

WOMEN AT UCF: STATUS 2000

Executive Summary



**The President's
Commission on the Status of Women**

University of Central Florida

July 2001

Greetings:

On behalf of the President's Commission on the Status of Women, it gives me great pleasure to share this executive summary of *Women of UCF: Status 2000*. This report represents the culmination of many hours of diligent labor performed by diverse individuals expressing varied perspectives. The unifying force for these talented individuals was an unwavering desire to fulfill the president's charge to assess the university's environment and to make recommendations to ensure that the women of the University of Central Florida are the beneficiaries of a campus culture that is equitable and supportive.

The Florida Commission on the Status of Women named UCF the state's "most woman-friendly government employer" for 2000. This recognition serves to affirm our commitment to women and to women's issues. It also challenges us to continue our efforts in this regard. Fortunately for our community, the UCF Commission's recommendation to develop a women's research center was approved several months ago and a director is expected to begin her tenure within weeks. Preliminary discussions are also underway to address the issue of developing a comprehensive women's resource center. Vice presidents and selected department heads received advance copies of this document, and several have identified ways in which their divisions and units can facilitate the timely implementation of a number of the recommendations contained herein. And, as a means of institutionalizing the Commission's efforts, the Strategic Planning Council is committed to addressing a wide array of women's issues in the 2001-2006 strategic plan.

Commendations are extended to Dr. Debra Reinhart, Commission chair, for her guidance and commitment to this two-year initiative; to the members of the Commission for their time, talent, and dedication; and to all of those who so willingly contributed to this process. We offer special words of thanks to President John C. Hitt for his visionary leadership in establishing the President's Commission on the Status of Women. This forum has given us the opportunity to meaningfully impact the culture, climate, and metropolitan research agenda of the University of Central Florida.

With fond regards,

Valarie Greene King, Ph.D., Executive Director,
President's Commission on the Status of Women

CSW Executive Summary

Table of Contents

Members of the Commission.....	3
Message from the Chair	4
President’s Charge	5
Mission Statement.....	6
Summary of Issues	7
Data Collection.....	7
USPS & A&P Satisfaction	8
Faculty Hiring and Promotion	12
Glass Ceiling	14
Faculty Workloads	16
Gender Concentration.....	19
Gender Equity in Student Access.....	22
Sexual Harassment.....	24
Family-Friendly Policies.....	26
Classroom Environment.....	28
Campus Climate	31
Safety.....	32
Vision Statement.....	34

**The President's
Commission on the Status of Women
Members**

Valarie Greene King, Executive Director

Debra R. Reinhart, Chair 1998-2000
Carole Adams 1998-2000
Amy Barnickel 1999-2000
Julie Barrett 1998-1999
Kathleen L. Bell 1998-2000
Janice Broody 1998-1999
Tara duKor Jackson 1998-2000
Terri S. Fine 1998-2000
Kerry Gajewski 1998-2000
Harmony Gillett 1998-2000
Cheryl Green 1998-1999
Edward Hampton 1999-2000
Athena Hoepfner 1998-2000
Martha Marinara 1998-2000
Rosemary Monroy 1998-2000
Joan Morris 1999-2000
Shelley Park 1998-2000
Carmen Contreras Shrum 1998-2000
Richard Tucker 1998-2000

Message from the Chair

The University of Central Florida (UCF) President's Commission on the Status of Women (CSW) was created to assess and recommend policies, practices, and procedures that improve and ensure an equitable educational, professional, and social environment in which the full participation of women is supported and the contributions of women are valued. In early September 1998, nomination forms were distributed to UCF faculty, staff, students, and administrators for service on the CSW. A total of 54 nominations were received, 16 of which were selected for the CSW. The CSW received its charge from President Hitt on September 28, 1998 at a joint meeting with the President's Commission on the Status of Racial and Ethnic Minorities (CSREM).

On October 31, 1998, the CSW and CSREM held a retreat in the UCF Student Union. At this retreat, the CSW established a purpose statement that reflected the President's charge. In addition, issues and concerns were identified to guide the CSW in its efforts. Monthly meetings during the academic year, one summer meeting, and a spring and fall retreat in 1999 followed.

The first year of the CSW's two-year term was devoted to gathering data and information accomplished by conducting surveys, examining university statistics, interacting with focus groups, attending conferences, listening to invited external experts, and soliciting opinions using a web site. During the second year, we analyzed the data and information and developed recommendations and action items included in this report. These recommendations are presented in order of priority, however all were considered important and relevant to gender equity at UCF.

Critical recommendations from the CSW include the following:

- ❖ Create a Women's Research/Resource Center;
- ❖ Implement the detailed recommended actions identified in the following pages; and
- ❖ Extend the tenure of the Commission on the Status of Women to monitor implementation of the recommended actions.

Implementation of changes recommended in this report must come through top-down support of the many issues discussed. Integration of these recommendations with UCF's Strategic Plan will be important to their implementation. Directives through administrative channels must clearly recognize the importance of these findings. In addition, it is essential that a procedure for monitoring implementation of recommendations be established, either through a continued CSW or a similar body.

This report represents the dedicated efforts of many women and men. We learned much about what is right about UCF. It is hoped that these findings will lead to an even better environment for both women and men.

Debra R. Reinhart, PhD, PE
CSW Chair

The President's Charge

The President's Commission on the Status of Women is established to assess and recommend policies, practices, and procedures that improve and ensure an equitable educational, professional, and social environment in which the full participation of women is supported and the contributions of women are valued.

In addition, the Commission is to work closely with the Strategic Planning Council to ensure that gender, racial, ethnic, and other elements of human diversity are addressed. More specifically, the Commission is to provide guidance and leadership in infusing diversity throughout the Strategic Plan to support the overall goal of becoming a more inclusive and diverse community.

John C. Hitt, President

CSW Mission Statement

Our purpose is to identify and recognize women's contributions in achieving our goals as a metropolitan university. In order to maximize women's contributions, we aim to:

- ❖ Assess and monitor the status of women at UCF with regard to diversity, equity, and inclusiveness;
- ❖ Foster their physical, emotional, and intellectual well-being;
- ❖ Enhance community awareness of gender issues and the benefits of inclusiveness through education, outreach, and training; and
- ❖ Recommend enabling mechanisms to institutionalize equity.

Summary of Issues

Issue # 1 - Data Collection

The collection of large-scale data across different departments and units at UCF lacks the design integrity and uniformity to study trends; lacks sensitivity to gender, status, and racial/ethnic diversity in reporting design; and lacks a systematic approach to collecting data.

Key Findings:

- With the exception of data collected for the EEO/AA Office and Salary Equity, the results of the various survey instruments are not reported in terms of gender, thus making it difficult to determine if perceptions of the issues differ for various populations and groups within the institutional community.
- The majority of instruments are administered to meet short-term goals, such as project reports, rather than being administered systematically to serve long-term institutional needs.

Recommendations (Priority One):

- Establish a Women's Research/Resource Center (WRC) as an effective strategy to collect data necessary to assess campus climate and gender status (see Issue # 11 – Campus Climate for more information).
- Design one “climate” instrument to be administered annually to faculty, staff, and students.
- Delegate responsibility on a local level (department, college, unit) to ensure a high response to this climate instrument.
- Report the results of the climate instrument by gender, status, and racial/ethnic diversity to make the views more distinct.
- Publish the results of the climate instrument and other important studies in several campus public forums for discussion and review.

Actions:

- Review the data collection instruments currently in use to reduce the number administered.
- Designate someone in the Office of Operational Excellence and Assessment Support to meet with both the Commission on the Status of Women and the Commission on the Status of Ethnic and Racial Minorities to design a “climate” instrument.
- Formulate an administration, collection, analysis, and publication schedule.

