

President's Commission on Diversity and Inclusion Meeting Minutes

Tuesday, April 18, 2017
1:00 – 2:30 p.m. 103 HSS

Present:

Yaw Asamoah, Co-Chair
Kate Linder Co-Chair
Asmaa Alshehri
Allison Baker
Charlotte Bellas

Daniel Burkett
Callie Campbell
Megan Knoch
Irvin Rivera
Kustim (Tim) Wibowo

Excused: Debra Valentine-Gray

Absent: Shelly Bouchat
Andrea Campbell
Jevon Graham-Wooten
Melvin Jenkins
Shirley Johnson
Demond Mullins

I. Approval of March 21, 2017 Minutes

The previous meeting minutes were approved as amended by unanimous vote.

II. Women's Commission Representatives

- a. The co-chairs for the President's Commission on the Status of Women (Drs. Swauger and Heflin) and the Women's and Gender Studies Director (Dr. Botelho) gave a presentation on items related to the status of women.
- b. Please see the attached handouts provided by Drs. Swauger, Heflin, and Botelho for additional information on their presentation.

III. Subcommittee Reports

- a. Subcommittee co-chairs provided a brief update on their recent meetings and their progress toward proposed charges.

IV. Adjournment

Next Meeting at 2:30 p.m. Friday, May 5, 2017-103 HSS

Respectfully submitted, Allison Baker

President's Commission on the Status of Women at IUP and the IUP Women's & Gender Studies Program

The **President's Commission on the Status of Women at IUP (PCSW)** is part of a larger network of such commissions at universities of the Pennsylvania State System of Higher Education. All are charged with examining the status of women at the individual universities, identifying areas that need improvement, recommending solutions for problems, promoting networking, and encouraging leadership among women. Our mission is to create an environment at IUP that enhances the personal, educational, and professional growth of women. Closely linked in a shared mission, IUP's **Women's & Gender Studies Program (WGS)** serves the entire university by offering the academic minor, curricular development and advisement, and lively and important programming about timely women's and gender issues to serve the campus and the larger Indiana County community.



The student group SAGE initiates the Red Solo Cup Project to bring attention to campus sexual assault.

Women's Advocacy Groups at IUP

PCSW and WGS together work in collaboration with multiple women's and gender groups across campus, each of which independently pursues its own self-defined purpose:

Organization	Purpose
President's Commission on the Status of Women at IUP	to assess the climate, advise recommendations, and provide leadership skills building as it strives to represent women from all areas of campus (e.g., student, staff, faculty, administration)
Women's & Gender Studies Program	to offer the academic minor, develop curriculum, and provide programming
APSCUF Social Justice Committee	(note title change in 2016 from "Gender Issues and Social Justice Committee")
The Haven Project	to raise awareness about relationship violence and sexual assault, to foster prevention and intervention
Health Awareness	to offer limited programming on women's health (as small part of larger mission)
Women's & Gender Studies Club	undergraduate student organization
SAGE (Students Advocating Gender Equity)	undergraduate student organization
State System Women's Consortium	to foster collaboration across the PA State System universities regarding leadership and climate concerns for women

Our Top Deliverable Priorities for Calendar Year 2017

- 1 Reestablish the PCSW membership to reflect broader diversity across campus (currently in process with President Driscoll).
- 2 Host the PA State System Women's Consortium Conference in September 2017. Theme: "Intersectionality in a Diverse World"
- 3 Develop an advisory report based on data from the 2016 Campus Climate Study.
- 4 Present a tangible proposal for a Women's Center to be modeled after successful Women's Centers in the PA State System and other comparable universities.
- 5 Continue our annual commitments to send two students and two staff/faculty to the Summer Professional Leadership Institutes; to provide funding and support to numerous intersectional, anti-poverty, and student/faculty leadership development events; to collaborate with and support other equity groups on campus, etc.

