University of Denver (DU):
Status of Women

Report of Findings and Recommendations

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Presented on May 28, 2014
Structure of the Report

- Methodology
- Participation rates
- Listening & interpreting data
- Positive themes
- Opportunities for improvement by six focus areas
- Recommendations
- Appendices
Methodology

- Interviews
- Focus Groups
- Online surveys
  - Faculty
  - Staff
- Custodians: Paper survey
- Unit-Level Survey
- Review of Policies & Procedures
Participation Rates

- Interviews: 15
- Focus Groups: 16
- Online surveys
  - Faculty: 235 out of 710 (33% participation)
  - Staff: 470 out of 1602 (30% participation)
  - Custodial survey: 58
- Unit-Level Survey
Listening to Data

- People's reactions to the data are more data. So notice your own reactions.
- Where quotes are provided, they are representative of themes we heard, but there is no way to specify the number of people who would endorse a particular comment.
- It helps to look at the data not as "right" or "wrong" but from the perspective of what can be learned from it.
- Perceptions are important even if they can't be "proven." There are always multiple realities in any organization.
Interpreting Data

- Statistically significant difference at .05 level of significance is denoted by an asterisk (*).
- Faculty data: confidence level = 95% within +/- 5%
- Staff data: confidence level = 95% within +/- 5%
- Look for patterns and trends and themes
- Sample size less than 10 have not been included
- Unsure responses have been included in the totals (Percentage differences would be higher if “unsure” category was not there).
Important points to consider

- When DU is looked at overall, in terms of the satisfaction of staff and faculty, the numbers look quite good.

- **However, digging deeper, when the same questions are asked by race and/or gender, the numbers show very different levels of satisfaction.**

- This study is looking beyond the general levels of satisfaction in the broader DU population to examining the differences when it comes to race and gender.

- Inconsistencies with hiring/search practices, support provided to address diversity-related issues, advancement/tenure and salary/compensation, there is overall dissatisfaction regardless of race and gender.
Most of DU’s staff (and many faculty) agree that the general environment is comfortable at DU considering their...

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<th>Faculty</th>
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<tbody>
<tr>
<td>Country of Origin</td>
<td>69.4%</td>
<td>78.4%</td>
</tr>
<tr>
<td>Gender</td>
<td>78%</td>
<td>79.8%</td>
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<tr>
<td>Language/Accent</td>
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<td>73.1%</td>
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<tr>
<td>Race/Ethnicity</td>
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<td>74.1%</td>
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<tr>
<td>Socio-economic status</td>
<td>44.2%</td>
<td>71.3%</td>
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Most of DU’s staff (and many faculty) agree that DU is a good place to work regardless of...

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<tbody>
<tr>
<td>Country of Origin</td>
<td>72.2%</td>
<td>83.5%</td>
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<tr>
<td>Gender</td>
<td>75.8%</td>
<td>77.1%</td>
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<tr>
<td>Language/Accent</td>
<td>64.1%</td>
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<tr>
<td>Race/Ethnicity</td>
<td>64.4%</td>
<td>76.2%</td>
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<tr>
<td>Socio-economic status</td>
<td>64.9%</td>
<td>73.7%</td>
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Most faculty feel like a valued member of the community and that the general environment is welcoming for people from diverse backgrounds.

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<tr>
<th></th>
<th>I feel I am a valued member of the community</th>
<th>The general atmosphere is welcoming for people from diverse backgrounds</th>
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<tbody>
<tr>
<td>In my department:</td>
<td>80.2%</td>
<td>84%</td>
</tr>
<tr>
<td>In my academic unit:</td>
<td>79%</td>
<td>79.4%</td>
</tr>
<tr>
<td>At DU:</td>
<td>76.2%</td>
<td>71%</td>
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Most staff feel like a valued member of the community and that the general environment is welcoming for people from diverse backgrounds.

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<tbody>
<tr>
<td>At DU:</td>
<td>73.1%</td>
<td>78%</td>
</tr>
<tr>
<td>In my academic unit:</td>
<td>78%</td>
<td>85.7%</td>
</tr>
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Positive Themes

- Some felt valued being able to participate in focus groups for this study.

- Some noted the range of events, lectures, etc. which create awareness of diversity and disparities.

- Affinity groups such as FOCA, SOCA and women's groups are valued by many.

- Some staff feel valued when asked to serve on university-wide committees.

- Some staff mentioned being trusted by their supervisors, not being micromanaged and appreciated when their skills are recognized and rewarded.

- Some faculty felt that their departments were investing in them when they were hired and really wanted them to stay. Some people felt respected, supported and valued by colleagues.
Opportunities for Improvement and Recommendation Areas

- Diversity Vision/Leadership/Accountability
- Recruitment of Women Staff and Faculty
- Advancement of Women Staff and Faculty
- Inclusive Campus Climate & Cultures
- Resources & Responsibilities
- Policies & Procedures
DIVERSITY VISION/LEADERSHIP AND ACCOUNTABILITY

Representative Themes & Comments
Diversity Vision/Leadership & Accountability

Staff and faculty women express concern over lack of representation of women in senior administrative positions.

- “If you were to ask, ‘What’s weak at DU?’- this would be it!”

- “It’s pretty much a white, male bastion. Only one person of color in the senior leadership.”

- “It’s a buddy culture- it’s who you know that enables you to get things done here.”

- “I think we’ve actually gone backwards here over the last 10 years on diversity and inclusion. The number of women in leadership positions has gone down. I call it the ‘get it factor’ and they just don’t get it!”

- “We had an event when we were preparing to host the Presidential debate and they brought out leaders of the institution to be in front of the cameras- all were white males! And they all had ties with the university logo. To think that the symbol would be a tie and that the leadership of all white males would bring out female cheerleaders!”
Diversity Vision/Leadership & Accountability

Staff and faculty women report a lack of commitment and accountability for Inclusive Excellence at all levels (including Trustees).

- “They surround themselves with people who are going to tell them what they want to hear and want people to say ‘It’s really not that bad.’ and see how far we’ve come.”

- “One Vice Chancellor sent terrible messages about gender with comments such as ‘women shouldn’t walk alone at night,’ etc. when there were sexual assaults on campus and did not get called out on this or even more blatant comments, by other male leaders.”

- “They replicate themselves through like-minded women who share their beliefs and so there is no change!”

- “We talk a great deal about how diversity and inclusion are so important to the institution but I don’t see action around this!”

- “There is no BOT committee dedicated to diversity and the Board is predominately white, ranging from less enlightened to well-intended individuals.”
Diversity Vision/Leadership & Accountability

Percentage of faculty respondents who strongly agree or agree with the statements:

- My academic unit does a good job of promoting inclusive excellence in all aspects of its community life:
  - Men (82): 75.0%
  - Women (96): 59.6%

- My department does a good job of promoting inclusive excellence in all aspects of its community life:
  - Men (82): 75.4%
  - Women (96): 58.3%

Percentage of staff respondents who strongly agree or agree with the statements:

- My unit does a good job of promoting inclusive excellence in all aspects of its community life:
  - Men (100): 68.7%
  - Women (299): 58.1%

- My department does a good job of promoting inclusive excellence in all aspects of its community life:
  - Men (100): 76.5%
  - Women (299): 75.6%
A number of staff and faculty felt strongly that new DU Strategic Plan needed to specifically address diversity/inclusion and that these goals needed to be embedded in the plan to ensure progress.

- “This study should inform that the process and recommendations should be built into this plan!”

- “The University is beginning to listen now about what is not working, which is a good start, but then action needs to also come out of this study!”

- “If DU’s mission is really about “the public good,” why aren’t these issues more prominent?”
Recruitment of Staff & Faculty Women

Representative Themes & Comments
Recruitment of Staff & Faculty Women

Many staff and faculty report inconsistent hiring patterns across and within schools and lack of accountability in the overall hiring process.

