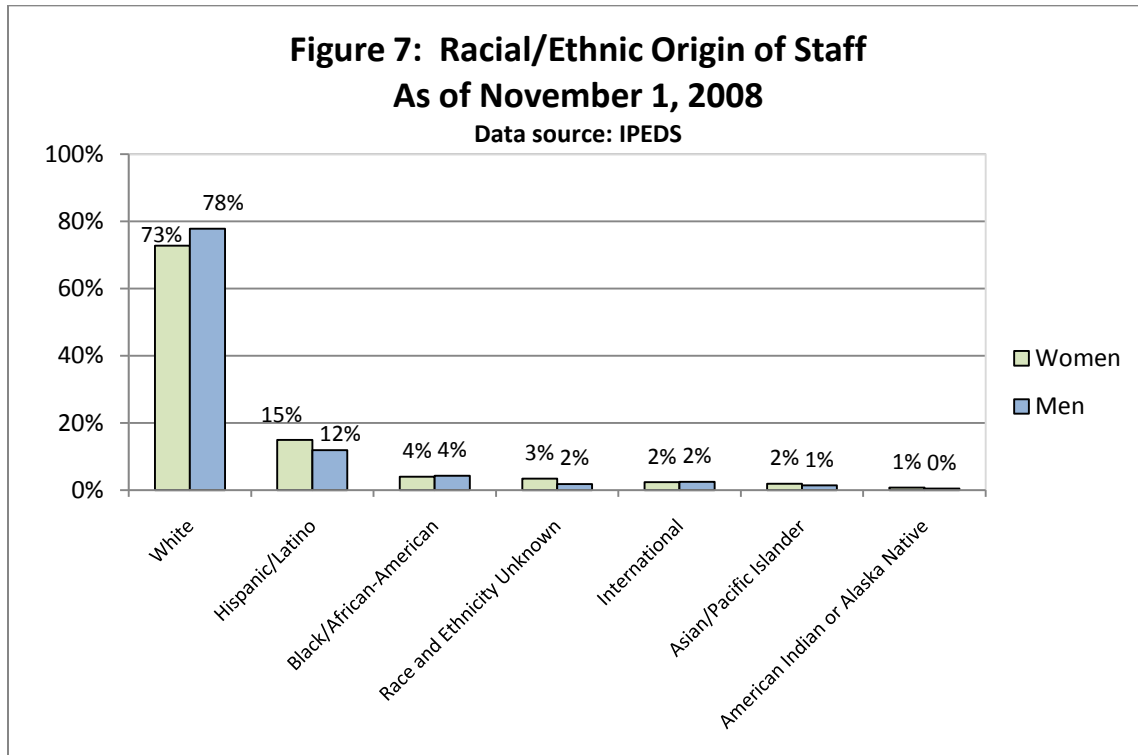
| Women    |     | Men      |     | Total    |       | Difference | Controlled Difference* |
|----------|-----|----------|-----|----------|-------|------------|------------------------|
| Salary   | n   | Salary   | n   | Salary   | n     |            |                        |
| \$41,300 | 858 | \$53,760 | 571 | \$46,050 | 1,429 | (\$12,460) | (\$10,827)             |

\*Difference is statistically significant ( $p \leq .05$ ), while controlling for age, years of service, full-time status, and new hire status.