Our Most Pressing Areas of Immediate Concern

- 1 Gradual Loss of Resources for Key Organizations & Programs** e.g., Reduction of support for Women's Leadership Series, Start Smart, Haven House, release time, space, support staff, looming threat to budget.
Needed: Assign higher priority to intersectional women's issues.
- 2 Uptick in Acts of Intolerance Directed Against Women** e.g., Targeted vandalism, classroom incivility, social media incivility, verbal in-person harassment, targeted threats to international women students.
Needed: Broaden awareness and create a clearer reporting mechanism.
- 3 Slower Professional Advancement for Faculty & Administration** e.g., Structural inequities in advancement at top levels of administration, full professorship status, identification for elite research awards, etc.
Needed: Broaden awareness of unconscious bias in hiring, advancement, service expectations, classroom dynamics, etc.
- 4 Lack of Attention to Needs of Parents** e.g., Dearth of lactation and changing spaces, affordable health services, long waiting list for campus child care support, Title IX focus on compliance over tangible supportive strategies.
Needed: Shift focus to privileging support over compliance to help students, staff, and faculty with parenting and family needs.

Taken individually, these may seem like isolated incidents. Together, they accumulate to create a less hospitable climate for women at all levels of campus life.

How the President's Commission on Diversity & Inclusion Can Help

- Value **gender equity** as a key category of inclusion in your recommendations to the President.
- In working toward creating a more actively inclusive climate, join us in attending to **intersectionality** as we expand equity across campus.
- Help PCSW protect our **independent funding** (currently under immediate threat) and improve space and support needs for all women's and gender organizations and programs.
- Support our efforts to develop a **Women's Center** at IUP for the benefit of students, staff, faculty, and the wider university community.
- Recognize that gendered bias can be so normalized as to be invisible in day-to-day interactions and split-second decision-making—and join the effort to raise consciousness by investigating research that highlights **implicit bias**.
- Join us in advocating for a welcoming campus climate that **prioritizes support for people** at least as highly as legal compliance.

Resources

- <http://www.aauw.org/research/barriers-and-bias/>
- <http://www.aauw.org/2016/03/30/fight-your-biases/>
- <https://implicit.harvard.edu/implicit/takeatest.html>
- <https://www.insidehighered.com/news/2014/12/10/study-finds-gender-perception-affects-evaluations>
- <http://www.chronicle.com/article/The-Hard-Numbers-Behind/135236/>
- <http://fortune.com/2014/08/26/performance-review-gender-bias/>

*"Overall, my sense is that the campus is attempting to improve its climate to be more and more welcoming, but that there are key ways in which there are unconscious biases that remain in play."
~ verbatim quote from the IUP Campus Climate Survey*

Contact

- Dr. Lynn Botelho, Professor of History, Director of WGS, botelho@iup.edu
- Dr. Melissa Swauger, Associate Professor of Sociology, Chair of PCSW, melissa.swauger@iup.edu
- Dr. Tanya Heflin, Assistant Professor of English, Co-Chair of PCSW, heflin@iup.edu

Barriers and Bias

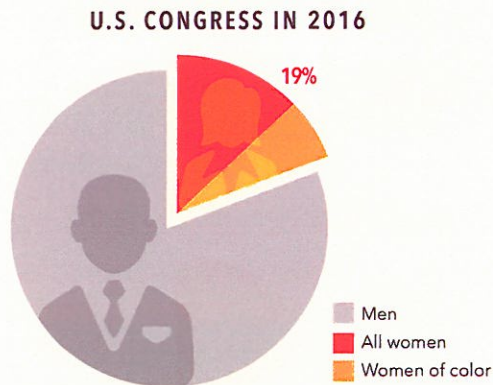
THE STATUS OF WOMEN IN LEADERSHIP

WHAT IS THE GENDER LEADERSHIP GAP?

