



WOMEN'S LEADERSHIP COUNCIL

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2005-2006 REPORT ON ACTIVITIES

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## AGENDA AND SPEAKER ROSTER 2005-2006

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### **January 13**

Q&A and updates on security issues, Interim Chief of Police Mike Gibson

### **February 10**

1. Update on the study of the status of educational and support resources on sexual assault at UVA, Nancy Deutsch, Assistant Professor, Curry School
2. New bias incident reporting procedures, Laura Casteen, WLC member, Assistant to the Vice President, Office of the VP and Chief Student Affairs Officer

### **March 17**

1. Work life programs at UVa, Mary Sherman, Employee Assistance Consultant, Medical Center Employee Assistance
2. Summary of College and University Work/Family Association Annual Conference, Brenda Wilson, Faculty and Employee Assistance Consultant, Medical Center Employee Assistance
3. Experience of women classified-employees, Melanie Prince, Executive Vice President and Chief Operating Officer Employee Communication Council representative for Business Operations and Laura Sprung, Executive Vice President and Chief Operating Officer Employee Communication Council representative for ITC Department of Computing Support
4. Initial introduction to the WLC, William Harvey, Vice President and Chief Officer for Diversity and Equity

### **April 14**

1. Strategic work force development, Yoke San Reynolds, VP and Chief Financial Officer
2. Classified workforce at UVa, Lucinda Childs-White, Director, University Recruitment, Human Resources
3. Career development programs, Emily Bardeen, Director, Faculty and Staff Career Services

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## EXECUTIVE SUMMARY

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This document reports the work of the Women's Leadership Council (WLC) for 2005-2006.

The University of Virginia is a large and organizationally complex institution. It can be difficult for even the most involved individual to keep up with what goes on beyond their department, dormitory, office, or job. This is why the Women's Leadership Council (WLC) plays such an important role. WLC members represent many different areas of the university and have differing roles--whether faculty, classified staff or student. Capitalizing on the knowledge and insights of this group is one important way to reduce the barriers to communication about immediate or emergent matters of concern to women at UVa. In 2005-2006, the WLC used monthly meetings as an informational hub to learn from each other and from speakers from across the university. This year the council identified five core areas deemed to be of high priority and of interest to a cross-section of women at UVa. Our goal is to disseminate broadly this information across the university and make recommendations to the President to aid his efforts in developing an equitable gender climate at the University of Virginia.

The five areas are:

- Work-Life issues (available resources, support and needs)
- Workforce analysis and career development (demographics of women in the work force, training and development opportunities)
- Mentoring (focus on faculty women)
- Safety and security
- Inclusion of women's concerns in diversity initiatives

As a part of this informational process, the Council noted problems that may prevent women's full and equitable inclusion into the life of the institution. It also identified programs, policies or practices that successfully promote such inclusion and create a positive work and collegial environment for all. The Council also placed high priority on improving communication with classified staff women so that their concerns would be more effectively reflected in the Council's work.

There is no one-size-fits-all approach to achieving equity for women at UVa. Our recommendations for this year identify cross-sectional areas of concern.

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## ACCOMPLISHMENTS

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Accomplishments include:

- Continued partnerships of the WLC with the Women's Center, Office of the Vice Provost for Faculty Advancement and the President's Office to deliver programs and workshops for women (with a focus on faculty).
- Conducted the third annual new and established women faculty welcome and networking dinner in partnership with the Women's Center, the President's Office and the Vice Provost for Faculty Advancement.
- Participated in Spring New Employee Fair with the WLC information and a suggestion box.
- Co-sponsored and organized a work-life issues lunch and evening symposium with an external keynote speaker and a faculty research panel. Approximately 60 people attended the symposium.

Panelists included:

- Jessica Degroot, Founder of ThirdPath Institute, Philadelphia
  - Susan Fraiman, Professor, English, UVa
  - Amalia Miller, Assistant Professor, Economics, UVa
  - Steven Rhoads, Professor, Government and Foreign Affairs, UVa
- Developed new liaisons with employee councils (to improve engagement on issues of concern to classified staff women).
  - Established connections with the Faculty and Employee Assistance Program. Brenda Wilson and Mary Sherman of that office were invited to address the council and to contribute to the spring lunch panel on work-life issues and resources at the university.
  - Identified five main areas for information-gathering, invited university leaders and experts to address and update the council. Developed an initial plan for the dissemination of this information to the broader community.

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## RECOMMENDATIONS

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### **New Women Faculty Dinner Recommendations**

We recommend continued funding for the University of Virginia New Women's Faculty Welcome Dinner in the fall and a follow-up event in the spring. The WLC and Women's Center would like \$6,000 for 2006-2007 for these two functions.

The 2005-2006 fall welcome dinner was followed by a spring symposium with university faculty and a national expert on corporate sector work-life programs. The dinner and panel were organized using money provided by the President's office and the Vice Provost for Faculty Advancement.

The third annual new women faculty dinner in the fall is planned for 2006-2007. In Spring 2007, there will be a symposium and two workshops focused on practical approaches to managing the competing demands of career, family and community. The combined budget for this year's dinner and follow-up events is \$6,000.

### **Work- Life Recommendations**

The WLC notes that many peer institutions are investing in services geared to helping employees better balance the increasing responsibilities of work, family and community. These resources are by no means exclusively for women. However, because they continue to bear the greater weight of responsibilities for care-taking and community involvement, women are greatly benefited when the university provides work-life information and resources and encourage their utilization. These investments yield both institutional and individual benefits. The WLC has the following recommendations for the President:

1. The WLC recommends that the President's support for work-life issues and concerns be encapsulated in a statement that would be prominently featured as is often done at other universities. For example, the University of Minnesota displays on its web site a quote from their President, Robert H. Bruininks, that states, "The University strives to create a supportive workplace where its employees can successfully combine work, family, and community responsibilities."
2. We further recommend that an office at UVa be officially designated as the university's Office of Work-Life programs. Additionally, this office should be charged with reviewing and comparing the best practices for work life policies and services of the top ten institutions in the AAU. The information gathered from such a review should be utilized along with the recommendations outlined in "Designing and Implementing Family-Friendly Policies in Higher Education" by Gilia C. Smith and Jean A. Waltman, Center for Women in Education. The publication addresses the issue of ensuring that practice supports policy by: a) monitoring the use and impact of the policies; b) continually educating faculty and administrators about the policies; and c) addressing issues that discourage faculty from using work-family policies.

## **Diversity Recommendations**

Diversity by its very definition does not refer to race and ethnicity only, but to a range of identities that form the human experience and that are traditionally underrepresented. The mandate on gender is critically important to the mission of the University, as race/ethnicity is, in light of the University's history in both areas.

The Women's Leadership Council urges the President to clarify and strengthen the mandate that the VP/CODE's work includes gender by urging the VP/CODE to take steps in the next year to explicitly include advocacy for women in its objectives and to invite the Director of the Women's Center to be a member of the Diversity Council run by the VP/CODE's office.

The Women's Leadership Council believes that implementation of these recommendations will assist the University in attaining gender and racial diversity. The Council is committed to these goals, and looks forward to its continued work with the President and the Vice-President and Chief Officer for Diversity and Equity.