- “They use the right words, but it’s not followed by the right actions.”

- “Surprised to see the level of purposefulness that the Daniels College of Business Dean’s search – how inclusive and how amazing that search is in comparison to the two other Dean searches.”

- “Needs to be more support for departments to engage in best hiring practices- this may cost money, but it’s worth it.”

- “Need inclusive excellence addressed in every search, there’s got to be a process for this and not just for high level searches either.”

- Some faculty felt afraid that “quality would be sacrificed in pursuit of diversity” or that “diversity hires” would be forced on some departments.
Recruitment of Staff & Faculty Women

Many staff and faculty report inconsistent hiring patterns and lack of accountability in the overall hiring process.

- “I would never try for a leadership role at DU again, based on the treatment I received when I did. I don’t trust these processes at all.”

- “A new male Dean was just named and appointed internally recently, while the female applying for a Dean position needed to jump through hoops and go through two search processes and interviews to get a Dean position.”

- “I would like to see standardized hiring procedures across the DU campus. In our department, the decisions are up to the hiring chair and inclusivity is usually not a consideration. Typically we see the same types of hires because the same people are in charge of hiring. It would be good to see some standardization of expectations across campus.”

- “Difficulties with institution that is very siloed, in terms of the inconsistencies in policies and processes- vary greatly from school to school.”
Recruitment of Staff & Faculty Women

Percentage of faculty respondents who strongly agree or agree with the statements.....

- My department makes good attempts to attract and retain employees from diverse backgrounds: 84.1% (Men), 63.9% (Women)
- My department is successful in hiring employees from diverse backgrounds: 72.1% (Men), 45.8% (Women)
- My department is successful in retaining employees from diverse backgrounds: 69.1% (Men), 47.2% (Women)

Men (82)  Women (96)
Recruitment of Staff & Faculty Women

Percentage of faculty respondents who strongly agree or agree with the statements.....

- My academic unit makes good attempts to attract and retain employees from diverse backgrounds: 78.8%
- My academic unit is successful in hiring employees from diverse backgrounds: 63.8%
- My academic unit is successful in retaining employees from diverse backgrounds: 62.5%

Men (82) Women (96)
Recruitment of Staff & Faculty Women

Percentage of staff respondents who strongly agree or agree with the statements.....

- DU makes good attempts to attract and retain employees from diverse backgrounds *: 66.0%
- DU is successful in hiring employees from diverse backgrounds *: 59.0%
- DU is successful in retaining employees from diverse backgrounds *: 53.1%

Men (100) | Women (299)
Recruitment of Staff & Faculty Women

Percentage of staff respondents who strongly agree or agree with the statements.....

- My unit makes good attempts to attract and retain employees from diverse backgrounds: 78.8%
- My unit is successful in hiring employees from diverse backgrounds: 63.8%
- My unit is successful in retaining employees from diverse backgrounds: 62.5%

Men (100)  Women (299)
Advancement of Staff & Faculty Women

» Representative Themes & Quotes
Advancement of Staff & Faculty Women

Faculty women perceive criteria for tenure and promotion decisions as inconsistent and unclear.

- “Many faculty don’t want all their time taken up by committee work since it’s undervalued. Women and faculty of color take the brunt of this.”
- “Associate professors who are female have a very hard time becoming full professors and are always asked to serve on every committee, which exacerbates the issue.”
- ”Very few tenured women in NSM, and the last few women did not get tenure. Six women with tenure over 5 departments in NSM is shameful.”
- “It tends to be that the women are the instructors and the men are on the tenure track lines. In our department, all the full professors are men.”
Advancement of Staff & Faculty Women

Faculty women perceive criteria for tenure and promotion decisions as inconsistent and unclear.

- “If you look at the tenured faculty, very few are females, even though there are lots of distinguished women scholars are at DU.”

- “Junior faculty may be protected but associate level females are not. Women faculty can be overinvolved in ways that don’t get them promotions, (i.e., committees, mentoring, etc.), because this work isn’t valued as much.”

- “Staff and faculty roles that aren’t tenured are skewed wildly towards women. Women are occupying a lot of staff positions and a lot of lecturer positions. You feel less visible in the positions that are honored less by the institution.”

- “Our school has 4 female department chairs, out of 11, thanks to female leadership. However, in some schools, out of 105 tenure lines, no more than roughly a third are female.”
Faculty perceive criteria for tenure and promotion decisions as inconsistent and unclear.

Percentage of faculty respondents who strongly agree or agree with the statements.....

- In my academic unit the criteria for determining promotion and tenure are fair and equitable: 68.3% (Men 62.5%, Women 62.2%) vs. 57.4% (Men 62.2%, Women 57.4%)

- In my academic unit the process for determining promotion and tenure is fair and equitable: 68.3% (Men 62.5%, Women 62.2%) vs. 57.4% (Men 62.2%, Women 57.4%)
Advancement of Staff & Faculty Women

There is widespread perception among staff & faculty women that there is no room for growth and advancement at DU.

- “There’s a perceived limited opportunity for advancement, so there’s competition for those individual positions of advancement for women and people of color.”

- “How can you encourage female grad students that they will get a job in their field, given that they are seeing mostly male faculty members?”

- “Staff were once in equivalent roles to male counterparts, and over the decades I’ve seen these males move up very significantly in their positions, stature, and their salaries.”

- “When women are promoted into higher positions, they are still kept at one level below the men.”

- “Why would a Vice Chancellor be a white male, but a woman always be either at an Assistant or Associate Vice Chancellor level, even when no one is above her?”
Many staff dissatisfied and perceive inequities related to advancement, professional development etc.

Percentage of staff respondents who **strongly agree or agree** with the statements.....
Many female staff felt not recognized for their work enough and undervalued, particularly as compared to faculty.

- “It’s a faculty focused institution!”

- “Chancellor recognizes faculty in public events much more than staff, who go unmentioned most of the time, except at the yearly awards ceremonies- creates a sense of invisibility and being undervalued as staff.”

- “There’s nowhere to go except a lateral move.”
Inclusive Campus Climate & Culture

Representative Themes & Quotes
Campus Climate and Culture

Faculty and staff women perceive the general environment at DU to be less positive as compared to their male counterparts.

- “The chilly climate extends to our sisters. It’s not always directed from males. It feels like, maybe we could have more solidarity!”

- “90 percent of the time the two most prestigious faculty awards go to men (over last 20 years), when you would think that you would start to see more women being recognized with All Campus awards. There are lots of distinguished women scholars on the campus and ‘Why aren’t they standing up on the stage?’ is a question I think we have to ask.”

- “Who is the face of the institution? Again, having mostly white males on the platform during commencement definitely sends a message of exclusivity.”
Faculty and staff women perceive the general environment at DU to be less positive as compared to their male counterparts.

The general environment at DU is welcoming for people considering their country of origin

- Men (82) 76.5%
- Women (96) 61.1%

The general environment at DU is welcoming for people considering their gender *

- Men (82) 87.8%
- Women (96) 70.2%

The general environment at DU is welcoming for people considering their language/accent

- Men (82) 63.4%
- Women (96) 50.5%

The general environment at DU is welcoming for people considering their race/ethnicity **

- Men (82) 68.3%
- Women (96) 56.3%

The general environment at DU is welcoming for people considering their socio-economic status

- Men (82) 52.5%
- Women (96) 35.8%
Faculty and staff women perceive the general environment at DU to be less positive as compared to their male counterparts.

Percentage of staff respondents who strongly agree or agree with the statements....
The perception about “DU being a good place to work” is less positive for women faculty & staff as compared to their male counterparts.