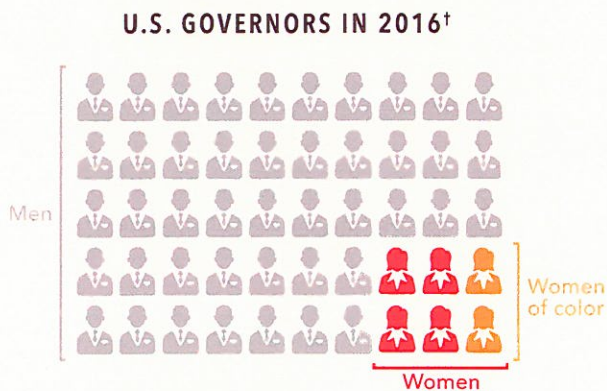
Women are much less likely than men to be in leadership positions. In universities, businesses, courts, unions, and religious institutions, male leaders outnumber female leaders by wide margins. Our elected state representatives, for example, are far more likely to be men than women:



The gap is even worse in the U.S. Congress ...

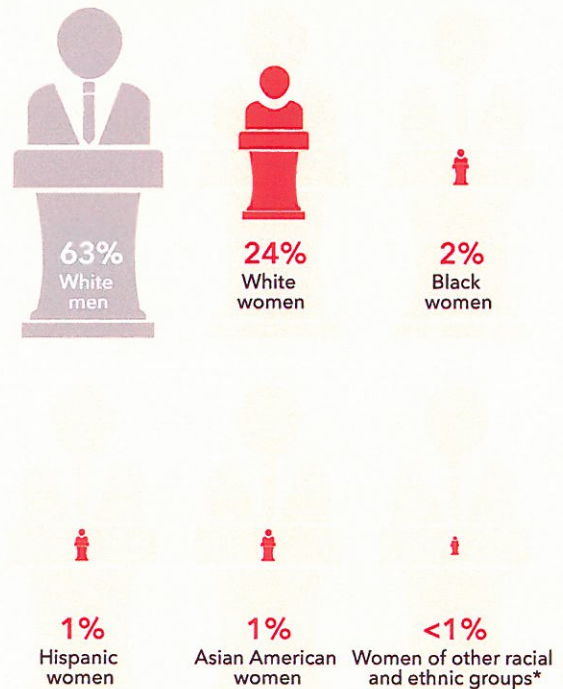


... and it's plain dismal among governors.



For women of color, leadership opportunities are particularly elusive.

EXECUTIVES BY RACE AND GENDER



*American Indian women, Hawaiian women, women of two or more races

†Source: Rutgers Center for American Women and Politics, Eagleton Institute of Politics, Rutgers University

WHY IS THERE A GENDER LEADERSHIP GAP?

There is no lack of qualified women to fill leadership roles. Women earn the majority of university degrees at every level except for professional degrees, and more women are in the workforce today than ever before. There must be something inherent in the system that's working against them.

Blatant sex discrimination is still a problem, as data from the U.S. Equal Employment Opportunity Commission show. But subtler problems like hostile work environments, negative stereotypes about women in leadership, and bias also keep women out of the top spots. Unconscious or **implicit bias** can cloud judgment in ways people are not fully aware of.



WHAT CAN I DO TO CLOSE THE GAP?

Individuals: Learn about your own subconscious biases by taking AAUW's brief Implicit Association Test on gender and leadership at www.aauw.org.

Employers: Promote flexibility and fair expectations for both men and women and enforce fair policies through tools like diversity training and blind résumé screening.

Policy makers: Support current legislation and regulations like the Paycheck Fairness Act, the Family and Medical Insurance Leave Act, and salary transparency.

WHY SHOULD WE CARE ABOUT HAVING MORE WOMEN LEADERS?



It's good for both men and women to challenge stereotypical ideas about gender roles. Just as the status quo is holding women back from leadership roles, it is holding men back from embracing caretaking and support roles.



It's good for families, whether they rely on women as the sole breadwinners or have a two-earner income.



It's good for business to draw on the creativity of a diverse staff and recognize the purchasing power of women.



It's good for the country, because the more diverse the pool, the more talented our leaders will be.