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## INTRODUCTION

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The Women's Leadership Council (WLC) was established in 2000 as a result of a recommendation by the President's Task Force on the Status of Women. The WLC's broadly defined mission is to consult with and inform the President about institutional policies, objectives, procedures, and actions with regard to developing an equitable gender climate at the University of Virginia. As such, the Council has two major goals:

- To ensure that women are included fully and equitably in all aspects of the life of the institution, and
- To promote the development and well-being of all members of the University community in an atmosphere marked by collegiality, rigorous intellectual inquiry and self-examination, moral reflection, and fundamental human kindness.

The Women's Leadership Council met on the third Tuesday of each month throughout the academic year. Membership is comprised of the following individuals:

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### Members

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Gertrude Fraser, Vice Provost for Faculty Advancement, Chair	Jane Miller, Sr. Associate director for Programs, Athletics Program Office
Laurie D. Casteen, Assistant to the Vice President, Student Affairs	Farzaneh M. Milani, Professor, Asian and Middle Eastern Languages
James Galloway, Professor, Environmental Science	Virginia Moran, Associate Director, WLC
Anjula U. Joseph, Sr. Budget Analyst, Budget Office	George A. Rutherglen, John Barbee Minor Distinguished Professor, Law
Deborah G. Johnson, Professor and Chair, Science, Technology and Society, Engineering	Stephanie B. Scheer, Lecturer, Education Technologies
Dearing W. Johns Associate Professor, Medicine	Pamela Tucker, Associate Professor, Education
Marcus L. Martin, Professor, Emergency Medicine	Sharon W. Utz, Associate Professor, Nursing

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### Ex-Officio

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Lucinda R. Childs-White, Director, Office of University Recruitment, Human Resources	Jerilyn F. Teahan, Assistant to the President, President's Office
Yoke San Reynolds, Vice President and Chief Financial Officer	Anda L. Webb, Associate Provost for Management, Provost's Office
Diane G. Hillman, Lecturer, Health System Support	Darlene F. Scott-Scurry, Director of Equal Opportunity Programs

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### Student Members

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Anna Popova, undergraduate	Andrea Spreter, graduate
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## WORK-LIFE ISSUES

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Faculty Employee Assistance Consultants Mary Sherman and Brenda L. Wilson, both of the Employee Assistance Center at the Medical Center, reported on their offices resources and activities. These services are available to all university employees. They offered a framework for understanding emerging national trends in work-life issues, especially in universities.

The Faculty and Employee Assistance Program (FEAP) has been interested in the work-life concerns of the faculty and staff of the University for the past seven years. Through participation in the College and University Work Family Association (CUWFA) and contact with work-life professionals at other academic institutions, FEAP keeps abreast of national trends and programming within the work-life arena while also monitoring issues that faculty and staff present locally. As a result, FEAP created services to meet the needs of the University including, an eldercare program to address the needs of a growing number of faculty and staff who are caring for elderly parents or relatives; coaching to help balance work and life as well as for leadership development; and resource/referral services for a variety of work and family needs.

On a national level, universities are focusing on work-life integration issues in order to address recruitment/retention challenges for faculty and staff. There is a specific interest on greater flexibility with tenure track positions and flexible schedules for staff along with more work-life friendly policies. Leaders from ten top research universities recommended changing policies and practices to address the current, rigid tenure system and urged the development of policies to “enable faculty to accomplish ambitious academic and professional goals, while also pursuing satisfying personal lives” (Smith, G. & Waltman, J., “Designing and Implementing Family-Friendly Policies in Higher Education,” 2006, p.2).

The Center for Education in Women identifies what is at stake if more flexible tenure and other work-life policies are not adopted:

- Difficulty in recruiting graduate students for academic careers and retaining top faculty
- Continued low representation of women in the tenure-track and tenured ranks
- Departure from academia by both men and women who seek to be more involved in other aspects of their lives.

Many universities already have the policies in place; however, they are not utilized for fear that asking to implement the policy will negatively impact their career. The University needs to cultivate a culture where it is openly acceptable to implement the work-life friendly policies without fear of career repercussions.

The focus on childcare is another issue that affects both UVa and the nation. Strategic areas within UVa are currently focusing on assessing the institution’s childcare needs and looking at

solutions to address those needs. The University needs to ensure they have sufficient childcare options in place in order to address flexible scheduling needs.

Attention to work-life issues is a powerful recruitment and retention tool as the baby boom generation approaches retirement age and the University must attract and retain the best and brightest faculty and staff. When people find ways to balance work and home demands, they are more productive and more prone to stay in their career path. “For men in their 20’s and 30’s, and for women in their 20’s, 30’s and 40’s, the most important job characteristic is having a work schedule that allows them to spend time with their families” (Radcliffe Public Policy Center with Harris Interactive, 2000, p. 2). Additionally, there is a pull for people in the latter part of their career to have more flexibility and part-time options. The University as a whole would benefit from a strong focus on work-life issues and policies throughout the life span.

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## **WORKFORCE ANALYSIS AND CAREER DEVELOPMENT**

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Yoke San Reynolds, Vice President and Chief Financial Officer, reported on the work of the Strategic Workforce Steering Committee over the past 18 months. The need for strategic workforce planning derives from the fact that 62% of UVa resources are spent on people. She noted that strategic planning for management, faculty and staff development must be derived from the University’s mission and vision, then by its academic plan, and is a key component of institutional planning. Workforce planning involves analysis of current and future supply and demand factors. The institution is undergoing a significant structural change in its relationship with the state which provides challenges and opportunities in the workforce arena.

She summarized for the Council the integrated approach to workforce planning. Integration in her view meant that these were interconnected rather than hierarchical planning priorities.

- Analysis of and improvements in organizational and position design
- Effective talent sourcing
- Full spectrum compensation planning (pay, rewards, recognition, benefits)
- Performance management
- Enhancing and professionalizing employee relations competencies, including diagnosis of organizational problems
- Resourcing and coordinating people development (training, career development, learning and knowledge management)
- Proactive workforce planning to retain employees, provide management continuity, plan for succession and assess long term needs.

Yoke San Reynolds pointed out that the institution does have a base of workforce planning examples already in place around grounds. She noted the existence of the Medical Center’s advanced efforts in management and employee training and knowledge management, the School of Medicine’s faculty development programs, the Vice Provost for Faculty Advancement’s analysis of faculty demographics, as well as Human Resources’ supervisory training programs and focus on professional and personal development.

Council members expressed strong interest in the direction of this work. Questions about funding, scaling up efforts and assessing impact of supervisory training came from council members. There is a need to disseminate this work force planning model, activities and goals to a broader audience.

Lucinda Childs-White, Human Resource Director of Employment and Recruitment, briefed council members on classified staff demography and on resources offered through Faculty & Staff Career Services, a unit within University Human Resources. She indicated that out of a total 4,725 classified staff members, 61% were female and 39% male. Women make up the majority of the classified employee workforce.

Ms. Childs-White described the pay band system. A pay band is a salary range and there are eight broad pay bands. Pay bands 1-5 range from the lowest pay band level unskilled employees to the highest and administrative assistants, paraprofessionals, skilled trades and electricians. Pay bands 6 and 7 include IT, professional positions, senior architects, engineers and a few senior administrators. Only about 5% of classified staff occupies the highest pay bands and a much smaller percentage of these are women. There is a need to recruit women to fill these higher level classified positions. Similar patterns exist in peer institutions: professionals tend to be male, and secretarial staff tends to be female; most institutions have more female as classified staff.