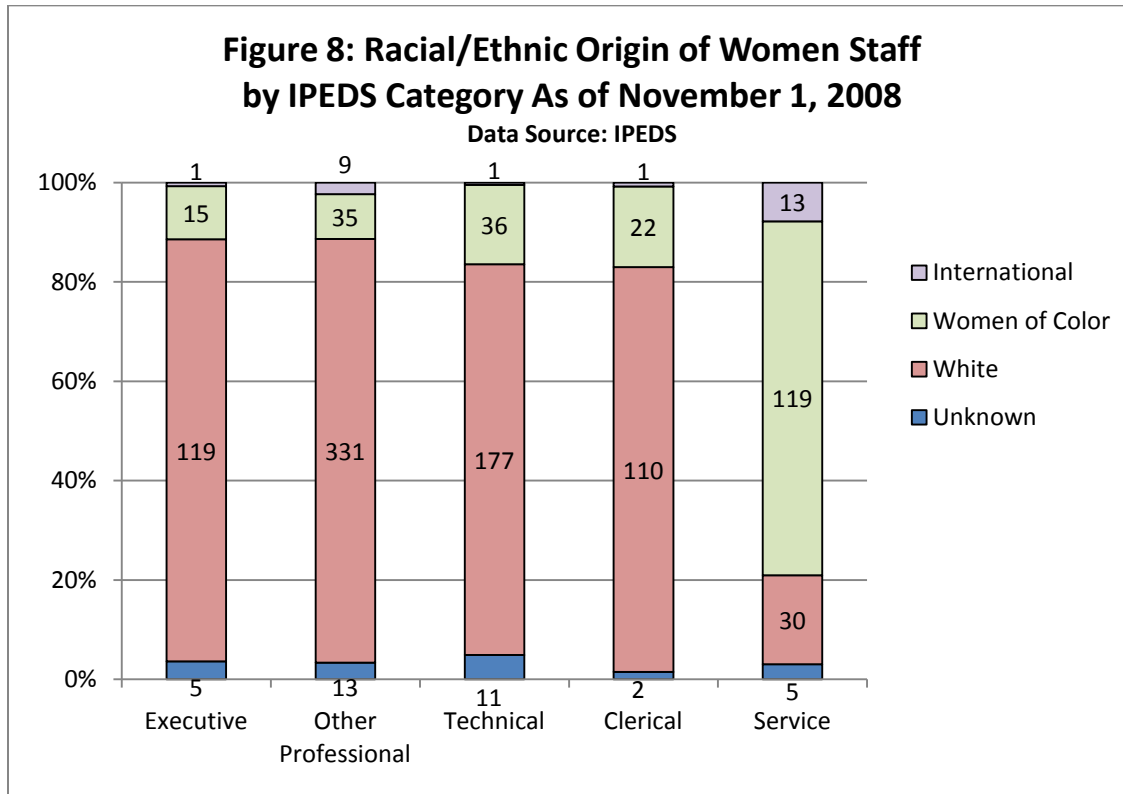
## Section C: Racial/Ethnic Origin

The majority of women and men staff members at DU are white (73% and 78% respectively). In the state of Colorado, 71% of residents are white and not of Hispanic or Latino origin (Source: U.S. Census Bureau 2008). Women who are racial or ethnic minorities comprise 22% of the women staff members at DU, while the state-wide average is 29%. However, the proportion of domestic minority women staff members has increased over time. In 1999, women of color accounted for only 10% of the women staff population. By 2008, that percentage had climbed to 22%, a statistically significant increase ( $p \leq .05$ ). The University of Denver is an affirmative action and equal opportunity employer that “recruits faculty, students and staff from among women, minorities, persons with disabilities, disabled veterans and Vietnam-era veterans.” (Source: University of Denver Human Resources website).

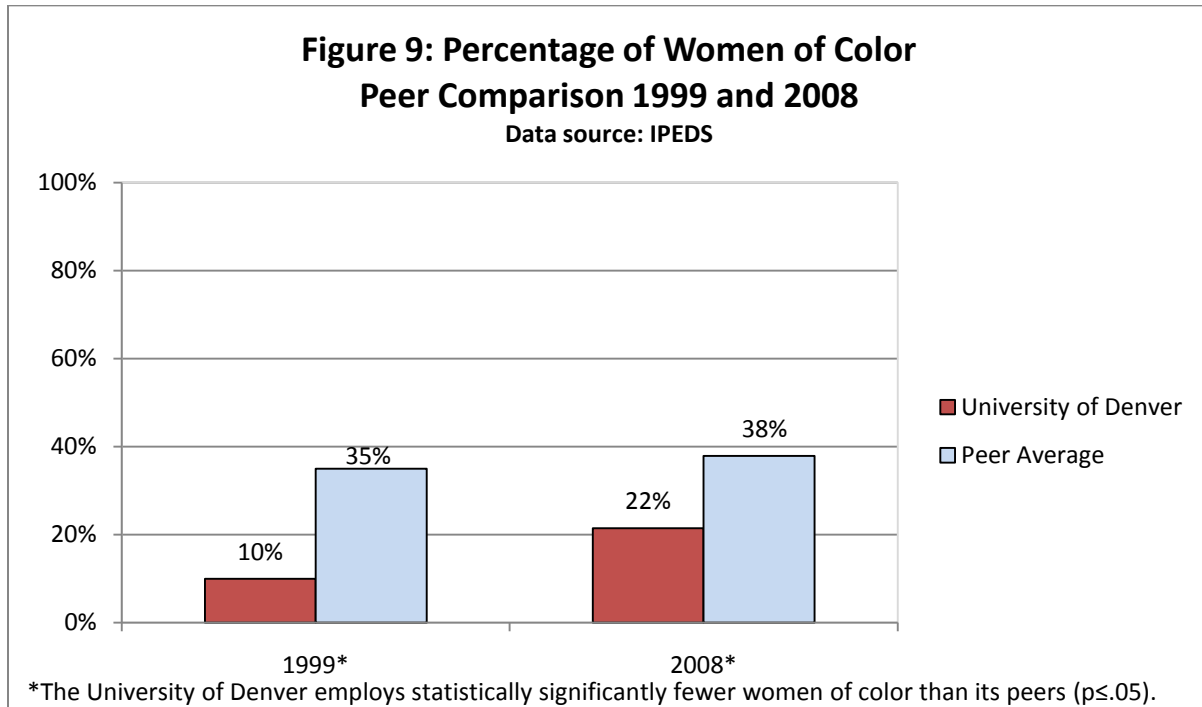




When race and ethnicity is examined using the IPEDS job classifications, DU women are predominately white, just as the overall average of 73% would suggest. This is the case for five of the six job classifications. However, in service positions, women are predominately Hispanic or Latino. While Hispanics or Latinos comprise 15% of the overall women staff population, they account for 71% of the service and maintenance women staff members. This difference is statistically significant ( $p \leq .05$ ).