SOLUTIONS FROM AAUW PROGRAMS

Salary Negotiation

AAUW's Start Smart and Work Smart workshops

NCCWSL

Our annual leadership conference for college women

www.aauw.org

#leadHERship

AAUW
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[Print This @ \(/print/news/2017/04/12/study-finds-female-professors-outperform-men-service-their-possible-professional?width=775&height=500&iframe=t](#)

Relying on Women, Not Rewarding Them

New study suggests female professors outperform men in terms of service -- to their possible professional detriment.

By [Colleen Flaherty](#) // April 12, 2017

124 COMMENTS

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Women shoulder a disproportionately large workload at home in ways that might [disadvantage them professionally](#) (<https://www.insidehighered.com/news/2013/06/06/new-book-gender-family-and-academe-shows-how-kids-affect-careers-higher-education>). But are female professors also "taking care of the academic family" via disproportionate service loads? A new study says yes and adds to a growing body of research suggesting the same.

"We find strong evidence that, on average, women faculty perform more service than male faculty in academia, and that the service differential is driven particularly by participation in internal rather than external service," the study says. "When we look within departments -- controlling for any type of organizational or cultural factor that is department specific -- we still find large, significant differences in the service loads of women versus men."

All that matters because service loads "likely have an impact on productivity in other areas of faculty effort such as research and teaching, and these latter activities can lead directly to salary differentials and overall success in academia," the paper says. "In the urgency to redress not only differences in time use but compensation imbalances, as well, the service imbalance is one that deserves to rise to the forefront of the discussion."

["Faculty Service Loads and Gender: Are Women Taking Care of the Academic Family?"](#)

(http://link.springer.com/article/10.1007/s11162-017-9454-2?wt_mc=Internal.Event.1.SEM.ArticleAuthorOnlineFirst) published in *Research in Higher Education*, was written by Cassandra M. Guarino, professor of education and public policy at the University of California, Riverside, and Victor M. H. Borden, professor of educational leadership and policy studies at Indiana University at Bloomington. The authors considered data from the 2014 Faculty Survey of Student Engagement, a web-based national survey related to the National Survey of Student Engagement. The faculty survey included responses from nearly 19,000 faculty members at 143 colleges and universities, and asked about how faculty members spend their time (in addition to professors' views on student engagement).

Guarino and Borden limited their analysis of the national survey to responses from tenured or tenure-track faculty members at four-year colleges and universities, or about 40 percent of the sample. The national survey asked only how many hours a week faculty members spent on service, not which kinds of service they did or how departments were run. So the authors supplemented that data with those from much more detailed yearly faculty activity reports from two research-intensive campuses (one flagship and one "urban") of an unnamed Midwestern university. The latter data set, from 2012, pertained to about 1,400 tenured or tenure-track faculty members. They reported whether their service was "internal," performed on campus, or the more visible "external" kinds of service performed off campus for professional associations and other groups or communities.

Women Do More

In a first, basic crack at the data, the authors determined that women in the national sample performed 30 more minutes per week of service than men and 1.5 more service activities per year than men in the local sample, and that the difference was statistically significant in both cases.



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To glean more meaningful results and control for a number of factors, they proceeded with a multiple regression analysis. In the national sample, women reported 0.6 hours more service per week than men, controlling for rank, race and discipline. Female full professors, in particular, reported significantly more time spent on service than male full professors - though full professors of both genders spent the most time on service over all. Faculty members in business and some sciences appeared to spend less time on service than those in the arts and humanities.

Results for the local data mirrored those for the national set. Controlling for rank, race, department and campus, female professors reported performing, on average, 1.4 more service activities per year than their male counterparts.

The difference was driven largely by internal service, the study says, with women performing approximately one more internal service activity annually than men.

Associate professors in the Midwest university sample reported performing more internal service than other ranks, but full professors exceeded them in terms of external service. "There was some evidence to suggest that that Asian female faculty performed more service than Asian male faculty, and that women in various fields performed differently than their male counterparts," the paper notes. "Women in the public policy faculty performed significantly more service than men on that faculty, and women in law and, to a lesser degree, education performed less."

Regarding external service, women reportedly perform more service than men in the categories of community service and national service.