Percentage of faculty respondents who strongly agree or agree with the statements.....

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<tr>
<th></th>
<th>Men (82)</th>
<th>Women (96)</th>
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<tbody>
<tr>
<td>DU is a good place to work regardless of gender *</td>
<td>67.4</td>
<td>74.1</td>
</tr>
<tr>
<td>DU is a good place to work regardless of language/accent *</td>
<td>52.1</td>
<td>74.1</td>
</tr>
<tr>
<td>DU is a good place to work regardless of race/ethnicity</td>
<td>57.3</td>
<td>57.3</td>
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Percentage of staff respondents who strongly agree or agree with the statements.....

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<tr>
<th></th>
<th>Men (100)</th>
<th>Women (299)</th>
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<tbody>
<tr>
<td>DU is a good place to work regardless of gender *</td>
<td>84.4</td>
<td>74.9</td>
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<tr>
<td>DU is a good place to work regardless of language/accent</td>
<td>80.6</td>
<td>74.0</td>
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<td>DU is a good place to work regardless of race/ethnicity</td>
<td>79.4</td>
<td>75.4</td>
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Women faculty & staff are more likely to hear negative comments related to country of origin, language/accent; race/ethnicity.

### Percentage of faculty respondents who sometimes or often hear negative comments related to.....

<table>
<thead>
<tr>
<th>Comment Type</th>
<th>Men (%)</th>
<th>Women (%)</th>
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<tbody>
<tr>
<td>Country of origin</td>
<td>22.5</td>
<td>43.8</td>
</tr>
<tr>
<td>Gender</td>
<td>10.0</td>
<td>42.7</td>
</tr>
<tr>
<td>Language/accent</td>
<td>34.6</td>
<td>44.8</td>
</tr>
<tr>
<td>Race/ethnicity</td>
<td>22.5</td>
<td>34.7</td>
</tr>
<tr>
<td>Socio-economic status</td>
<td>19.8</td>
<td>30.5</td>
</tr>
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*Men (82)  Women (96)*
Campus Climate & Culture

Women faculty & staff are more likely to hear negative comments related to country of origin, language/accent; race/ethnicity.

Percentage of staff respondents sometimes or often hear negative comments related to.....

- How often at DU do you hear negative comments about people based on country of origin: Men (25.5%) vs. Women (28.1%)
- How often at DU do you hear negative comments about gender: Men (21.1%) vs. Women (30.0%)
- How often at DU do you hear negative comments about people based on language/accent: Men (25.0%) vs. Women (32.4%)
- How often at DU do you hear negative comments about people based on race/ethnicity: Men (26.6%) vs. Women (29.4%)
- How often at DU do you hear negative comments about people based on socio-economic status: Men (25.0%) vs. Women (29.9%)

Legend: Men (100) vs. Women (299)
Campus Climate and Culture

Women of color are less satisfied with their experience at DU as compared to other women at DU.

Percentage of staff respondents who strongly agree or agree with the statements.....
Campus Climate and Culture

Faculty and staff of women perceive sexism and sexual harassment at DU as a very real issue.

- **Sexism at public events is seen as a problem.** Many mentioned the Korbel dinner as “white guys on stage, patting each other on the back, talking about sports and thanking their secretaries and wives.”

- “Then there’s that self-doubt, where you say: ‘Did that really happen? No, I’m making a big deal of it.’ It’s small and it’s subtle but it adds up. Even when it’s big, it’s the way that it gets forgiven for other people.”

- “Women who are younger and attractive are treated better than other women, particularly older ones are.”
According to many, there is a big problem with communication, in terms of how information filters down from the top to the schools/departments and then the working level.

- “Universities are unbelievably bad about communicating across the silos so people have some idea what is going on across the school.”

- “Employees don’t find out things until too late- i.e. when the campus shuttle service was eliminated, people did not know that this was coming and had no input at all.”

- “Sexual assaults were also rampant when the shuttle was eliminated and were not well publicized either.”

Campus Climate & Culture
Campus Climate and Culture

Some women and male faculty perceive discrimination towards international faculty members and students.

- “Have seen stuff like this: ‘speaks good English’ or ‘Doesn’t need a translator’- it actually has an impact on perception and how people respect you and your work.”

- “A Law School faculty member was denied tenure because some students had difficulty understanding her- that was basis for a tenure rejection for a distinguished scholar.”

- “I had students and faculty ridicule my accent in the presence of colleagues, even when I asked them to stop.”

- “I’ve been here [many] years and I still have colleagues who don’t know what my name is, who mispronounce my name.”

- “There have been some serious incidents that need to be addressed.”
Resources & Responsibilities

Representative Themes & Quotes
Resources and Responsibilities

Many staff and faculty believe that although CME is working well, it could be more visible and strategic.

- “Director of CME is an Associate Provost but should have been a Vice Chancellor, if they were serious about diversity here.”

- “CME is too compartmentalized. Director should be working on system change. It is often marginalized and not given any real role in system change.”

- “People see participation on CME programs as voluntary, so those areas that want to do this work participate, and the ones who don’t want to address these issues, don’t participate. Not a feasible model for integration into University.”

- “It does not feel that CME is being fully leveraged. The location says a lot.”

- “CME is fighting over a small piece of the pie, needs more money and resources to make any real headway.”
Resources and Responsibilities

Staff and faculty report inadequate training and support related to addressing diversity situations.

- “I don’t understand. You mandate sexual harassment training, you mandate us to watch that classroom ‘active shooter’ training, you mandate everything else!”

- “But that’s typical of DU, because they won’t even train managers to be managers.”

- “Tenure review for faculty, in which inclusive excellence (and sensitivity) training are required components. It is time all faculty and senior administrators learn to engage with students and staff (especially) with respect and collegiality.”

- "Mandatory diversity training for faculty that are teaching. While DU offers several opportunities to engage in diversity training/dialogue, it is the same people that attend the trainings (i.e. Diversity Summit, Women's Conference)."
Resources and Responsibilities

Staff and faculty report inadequate training and support related to addressing diversity situations.

- "Employee training on relating to students/parents from another race/culture/disability level so employees are better equipped to provide excellent customer service for the DU community."

- "Everyone who works at DU needs to participate in mandatory, meaningful diversity (including socio-economic), cross-cultural, and communication skills training. This should include self-assessments, awareness-raising, and on-going practice. A one-time workshop would not be effective."

- "I think making this inclusive excellence training, that we require of staff, also required of faculty."

- "Leaders need diversity training more than anyone. We should start there!"
Resources and Responsibilities

Staff and faculty report inadequate training and support related to addressing diversity situations.

Percentage of faculty respondents who strongly agree or agree with the statements.....

Percentage of staff respondents who strongly agree or agree with the statements.....
Many staff and faculty women perceive allocation of resources and additional responsibilities as inequitable.

“On the one hand, women may oftentimes be more skillful in situations like that, but then it comes down to divisions of labor and you start to see patterns form: ‘Guys don’t have to do this,’ what?! They don’t have to mentor?”

“Does gender play a role in committee appointments, particularly the plum ones?”

“I think that the lack of transparency makes you suspicious when these little, more subtle things go on and that more transparency would lead to more equity and would increase confidence.”

“Access is not just about resources but very much about environment and the overall culture.”
Resources and Responsibilities

Percentage of faculty respondents who strongly agree or agree with the statements.....

Percentage of staff respondents who strongly agree or agree with the statements.....

In my academic unit the allocation of resources necessary to be effective in one's job is fair and equitable

In my academic unit the assignment of additional responsibilities (e.g. mentoring, committee involvement, administrative duties) is fair and equitable *

Men (82)  Women (96)

Men (100)  Women (299)
Policies and Procedures

Representative Themes & Quotes
Policies and Procedures

There is widespread perception about salary discrepancies at all levels.