Issue #2 – USPS & A&P Satisfaction

From a staff survey conducted by the CSW, it was determined that three prominent sources of dissatisfaction exist among USPS and A&P employees: low pay, limited opportunities for advancement, and lack of recognition.

Key Findings:

- Low pay disproportionately affects female staff at UCF, particularly in the lower pay ranges (Figures 1- 4). In non-professional positions, only 14% of female employees earned more than \$25,000 per year, compared to 46% of male employees.
- We are seeing progress in the promotion of women, however 1999 data show that few women are represented in top paying positions in both the professional and non-professional categories, suggesting women are still not advancing to the highest levels in their fields at the same rate as men (Figures 1- 4).
- Occupational gender concentration appears to be a significant factor in the discrepancy between the wages of women and men, especially in the non-professional fields: non-professional women at UCF are typically seen in “traditional” female roles, with 70% working in secretarial/clerical positions.
- According to the CSW staff survey, some 28% of USPS and A&P women do not perceive their work as “valued.” Given our commitment to operational excellence, we should aim for the vast majority (90% or more) of employees, both male and female, to perceive their work as valued.

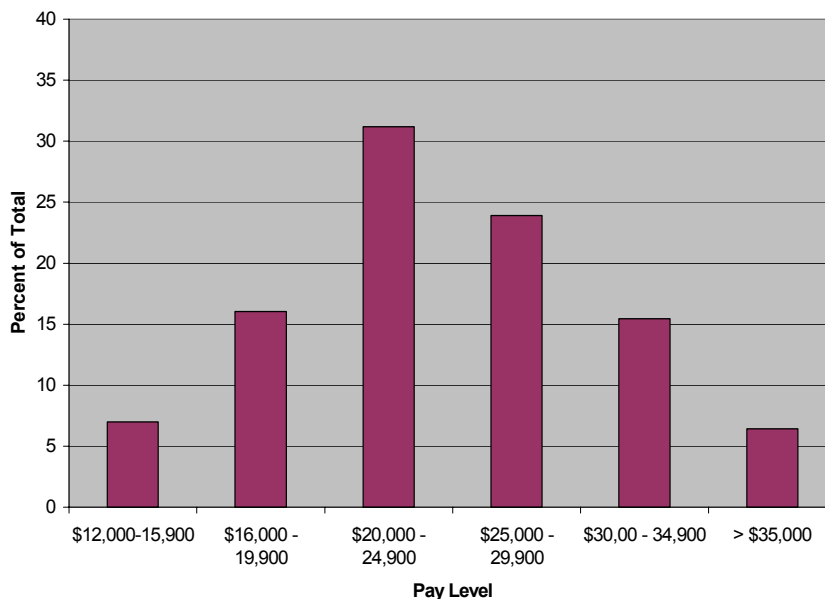


Figure 1. UCF Men's Pay Distribution - Technical/Paraprofessional; Secretarial/Clerical; Skilled Craft; Service/Maintenance (Budget Office 1999)

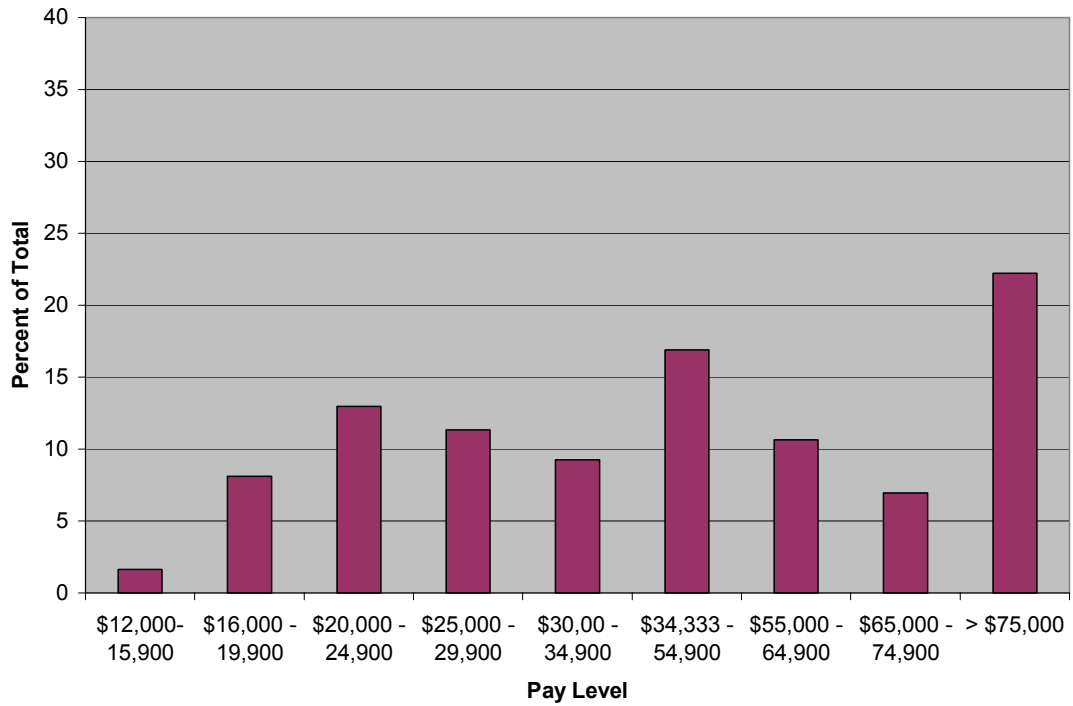


Figure 2. Men's Pay Distribution – Executive/Administrative/Other Profession (Budget Office 1999)

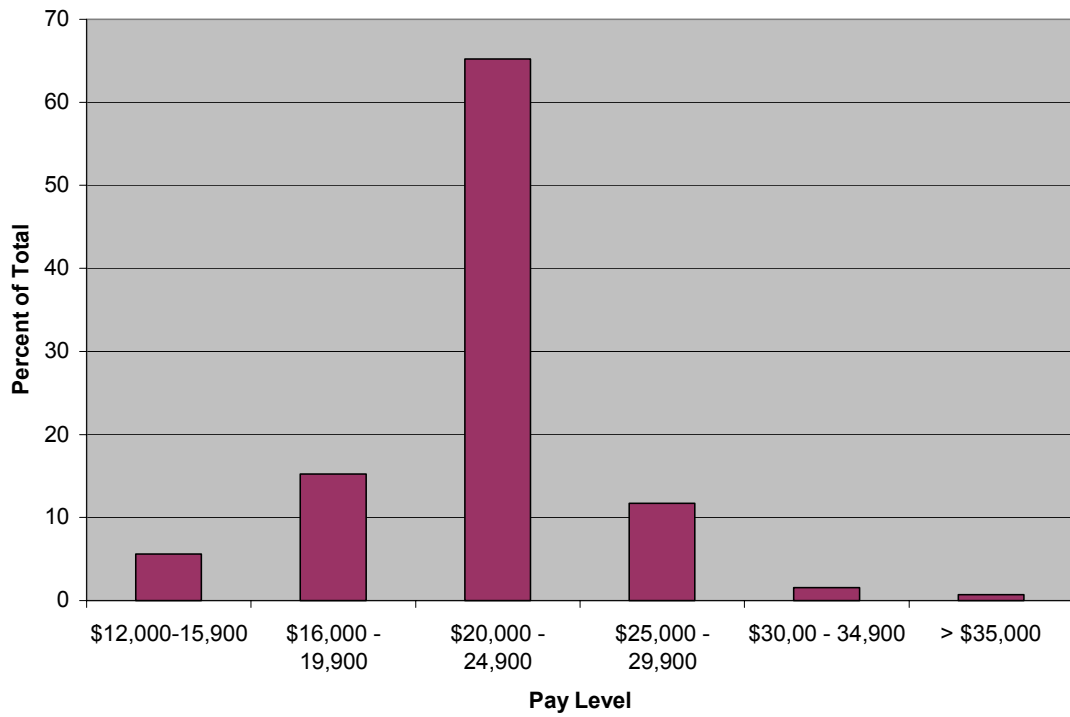


Figure 3. UCF Women's Pay Distribution - Technical/Paraprofessional; Secretarial/Clerical; Skilled Craft; Service/Maintenance (Budget Office 1999)