Ms. Childs-White responded to the following questions tendered by council members:

- What is the difference between Exempt and Non-Exempt employees?

The University must pay any accrued overtime hours above 40 hours per week to Non-Exempt employees based on federal fair labor standards. Pay bands 1-3 are all non-exempt employees; pay band 4 is the only pay band that includes both non-exempt and exempt employees.

- What is the typical classified employee turnover rate?

10% for faculty and classified staff combined for academic Human Resources. Women are leaving at a higher rate than men. Discussions are underway in HR to develop an employee exit interview and to assess whether current “leave reason codes” are adequate.

- What is the gender breakdown for retirements?

Currently more women are retiring; one reason may be the higher percentage of women in classified staff with many years in the system.

- How does UVa compare to peers regarding classified staff demographics?

There is a similar classified staff demographic compared to the top 15 peer institutions. Among peers, UVa has more women in pay band 6 and 7. There is a lower number of women in pay bands 5 and 6 because at UVa, administrative and professional faculty is

not categorized as classified staff. This contributes to a different demographic picture when compared to peers' classified workforce.

Ms. Emily Bardeen, Director of Faculty and Staff Career Services in University Human Resources briefed the council on career development and education benefits for staff and faculty. Faculty and Staff Counseling Services (FSCS) are available to academic faculty, classified staff and postdoctoral fellowships. She noted a trend towards more women taking advantage of career development services available through Human Resources. Her group has worked on making educational benefits and access to those benefits more transparent via the Human Resources web site and dissemination of written brochures.

Five years ago, HR started to offer assistance with job search and career planning in an intentional way to reflect women's career paths. Services include workshops and individual one-on-one appointments. These clients also have an interest in planning for their last positions at UVa as they look to retirement. They often ask "What will I do for my last position to build my salary and to do something personally meaningful?" People want to make more money and, with the change in the pay band structure of a few years ago, the ability to get raises for performance provides incentive to staff. In her experience, recognition for work done well is as important as salary. Council comments and questions explored whether women may be reluctant to ask for salary increases and couch their dissatisfaction in terms of "recognition." There was agreement that this may well occur, but Ms. Bardeen reaffirmed that the solutions and issues for her clients extended beyond salary to accessible career development and training opportunities.

In her view, most people are loyal to the University, want to give as much as they can to the University, and want to be shown that the organization cares for them as well. The following are other insights from Emily's work. Employees often build value and a sense of achievement by moving horizontally. They seek more and varied work experiences. Workshops respond to this customer interest by addressing the following topics: Navigating Career Plateaus, Tactical I Workforce Advice, Personality and Myers-Brigg assessments; How-to Type of Advice. Brownbag lunches are also offered to discuss educational benefits and programs. Emily Bardeen sees her office as helping people find satisfaction with their work.

Several questions sought clarification of available education benefits. One council member pointed out that logistical issues were a problem since it was sometimes difficult to take classes during work hours, and there were very few night classes available. Ms. Bardeen referred members to the FSCS website for more information and clarification on available programs.

Council members said that the availability of tuition assistance was inconsistent depending on departmental funding. They wondered if it was possible to have data on distribution of such benefits and their usage rates by gender.

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## MENTORING

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Dr. Sharon Utz described the School of Nursing's initiatives for mentoring new faculty. A search committee makes sure potential hires can meet the people they would be working with. Once faculty are hired, the dean identifies someone in the department to orient, mentor and guide them. A broader school-wide program for orientation also continues through the fall. An assigned mentor works with the new faculty member until that person figures out who is the appropriate mentor for them.

Two key questions emerged from this discussion:

1. What is the best approach to creating a centralized mentoring program and how would it be successfully sustained?
2. Would a centralized mentoring program be effective given that faculty-faculty relationships are so local, as are departmental and school cultures?

WLC members offered the following suggestions:

1. give an award to good programs where individual faculty members could nominate good mentors
2. piggyback on events like the Teaching Resource Center and coordinate with deans who send faculty to the TRC
3. mentor and mentee could do something together like attend an event thereby compelling identification of mentors for new faculty
4. organize events to teach specific skills, for example, how to utilize student evaluations
5. the deans' annual report on staff retention could be tied in with orientation and mentoring
6. offer a stipend for mentors to show institutional support and to encourage natural mentoring relationships; for example, offer funding for new faculty to take senior faculty of their choice out to lunch

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## SAFETY AND SECURITY

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The committee spent a portion of one meeting discussing the issue of sexual assault prevention and education at the University. Nancy Deutsch, Assistant Professor of Education Research at the Curry School of Education was a guest speaker for this meeting. Dr. Deutsch serves as the Chair of the Vice President for Student Affairs' Sexual Assault Advisory Committee. This committee, comprising representatives of multiple student organizations geared toward sexual assault education, is conducting a thorough assessment of existing resources and programs, and students' knowledge and use of them as well as their understanding of the policy and procedures regarding response to sexual assault. Additionally, they are reviewing the materials and websites related to sexual assault to determine the effectiveness and accessibility of them. Following this research, the Sexual Assault Advisory (SAA) committee will develop recommendations for enhancements and changes to the existing systems and resources. In addition to Nancy Deutsch, Laurie Casteen, a WLC member representing the Office of the Vice President for Student Affairs, gave a presentation about the revision of the sexual assault procedures and addressed the options for students to pursue University adjudication or mediation options following an allegation of sexual assault. The sexual assault procedures were fully reviewed and revised in the spring of 2005, at which point the definition of sexual assault was split into two distinct definitions of *sexual assault* and *sexual misconduct*, issues regarding confidentiality were clarified, and the available options for students were streamlined for greater efficiency and timeliness for students, and the expectations regarding sanction deliberations for findings of sexual assault were strengthened and clarified.

In addition to the discussion on sexual assault procedures, Laurie Casteen briefly presented a summary of the new Bias Incident Reporting System that was developed in response to a Diversity Commission recommendation and the charge of the President. This system allows students to use a simple online form to report incidents that they experience or witness that may be related to bias. These incident reports are routed to the University police who follow up as necessary and to the Office of the Dean of Students who follow up with every report to provide support and resources as needed to the reporter. This system also allows for anonymous reporting for students who do not wish to identify themselves.

Both of these systems, sexual assault adjudication procedures and bias incident reporting, provide students with opportunities to report incidents that are contrary to the standards of the University community, and to get access to the support and resources that they need to move beyond what has occurred.

The WLC discussed the importance of remaining informed about these issues and getting an update from Dr. Deutsch following the completion of her research. The WLC offered their support for these issues should an opportunity arise in which the committee's members or resources could assist.