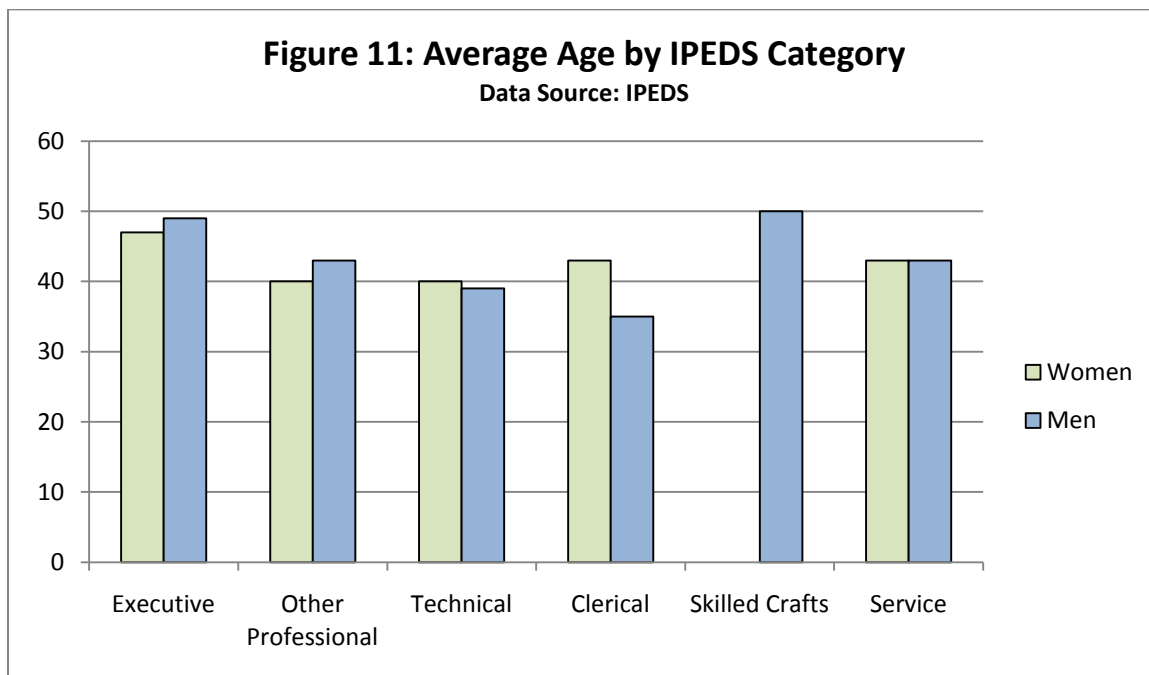
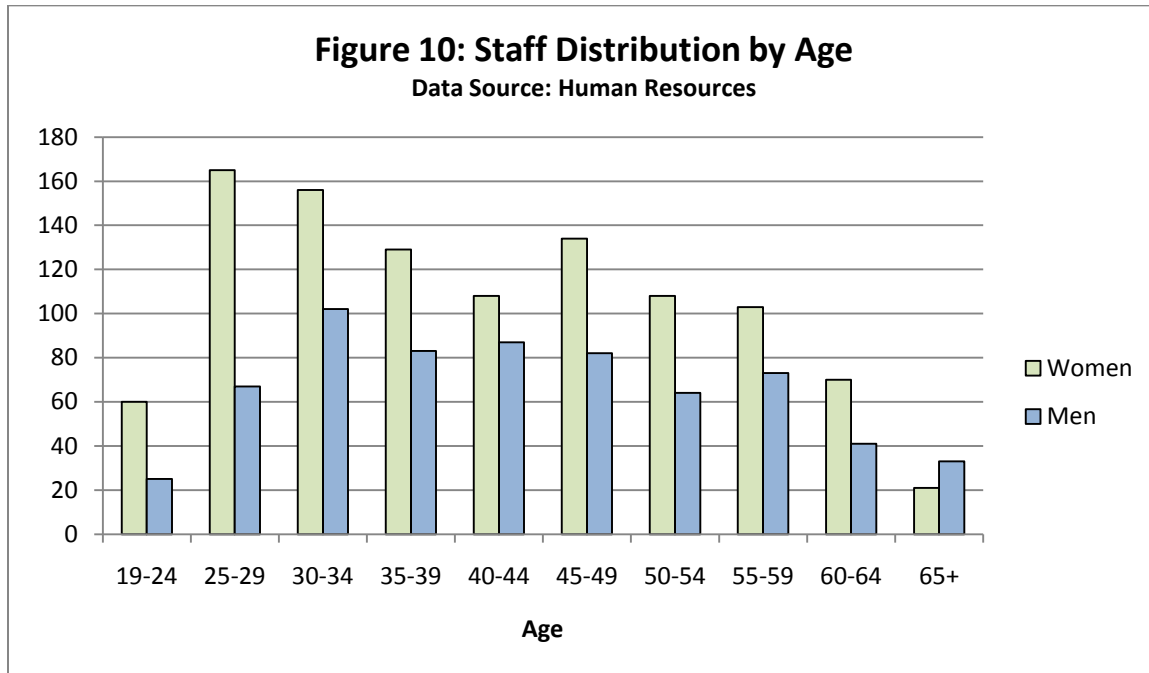