- “If you’re a man, you’re going to make more money. Just period!”

- “‘Oh yes, we’re going to look at this! We’re going to fix it!’ And then it gets ‘adjusted,’ but not in a way that’s transparent and not in a way that you feel you can trust the results.”

- “If that is a policy from the top- that we are going to start with lower offers to women- that’s hugely problematic, obviously!”

- “Why aren’t we having conversations about pay equity here?”

- “Endowments have grown but are not reflected in better salaries for staff and faculty.”
Policies and Procedures

There is widespread perception about salary discrepancies at all levels.

- “We need real, open and transparent study of staff salaries so you could compare salaries across campus and real professional development opportunities, perhaps the design of tracks that would allow for the development of staff.”

- “An honest and transparent explanation of salaries and budget resources in units. It feels like DU is a club where resources, FTE’s, and the value of a unit is determined by political affiliation and friendship.”

- “I'd like for staff salaries to be evaluated across units and for pay to be equalized.”

- “Pay equity and transparency. There has been a lot of buzz around women faculty's unequal pay around here but very little talk around female staff pay inequities. Not to mention the gross difference in pay between faculty and staff even if such staff hold large amounts of leadership and responsibilities.”
Policies and Procedures

There is widespread perception about salary discrepancies at all levels.

- Only 40.2% male faculty and 28.1% women faculty agree or strongly agree that the process for determining salaries and other compensation is fair and equitable.

- Only 45.9% male staff and 29.1% female staff agree or strongly agree that the process for determining salaries and other compensation is fair and equitable.
2009-2014 University of Denver Faculty Salaries by Gender

(Source: DU Data)
Mentoring opportunities were reported as uneven depending on school/unit and whether one is faculty or staff.

- Opportunities are “better for tenure track faculty than non-tenured faculty and vary across departments.”
- “Faculty mentoring for new faculty may cross departments, and this seems to work well in a number of departments, including AHSS.”
- “Very good mentoring at Daniels and in graduate psychology—it depends very much on the school you are in.”
- “New mentoring program has been introduced very recently by HR for staff.”
Many faculty and staff believe that insufficient childcare opportunities exist at DU.

- “Held out as a plum when you come to DU and then nothing, really.”

- “Childcare Center on campus is very expensive and does not give any priority to DU faculty or staff.”

- “Childcare option is promised and then not delivered- huge disparity that you won’t realize until it’s upon you.”
Handling and follow up of discrimination complaints in an effective manner is problematic.

- “No gender ombudsman anymore- what happened to that role?”
- “10-12 of most important cases that AAUP has handled in recent years were for either women or ethnic minorities.”
- “There is no system in place to report complaints and actually get them investigated.”
Top 2-3 barriers to an inclusive environment at DU

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<th>Faculty</th>
<th>Staff</th>
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<tbody>
<tr>
<td>Lack of a diverse student body (45.6%)</td>
<td>Lack of commitment from senior administration (34.3%)</td>
</tr>
<tr>
<td>Lack of diverse faculty (39.6%)</td>
<td>University organizational structure (32.8%)</td>
</tr>
<tr>
<td>Lack of commitment from senior administration (33.1%)</td>
<td>Lack of time/resources to support inclusive excellence (30.3%)</td>
</tr>
</tbody>
</table>
University of Denver (DU)

Recommendations: Diversity & Inclusion at DU

Ibis Consulting Group, Inc.
Shilpa Pherwani, M.S.

Creative Diversity Solutions
Myra Hindu, MSW
Recommendation Areas

- Diversity Vision/Leadership/Accountability
- Recruitment of Staff/Faculty of Color & Women
- Advancement of Staff/Faculty of Color & Women
- Inclusive Campus Climate & Cultures
- Resources & Responsibilities
- Policies & Procedures
DIVERSITY VISION/LEADERSHIP AND ACCOUNTABILITY

Recommendations
1. Ensure that the next strategic plan incorporates diversity, including specific diversity goals with measurable outcomes.

2. Elevate the Chief Diversity Officer position to report to the Chancellor and also be a part of the senior team.

3. Develop plan to achieve greater diversity among senior level administrators and the Board of Trustees.

4. Ensure implementation of preliminary recommendations through the two existing committees, guaranteeing that this process continues.
Recruitment of Staff/Faculty of Color & Women

Recommendations
RECRUITMENT OF STAFF & FACULTY

1. Develop an aggressive, deliberate and intentional recruitment strategy for faculty of color, incentivizing competitive hires. Develop a document on faculty hiring to be used in all searches, with best practices included.

2. Develop a staff hiring process that includes resources on the development of more diverse pools and provide training to support inclusive excellence in all searches.

3. Ensure consistency and accountability in all searches.
ADVANCEMENT OF STAFF & FACULTY

1. Include diversity related competencies in all performance evaluations for staff and faculty, with incentives provided for increasing strong performance in this area.

2. Create, enhance and communicate consistent policies and opportunities for advancement for faculty and staff.

3. Enhance the retention of diverse faculty and staff through the provision of special funds and support (i.e. mentoring, research support and training on diversity).
Inclusive Campus Climate & Culture

Recommendations
INCLUSIVE CAMPUS CLIMATE & CULTURE

1. Retain and attract more students, faculty and staff of color through a range of financial, academic and other support.

2. Provide quality diversity education for all faculty and staff, including orientation for new employees.

3. Establish ongoing communication strategy focused on D&I. Communicate widely the educational rationale for increased diversity throughout DU.

4. Continue to seek feedback from staff and faculty concerning their experience at the University, as well as conduct the unit level survey on a regular basis to benchmark progress.
Recommendations
RESOURCES & RESPONSIBILITIES

1. Fund specific position for a specialist within the Office of Teaching and Learning focused on faculty development in the area of diversity and inclusion.

2. Continue a yearly survey of all units and create a unit by unit integration plan for inclusion efforts across all areas.

3. Create a taskforce to study childcare issues and needs at DU. Explore options for staff and faculty in this area.
Policies and Procedures

Recommendations
POLICIES & PROCEDURES

1. Conduct a full compensation study using a blind evaluation of salaries.

2. Review all policies, procedures and practices to promote consistency and transparency across all schools.

3. Ensure that there is an effective and well-publicized mechanism to deal with and investigate faculty, staff and student allegations of discrimination, sexual assault and sexual harassment.
Appendices

- Appendix A: Benchmarking
- Appendix B: Promotions by race and gender for DU schools
- Appendix C: Data by Schools
- Appendix D: Best Practices
- Appendix E: Summary of unit level survey
Appendix A: Benchmarking

Syracuse, American University, SMU
Benchmarking Themes

- More women in management positions as compared to peer institutions
- Number of women in administrative, support and other roles comparable to peer institutions
- Number of women at Professor, Associate Professor and Assistant Professor levels comparable to peer institutions
- More women at the Instructor level at DU as compared to peer institutions
- Salaries for women at Professor, Associate Professor and Assistant Professor levels comparable to peer institutions
2012 University of Denver & Comparison Institutions
Staff by Position & Gender

(Source: IPEDS)
## 2012 University of Denver & Comparison Institutions
### Percent of Female to Male Faculty Members

<table>
<thead>
<tr>
<th>Academic Rank</th>
<th>University of Denver</th>
<th>Southern Methodist University</th>
<th>Syracuse</th>
<th>American University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>22%</td>
<td>49%</td>
<td>36%</td>
<td>46%</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>19%</td>
<td>39%</td>
<td>55%</td>
<td>48%</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>25%</td>
<td>41%</td>
<td>41%</td>
<td>49%</td>
</tr>
<tr>
<td>Instructor</td>
<td>55%</td>
<td>58%</td>
<td>55%</td>
<td>58%</td>
</tr>
<tr>
<td>Lecturer</td>
<td>67%</td>
<td>58%</td>
<td>53%</td>
<td>43%</td>
</tr>
<tr>
<td>No Academic Rank</td>
<td>50%</td>
<td>51%</td>
<td>50%</td>
<td></td>
</tr>
</tbody>
</table>