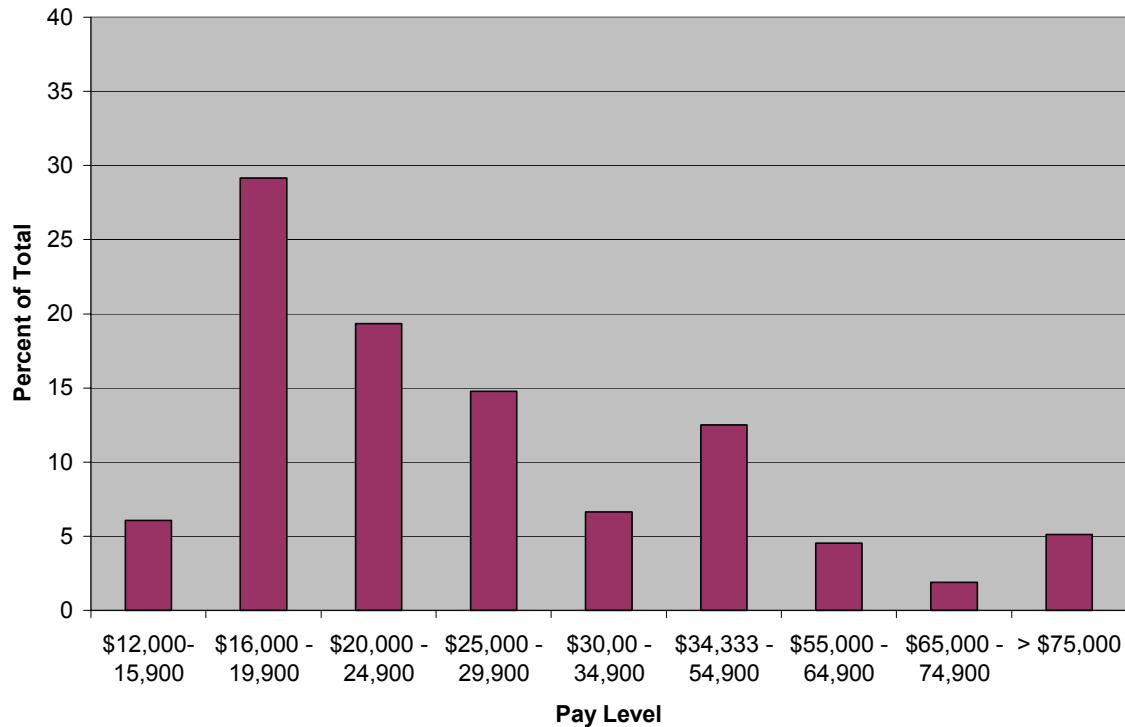


Figure 4. UCF Women's Pay Distribution – Executive/Administrative/Other Professional (Budget Office 1999)

Recommendations (Priority One):

- Assess the degree to which gender pay inequities exist in departments and units.
- Increase female employees' awareness of career advancement possibilities.
- Compensate employees for increasing their skills and duties.
- Implement programs and policies to prevent sexual harassment in the workplace.

Recommendations (Priority Two):

- Identify and eliminate systematic causes of occupational concentration within hiring practices.
- Increase the opportunities for advancement in traditionally female occupations.
- Recognize non-faculty women by increasing the number and prestige of honors and awards.

Recommendations (Priority Three):

- Recognize the benefit of traditionally feminine activities and styles in the workplace.
- Make traditionally male workplaces more comfortable and attractive to female employees.

Actions (Priority One):

- Perform a comparable-worth study to examine effects of gender concentration on pay.
- Perform Equal Pay Self-Audits in departments and units.
- Provide compensation to those who learn new jobs and take on new duties.
- Train and hire current UCF employees to fill higher level, non-professional positions.
- Write position qualifications so that job experience is equivalent to certificates or degrees when possible.
- Standardize sexual harassment definitions and procedures on campus and widely distribute the information to all levels of employees.

Actions (Priority Two):

- Review job descriptions to see how they may preclude or prejudice consideration of women, and revise them to be more inclusive.
- Educate women about career advancement techniques, e.g., the Working Women's Equal Pay Checklist.
- Create duty-specific honors to recognize individuals who excel in their positions relative to others with similar jobs; increase the prestige of honors available to non-faculty.
- Create a University-wide honors award for non-faculty employees and announce the recipient at a prominent University function, such as Founders Day.

Actions (Priority Three):

- Include valuation of traditionally feminine activities and styles in performance evaluation criteria.
- Inventory opportunities for advancement in traditionally female occupations compared to opportunities in traditionally male occupations.
- Create networks to decrease isolation for women employed in male-dominated workplaces.
- Target supervisors of traditionally male positions for comprehensive diversity training.

Issue #3: Faculty Hiring and Promotion

The forces linked to hiring, promotion, and faculty “quality of life” all contribute to both the perception and the reality that women and minorities are treated unfairly in hiring and promotion and tend to receive lower salaries than men and non-minorities.

Key Findings:

- Focusing attention on the quantitative aspects of hiring and promotion without also giving attention to the qualitative aspects takes attention away from potential improvement strategies, e.g., it is clear from numerous data sources that women faculty are underrepresented among faculty, particularly in certain disciplines such as Engineering, Computer Science, Business, Physics, Chemistry, and Biology (see “Gender Concentration” section). These disciplines tend to bring much larger salary/benefits and startup packages than female-dominated disciplines, such as Education, English, History, the Arts, and qualitative Social Sciences.
- It is also true that there are far more women, in raw numbers and as a percentage overall, being tenured now than in the past. In 1998, almost two-thirds of those tenured were men whereas ten years earlier 93% of those securing tenure were men. Many might argue that these data show significant improvement; however, the data do not reveal how many women, in raw numbers or as a percentage of the total of men and women, were either encouraged to seek employment elsewhere before going up for tenure or sought tenure and were denied it. Further, the data do not reveal the relative percentages of women in that tenure candidate pool when hired at the beginning of any tenure cycle, i.e., 5 or 6 years earlier.
- Differences in pay scales also demonstrate similar concerns. It is well documented that women represent smaller proportions of the total number of full professors than at the instructor rank (see “Gender Concentration” and “Employee Satisfaction” sections). However, it is unclear whether these differences are caused by less gender-specific forces such as time in the profession and disciplinary/market forces or are linked to more gender-related concerns such as discriminatory practices.
- CSW survey results indicate there are also different climates of expectation linked to female and male faculty, e.g., efforts to diversify various committees means that women’s service expectations may be different as women may be asked to perform more service than men. This would be particularly true for untenured women whose service on committees provides a “two-fer” function by providing diversity in both rank and gender. Women who do not hold tenure have shared with CSW members the concern that they may face later reprisals for refusing to perform service to the level at which they are asked. Accordingly time has been taken away from more tenure-specific activities such as research, grant, and publication activities.