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## DIVERSITY

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The council invited William (Bill) Harvey, Vice President and Chief Officer for Diversity and Equity to offer his perspective on diversity and equity issues as they related to matters of gender. Still early in his time at the University, Dr. Harvey reflected on his vision for connecting gender equity to issues of race/ethnicity. He commented on broad issues of climate. His overarching question for the UVa community is: what sort of atmosphere and environment do we want to create for all our members? It ought to be celebratory of individuals. Referencing the negative bias incidents of fall 2005, he noted that it was critical that there was a collective response so that it was clearly understood that an attack on any one group would not be tolerated. Our goal should be to empower people to be who they are without fear that they will be victimized for their difference. He envisioned an environment where everyone is appreciated for who they are and are able to contribute positively. If any minorities – whether ethnic group member, or women – are not treated equitably, it was important to address those issues. It was also important to address inequities directly, even if this required confrontation. Identifying the problems was the first step, but more action is needed. Once problems are identified, strategies must be developed to address them, whether at the structural or attitudinal levels.

With regard to the best approach to monitor equity and climate issues, Dr. Harvey suggested the need for regular feedback about what's happening in different units, but that annual feedback from every unit is not necessary. Real time information is even more important than a macro-survey. We need to set up a monitoring process; determine what we want to get, how, and when. Sampling gives the opportunity to identify points of contention. In his view, climate surveys may be useful, but as a diagnostic instrument it may fail to capture the issues faced by those employees at the first step of the classification band, at the low end of the salary scale and who are primarily women and people of color. Bill Harvey was asked about how gender equity fit in his overall thinking about diversity. He responded that the overall institutional mission should be to create environments where all individual are valued. For example, if the information indicates that women have been undervalued, then it was critical to develop action plans based on feedback from women about how to improve the conditions and environment for women.

Dr. Harvey noted that the American Council on Education (his most recent appointment prior to UVA) found in its analysis that universities with women presidents had a much greater interest in how women can move vertically in the organization. Therefore it can be concluded that women's leadership is important. But gender equity should not be seen as the responsibility of women alone. He noted that it is often the case that people with the least power and influence are expected to lead change. Instead, he saw his responsibility as encouraging and providing the catalyst for those in positions of leadership, power and influence to reach a point of understanding that they need to be a part of the change process, and that they do this because the university as a whole will benefit.

## DEMOGRAPHICS AND STATISTICS

### Women’s Leadership

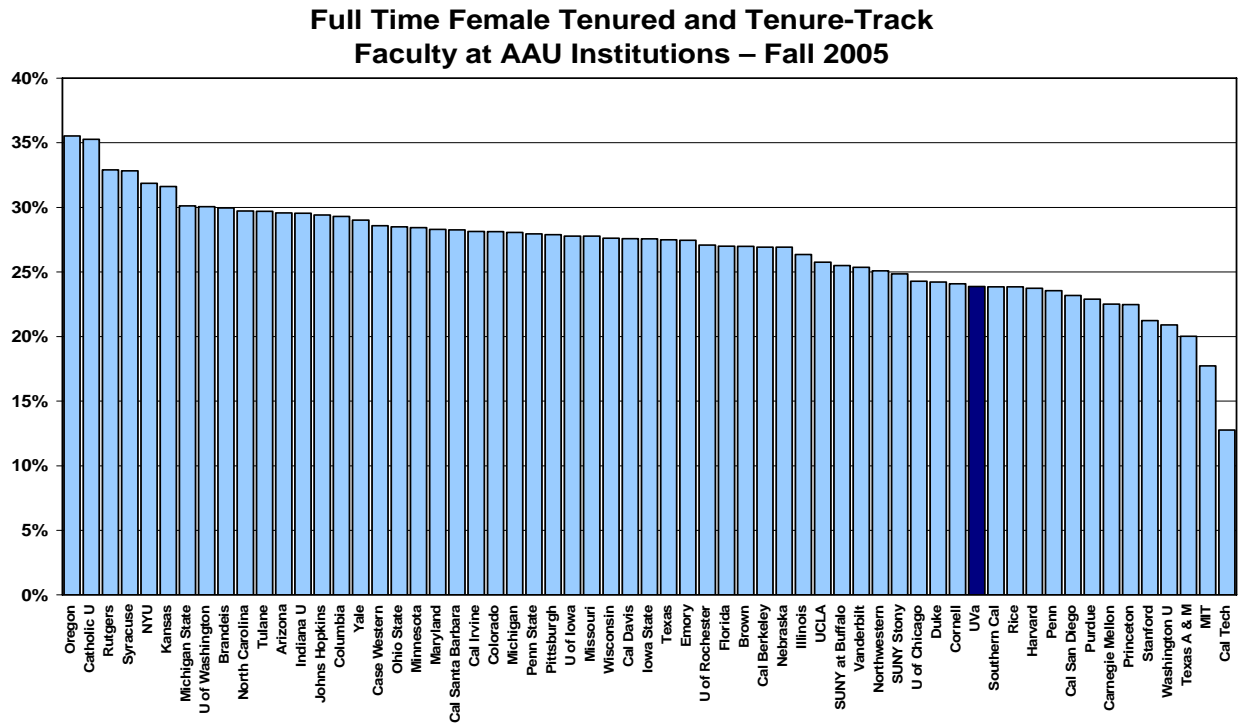
With regard to women’s leadership at the university there has been a respectable growth in the number of women in senior leadership positions in the last 20 years. In 1986, there were no female Vice Presidents, and only 18 of the highest level management positions, or 14%, were women. In 2006, 36% or 48 of the highest level management positions are held by women, including 3 female Vice Presidents.

### Tenured and Tenure Track Faculty Demographics

Table 1. UVa’s ranking as compared to 61 American Association of University institutions.

	2003	2006
<b>Women</b>	53	48

Figure 1. UVa’s ranking as compared to 61 American Association of University institutions.



## Tenured and Tenure Track Faculty Demographics

Table 2. UVa's percentage ranking as compared to 61 American Association of University institutions.

	2003	2006
<b>Women</b>	22.0%	23.9%

Figure 2. UVa's percentage ranking as compared to 61 American Association of University institutions.