(Source: IPEDS)
2012 University of Denver & Comparison Institutions
Faculty Weighted Salaries by Gender

(Source: IPEDS)
2012 University of Denver & Comparison Institutions
Faculty Weighted Salaries by Gender

(Source: IPEDS)
Appendix B

Promotions by race and gender for DU schools
2009 - 2013 University of Denver Arts & Humanities Faculty Promotions by Gender & Race

(Source: DU Data)
2009 - 2013 University of Denver Daniels College of Business Faculty Promotions by Gender & Race

(Source: DU Data)
2009 - 2013 University of Denver Graduate School of Professional Psychology
Faculty Promotions by Gender & Race

(Source: DU Data)
2009 - 2013 University of Denver
Graduate School of Social Work
Faculty Promotions by Gender & Race

(Source: DU Data)
2009 - 2013 University of Denver
Korbel School of International Studies
Faculty Promotions by Gender & Race

(Source: DU Data)
2009 - 2013 University of Denver Morgridge College of Education
Faculty Promotions by Gender & Race

(Source: DU Data)
2009 - 2013 University of Denver
Natural Sciences & Mathematics
Faculty Promotions by Gender & Race

(Source: DU Data)
2009 - 2013 University of Denver
Ritchie School of Engineering & Computer Science
Faculty Promotions by Gender & Race

(Source: DU Data)
2009 - 2013 University of Denver
Sturm College of Law
Faculty Promotions by Gender & Race

(Source: DU Data)
2009 - 2013 University of Denver University Libraries
Faculty Promotions by Gender & Race

(Source: DU Data)
2013 University of Denver
Staff Promotions by Gender & Race

(Source: DU Data)
Appendix C: Data by Schools

Percentage of faculty who strongly agree or agree with the statements.....
Appendix C: Data by Schools

Percentage of faculty who strongly agree or agree with the statements.....

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Num</th>
<th>Agree 1</th>
<th>Agree 2</th>
<th>Agree 3</th>
<th>Agree 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Humanities</td>
<td>36</td>
<td>67.6</td>
<td>60.6</td>
<td>32.4</td>
<td>23.5</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>32</td>
<td>60.7</td>
<td>63.0</td>
<td>25.0</td>
<td>11.1</td>
</tr>
<tr>
<td>Daniels Col Bus</td>
<td>10</td>
<td>70.0</td>
<td>60.0</td>
<td>32.1</td>
<td>11.1</td>
</tr>
<tr>
<td>Grd Sc Prof Psych</td>
<td>12</td>
<td>83.3</td>
<td>75.0</td>
<td>41.7</td>
<td>17.1</td>
</tr>
<tr>
<td>Mor Col Ed</td>
<td>14</td>
<td>64.3</td>
<td>66.6</td>
<td>43.5</td>
<td>20.0</td>
</tr>
<tr>
<td>Nat Sci and Math</td>
<td>46</td>
<td>71.1</td>
<td>65.2</td>
<td>53.3</td>
<td>13.3</td>
</tr>
<tr>
<td>Sturm Col Law</td>
<td>15</td>
<td>28.6</td>
<td>28.6</td>
<td>40.0</td>
<td>53.3</td>
</tr>
<tr>
<td>U Libraries</td>
<td>12</td>
<td>54.5</td>
<td>54.5</td>
<td>54.5</td>
<td>54.5</td>
</tr>
</tbody>
</table>

- In my academic unit the criteria for determining promotion and tenure are fair and equitable
- In my academic unit the process for determining promotion and tenure is fair and equitable
- In my academic unit the process for determining salary and other compensation is fair and equitable
- In my academic unit the process for determining research support is fair and equitable
Appendix D: Best Practices

Best Practices - recruitment, retention, advancement of faculty/staff women and professionals of color
(Syracuse U., American U., SMU)

Section 1: Best Practices (Recruitment)

Section 1:1 Leadership (personnel, strategic planning, etc.):

BEST PRACTICE - pipeline development

Much has been written about the challenges for underrepresented racial and ethnically diverse students to persist through and and complete degree programs (e.g., (Mentoring Makes a Difference to Doctoral, Postdoctoral Students). Universities can intentionally addressing this issue through specifically designated personnel and programming.

(Syracuse)

Syracuse has a leader at the Provost level (Assistant Provost for Equity and Inclusion) specifically focused on supporting doctoral students from underrepresented groups.

The Assistant Provost for Equity and Inclusion works directly with underrepresented students to prepare them to succeed through interventions that develop their understanding of obstacles within the academy, making them aware of support resources, and encouraging them to see that their own strong preparation will ensure their success, while leaving a legacy that makes it better for those that come behind them.

The Assistant Provost for Equity and Inclusion reports that most underrepresented Ph. D. students at Syracuse have participated in SU’s Minority Graduate Student Orientation Program (MGSOP), and that 21 of SU’s Ph.D. completers began their first jobs in academia, with 20 of them still in the academy.

The Assistant Provost for Equity and Inclusion also works directly with the Graduate Council to address the financial needs of doctoral students from underrepresented groups to ensure that these students stay and complete their programs of study.
Through the Gender Parity Initiative, SMU is creating opportunities in engineering that are attractive to women but not exclusively for women. “Engineering programs at SMU focus on how engineers help society, as well as the many different career paths a degree in engineering can lead to - careers such as medicine, law and business. By taking this approach, SMU hopes to become the first school in the country to enroll an equal number of male and female students.”

Through the Caruth Institute for Engineering Education, SMU reaches to secondary education to address pipeline issues. The mission of the institute is to “increase the number and diversity of students who graduate from U.S. high schools with both the enthusiasm and knowledge to pursue the engineering careers that are necessary for the U.S. to compete in a global economy.”

BEST PRACTICE - diversity and inclusion (D&I) initiative integration
Universities can better integrate D&I initiatives by building a strong relationship to diversity-related goals in strategic planning. High quality diverse talent, including faculty/staff women and professionals of color want to see this intentional integration, showing that the institution see the value of diversity not as a separate add-on, but as integral to strategic outcomes and institutional excellence.

The following objectives related to the recruitment, appointment, development, evaluation, and retention of a diverse faculty and staff fall under goal 1 (“To enhance the academic quality and stature of the University”) of SMU’s Strategic Plan:

Objective 1: Recruitment and appointment of distinguished faculty in the senior ranks and gifted scholars/researchers/creative artists in the junior ranks.

Objective 2: Development, evaluation, and retention of a diverse faculty through competitive compensation, an environment conducive to teaching and research, externally funded support, and effective annual performance review.
An examination of 2012-2013 Progress Report for SMU’s strategic plan reveals an integrated approach to achieving this goal and diversity-related objectives:

- a push to bring more visibility to the quality of SMU’s faculty and students (more than 531,000 media stories, an all-time high)
- launched a brand-marketing campaign (World Changers Shaped Here) focusing on the impact of its academic strengths
- related to Objectives 1, a new branding campaign focused on faculty excellence and research contributions (positions added, new hires, national honors)
- related to Objective 2, a transparency regarding salaries (listed comparatively with cohort and aspirational universities); also drills down to compare salaries internally revealing highest and lowest paid faculty per SMU school

BEST PRACTICE - work directly with university departments on diversity tracking and education
Universities cannot assume a uniform understanding, buy-in, or practice across departments related to diversity and inclusion (D&I) initiatives. Efforts must be made to intentionally development a clearer understanding and strong buy-in, and outcomes need to be measured.