Why Does It Happen?

The authors had some specific hypotheses as to why gender differentials in service exist, so they looked at the STEM, social science and liberal arts fields (their categories) separately. One hypothesis related to "proportionality," or whether women are called on to do more service when there are fewer of them in an academic unit. They also considered the importance of gender in departmental leadership, to see if women with male supervisors do more service.

They found some evidence for both the proportionality and leadership hypotheses, varying by discipline. In STEM, having a female department chair was strongly correlated with female faculty members' external service, which, the authors say, is driven by service to professional organizations and the international community. Within the social sciences, having a male department chair correlated with women doing more department-based service. Interestingly, in the liberal arts, having female chairs correlated with women doing more service, especially within the department -- "a finding that would go against the hypothesis that women are asked to do more service or less likely to refuse requests by male chairs," the study says.

Guarino and Borden also explored whether women might have a heightened perception of the presence of an "internal" track into paid administrative roles via internal service. But there was little evidence to suggest that, at least in the limited local data, since women tended to be proportionately or underrepresented in such roles. One final explanation -- a gender difference in self-report bias -- proved difficult to assess.

Over all, the study says that the data sets "corroborate" each other, leaving "little doubt as to the existence of a gender imbalance in faculty service loads," both in number of activities and amount of time spent on service.

Achieving Balance

Yet in the effort to achieve greater gender equity in academe, it continues, "service has often been overlooked as a factor in the quest for parity," and "merits close attention."

The authors assert that service is an area of inequity that can be addressed relatively easily, via careful monitoring of service requests and allocations. Female faculty members, it says, "could be mentored to show more selectivity in their service-related choices and cultivate their ability to say no to requests." Department chairs and deans, meanwhile, "could be made to be more fully aware of how service assignments are being meted out. A simple increase in overall awareness of this issue may improve overall attitudes toward service loads, remove traces of gender bias from service expectations and enable both women and men to accept or decline service requests with equal ease and impunity."

Guarino in an interview underscored the concept of awareness, saying that women don't necessarily know they're doing or -- as the case may be -- being asked to do more until they see objective proof of service imbalances between male and female faculty members.

"There's no woman who loves this stuff more than men," she said of service. "But until we see evidence and we can really help women say no, it's just going to keep happening."

Guarino also emphasized institutional accountability for fixing gender service imbalances, saying it's now virtually nonexistent. "There needs to be more internal monitoring of this," from the department level to the provost's office, she said.

Joya Misra, a professor of sociology and public policy at the University of Massachusetts at Amherst (and an *Inside Higher Ed* columnist) who has studied the gendered nature of faculty work (<https://www.insidehighered.com/news/2015/04/22/panel-discussion-centers-work-life-balance-provisions-faculty-collective-bargaining>), said she's found "dramatic service differentials between men and women," particularly among associate professors.


Despite the fact that women's service work "is necessary for the institutions to survive," she added, the "daily grind of service and leadership rarely carries the respect and reputational benefits of disciplinary service, while it actively limits women's research time."

As to righting the imbalance, Misra said that it may seem like "women simply need to become more protective of their research time, as men are." Yet they face "grave consequences if they are not perceived as team players," she said, while men usually don't.

Laura Perna, James S. Riepe Professor and executive director of the Alliance for Higher Education and Democracy at the University of Pennsylvania, said the new study sheds critical light on faculty workloads, especially with the suspension of the federally-funded National Study of Postsecondary Faculty in 2004.

More broadly, the study raises important questions about "what it is we are valuing in our reward system," she said. Service, not always rewarded like other kinds of faculty work, "is really oriented toward advancing [an institution's] collective mission."


Read more by [Colleen Flaherty](#)

 ([/print/news/2017/04/12/study-finds-female-professors-outperform-men-service-their-possible-professional?width=775&height=500&iframe=true](https://www.insidehighered.com/news/2017/04/12/study-finds-female-professors-outperform-men-service-their-possible-professional?width=775&height=500&iframe=true))



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