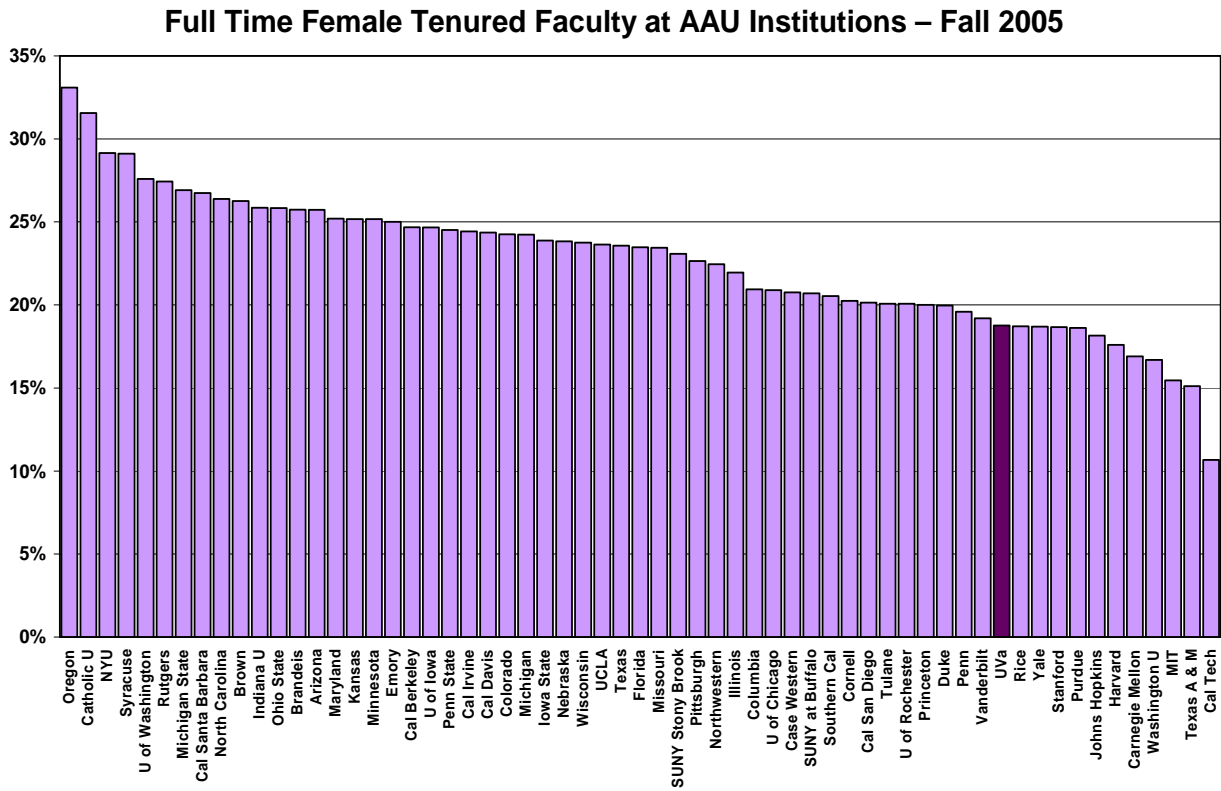


Figure 3. UVa tenured faculty by gender, actual number

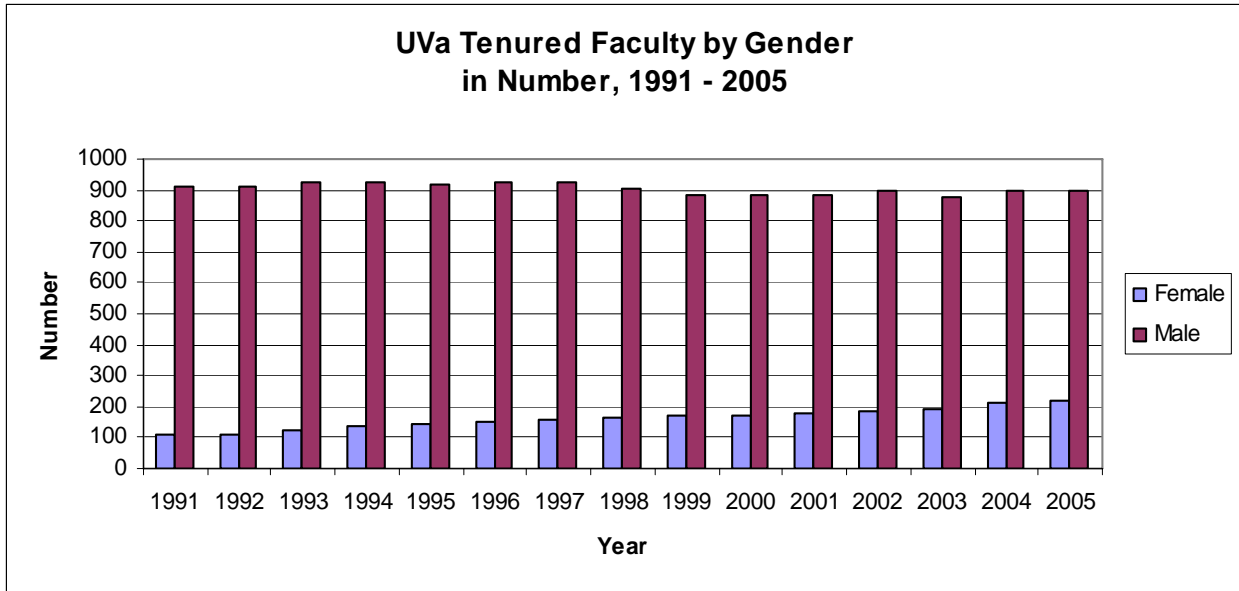


Figure 4. UVa tenured faculty by gender, percentage

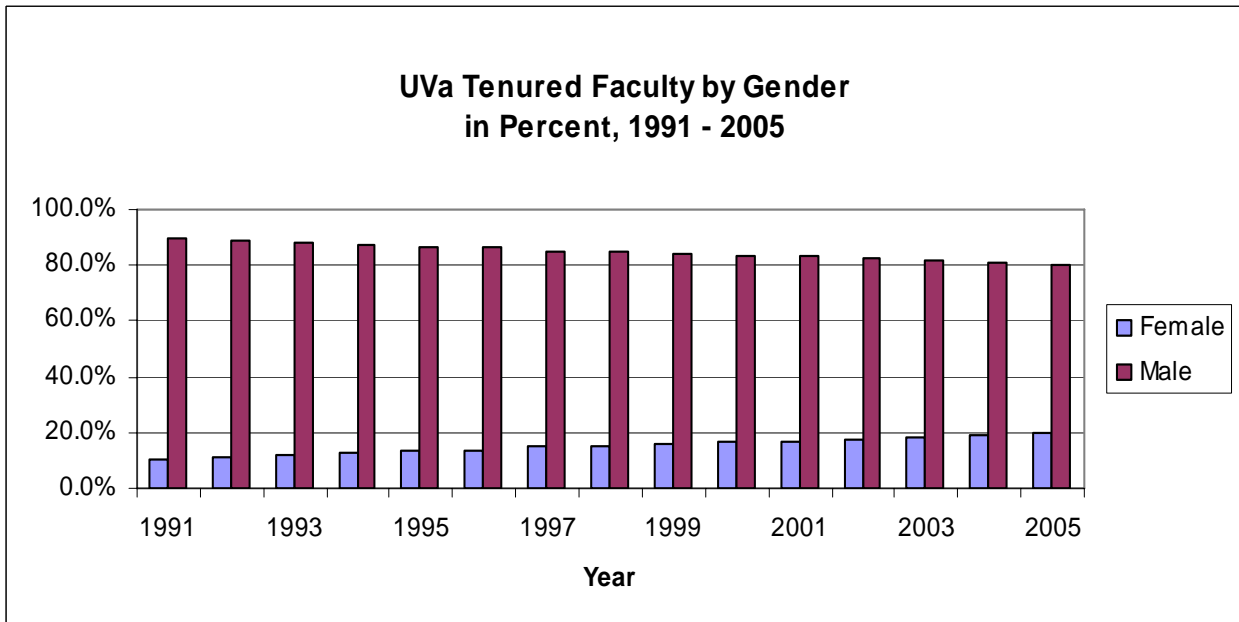


Figure 5. UVa non-tenured faculty by gender, actual number

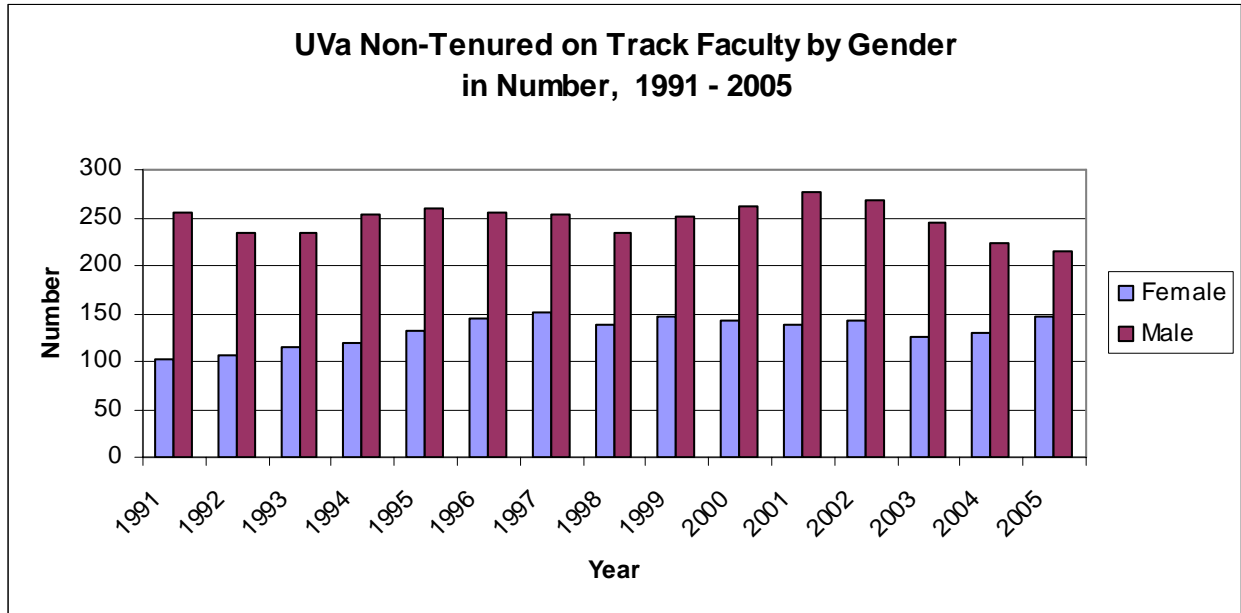


Figure 6. UVa non-tenured faculty by gender, percentage