The proportion of women staff who are racial or ethnic minorities at DU is statistically significantly ( $p \leq .05$ ) lower than at peer institutions for both 1999 and 2008. However, Colorado is also less ethnically and racially diverse than the United States, with a proportion of white residents that is 5% higher than the national average (Source: U.S. Census Bureau 2008). As previously mentioned, DU has made substantial progress in the employment of women of color between 1999 and 2008. The increase in the percentage of women of color relative to peers is statistically significant ( $p \leq .05$ ).



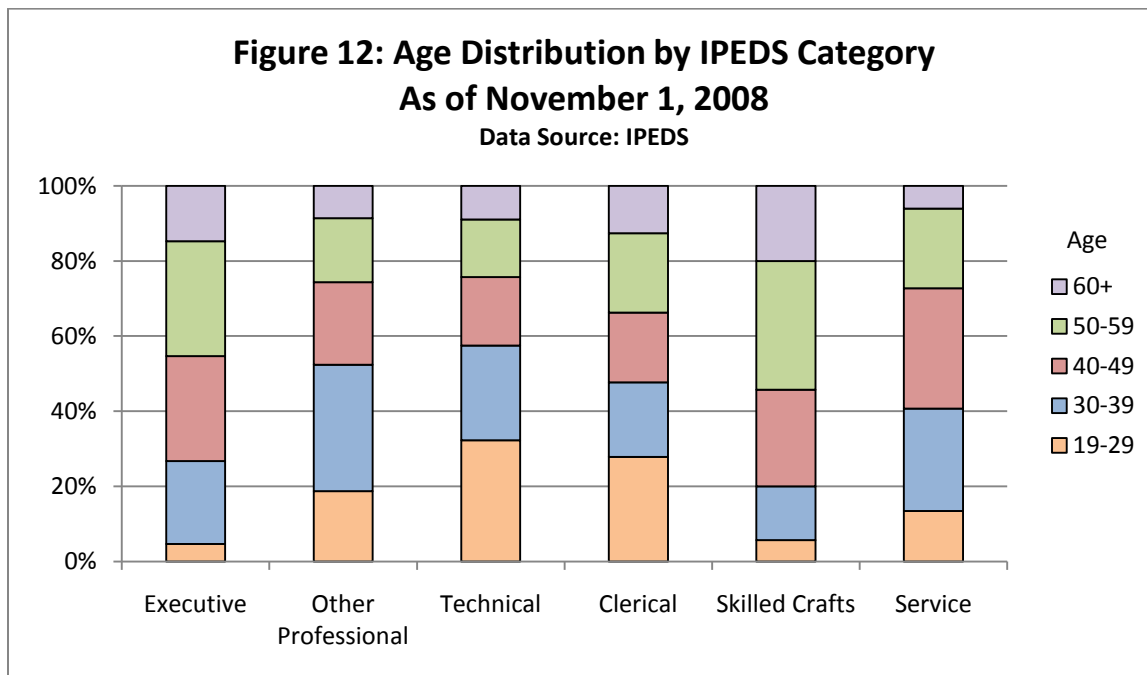
## Section D: Age

The youngest employees, on average, are employed in clerical positions, while the oldest are in the skilled crafts positions. The differences in age are not statistically significant for the IPEDS job categories, except for in two areas. Women are younger than men in the other professional positions and are older than men in clerical positions ( $p \leq .05$ ). In areas like the executive and skilled crafts positions, the higher average age of men may have implications for the future of the university. A higher turnover rate will likely occur as men in these positions retire. The opening of these jobs may lead to the hiring of women at a rate more comparable to the overall distribution of women at the University of Denver.