Recommendations:

- Provide focused diversity training that will ensure fair treatment of women and minorities in the hiring and negotiation process.
- Make hiring personnel aware that women and minorities are often socialized to be hesitant to negotiate for better salary/benefits and start-up packages.
- Provide and encourage mentoring for female and minority faculty within and across departments in order to stem the tide of marginalization and isolation of female and minority faculty.

Actions:

- Provide diversity management training for Deans, Directors, and Department Chairs in the value of a diverse faculty so that they will be well versed in presenting such issues to faculty and will sensitize their faculty to the value of both interviewing and hiring a diverse faculty.
- Sensitize Deans, Directors, and Department Chairs to the numerous service burdens in which female faculty are asked to participate. Quantify service burdens within and across departments and colleges to develop better baseline data describing the situation.

Issue #4 – Glass Ceiling

Both in salary and in positions held, the “Employee Satisfaction” and “Gender Concentration” sections of the CSW Report indicate that UCF’s profile shows gender differences in salaries, in both professional and non-professional categories, just as a 1997 U.S. Department of Commerce’s study indicated. This national comparison of male and female full time, year-round workers’ lifetime earnings paints a graphic picture of the Glass Ceiling. While male earnings steadily increase through age 62 to reach between \$35,000 (some high school) to \$93,000 (Bachelor’s Degree or more), in stark contrast, the earning potential of females levels off at age 37 and falls between \$18,000 (some high school) and \$49,000 (Bachelor’s Degree or higher). After age 37, the female college-degree-holder population experiences a decline in earning power to \$33,000 at age 62.

Key Findings:

- In 1999, there were 301 tenured male faculty compared to only 82 tenured female faculty. Of the 218 male non-tenured faculty, only 66 were instructors. Of the 224 female non-tenured faculty, 110 were instructors or lecturers. While male full, associate, and assistant professor figures are 143, 181, and 129 respectively; female numbers are 20, 70 and 106 for the same categories. This imbalance has been historically perpetuated. Although recent trends suggest an increase in the number of women tenured, the percentage is still low relative to the percentage of women in tenure earning positions (see Figure 5).
- A look at top administrative positions in 1999--Dean, Associate Dean, Assistant Dean, Chair, and Director--again shows great disparity, except at the Dean and Assistant Dean level where the male to female ratios was 2:3 and 3:3, respectively. Of the 11 Associate Deans, 9 were male; of the 33 Chairs, 31 were male; of the 70 Directors, 44 were male; and of the 26 female Directors, 12 were in non-academic positions. Three of seven assistant/associate vice provosts/presidents were female. None of the Vice Presidents was female.¹

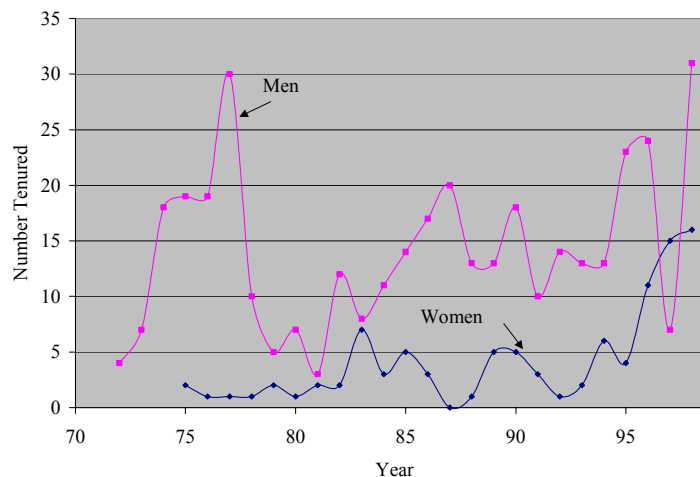


Figure 5. Number of UCF Faculty, Tenured 1970-1999, by Gender (Provost’s Office)

¹ As of Fall 2000, four of six Deans were female and there were eight female chairs and one female vice provost.

Recommendations:

- Conduct organizational and individual assessments to determine what is causing the glass ceiling to form. Then apply effective mentoring and training programs for women to facilitate effective glass ceiling reduction strategies. In addition, apply effective mentoring and training programs for gatekeepers and those responsible for promotion, tenure, and compensation of women. Education, mentoring, and training for students should also be provided.
- Current faculty and professional staff gender-based distributions are not structured to remedy the situation. Focused leadership is needed to create balanced practices that will support advancement opportunities for women, with the ultimate goal of removing the glass ceiling.

Actions:

- To establish a goal of University-wide equity, the removal of conditions that limit promotions must be a major thought in UCF's strategic planning. The workforce trends mandate it, as does UCF's values of equity and inclusion.
- The current structure of policy and gender distributions must be examined with an eye toward intentionally re-distributing opportunity and positions of influence to create a gender-equitable distribution. As desirable positions open, policy should give preference to qualified women until the glass ceiling no longer is evident.

Issue #5 – Faculty Workloads

As revealed on the Fall 1999 faculty survey, there are significant gender differences in faculty perceptions of job expectations for women and men. In particular, female faculties generally agree that more is expected of them than of their male counterparts; male faculties do not share this perception. This situation mirrors national data on faculty workloads, which suggest that women spend more hours in the classroom than their male colleagues (HERI Faculty Survey, 1989-99) and devote a greater percentage of their time to institutional service activities than do male faculty (Carnegie Foundation 1990; U.S. Department of Education, 1991). Nationwide, both tenure earning and tenured female faculty are less satisfied with their workload than their male peers (1993 National Study of Postsecondary Faculty, American Faculty Poll 2000). These feelings are likely related to female faculty's greater dissatisfaction with other facets of their work life, such as their abilities to keep current in their field and their opportunities for advancement, as also indicated by NSOPF-93.

Key Findings:

- As seen in Figure 6, only 9% of male faculty surveyed agree or strongly agree that female faculty experience higher expectations than male faculty. However, *half* of the women surveyed agreed or strongly agreed that they faced higher expectations than their male colleagues did.
- As seen in Figure 7, 32% of female faculty surveyed believed they carried disproportionately high teaching loads (compared to 3% of male faculty surveyed); only 38% disagreed that female faculty teaching loads were heavier (compared to 75% of male faculty surveyed).
- There is a disparity in female and male faculty's perception of gender equity regarding research leave: 38% of female faculty surveyed by the CSW believed male faculty were more likely to be granted sabbaticals (compared to only 6% of male faculty). Only 10% of female faculty disagreed with this claim (compared to 47% of male faculty).

