CO-CHAIR REPORT AND SUB-COMMITTEE OVERVIEW

Submitted by:
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Mission Statement:
The Provost’s Advisory Committee on Women’s Issues (PACWI) serves as an advocate for women faculty, staff, and students at the University of South Carolina (USC) in order to:
1) assess current policies;
2) recommend new policies and procedures;
3) focus on areas that need improvement; and
4) provide opportunities to enhance the quality of the USC campus community.

Meetings and Foci
The Committee was comprised of 28 members, 13 of whom were staff, five were faculty, and 10 were graduate students. The Committee focused on the University’s benefits for non-spousal domestic partners, the annual Women’s Leadership Institute, and development workshops for women across the campuses. PACWI met monthly in 2012-2013 on the following dates:

| September 12 | February 13 |
| October 10  | March 13 |
| November 14 | April 10 |
| January 9   | May 8 |

In addition, PACWI members participated as a group in various USC-sponsored service projects, two luncheons at McCutchen House, and attended a specially-designed self-defense workshop conducted by campus police. Subcommittees met monthly in person or via electronic means at the convenience of members. Below are the highlights from each sub-committee’s work; full reports from the sub-committee chairs are attached.

New & Existing Policies
This year, the Subcommittee was asked to make recommendations from a perspective of recruitment and retention for improvements in University policies and practices relating to domestic partners. The University does not provide a wide range of benefits to domestic partners. For instance, unlike spouses of USC employees, domestic partners are not eligible for medical benefits or any form of insurance coverage. However, information provided by the Provost’s Office indicates that the University does include domestic partners in its family-friendly policies, including extension of the tenure clock and third-year or post-tenure review, modified duties for faculty, and faculty dual career accommodation. Most recently, the University has included domestic partners under the new EAP plan, and provided access to University libraries and recreational facilities.

Recommendations: After an extensive study of partner benefits provided by universities regionally and across the nation (attached as Exhibit A to this report), the Subcommittee concludes that the University should consider providing domestic partners of faculty and staff with benefits equivalent or identical to
those available to married partners as a recruitment and retention incentive. While our survey was limited to flagship state universities and does not capture historical information about when domestic partner benefits were adopted, the evidence seems to support the conclusion that there is a strong national trend toward full domestic partner benefits. For instance, of the 57 universities surveyed, 36 already offer medical benefits. This number includes four other SEC schools and six peer/peer-aspirant institutions (one of these peer/peer-aspirant schools is also in the SEC). Life insurance is available for domestic partners at 25 of the universities surveyed, including three SEC schools and four peer/peer-aspirant institutions (one of these peer/peer-aspirant schools is also in the SEC). Accordingly, expanding the existing benefits available for domestic partners would likely improve the University’s ability to attract and retain highly attractive candidates for faculty and staff positions.

**Diversity in Leadership**

Although the Diversity in Leadership (“DIL”) sub-committee did not formally meet during 2012-2013, members were kept abreast of communications between the sub-committee chair/Liaison and the University’s Office of Human Resources (“HR”) regarding updates on professional development training. Based on a Staff Survey conducted by HR in October of 2011, the following training topics were identified as the most beneficial:

1. Technology
2. Leadership Development
3. Supervisory Training for New Supervisors
4. Customer Service and Building Relationships
5. Communication and Interpersonal Skills

In line with the first focus, Technology, a Skillsoft e-learning program was established in October of 2012. The Program includes e-learning courses, supporting content, and technology designed to develop new skills. In January 2013, HR introduced new leadership and supervisory programs related to topics numbered 2 and 3, above, which are in line with training classes suggested by DIL in last year’s report. (See [http://hr.sc.edu/profdevp/classes/suprvisrtraing.html](http://hr.sc.edu/profdevp/classes/suprvisrtraing.html) and [http://hr.sc.edu/profdevp/classes/leadershipchng.html](http://hr.sc.edu/profdevp/classes/leadershipchng.html)).

**Recommendations**: During 2013-2014, the new DIL chair should become familiar with *Quality of Life in the University Community*, which is discussed by the Diversity Task Force in USC’s Strategic Planning Initiatives (August 19, 2010).

**Mentoring & Professional Development**

The sub-committee on Mentoring & Professional development hosted a half-day workshop on Monday, December 10th entitled *Proactive Self-Promotion*. Approximately 90 faculty and staff participated in the event, which was held in the Law School and featured guest speakers comprised of USC’s own.

**Recommendations**: To reach a wider audience, future development workshops should be video-recorded and made available online for viewing after the event.

**Women’s Leadership Institute**

The Institute, themed “Body, Mind, and Soul,” had approximately 320 women from across the state attend, including participants from USC Columbia and the regional campuses, Allen University, Anderson
College, Benedict College, Central Carolina Technical College, Clinton Junior College, Francis Marion University, South University, Midlands Technical College, Greenville Technical College, Columbia College, and Trident Technical College. At registration, participants were asked for a favorite quote on how to balance mind, body and soul. There were two keynote speakers, Dr. Sue Haddock, the Director of Research Programs at the Dorn VA Medical Center, and Marguerite O’Brien, a certified True Colors® facilitator. In addition, Mrs. Moore-Pastides introduced representatives from the SC Ovarian Cancer Foundation, who discussed Ovarian Cancer and the warning signs of which all women should made aware. In addition, the Institute had offered a total of 15 educational workshops via five “tracks” throughout the day.

**Recommendations:** The participant survey results were all very positive with some great suggestions on topics for next year.

**Women Graduate Students**

The Women Graduate Students sub-committee concentrated its efforts on two breakout sessions for the Women’s Leadership Institute. These sessions consisted of a panel discussion on “Women in the Workplace/Gender Bias” and a networking opportunity following the WLI event. Five USC faculty participated in the panel discussion:

Dr. Helen Doerpinghaus  
Dr. Heather Brandt  
Dr. DeAnne Messias  
Dr. Sharon DeWitte  
Dr. Jim Augustine

**Technology**

This sub-committee had a very productive year. Initially, the team created a “PACWI Community” blog in Blackboard where PACWI members could introduce themselves, upload a picture, and get to know each other. Additionally, images from some PACWI events (holiday luncheon, WLI, etc.) were uploaded. Many members created an entry and found the blog helpful in building a sense of community.

Through University Technology Services (UTS), the sub-committee co-sponsored eight hands-on technology sessions during the spring 2013 semester. Topics included Microsoft PowerPoint Basics and Intermediate, and Microsoft Excel Basics and Intermediate. Presenters for the PowerPoint sessions were Aisha Haynes (PACWI and the Center for Teaching Excellence [CTE]), Michele Dames (UTS) and Gloria Washington (UTS). Sherry Grosso (CTE and USC-Sumter) and Aisha Haynes were the presenters for the Microsoft Excel workshops. A total of 134 individuals from various units on campus attended the workshops. The sessions created excitement on campus and were given very positive reviews from attendees.

**Recommendations:** Participant surveys were extremely positive, and numerous suggestions for further workshops were made.