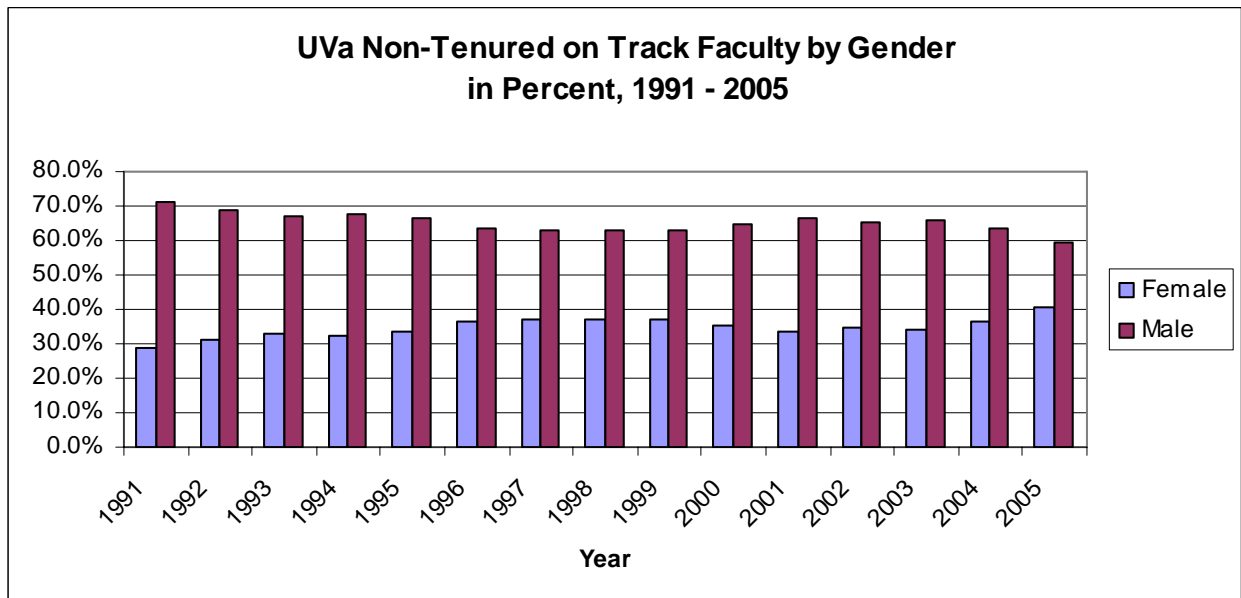


Table 3. UVa's total tenured and tenure-track faculty by gender, number and percentage

Gender	Male	Female
Number	1,115	366
Percent	75%	25%

Figure 7. UVa's total tenured and tenure-track faculty by gender, actual number

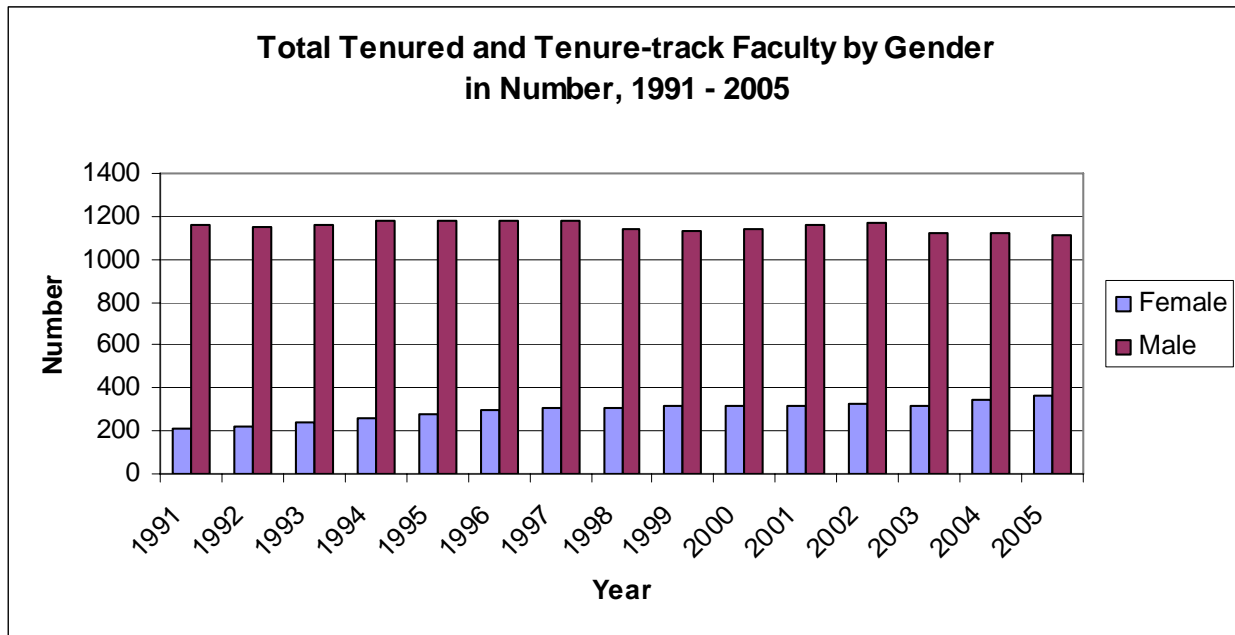


Figure 8. UVa's total tenured and tenure-track faculty growth over time by gender, actual number