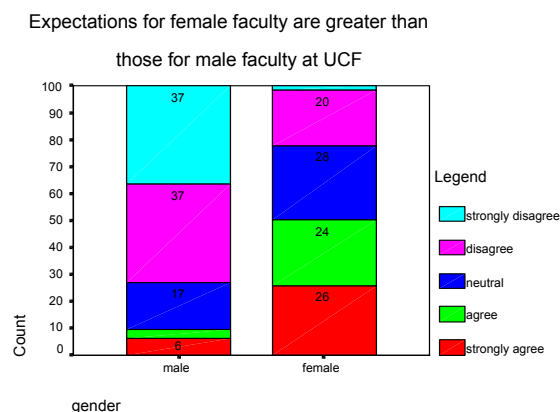


Figure 6. UCF Perceptions of Expectations by Gender

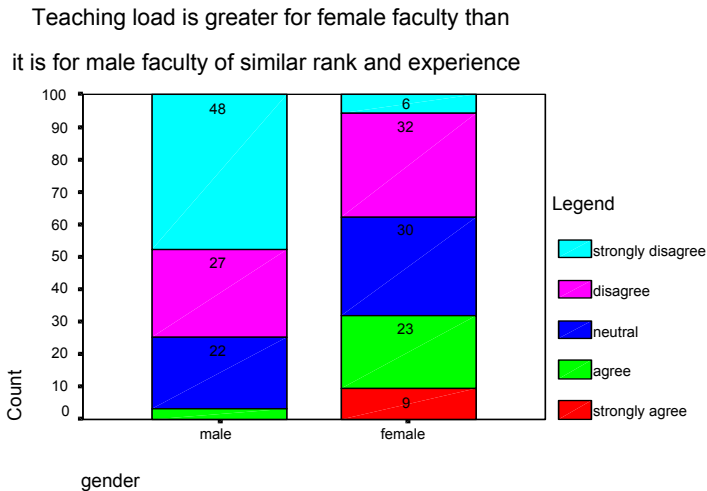


Figure 7. Perception of Teaching Loads by Gender

- The UCF Faculty Survey indicated that 72% of female faculty agreed or strongly agreed that students had higher expectations of female faculty in terms of nurturing and support. Early focus group studies with students indicated that this is, in fact, the case.
- Other significant perceptual differences between male and female faculty, as identified by the UCF Faculty Survey, include the following (men tended to disagree, women tended to agree):
 - Female faculty earn smaller salaries than male faculty of equal degree and experience,
 - Male faculty are treated more fairly than female faculty in the tenure and promotion process,
 - University awards are given equally to male and female faculty,
 - Women are treated as equals among their colleagues, and
 - Female faculty are expected to do more work than male faculty in the area of service.

Recommendations (Priority One):

- Ensure that opportunities for research leave or course reductions for research are equitably distributed.
- Balance faculty workloads to compensate for extraordinary service responsibilities.

Recommendations (Priority Two):

- Ensure that accurate and comprehensive information regarding faculty workloads is collected on an ongoing basis. (It must be noted that such objective measurements are difficult to achieve, as FTE assignments tell only a partial story--factors related to actual time spent on teaching include not only course loads carried, but numbers of students taught, methods of evaluation used, time needed for preparation, and time spent in individual mentoring and counseling of students.)
- Implement family-friendly policies.

Actions (Priority One):

- Charge the appropriate offices with tracking by gender the number and type of sabbaticals, in-house research grants, and course reductions related to research activities applied for and awarded annually.
- In recognition of the fact that women (and minorities) may need to serve on more committees than their (white) male counterparts in order to promote gender and racial balance on such committees, award a course reduction to non-administrative faculty whose service responsibilities exceed an established threshold.
- Identify potential biases in student evaluations related to differential expectations of female and male professors; also identify similar biases that might exist in other evaluations of faculty.

Actions (Priority Two):

- Analyze faculty FTE workloads by gender, as well as discipline, annually. This study should be accomplished by two or three faculty members experienced in conducting such research asking questions such as:
 - Are women more likely than men to be assigned to teach large introductory courses?
 - Are women more likely than men to be assigned to supervise interns?
 - Are women more likely than men to be given responsibility for advising lower-level undergraduates but not advanced majors or graduate students?
 - Are women more likely than men to be assigned to work with problematic, troubled or marginal graduate students?
- Develop a faculty survey instrument, using questions parallel to the HERI or NSOPF studies, that requires faculty to self-report the number of hours per week that they expend on research, teaching, and service respectively. Analyze answers by gender of respondent, as well as other variables determined relevant. Re-administer the survey at three-year intervals to obtain longitudinal data trends.
- Develop policies and programs to assist women to deal effectively with balancing work and home responsibilities (e.g. expanded onsite dependent care, including sick care; generous family leave policies; extended tenure probationary periods; etc.)

Issue #6 – Gender Concentration

Gender concentration results in feelings of isolation and powerlessness, whereas diversity results in increased creativity and empowerment.

Key Findings:

- A review of UCF student and faculty distribution for Fall 1999 reveals distinct gender concentration, most notably in Engineering, Computer Science, Physics, and the Colleges of Public Health Administration and Education. There exists a male dominance in the first three and a female dominance in the latter two (Figures 8 and 9). Gender balance is observed in other programs of the College of Arts and Sciences and the College of Business Administration.
- There is a dramatic disparity in gender distribution between soft-money/non-tenured faculty and tenured faculty—females are found at two to three times the frequency in non-tenured positions as compared with tenured (Figure 10).

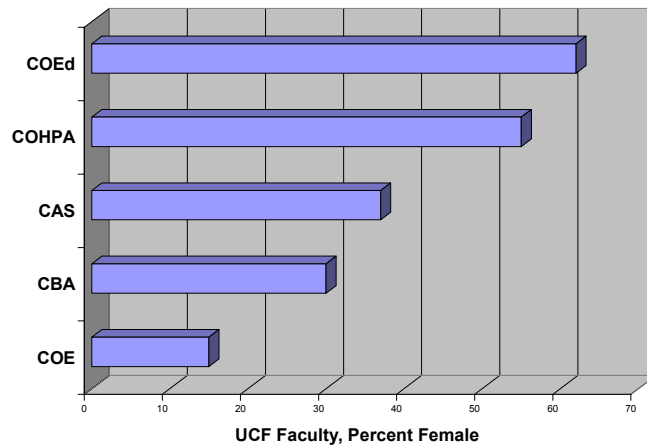


Figure 8. Distribution of UCF Female Faculty by College (IPEDS 1999)

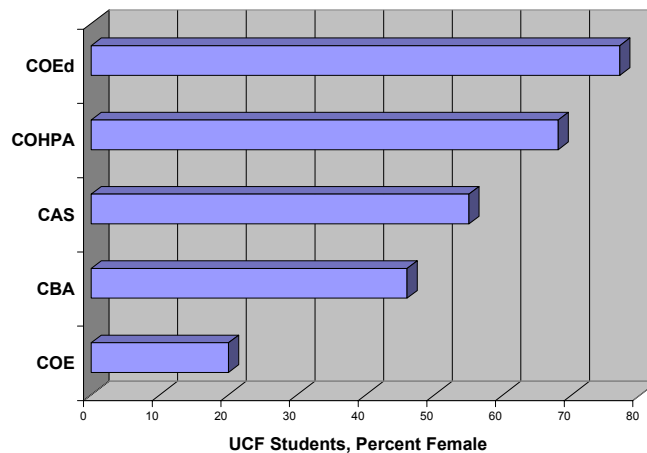


Figure 9. Distribution of UCF Female Students by College (IPEDS 1999)

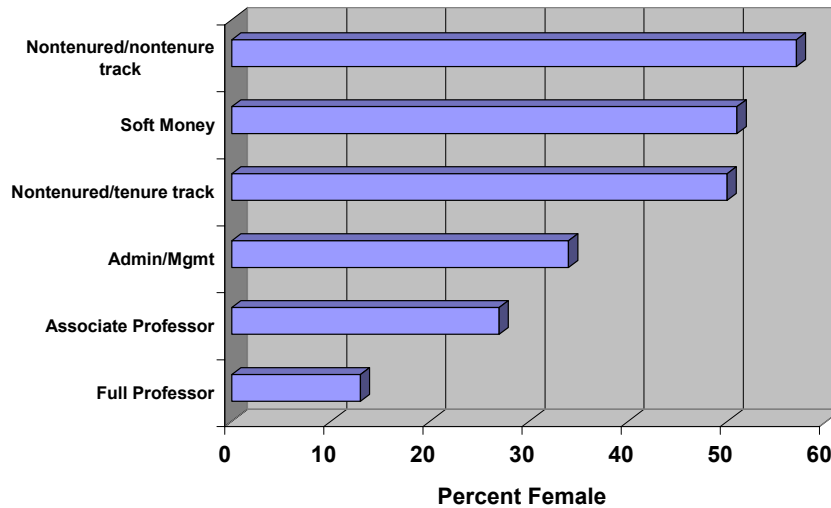


Figure 10. Distribution of UCF Females by Rank (IPEDS Fall 1999)

- Gender concentration also exists in other job classifications as well—salary data suggest that females tend to be clustered in lower paying positions.