(Syracuse)
Under the leadership of the Senior Vice President for Human Capital Development (a professional of color), Syracuse has designated personnel to work directly with university departments on diversity tracking and education. The process is as follows:
- look at data in applicant tracking system generated twice a year for Office of Federal Contract Compliance (OFCCP); also runs queries on current employee demographics to identify “gaps”
- works with each department to ensure that department acknowledges the gap, and also see the next step as more than “just about filling positions;” develop the department’s capacity to think more broadly and to more clearly understands the value of a diverse staff for that particular department
- partners with the department to examine and expand sources - organizations, websites, career fairs that target diverse populations
Section 1:2 Policies, procedures, and resources:

BEST PRACTICE - ramping up use of social media
 Universities can significantly enhance their efforts to recruit faculty/staff women and professionals of color through a strong and active social media presence.

(Syracuse)
 Syracuse is targeting underrepresented groups where they reside on social media (e.g., LinkedIn Recruiter, LinkedIn Talent Solutions) to build a more “active” pipeline of talent.

Here is the language that LinkedIn uses to describe what it has to offer to strengthen recruiting efforts. Organizations can:
- create a more “robust presence,” promoting one of your most valuable hiring assets - their employer brand (build career page, feature employees as brand ambassadors, prospects can connect with employees)
- sourcing - expand networks
  (find “passive talent” with search filters, access profiles, push out jobs to networks, put your jobs in front of, “target” the right candidates - they get notification)
- sourcing - manage networks
  (tag prospects by skills, sends candidates to you based on criteria, attributes, then engage prospects in networks, send inmail)
- measure returns
  (supplies data, analytics, reporting tools)

BEST PRACTICE - proactive approach to diversity recruitment
 Universities strengthen their efforts to recruit and retain faculty/staff women and professionals of color by delineating and disseminating the specifics of an effective search process.
Syracuse has a Search Committee Tips Sheet to educate departments regarding the composition and charge of search committees to increase diversity among the faculty. "Long before a search committee begins reviewing candidates, taking the following steps can help increase its ability to effectively increase diversity among the faculty. Guidelines cover:
- search committee make-up
- building a diverse applicant pool
- ensuring advocates can speak up about incorrect assumptions leading committees away from an objective assessment
- being clear at the outset about the commitment of the university to diversity and inclusion in the search process, and the link to the overall mission of the department, school, and college
- reviewing practices that will mitigate evaluation biases (resources are available for this process)

SMU's Office of Institutional Access & Equity has faculty search and recruitment resources including, Search Committee Guidelines for Recruiting Highly Qualified Faculty with Diversity Emphasis. This extensive resource includes information for departments regarding position advertising, how to prepare the search, how to attract a highly qualified and diverse candidate pool, screening, interviewing, selection, closing the deal and retention.

As important is the extensive language throughout these guidelines that builds an understanding of the value of diversity and inclusion:
“The faculty search and recruitment procedures contained in this document strengthen our ability to achieve the inextricably intertwined goals of excellence and diversity.” pg. 1
“A successful search begins long before the job description is published. Several steps can be taken early in the process that will help assure success in leveraging diversity as an educational resource. These steps require an assessment of the departmental cultural climate as well as departmental values, assumptions, goals, and past recruitment practices. The suggestions that follow are intended to result in an increased heterogeneity on campus with regard to race/ethnicity, class, gender, sexual orientation, national origin, and in other ways diversity can be exemplified while increasing recruitment of high quality faculty overall. pg. 3
**BEST PRACTICE - external partnerships and a broadly defined approach**

External partnerships regarding diversity and inclusion initiatives, and broadly embracing the value of a diverse workforce can enhance the visibility and reputation of the university with faculty/staff women and professionals of color prospects.

*(SMU)*

This is related to Objective 4, Goal 1 in SMU’s Strategic Plan (“Recruitment and retention of staff who are competent and professional”). HR has established a working relationship with the Texas Department of Assistive and Rehabilitative Services to facilitate employment outreach to veterans and persons with disabilities as targeted groups, and HR used internal job postings to announce opportunities to current, benefits-eligible employees. *(2012-2013 Progress Report, pg. 15)*

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**Section 2: Best Practices (Retention)**

**Section 2:1  Leadership (personnel, strategic planning, etc.):**

**BEST PRACTICE - diversity and inclusion (D&I) managers in senior leadership**

Universities that have D&I managers in senior leadership, or D&I leadership positions that grow out of strategic planning send a strong message about the university’s commitment to diversity and inclusion.

*(Syracuse)*

Syracuse has an Office of Human Capital Department (HCD) led by a Senior Vice President for Human Capital Development who is part of the Chancellor’s Cabinet, and part of the academic administration within the Office of the Provost. Under her leadership, Syracuse has initiated programming such as designating personnel from HCD to work directly with university departments on diversity tracking and education.

SU’s Office of Human Capital Department

“For the University to attain its institutional and public goals, we must recruit, retain, and support a diverse and dynamic workforce on campus and in all our communities, both local and global. Led by Senior Vice President Kal Alston, the Office of Human Capital Development provides the organizational bridge to reach across institutional boundaries, disciplinary silos and departmental cultures to support and advance the University’s values of opportunity, access, and inclusion.”
HCD encompasses the offices of Human Resources; Equal Opportunity, Inclusion and Resolution Services; Academic Human Resources; and the Early Education and Child Care Center.

(American)
Growing out the University’s 2008 Strategic Plan, (Leadership for a Changing World, Goal 5 “Reflect and Value Diversity”) was the establishment of two new staff positions and the Center for Diversity and Inclusion. The Center’s mission “is to advance the university’s commitment to respecting and valuing diversity, with the center serving as a resource and liaison for students, staff, and faculty on issues of equity through education, outreach, and advocacy.”

Section 2:2 Policies, procedures, and resources:

BEST PRACTICE - diversity and inclusion (D&I) related competencies in performance evaluation
Universities that are intentional about having D&I related competencies in performance evaluation send a strong message about accountability, and develop a shared sense of responsibility for the university’s mission regarding diversity and inclusion.

(American)
Performance Management Staff Competencies (A Competency Guide)
Framed in introductory language that states, “The way you do your work is just as important as what you accomplish,” AU has established core, job, and managerial competencies related to performance evaluation. The two core competencies are:
1. acting ethically with integrity
2. supporting a diverse and inclusive community
Further delineations under “supporting a diverse and inclusive community” includes:
1. Calls attention to comments, behaviors, or practices that may be perceived as unfair, biased, or critical toward people with certain backgrounds and beliefs; does not tolerate practices that promote biases or stereotyping.
2. Encourages and promotes practices that support all types of diversity; reviews policies and practices to make sure they do not adversely affect people from different demographic or cultural groups.
3. Enjoys working with people who come from different backgrounds; shows appreciation for the values and histories of other people; strives to learn from people whose backgrounds and experiences are different from his/her own.
4. Sensitive to cultural differences and beliefs; shows respect for the beliefs and traditions of others; avoids doing or saying things that might offend others.

(SMU)
SMU’s Office of Institutional Access & Equity has specific language regarding retention for departments included in, Search Committee Guidelines for Recruiting Highly Qualified Faculty with Diversity Emphasis.

“Our success in recruiting a diverse faculty will be for naught if our new recruits are not retained. Although the university as a whole plays a role in this process, like our students, new faculty need to find a “home” at the department level.” Pg. 10

Areas covered include:
- the process of welcoming a new faculty member
- create a welcoming environment (on and off campus)
- Create a professionally supportive environment for new faculty
BEST PRACTICE - strong employer branding and public relations

Universities that intentionally use strong employer branding and public relations can build institutional reputation and visibility, enhance a sense of pride and connection for faculty and staff, and more broadly, positively affect overall recruitment and retention.