**Table 6: Age Ranges by IPEDS Job Category: Fall 2008**  
Data Source: Human Resources

| Job Category       | Age Range |       | Total |
|--------------------|-----------|-------|-------|
|                    | Women     | Men   |       |
| Executive          | 24-70     | 27-73 | 24-73 |
| Other Professional | 23-72     | 24-80 | 23-82 |
| Technical          | 19-73     | 21-66 | 19-73 |
| Clerical           | 19-72     | 22-54 | 19-72 |
| Skilled Crafts     | N/A       | 26-68 | 26-68 |
| Service            | 19-63     | 21-75 | 19-75 |



## Section E: Retention

The University of Denver has a higher retention rate for its employees than for-profit companies and non-profit organizations in Denver (Source: Human Resources Balanced Scorecard for fiscal year 2009). During the 2009 fiscal year, 354 staff members left the University, resulting in a turnover rate of 20% for women and 15% for men. However, this difference is not statistically significant. Turnover is highest among women employees who earn less than \$20,000 annually

and who have been employed at DU for less than one year. Non-exempt (hourly) employees have higher turnover rates than exempt (salaried) employees.

## Section F: Years of Service

Staff at the University of Denver spend on average six and one-half years working for the university. On average, men have worked at DU for over seven years, while women have worked at DU for six years. This difference is statistically significantly different ( $p \leq .05$ ). The median, or point at which the number of people with greater or fewer years of service is equal, is four years of service (as of November 1, 2008). This is comparable with a national median of 4.1 years of service (Source: U.S. Census Bureau 2008). The newest employee had been at the university for less than one month when this report was developed, while the longest had been employed at DU for over 49 years. Men in skilled crafts positions have worked the longest for DU while women have the greatest years of service in executive positions. The average for men is lowest in clerical positions (note that there are very few men employed in these positions) and the average for women is lowest in service positions. Men have significantly more years of service than women in other professional positions. Otherwise, none of the differences in years of service between men and women by job category are statistically significant ( $p \leq .05$ ).

**Table 7: Average Years of Service: Fall 2008**  
Data Source: Human Resources

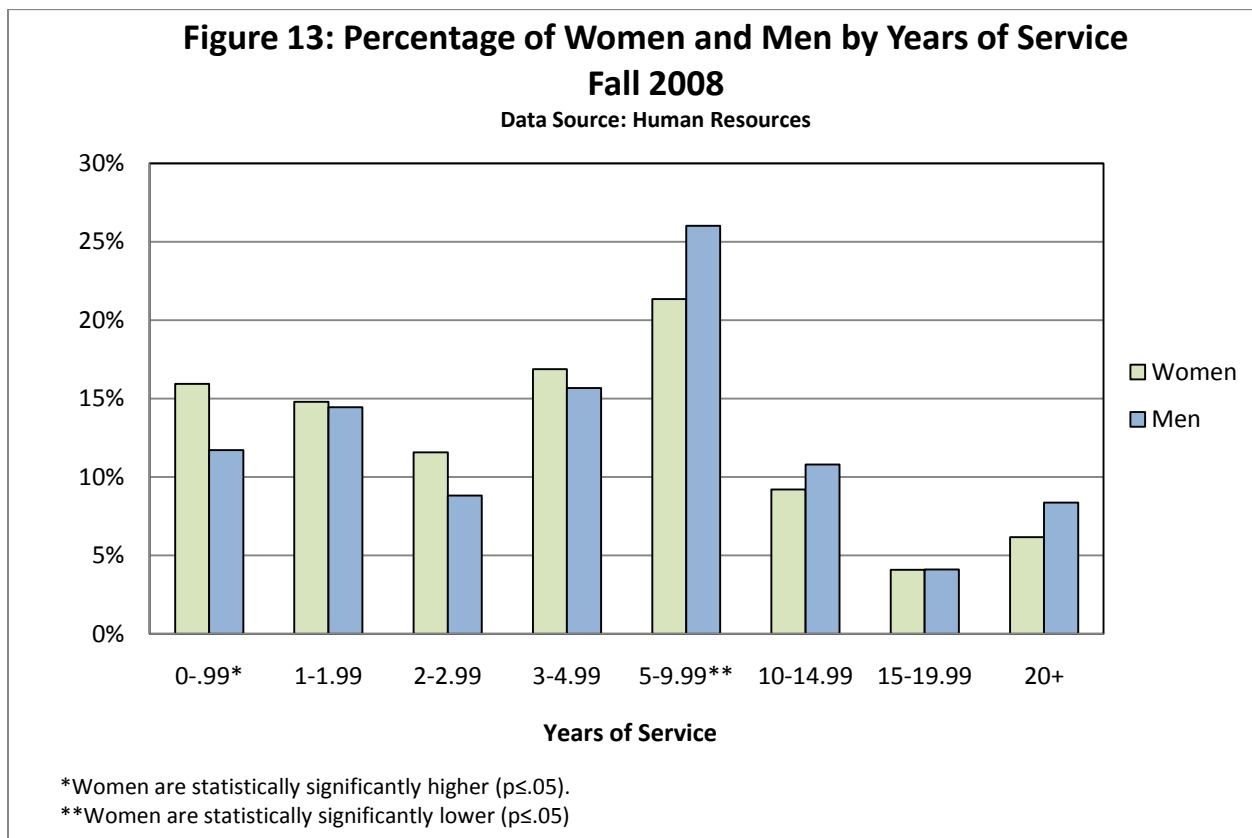
| Job Category        | Average Years of Service |      |       |
|---------------------|--------------------------|------|-------|
|                     | Women                    | Men  | Total |
| Executive           | 9.1                      | 8.8  | 9.0   |
| Other Professional* | 5.5                      | 7.6  | 6.3   |
| Technical           | 5.6                      | 4.9  | 5.4   |
| Clerical            | 6.2                      | 3.3  | 6.0   |
| Skilled Crafts      | N/A                      | 12.4 | 12.4  |
| Service             | 5.4                      | 6.3  | 5.9   |

\*Women have a statistically significantly lower average years of service than men in these positions ( $p \leq .05$ ).