Recommendations (Priority One):

- Ensure that search committees are gender balanced since faculty often base their hiring decisions on characteristics with which they are familiar.
- Encourage a broad academic search that rigorously pursues a more diverse pool of applicants.
- Females should qualify for diversity enhancement lines in underrepresented fields, as they have in the past.
- Integrate teaching teams so students see more diverse role models, such as Linc and Honors program models.

Recommendations (Priority Two):

- Provide female faculty opportunities to hone and showcase scholarship in order to compete for tenure more effectively.
- Develop policies to assist women to deal effectively with work and home responsibilities, e.g., generous family leave policies, paid time off, extended tenure probationary periods, flexible spousal/partner hiring practices, flexible work schedules to care for dependents without jeopardizing their careers, etc.

Recommendations (Priority Three):

- To minimize student gender concentration by field, educate K-12 guidance counselors about nontraditional careers for women and provide input to K-12 programs so students are more prepared for technical fields.

Actions (Priority One):

- Inform Chairs of the need for balanced search committees and broader searches.
- Develop recruitment techniques that reach women in underrepresented fields.
- Provide diversity enhancement lines for women.

Actions (Priority Two):

- Organize opportunities for junior faculty to network and to showcase scholarship.
- Provide funds to establish a Women's Program in Science and Technology at the University level to advocate and recruit women in nontraditional programs.
- Identify appropriate linkage courses that can be team-taught by diverse faculty from different programs.

Actions (Priority Three):

- Identify faculty interested in pursuing funding for programs to promote nontraditional career awareness in the K-12 school systems.

Issue #7 – Gender Equity in Student Access

Any study of gender equity for students on a college campus must include an examination of the accessibility of programs of education to women and to men. A micro-analysis of student demographics indicates gender differences in programs of study that are central to UCF's mission; these are also the programs of study most apt to lead to high status and high-paying careers for students. Other barriers to women's access to higher education also remain.

Key Findings:

- Barriers to women's access include inadequate recruitment and retention of women in scientific and technological degree programs; potential disparity of campus financial opportunities for women and men; and inadequate facilities for care of dependents.
- Even though at first glance there would appear to be no barriers to women's access to education, with roughly 55% of the UCF student body being female, gender concentration appears when college and departmental enrollments are considered.
- Female students are highly represented in disciplines related to social services, the arts and humanities, and men are highly represented in disciplines related to science and technology.
- Given that both historically and currently UCF's mission has prioritized these technical fields in research, teaching, and partnership, greater attention needs to be paid to recruiting and retaining female students in these fields.
- The skills acquired in these technical fields are those most apt to lead to high-status, high-paying careers for students entering the workforce in the 21st century.
- In CSW surveys, female students are more likely than male students to perceive that employment opportunities are less accessible and that scholarship opportunities for women are sparse; only one-half of female students surveyed thought that there were equal employment opportunities for women and men, and just over one-quarter of first year students agreed that scholarships were available for outstanding female students.
- There are no UCF or state scholarships specifically for women pursuing advanced degrees, as exist for members of ethnic minority groups.
- Women and persons with children surveyed were more likely than men and persons without children to see inadequate childcare as a barrier to educational opportunities.

Recommendations (Priority One):

- Be proactive in recruiting female students into male-dominated fields.
- Ensure female students have appropriate opportunities to finance their education.
- Develop family friendly policies that extend to students, as well as staff and faculty.

Actions (Priority One):

- In partnership with local K-12 schools, develop summer programs for girls showing interest in or aptitude for scientific and technological study.
- Provide and publicize scholarships for women who excel in scientific and technological fields. These should be offered at both the undergraduate and graduate level.
- Charge every academic unit with less than 40% female students to develop an action plan for recruiting female students.
- Provide equitable opportunities for both female and male students in work placement programs.

Actions (Priority Two):

- Charge the Student Financial Aid office with monitoring its disbursement of funds for gender balance.
- Charge campus-hiring units with monitoring gender-balance in their student workforce.
- Require units providing internship opportunities to keep and periodically report data related to gender balance in placing students in paid and unpaid internship positions.
- Require academic units to keep and periodically report data related to gender balance in their funding of graduate students via GTA, GRA, or other financial awards.
- Provide arrangements either on-site or in partnership with off-campus sites for drop-off care and sick care for students not requiring full-time care for dependents.

Issue #8 – Sexual Harassment

UCF's low-profile approach to sexual harassment assumes that UCF students, faculty, and employees know what constitutes sexual harassment, how to access more detailed information if they need it, and what to expect in filing a grievance.

Key Findings:

- A review of the number of sexual harassment grievances filed and accepted for action since 1993 might convince some that sexual harassment is not a major problem at UCF: of the 86 discrimination grievances filed from 1993-96, 18 cases were identified as sexual harassment; from 1997-99, only 10 discrimination grievances were filed, two of which were identified as sexual harassment cases.
- The number of sexual harassment cases appears to be declining, yet according to women's responses to the CSW Faculty Survey, 35% have experienced sexual harassment at UCF, 36% perceive sexual harassment as a problem, and 68% have been subjected to sexist comments and jokes in the workplace.
- Women's responses on the CSW Staff Survey indicate similar perceptions: 27% have experienced personal discrimination, view gender and race discrimination as a problem, and have been subjected to sexist comments and jokes in the workplace. (Since 28% of these women do not perceive their work as "valued" by the University, they may feel it is futile to file.)

Recommendations (Priority One):

- Develop a single, more complete, campus-wide uniform policy on sexual harassment.
- Develop a broad, educational campaign for disseminating information about sexual harassment to stimulate dialogue among students, staff, and faculty.
- Regularly update the policy to keep current with sexual harassment standards.

Actions (Priority One):

- Complete the new UCF Sexual Harassment pamphlet.
- Widely publicize the UCF Policy on Harassment, beginning with student, staff, and faculty handbooks.
- Distribute updated pamphlets annually to all faculty and staff, and make pamphlets available in locations where students frequently gather, such as the Student Union and the Library.
- Complete the construction of the web site devoted to sexual harassment.
- Require mandatory harassment training workshops for all administrators, department chairs, program directors, and unit heads.
- Train more personnel—faculty, staff, and students—as discrimination advisors to respond to growth needs in the infrastructure.

Actions (Priority Two):

- Train more investigators to work with the EEO/AA Office.
- Form a University Ethics Oversight Committee comprised of a representative from each college, appropriate staff and undergraduate and graduate students, to review the harassment policy, publications, dissemination of material, training, and educational campaigns.

Issue #9 – Family-Friendly Policies

Family-friendly policies such as the provision of flexible time, childcare, parental leave policies, elder care, and other benefits are vital to the well being of the workforce (both male and female). They improve retention and recruitment opportunities, increase productivity, and promote student and staff attendance.