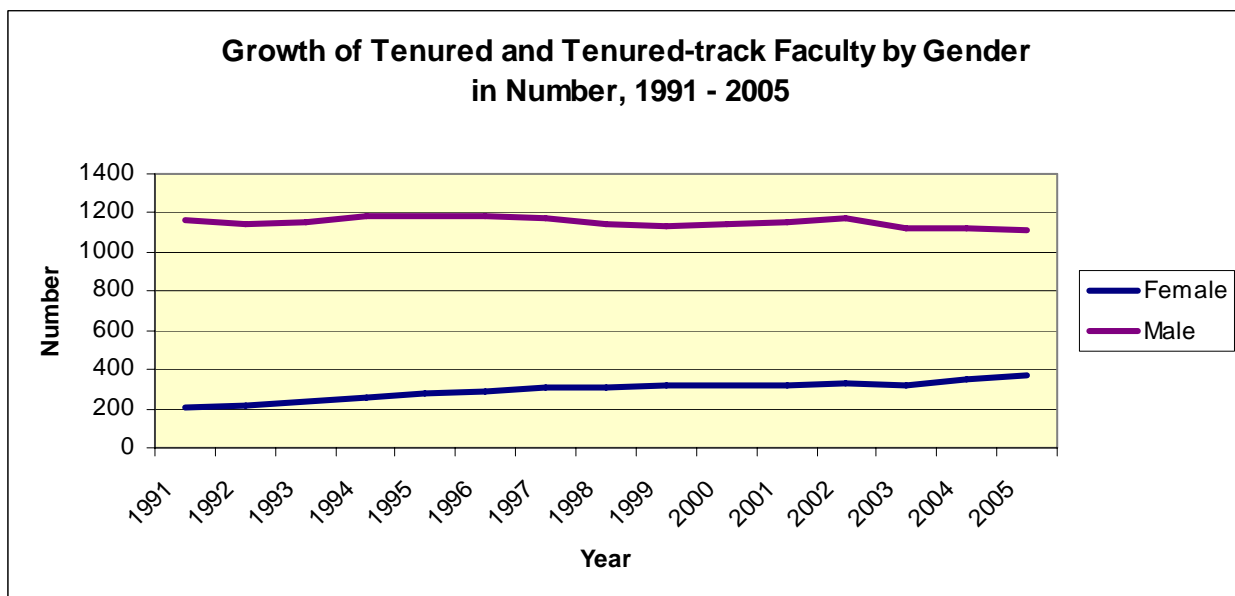


Figure 9. This is a figure that is identical to Figure 8, with the male data removed; actual number

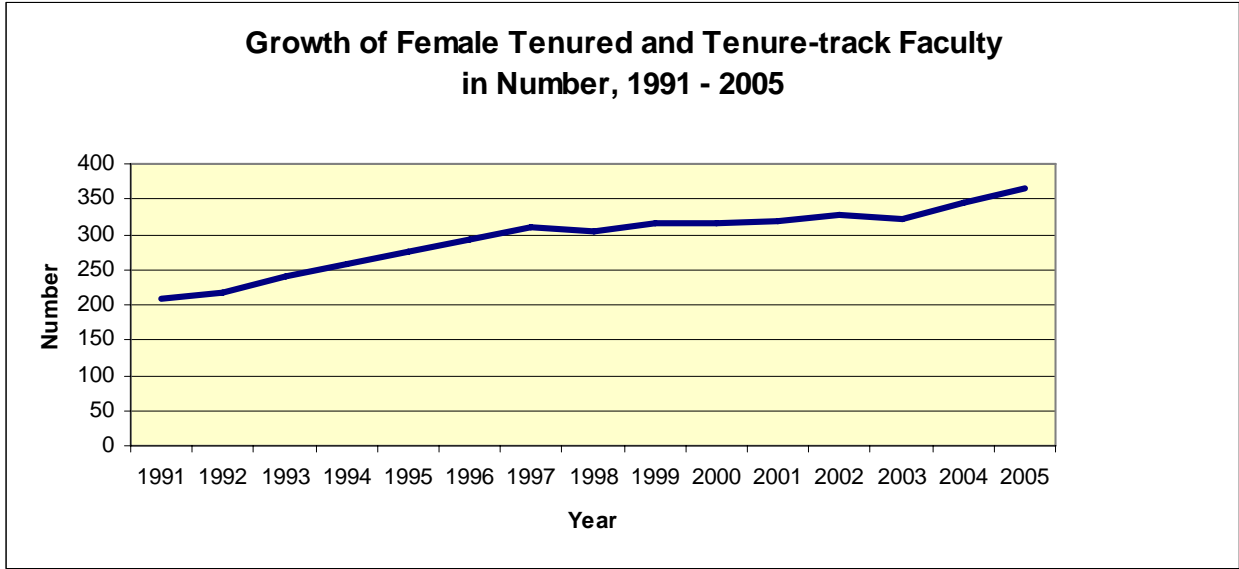


Figure 10. Growth of female tenured and tenure-track faculty over time; percentage

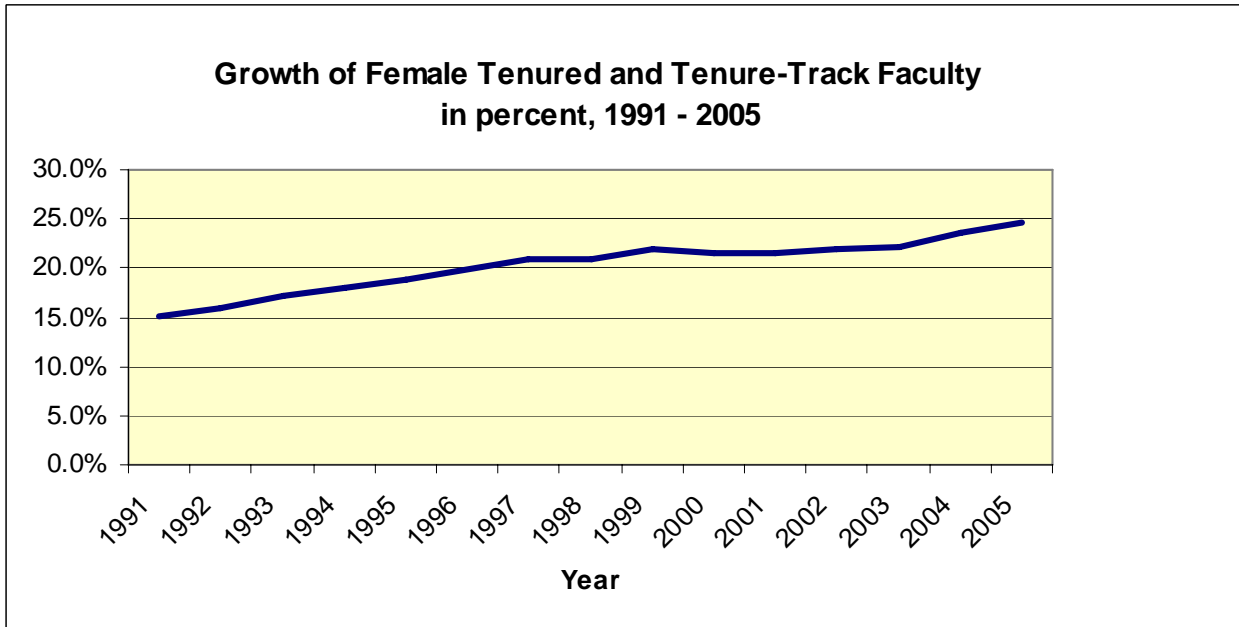


Table 4. Faculty rank by gender data examples

<b>Faculty Rank By Gender Highlights</b>	Women are evenly divided across the three ranks
	For full professors the ratio of women to men is almost 1:6
	For assistant professors the ratio of women to men is just over 1:1