(SMU)

As part of its larger brand-marketing campaign (World Changers Shaped Here), SMU has designated 2014 as the Year of the Faculty (“Celebrating World Changers”). This initiative marks “the extraordinary contributions of the University's esteemed faculty as researchers, teachers and University citizens.” The website highlights “individual faculty members and their remarkable achievements across the spectrum of disciplines,” and feature memories submitted by alumni.

Recently including faculty of color are Dedman Law Associate Professor, Jessica Dixon Weaver, and Cox School of Business Associate Professor, Sreekumar Bhaskaran.

(SMU)

SMU became the first Texas university to receive (and one of only a few universities that has ever received) the Exemplary Voluntary Efforts (EVE) Award. The U.S. Department of Labor EVE Award, “honors federal contractors that have demonstrated exemplary and innovative efforts to increase the employment opportunities of minorities, women, individuals with disabilities and veterans.” SMU sponsored an annual Higher Education Symposium, which promoted “a partnership between universities, colleges and the U.S. Department of Labor Office of Federal Contract Compliance Programs (OFCCP).”

BEST PRACTICE - strong new teacher and faculty development programing

Strong new teacher and faculty development programing as integral to efforts to recruit, retain and advance faculty/staff women and professionals of color.
SMU’s New Faculty Teaching Excellence Program:
- offers a series of workshops to support new teachers in designing, teaching, and assessing their courses
- full time faculty, tenure-track as well as non-tenure-track, are eligible to pursue the NFTE Certificate of Achievement to showcase and document your efforts and achievements in teaching. In addition to helping participants become excellent teachers, NFTE workshops provide ideas for demonstrating your efforts and successes.

Through its Center for Teaching Excellence, SMU offers programs such as “Showcase Your Teaching: Beyond Student Evaluations,” and a faculty Peer Feedback Program.

American's Start at AU is the university's onboarding program for staff. Start At AU is a program “designed to help new full-time staff acquire the knowledge and skills to quickly become effective in new jobs. The program includes tools and resources for managers to help make the process of integrating new staff easier.” Goals for Start At AU include:
- accelerate the acclimation and initial productivity of new full-time staff
- support managers of new staff with tools, resources, and programming
- increase new staff engagement and commitment to the university, their department, and their professional growth at AU

Section 2:3 Campus-wide initiatives

BEST PRACTICE - strong integration of diversity and inclusion related initiatives and programming across the campus community
A strong integration of diversity and inclusion related initiatives and programming across the campus community can enhance efforts to recruit and retain faculty/staff women and professionals of color.
SMU has had a Commission on the Status of Women since the 1970's. The Commission “was established as an oversight committee to examine issues of concern to female faculty, staff, and students (e.g., maternity leave, improved day care, and pay equity).

SMU’s Women’s Symposium is the longest continuously running program of its nature in the country. The annual forum “brings together women and men of differing ages and multicultural backgrounds to examine and discuss topics of national interest.” The Symposium’s 2014 keynote speaker was Kimberly Olson, CEO/President, Grace After Fire. Grace After Fire “provide outreach to all women veterans and their families, offering confidential peer support and increased access to appropriate trauma, mental health, addiction and community services.”

Telling Our Story: 100 Years of Women at SMU was an event held in April 2012, and the first of several in the series running until 2017. The series of events will “tell the stories of SMU women, their contributions to the life of the university, and their experiences as students, staff, faculty, and administrators.”

SMU through the Office of Institutional Access and Equity (IAE), has a Preventing Workplace Discrimination certification program. This is an example of another partnership where small employers located in the state of Texas, with not more than fifty (50) employees in total, can use a “guest” version of this program free for employee training. Larger employers can also use the program for demonstration and evaluation.

American using Faculty/Staff Project Teams “to support and value the differences of the campus community.” American recognizes “that however strong its outreach program, internal support from supervisory management and other employees is necessary to ensure maximum effectiveness and commitment for employment of diverse individuals throughout the university.” The International Campus Life Project Team “fosters intercultural awareness, appreciation, and understanding of AU diversity, and monitors the system and services to insure they are sensitive and respectful to the needs of international students, faculty, and staff.” American University Self-Study, January, 2014, pg. 91-92

Syracuse has a Dependent Care Task Force. “The University recognizes that many of its faculty and staff members are challenged to balance their work with a variety of familial responsibilities. Policies and practices that help employees manage these potential stresses will benefit all members of the university community, whether they are currently dealing with dependent care issues or not.”
The Task Force “researched existing dependent care resources, both on and off campus, compared SU’s programs and services to those offered by other benchmarking institutions, and considered possibilities for innovation, flexibility and planning.” Recommendations focus on “unmet needs, recognize the changing nature and complexity of contemporary culture and family relationships, and include features designed to reduce obstacles to productivity while enhancing the well-being of all University employees.”

Syracuse’ Flexible Work Policy “recognizes and supports flexible work arrangements as a means to facilitate a highly desirable and productive work environment that is responsive to the changing professional and personal needs of today’s workforce and/or to sustainability principles.” The Office of Human Resources, designated by the Chancellor provides “support mechanisms including protocols, education and training, tools, and forms to coach and guide supervisors and eligible staff through the process.”

Section 3: Best Practice (Advancement)

Section 3:1 Policies, procedures, and resources

BEST PRACTICE - conduct an analysis of the overall system of advancement
An in-depth analysis of the overall system of advancement concerning tenure and promotion can ensure fairness within the system, and strengthen the university’s ability to retain and advance faculty/staff women and professionals of color.

(SU) SMU publishes an annual progress report regarding its strategic plan. In 2011-2012, the report noted that “SMU faces a problem found throughout the academic world – the difficulty of women at the associate professor level to achieve promotion to full professor.” In 2012-13 the university reported:
- women now represent 20 percent of full professors, compared with 13 percent for last year
- SMU compared more favorably (2012-13) to cohort schools, with SMU having as many women full professors as Boston University and more than Baylor, Marquette, University of Miami, University of Tulsa
The 2012-13 report further states:

Even with this improvement, SMU remains committed to bettering opportunities for women and minorities to achieve promotion within the system. We continue to review the tenure and promotion process to make it fairer and clearer to all constituents, including showing pre-tenure faculty how best to present their dossiers so that the review teams understand their accomplishments.

Another factor in attracting and promoting the best faculty is to make available various options that recognize family responsibilities. To this end, the Office of the Provost has developed proposed policies.

Last year the provost asked the Faculty Senate and the President’s Commission on the Status of Women to review these “family friendly” policies. This year the provost has received approval of the proposed policies from the Commission on the Status of Women and awaits word from the Faculty Senate.

(2012-2013 Progress Report, pg. 9-10)

According to American University’s Self-Study, January, 2014 (pg. 91), the university:

- annually conducts an in-depth analysis of diversity in personnel matters and reviews the work force composition by organizational unit and job group to determine if there are areas of minority or female underutilization or concentration
- also examines personnel activity over the prior year including applicant flow, hires, terminations, promotions, and other activities to determine if there are selection disparities
- analyzes compensation to determine if there are any gender, race, or ethnicity-based disparity; and reviews selection, recruitment, referral, and other personnel procedures to assess any disparity in the employment or advancement of minorities or women

Fifty-five percent of American University staff are female. This is higher than the national average of 47 percent for all U.S. workers. AU has achieved an average of 38 percent ethnically-diverse staff employed in its workplace, which is greater than the national average of 33 percent (again for all U.S. workers). The university has continued to increase minority representation in managerial staff level positions which currently stands at 20 percent—on par with the current availability of 19 percent in the local, D.C.-area job market. Minorities hold 51 percent of AU’s technical positions, which is greater than the current (local) availability of 38 percent. pg. 90

American also has a Professional Development and Wellness Education and certification programming including a “Leading for Engagement and Inclusion” Certificate. Required training for managers and supervisors includes:

- People Management Basics
- Staff Orientation
- Performance Management Program Overview and Goal Setting
- Setting Performance Expectations
- Performance Management Program: The Mid-year Discussion, The Year-end Appraisal
- Preventing Harassment, Promoting Respect: Managers
- Creating a Service Culture
BEST PRACTICE - collaborative programming

Universities that think creatively to restructure support mechanism across the campus community can enhance efforts to recruit, retain and advance faculty/staff women and professionals of color.