The distribution of years of service is different between men and women, as shown graphically in the Figure 12. While 49% of men have been at the university for more than five years, only 40% of women have been employed at DU for more than five years. There are significantly more women than men who have been at the university for less than one year ( $p \leq .05$ ) but this is also expected given that 75% of new hires in 2008 were women. Additionally, there are significantly fewer women than men who have been at the university for more than five years but

less than ten years. These differences may be explained by gaps in service that many women take over the course of their careers to have children. Some women have gaps in service that in turn impact their years of service.

DU utilizes a “bridge in service” policy, wherein employees may leave for one year and have their previous service counted towards the accrual of benefits based on total years of service. If an employee leaves for longer than one year, his or her previous service does not count towards the accrual of these benefits. After an employee has been reinstated for five years, the previous service is again considered in the accrual of benefits (Source: Human Resources website at <http://www.du.edu/hr/>).



## **Peer Institutions Included in the Staff Section of the Report**

American University  
Boston University  
Colorado College  
Colorado State University  
Loyola Marymount University  
Santa Clara University  
Southern Methodist University  
Syracuse University  
University of Miami  
University of Puget Sound  
University of San Diego  
University of San Francisco  
University of Southern California  
University of Vermont

## Section 4: Alumni Survey Results

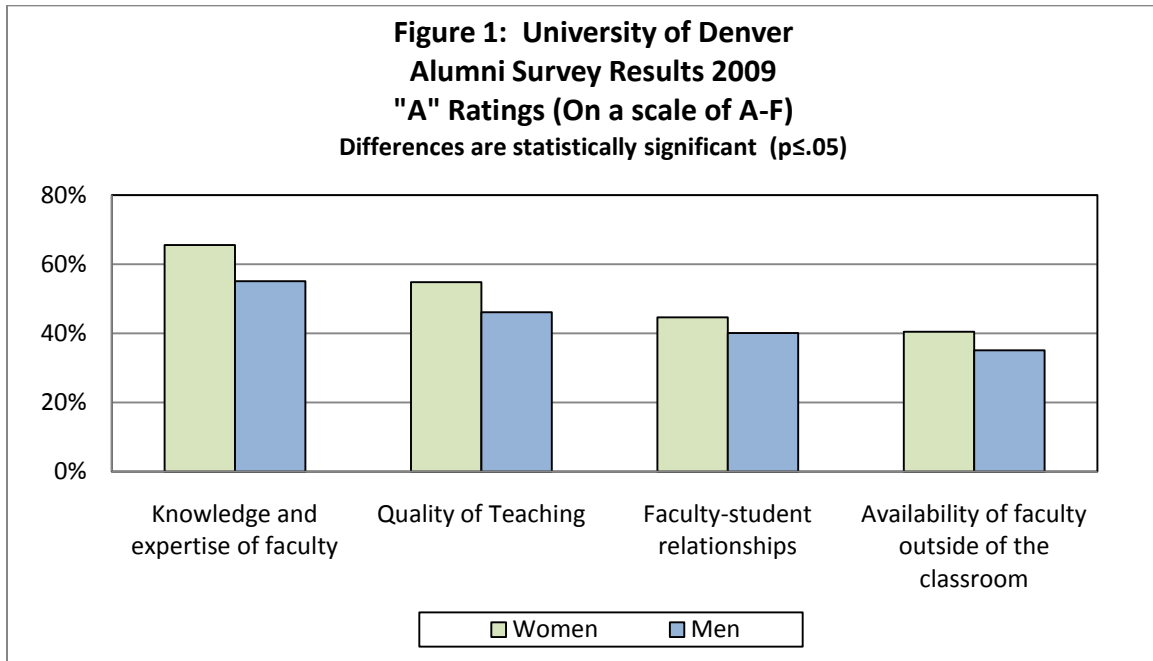
A survey of alumni was administered in spring 2009. The results below reflect responses only for those students who graduated from 1999-2008. While these results may not necessarily reflect the opinions of all graduates, these responses do provide us with interesting insights regarding students' experiences at the University of Denver. All of the results reported in this summary are statistically significant ( $p \leq .05$ ) unless noted otherwise. The sample of respondents includes 1,642 women and 1,811 men.