Figure 11. UVa tenured and tenure-track faculty by rank and gender.

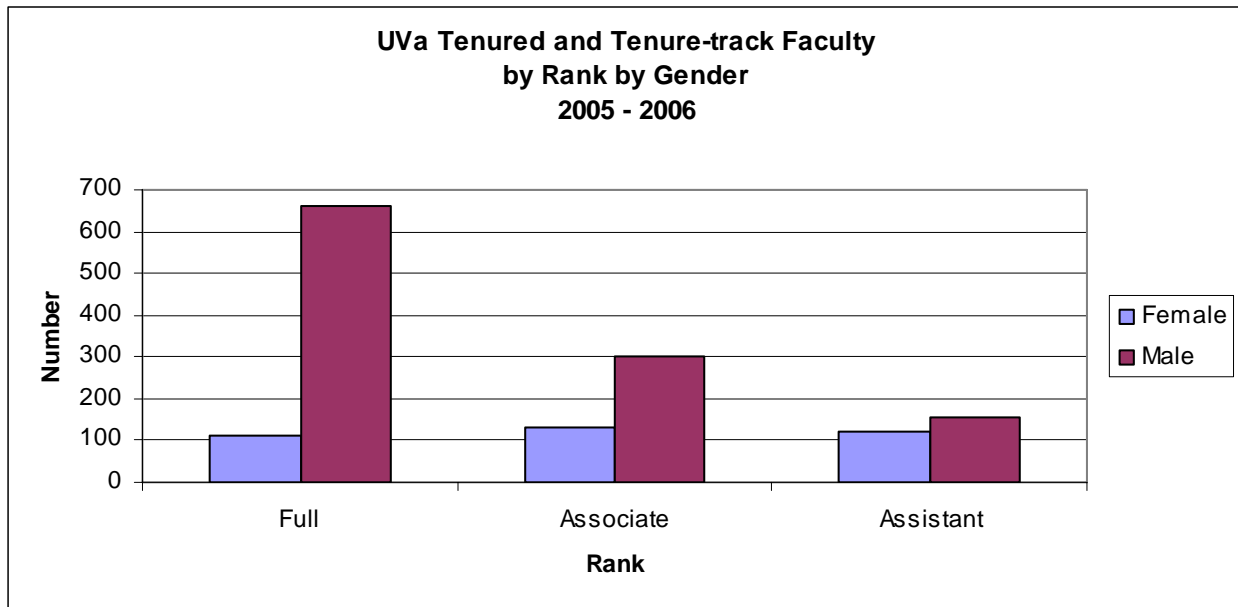


Table 5. UVa's ranking as compared to 61 American Association of University institutions.

	2003	2006
<b>Black</b>	21	12
<b>Hispanic</b>	53	48
<b>Asian/Pacific Islander</b>	60	59
<b>American Indian/Alaska Native</b>	47-61 (tie)	48-61 (tie)
<b>Women</b>	53	48

Table 6. UVa's tenured and tenure-track faculty by race and gender for all schools, Fall 2005

**University of Virginia  
Tenured and Tenure-Track Faculty, Fall 2005  
by race and Gender**

School	Race	Non-Tenured			Tenured			Total		
		Female	Male	All	Female	Male	All	Female	Male	All
All Schools	Asian	15	24	39	10	43	53	25	67	92
	Black	15	16	31	5	24	29	20	40	60
	Hispanic	1	4	5	1	10	11	2	14	16
	Native American	1		1				1		1
	White	114	171	285	204	823	1,027	318	994	1,312
	All	146	215	361	220	900	1,120	366	1,115	1,481
Architecture	Asian									
	Black	1	1	2		2	2	1	3	4
	Hispanic									
	Native American									
	White	5	4	9	8	18	26	13	22	35
	All	6	5	11	8	20	28	14	25	39
Arts & Sciences	Asian	6	5	11	7	13	20	13	18	31
	Black	7	3	10	4	11	15	11	14	25
	Hispanic				1	6	7	1	6	7
	Native American									
	White	33	39	72	81	319	400	114	358	472
	All	46	47	93	93	349	442	139	396	535
Commerce	Asian									
	Black									
	Hispanic									
	Native American									
	White	3	9	12	7	29	36	10	38	48
	All	3	9	12	7	29	36	10	38	48

**University of Virginia  
Tenured and Tenure-Track Faculty, Fall 2005  
by race and Gender**

School	Race	Non-Tenured			Tenured			Total		
		Female	Male	All	Female	Male	All	Female	Male	All
Darden	Asian				1	3	4	1	3	4
	Black	1	1	2		1	1	1	2	3
	Hispanic									
	Native American									
	White	2	7	9	7	30	37	9	37	46
	All	3	8	11	8	34	42	11	42	53
Education	Asian		1	1		1	1		2	2
	Black	3	2	5		2	2	3	4	7
	Hispanic									
	Native American									
	White	10	2	12	20	37	57	30	39	69
	All	13	5	18	20	40	60	33	45	78
Engineering	Asian		3	3	1	7	8	1	10	11
	Black	1	3	4		1	1	1	4	5
	Hispanic		1	1		1	1		2	2
	Native American									
	White	7	19	26	13	87	100	20	106	126
	All	8	26	34	14	96	110	22	122	144

**University of Virginia  
Tenured and Tenure-Track Faculty, Fall 2005  
by race and Gender**

School	Race	Non-Tenured			Tenured			Total		
		Female	Male	All	Female	Male	All	Female	Male	All
Law	Asian		2	2		1	1		3	3
	Black		1	1	1	1	2	1	2	3
	Hispanic									
	Native American									
	White	4	7	11	7	39	46	11	46	57
	All	4	10	14	8	41	49	12	51	63
Medicine	Asian	8	13	21	1	18	19	9	31	40
	Black	1	4	5		5	5	1	9	10
	Hispanic	1	3	4		3	3	1	6	7
	Native American									
	White	43	84	127	46	263	309	89	347	436
	All	53	104	157	47	289	336	100	393	493
Nursing	Asian	1		1				1		1
	Black	1	1	2		1	1	1	2	3
	Hispanic									
	Native American	1		1				1		1
	White	7		7	15	1	16	22	1	23
	All	10	1	11	15	2	17	25	3	28