Key Findings:

- Currently, the Creative School is the only pre-school on campus that serves the families of UCF faculty, staff, and students and it is only able to serve approximately 100 children.
- Currently UCF's parental leave policy grants a "leave of absence without pay not to exceed six months and to begin no more than two weeks before the expected date of the child's arrival." While the policy meets legal standards, it is not adequate to meet the needs of female faculty. Tenure-earning female faculty are among those most likely to require parental leave and the least likely to be able to afford extended leave without pay, due both to their lower pay scale and to their low accumulation of sick leave. This may leave them in the undesirable position of having to juggle pregnancy (with possible complications), the needs of a newborn, and their professional work responsibilities. At best, they will be able to meet professional obligations in a minimal fashion, with a likely hiatus from their research while their tenure clock continues to run. Given the realities of tending to a newborn around the clock, they will also need to refuse most service responsibilities and suffer lower than usual teaching evaluations. At worst, they may suffer serious health risks and need to rely on the good will of their colleagues to cover their teaching and other obligations for some period of time. Clearly this will disadvantage them in earning tenure.
- Elder care, like childcare, is still primarily a concern of women. Because of an increase in the number of elderly that need care this is an important issue to UCF and the community.
- Many in the UCF community care for family members who do not meet the standard definition of family in the benefits package that faculty, staff, and administrators currently receive as State of Florida employees. Although making a recommendation to change the nature of the benefits package to be more inclusive is beyond the scope of this commission and the UCF community, this may merit further consideration, given the fact that one of the most important UCF goals is to foster diversity.

Recommendations (Priority One):

- Ensure that adequate childcare facilities are available.
- The impact of parenthood on the tenure clock should be evaluated.

Recommendations (Priority Two):

- Review the definition of family as it impacts employee benefits.
- Implement an affordable family care policy.

Actions (Priority One):

- Develop collaborative partnerships with private day care agencies in the surrounding Orlando community to complement the existing services provided by the Creative School (needs may include infant care, after school care, care during school breaks, partial-week services--such as MWF 11:00-1:00--and sick child drop off).
- Expand the parental leave policy by providing partial pay and by stopping the tenure clock during this period.

Actions (Priority Two):

- Direct USPS and UFF unions to research expanding the definitions of family as it impacts benefits received by employees.
- Conduct a collaborative study to assess the need for comprehensive, affordable family care between UCF and the community.

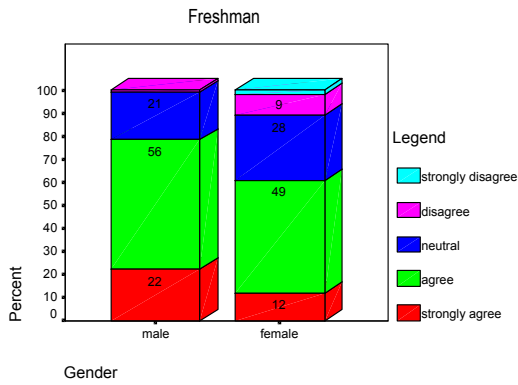
Issue #10 – Classroom Environment

Over the past two decades, it has been extensively documented that a “chilly classroom climate” exists for women students nationally.

Key Findings:

- The CSW student survey found the following opinions:
 - Tokenism and isolation exists within male-dominated fields;
 - There is a lack of female role models and mentors;
 - Curricula fail to be gender-inclusive;
 - Teacher-student interactions tend to devalue women or women’s academic work; and
 - Peer interactions tend to devalue women or women’s academic work.
- In many cases, female students are more visible individually and are subject to greater scrutiny than male students (the “fishbowl effect”), which can lead to tokenism and feelings of isolation from other students within those disciplines.
- From Figure 11, it may be concluded that female students may be excluded from informal conversations and study groups when their numbers are few.
- Issues of isolation and tokenism also may arise for women (and men) of color, non-traditional students and other visible minorities, regardless of disciplinary location.
- The chilly climate for female students in male-dominated disciplines is compounded by the lack of female faculty who can serve as mentors and role models for students.
- Infrequent contact with female professors also lessens the educational experiences of both female and male students. Of the undergraduate students responding to “The Student Perception Survey,” both female and male students reported finding it easier to “identify respected men on campus” than it was to “identify respected women” (Figures 12 and 13).
- The above issues are likely to be exacerbated for women of color, as well as other minority populations, such as lesbian women, seeking role models and mentors.

Male Students Value Contributions of Females in Group Projects



Male Students Value Contributions of Females in Group Projects

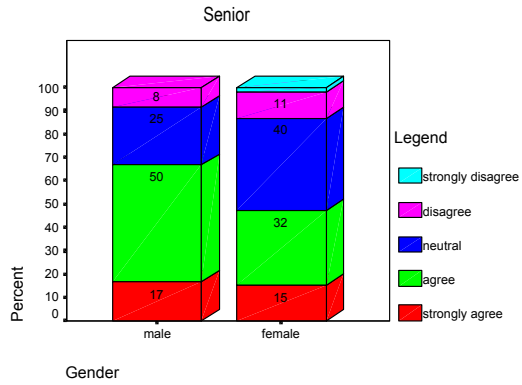
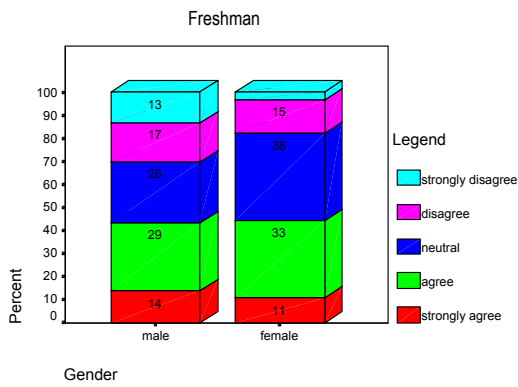


Figure 11. Response to CSW Student Survey Regarding Female Contributions

I Can Identify Respected Women on Campus



I Can Identify Respected Women on Campus

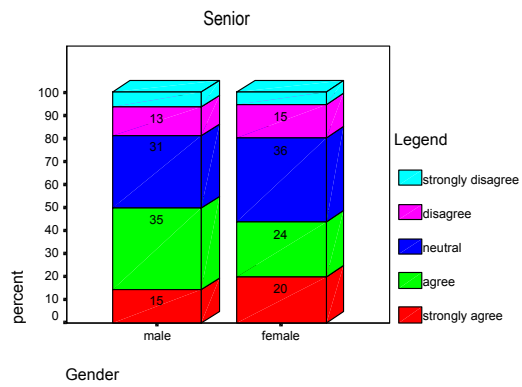
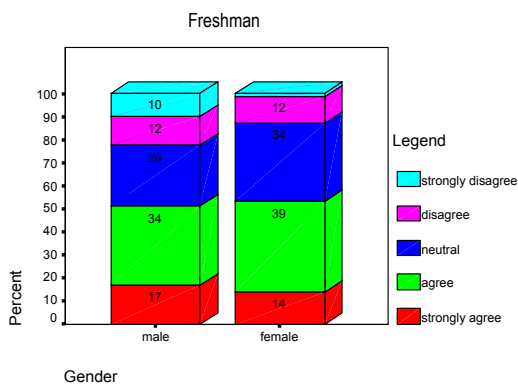


Figure 12. Response to CSW Student Survey Regarding Visibility of Women on Campus

I can Identify Respected Men on Campus



I can Identify Respected Men on Campus

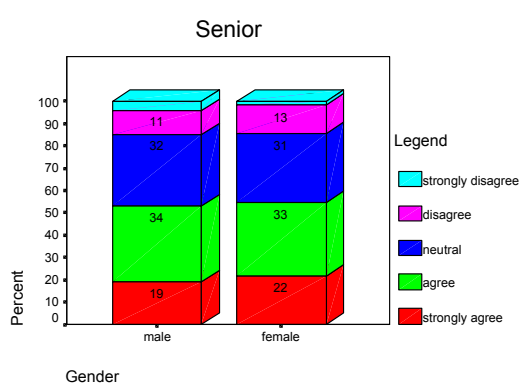


Figure 13. Response to CSW Student Survey Regarding Visibility of Men on Campus

Recommendations (Priority One):

- Actively recruit and retain female students, including ethnic minority and nontraditional students, into male-dominated fields.
- Provide role models and mentors for female students in underrepresented fields.
- Ensure that curricula are gender-inclusive.
- Ensure that faculty conduct classes and treat students in ways that promote gender equity.