Women rate the role that DU played in development of the following skills higher than men:

- Critical thinking
- Written communication
- Public speaking
- College-level math
- College-level computer skills

Women are more likely than men to:

- Do volunteer work
- Participate in service learning
- Indicate that research project(s) were one of the three most valuable aspects of their experience at DU
- Indicate that residential living was one of the three most valuable aspects of their experience at DU
- Agree that DU provided a challenging learning environment
- Plan to pursue a degree other than a bachelor's (but not more likely to have reported earning a degree higher than a bachelor's)



According to the alumni survey results, women are less likely than men to:

- Indicate that elective courses were one of the three most valuable aspects of their experience at DU
- Indicate that athletics and recreation was one of the three most valuable aspects of their experience at DU
- Have entered DU as a transfer student
- Indicate they received close individual attention
- Have had interactions with diverse backgrounds

These survey results suggest that there are some differences in the perceptions of alumni regarding their experiences at DU. Additional research would enable us to ascertain why some of these gender differences exist and whether or not DU should change policies, practices, services, etc. in order to address these differences.

## Section 5: Resources and Services to Support Employees

The University of Denver has a long history of supporting students, faculty, and staff. The following statement from Chancellor Coombe describes the University's dedication to supporting employees.

"At the University of Denver, we believe that the finest intellectual climate is one that welcomes and involves many different kinds of people. A family-friendly campus enriches the diversity of the University Community by facilitating the engagement of students, faculty, and staff who benefit from child care, elder care, and other family services. Fostering excellence at DU includes helping families make the most of quality assistance and resources to successfully balance scholarship, professional responsibilities, and care-giving."

DU provides extensive resources, programs, and support services to facilitate students', staff, and faculty members' success. Many of these resources are available to all employees and students, while others are intended specifically for women. These support services and programs are described below.

### Family Care Benefits

The University of Denver provides many benefits that support employees and their families. For an overview of family health and dental insurance, life insurance, flexible spending accounts, family tuition waivers, and relocation services, visit the [DU Human Resources](#) website.

As of June 2010, DU provides a generous faculty and staff paid parental leave program for pregnancy, child birth, and adoption. Faculty members may have one academic term of paid leave during pregnancy and the first year after the birth or adoption of a child, whether because of a pregnancy-related disability or for childcare. If a faculty member has previously taken disability leave (as permitted by applicable leave policy) due to a serious pregnancy-related illness, parental leave will still be available once the child is born in an amount up to one full academic term. Visit [Faculty Paid Parental Leave](#) for more information.

Appointed staff members may have up to ten weeks of paid parental leave, during pregnancy and the first year after birth or adoption of a child, whether because of a pregnancy-related disability or for child care. In cases where the birth mother is taking Parental Leave, the paid leave will always be in conjunction with the 60% Core Short Term Disability Benefit. Employees who have completed less than one year of appointed, benefit-eligible service would receive 1/3 paid leave and the remaining 2/3 would be paid by the employee drawing first upon unused sick accrual and then vacation accrual. Appointed, benefit-eligible employees who have completed between one and two years of service would receive 2/3 paid leave and the remaining 1/3 would be paid by the employee drawing first upon unused sick accrual and then vacation accrual. Employees who have two years or more of service would receive full paid leave without drawing

upon unused sick or vacation accruals. More information is available at [Staff Paid Parental Leave](#).

In accordance with the Family and Medical Leave Act (FMLA), DU also provides up to 12 weeks of unpaid, job-protected leave to eligible employees for certain family and medical reasons. For a detailed guide about this benefit, visit [FMLA Understanding Your Rights & University of Denver Guidelines](#).

## **Family Backup Care For Faculty and Staff**

Work Options Group (Acquired by Bright Horizons): The University of Denver recognizes that faculty and staff have caregiving responsibilities for loved ones of all ages. A primary reason that many employees miss work is to deal with the broad range of temporary breakdowns in care for their loved ones. The backup care program, provided through the Work Options Group, enables faculty and staff to get to work when they experience breakdowns in their normal caregiving arrangements.

Backup care features a 24-hour call center staffed by specialists who manage every step of the process to resolve breakdowns. Specialists access an exclusive National Provider Network of thousands of individually contracted and licensed home care agencies, nanny agencies, child care centers, and adolescent care centers. Benefited DU employees can register for this program by calling 866-854-1958 or by logging onto the website at <http://backup.brighthorizons.com/>. Employees can speak to a trained Backup Care Specialist who will determine the individual's need, schedule the appropriate care, and follow up with the employee to ensure satisfaction.

## **Gender Violence Education and Support Services**

The Gender Violence Education and Support Services (GVESS) office's mission is to educate the University of Denver campus community about gender violence related issues and to provide support services to victims and survivors of gender violence. The GVESS office recognizes that gender violence is a community problem and that women and men must work together to eradicate it from society. By providing educational resources, endorsing healthy relationships, promoting bystander interventions, and advocating for victim and survivor rights, we can help change the societal conditions that contribute to gender violence.