(Syracuse)

Syracuse’ SU ADVANCE program is focused on advancing diversity in science, technology, engineering, and mathematics (STEM).

In the fall of 2010, the National Science Foundation, awarded Syracuse University $3.4 million to support continued transformation toward a more diverse, inclusive faculty in science, technology, engineering, and mathematics (STEM). As important as this financial support is the structuring of the program. SU ADVANCE’ focus is to use “networks to create transformation.”

The strategy for the multi-disciplinary project, titled The Inclusive Connective Corridor: Social Networks and the Advancement of Women STEM Faculty is as follows:

“The overreaching strategy of this project is to create an equity-based, inclusive connective corridor to facilitate and anchor social relationships among faculty women and men in the 12 STEM departments at Syracuse, and to link these faculty and units within a web of resource hubs on and off campus that arise from interdisciplinary and cross-sector collaborations.”

Section 4: Best Practices (Final Thoughts)

Given the different ways that universities position, house, strategically plan, implement, manage and assess diversity and inclusion (D&I) initiatives, and the different levels of awareness of D&I initiatives across each campus community, “best practices” are ultimately evidenced in the results from interview, focus group and survey assessment data. Given the incorporation of this data in the decisions that follow about revamping D&I initiatives, institutions must embrace the reality that changes must be realized and sustained incremental over time.

Of equal importance to building a shared sense of responsibility for the work of recruiting, retaining and advancing faculty/staff women and professionals of color, is addressing the reality that a strong understanding of the value of diversity to the specific outcomes of a given department is NOT the norm. Nor is a defining of outcomes that are NOT heavily influenced by a, “That’s the way we have always done it” mentality.
Appendix E: Summary of unit level survey

University of Denver Diversity and Inclusive Excellence Unit-level Survey Summary Results

Academic Units
Leadership Selection
In academic units that have department chairs and academic units, most select these positions internally from the faculty. Some are selected directly by the dean, and some are selected or elected by the faculty. In a few cases these positions have been filled by individuals external to the faculty, particularly in cases of new programs, in which case the positions are posted and the hiring process is followed. Faculty associate and assistant deans are generally appointed by the dean in all academic units and some units provide faculty input to the selection of associate deans. Staff associate and assistant dean positions, which exist in some academic units, are posted and the hiring process is followed.

Faculty Searches
Great variety exists in how faculty search committees are formed. In some academic units, committees are appointed by the dean, in some units, there is a search and screening committee that coordinates all faculty searches and selects the members of the committee for each search. Characteristics of search committee members taken into consideration when forming search committees include: mix of faculty and staff, mix of research interests and expertise, mix of gender, and consideration of inclusive excellence and diversity. DU faculty positions are posted in many publications and job boards, including those that focus on women, Asian and Pacific Islanders, Latinos/Latinas, African Americans, and veterans.

9 of the 13 academic units shared examples of interview questions used in faculty searches related to inclusive excellence and diversity. AHSS and Morgridge College of Education shared the largest number of examples and examples from all units were varied in their areas of focus, from questions regarding the candidates experience with a diverse population of students, to questions regarding the candidates understanding of cultural competency. 12 of the 13 academic units reported opportunities for the unit’s community to participate in the faculty search process. All twelve units invite students, staff, and faculty to attend lectures, job talks, or colloquia presented by the finalists.

4 of the 13 academic units stated that they have a plan for recruiting domestic historically underrepresented faculty (8 stated they do not and 1 left the question blank). The four plans described involved targeted advertisement of open positions in publications and listservs specifically designed to reach candidates of historically underrepresented groups. One unit has a faculty member who personally contacts recipients of a minority fellowship program to encourage them to apply to open positions in their unit.
7 of the 13 academic units stated that they have a new faculty mentoring program (5 stated they do not and 1 left the question blank). Some of the programs were described as informal in which an administrator in the unit pairs new faculty with experienced faculty based on common subject areas of teaching or research interests. Some of the programs were described as formal in which the paired new and experienced faculty meet at an introductory event, such as a dinner, and follow a specific set of responsibilities for both mentor and mentee. One unit mentioned a $100 allowance for the pair to share dinner and/or cultural events, and one involves a process in which the two visit each other’s classrooms as teaching partners.

All Units
Training and Development
18 of the 46 campus units reported that their unit provides development or training for staff and faculty outside of programming provided centrally by Human Resources and the Center for Multicultural Excellence related to diversity and inclusive excellence. 23 of the 46 campus units reported that they have individuals in their unit who have a portion of their job dedicated to providing leadership in order to promote diversity and inclusive excellence. The percentage of time dedicated to this leadership ranged from 2-5% as part of job duties for all employees in unit or the leadership of a unit to 100% as part of positions specifically designed to work in the areas of diversity and inclusive excellence.

Staff Searches
Great variety exists in how staff searches are conducted. In some units, committees are appointed by the dean or unit head, in some units, the person who will supervise the staff member to be hired asks other employees of the unit to serve on the search team. Characteristics of search committee members taken into consideration when forming search committees include: mix of faculty and staff, mix of job duties (some select members that will all work with the individual and some purposely select members who represent different aspects of the unit), mix of gender, and consideration of inclusive excellence and diversity. DU staff positions are posted in many publications and job boards, including those that focus on women, Asian and Pacific Islanders, Latinos/Latinas, African Americans, and veterans.

32 of the 46 units shared examples of interview questions used in staff searches related to inclusive excellence and diversity. Example questions from all units were varied in their areas of focus, from basic questions asking the candidate to define inclusive excellence and/or diversity, to their experience with inclusive practices and diverse workplaces, to approaches on collaboration and incorporation of diverse perspectives. Some examples listed did not seem to fit the intent of the survey question, such as questions that focused on candidate strengths and weaknesses, and one that required the candidate to state what they would bring to a staff potluck. Units reported varying degrees of community participation in staff searches depending on the type of staff position being filled. One pattern seems to be that higher level positions offer the opportunity for presentations or meetings in which the entire unit community, and in some cases DU community, is invited to meet finalists. Lower level position candidates generally meet only with those who will work directly with that employee.
10 of the 46 units stated that they have a plan for recruiting domestic historically underrepresented staff (35 stated they do not and 1 left the question blank). 8 of the 10 plans described mentioned targeted advertisement in diverse publications. Of the two that described more formal plans, one described targeted recruitment of female candidates by inviting every female applicant to an interview. The other, Athletics and Recreation, outlined a highly detailed, formal plan to recruit a diverse pool of candidates.

17 of the 46 units stated that they have a new staff mentoring program (28 stated they do not and 1 left the question blank). Some of the programs were described as informal in which an administrator in the unit pairs new staff members with experienced staff members based on similar job duties. Some of the programs were described as formal. Daniels College of Business has a Daniels Delegates program in which new staff members are formally paired with experienced staff members and there are initial and follow-up meetings between the two. Fisher Early Learning Center and Ricks Center for Gifted Children have formal teacher mentoring programs with associate and master teachers. Some units also mentioned participation in the DU Human Resources-coordinated formal mentorship program.