Actions (Priority One):

- Ensure that the process for selecting candidates for Research Enhancement Positions, as well as other tenured faculty lines, is the result of deliberations that include attention to the need for accomplished senior female scholars.
- Charge all academic units with assigning mentors to incoming graduate students.
- Explicitly include gender as an element of diversity to be considered in Department, Program, College, and University annual reports and in funded curriculum enhancement programs.
- Enhance the Women's Studies Program and provide it with greater visibility as the core unit knowledgeable about women's issues, women's scholarship, and gender-inclusivity in the curriculum.
- Charge the FCTL and Office of Diversity Initiatives in conjunction with the Women's Studies Program, with ensuring that all faculty and all TAs (male and female) are informed concerning the micro-inequities that cumulatively lead to a chilly climate for female students. Provide opportunities for skills training to combat these inequities. Such skills training should include teaching faculty to handle peer harassment and discrimination correctly.
- Add a question to student evaluation of faculty forms that specifically elicits students' perceptions of gender and racial equity in the classroom.

Actions (Priority Two):

- Educate members of the Career Resource Center, as well as faculty advisors and members of orientation teams, so that they avoid steering women into "traditional" female careers and courses of study.
- In the absence of adequate numbers of female faculty, undergraduate female students in male-dominated disciplines should be assigned a male advisor who is knowledgeable about the specific barriers faced by female students.
- Develop an interdisciplinary task force composed of senior women's studies faculty affiliates and senior faculty members from scientific and technological disciplines to make recommendations for gender-inclusiveness in scientific curricula.

Issue #11 – Campus Climate

The issues of safety, sexual harassment, classroom environment, and student access have been addressed in this report. The findings consistently suggest that education and support programs are key to improved quality of campus life. The talents and values of women are best realized when systems are in place that serve the needs and offer resources to women at all levels of UCF.

Key Finding:

- The CSW survey of UCF faculty, students, and staff found that approximately one-third of the women do not know where to get information on campus regarding women's issues.

Recommendations:

- Establishing a Women's Research/Resource Center would be an effective strategy for demonstrating the University's commitment to recognizing, supporting, and enhancing a diverse student body. More specifically, such a center would:
 - Exemplify cooperation and team-building between academic units and academic support services in enhancing the education of female students;
 - Provide one-stop or minimum-stop for all students, faculty, and staff seeking information and practical assistance related to women's issues, e.g., eating disorders, relationship abuse, etc;
 - Encourage collaborative teaching, research, and service links and partnerships with women's organizations and services in the greater Orlando region as part of our Metropolitan mission, e.g., Central Florida Women's Resource Center, hospital women's centers, women's professional and business organizations.

Actions:

- Create a Women's Research/Resource Center to emphasize programs and services aimed at advocacy, education, information, and referral in order to enhance the quality of educational experience and professional life for women students, faculty, and staff of all campuses. The Center would be staffed by a full time Director and Administrative Assistant and housed adjacent to the UCF Women's Studies program, in acknowledgement of their complementary missions. The Director would report to the Dean of the College of Arts and Sciences.
- Identify a funding mechanism for the Women's Research/Resource Center.
- Immediately begin a national search for a highly qualified Director who has experience with start up of Women's Research/Resource Centers.
- Create an Advisory Board to support the creation of a Woman's Research/Resource Center.
- Identify adequate space needed to house the Women's Research/Resource Center.

Issue #12 – Safety Issues

Concerns about the physical safety of faculty, staff, students, and guests prompted the exploration of various safety issues as a component of this CSW report. Workplace violence, victim services, relationship violence, outdoor lighting on campus, fear of crime, emergency blue-light telephones, and crime awareness training are the topics reviewed for this report.

Key Findings:

- No policy, procedure or training for workplace violence is available on campus.
- Victim Services bathroom stickers are found to be a vital, and sometimes the only, form of contact with faculty and students.
- The Victim Services Office in its ‘out of the way’ location is appropriate to ensure the confidentiality of victims.
- Stalking is the most dominant type of crime seen by Victim Services but the highest number of cases logged was battery.
- In 1999, 23 batteries perpetrated by a known person; 14 reported DV cases occurred both on and off campus; 31 reported DV cases on campus.
- There is little or no listing of relationship violence, a Part II Crime, on the UCF Uniform Crime Report which reports Part I Crimes.
- Victim Services are commended for their “Date Rape” presentations by faculty.
- Victim Services has two cellular phones available for women who are stalking victims; availability is based on need.
- Case demographics show that out of 121 reported cases, the majority was current UCF students. Five individuals were staff, two were faculty members, 11 had no affiliation to UCF and three cases had unknown affiliation.
- The FDLE has recently incorporated domestic violence into its reporting format.
- There are approximately six students in the Student Escort Patrol Service (SEPS); the Student Escort Patrollers utilize four “golf” carts.
- UCF has no campus lighting master plan; some locations are below IES standards.
- An outdoor lighting master plan is desired by all parties responsible for lighting (Physical Plant, Police, Facilities Planning and EH&S) but is currently not funded.
- The existing as-built drawings of campus lighting are available but do not give enough information to be useful for planning or design; they only serve as locations for Physical Plant Maintenance.

Recommendations:

- Consider action items below as a means of ensuring the safety of the UCF Community.

Actions:

- Distribute additional Victim Service Stickers on campus.
- Update location of Victims Services on the campus map.
- Integrate safety education program into the freshman experience during the first months students are on campus.
- Provide new high intensity lighting fixtures in student parking lots.
- Provide various options for workplace violence training for all members of UCF; during HR orientations.
- Initiate mandatory awareness education on what is “risky behavior” to first time students.
- Provide funds to replace defaced Victims Service Stickers.
- Include all Part II Crimes on UCF Uniform Crime Report.
- Develop a systematic plan to ensure IES Standards are met in all areas of the campus.
- Provide budgetary resources for upgrades and approve provision for a lighting master plan.
- Provide reliable, working emergency phone system; put phones in working order.
- Provide funding to purchase additional hardwired Blue Light Phones.
- Provide higher visibility of security carts to move around parking lots during the recess hours of night classes.
- Publish all Part II Crimes in the UCF “Safety Guide.”

Vision Statement

UCF will be known as an institution that pioneers and models programs and activities that assertively promote, facilitate, and celebrate the diverse contribution of women. In so doing, UCF will provide the necessary leadership to remove gender inequity in the workplace, in the classroom, in its constituent communities, in associated social venues, and in the metropolitan community it serves. UCF will actively support the development of programs and services for women to fully realize their potential and thus ensure that women will be able to make their fullest contribution.

Women who come to UCF to work and learn will experience being valued for their diverse contributions and unbridled potential. They will feel the rich freedom of equality in an environment free of gender-based discrimination, sexual harassment, sexual violence, and other expressions of gender inequity. They will be both free to and feel welcome to express the rich diversity that is inherent within the female gender.

Women who are part of the UCF community and its associated metropolitan communities will find more than passive acceptance and tolerance. They will find active encouragement, support, and mentoring for realizing their potential as students, as teachers, as scholars, and as leaders. They will find a community that celebrates their contributions as well as their membership. They will find pay equity, as well as resources such as wellness, healthcare, and childcare to alleviate obstacles for full participation.