GVESS provides education that confronts social dynamics that foster gender violence in an effort to create a violence-free campus community. More information about GVESS is available on their website at [http://www.du.edu/studentlife/Sexual\\_Assault/](http://www.du.edu/studentlife/Sexual_Assault/).

## **Sexual Assault Survivor Advocates Network (SASA Network)**

The DU Sexual Assault Survivor Advocate Network (The SASA Network) assists DU students, staff, faculty, or visitors who have been sexually assaulted. Trained advocates will assist survivors, and any family or friends, to cope with the physical, psychological, judicial and/or legal aftermath resulting from a sexual assault. Although the advocates undergo an intense 30 hour training program, they are not trained or certified counselors; their role is to listen to the survivor and to explain options rather than offer crisis counseling.

Advocates can meet with a student in a residence hall room, at a designated spot on campus, or another agreed upon location. More information is available at [http://www.du.edu/studentlife/Sexual\\_Assault/SASA.html](http://www.du.edu/studentlife/Sexual_Assault/SASA.html).

## **The Office of Diversity and Equal Opportunity**

The Office of Diversity and Equal Opportunity assures that the University complies with its policies on discrimination, harassment, and retaliation and to promote full compliance with all federal, state, and local discrimination laws. Additional information is online at <http://www.du.edu/deo/>.

## **Employee Assistance Program**

The Employee Assistance Program is a confidential resource for University of Denver faculty, administrators, and staff. The goal of the Employee Assistance Program is to minimize the effects of personal stress on both a person's life and his or her work. Information is available at <http://www.du.edu/duhealth/counseling/faculty-staff-resources.html> .

## **The Women's Coalition**

Beginning in 1997, six women's groups were formed at the University of Denver. They are funded annually by the Office of the Provost, serve specific constituencies in various ways, and communicate and work together through the Women's Coalition. These groups include:

- Women's Leadership Council (senior women administrators)
- Women's Faculty Association
- Graduate Women's Council
- Undergraduate Women's Council
- Staff Women's Association and Network (SWAN)
- Connecting Staff Women (initially organized as Women Advocating Change)

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## The DU Women's Conference

The DU Women's Conference is an annual Spring event that has been sponsored by the Office of the Provost since 1996. All DU faculty, staff and students are invited to attend, to listen to speakers and panelist discuss various themes.

## Other Resources

- The Link: Women Networking@DU is a portfolio site being developed for use by the various women's groups on campus.
- The Office of Campus Safety offers self-defense classes for women and the SafeRide program. Information is online at <http://www.du.edu/campussafety/>.
- The Ombuds Office provides confidential and informal assistance to faculty, staff, and students having a problem with or within the university of Denver. Information is available at [www.du.edu/ombuds](http://www.du.edu/ombuds).
- The Center for Multicultural Excellence promotes excellence at DU through diversity & positive intergroup relations. They also sponsor diversity workshops and other educational programs. Additional details are online at <http://www.du.edu/cme/>.

## Section 6: Conclusion

The University of Denver is committed to supporting women students, faculty, staff, and administrators. DU offers a variety of resources to support the success of women and is committed to monitoring its efforts over time and in comparison with peer institutions. This report presents evidence of areas of strength and opportunities for improvement.

Areas of strength include enrollment of women students at levels that equal or exceed peer averages, increasing proportions of new full-time faculty hires that are women, increasing number and proportion of women staff/administrators that are racial/ethnic minorities, and extensive resources/services to support employees, students, and staff.

Opportunities for improvement include enrolling a larger proportion of women students who are members of racial/ethnic minority groups, augmenting faculty salaries, increasing the proportion of first professional (law) degree completers who are women, and expanding the representation of women within some staff categories, such as in skilled crafts roles. Note that some of these issues (such as faculty salaries) are not relevant to only women at DU but also apply to men.

While this report describes data related to women at DU, it does not provide insights regarding how women perceive their experiences at DU. Additional research in the form of focus groups and/or surveys would enable us to obtain insights regarding courses, employment, resources, programs, etc. Analysis of existing survey results, such as the National Survey of Student Engagement or the Diverse Learning Environments survey, could provide insights into students' experiences. This report does not include information regarding student employees, which could also provide additional insights into students' experiences. In the future, data on formal appeals and complaints that students make, as well as information about disciplinary action that students incur, could be analyzed.

Analysis of the applicants who seek employment at DU would provide insights regarding hiring rates for men and women, as would information about job applicants who are offered positions, but did not accept those offers. Additional information about why employees leave DU could also provide interesting insights into the experiences of women.

This report could be strengthened in the future by developing a more cohesive view of the DU community rather than by fragmenting various populations, as was done in this version of the report. For example, a brief analysis of the pool of Ph.D candidates in engineering was included but did not examine this phenomenon within the context of the students' enrollment in engineering programs.

Additional suggestions for changes are welcome and we look forward to receiving your feedback regarding this report.