

Status of Women Report

University of Wisconsin-Stevens Point

December 27, 2000

This report is submitted to the University of Wisconsin System Administration in response to the request for a progress report on our campus in the five principal areas identified by the Committee on the Status of Women in the University of Wisconsin System as part of the University of Wisconsin System Initiative on the Status of Women, October 25, 1999. This report was jointly written by sub-committees of faculty, academic staff, classified staff, and students of the UWSP Committee on the Status of Women (members listed in the appendix). Each of these sub-committees met and submitted a progress report for their group on the first four principal areas listed below. The chair of the Committee on the Status of Women, Sharon Gahnz, Ph.D., assembled the information into one document. The fifth principal area is addressed in a general fashion. Since our committee was first appointed in September of 2000, we have done our best in this short amount of time to summarize and attempt to address the progress of women's status on campus, but we consider this a work in progress. The five principal areas we have addressed are:

1. Educational Opportunities for Women Students
2. Hiring, Promotion and Retention of Women Faculty, Academic Staff, and Classified Staff
3. The Learning and Working Environment
4. Balancing Work and Personal Life
5. Organizational Structure

I. Faculty

A. Educational Opportunities for Women Students

Two kinds of initiatives seem most germane for assessing what has been done by UW-SP faculty to help improve the status of female students. First, some programs have been specifically created to support female advancement, women's studies, for example. A half-time academic position is assigned to the program, to support a coordinator and one core course each semester. Additional women's studies courses are taught by faculty in various disciplines – Communications, English, History, Music, Political Science, Psychology, Religious Studies, Sociology – bringing different academic perspectives to bear on women's issues. The Women's Studies Program exists to empower female students with knowledge and strategies for dealing with barriers to full participation in all areas of public service and achievement, as the goals of the program indicate.

Women's Studies Program Goals:

1. To learn about women's contributions in all arenas of society and culture, and to counter the effects of androcentric bias in all fields of knowledge.
2. To critically study the forms and effects of gender bias and discrimination in human societies and to gain an understanding of the particular issues and challenges facing women in the past and present.
3. To empower women and men to take control of their own lives, to identify discrimination and injustice wherever it occurs, and to work to improve the human condition.

Another notable program is "women in science," which identifies entering females who may be considering majoring in one of the sciences and seeks to support their efforts. One of the Freshman Interest Groups (FIGs) is focused in this area. Interested students take several courses together, including one dealing specifically with the topic of women in science.

A second resource for students are the women in the faculty themselves, women who can and do serve as role models. In one academic program, for example, no women had served on more than a temporary basis until 1995. A recent letter from a student of the faculty person hired at that time highlights the importance of her example for encouraging a high level of achievement in her female students. "By the time I got to college," the student remarks, "I thought second grade teachers were the only sort who could change a student's life. But [this teacher] changed my life in a way no elementary school teacher ever could. When I finish graduate study ... I plan to become a professor and [she] is the definition of a role model. From my first class with [her] I was struck by her intelligence and professionalism. She manages a perfect balance of poise and openness. ..." "Three female UWSP students were accepted into prestigious graduate programs [in this academic area] this year. I know that all of us learned to set our goals higher and to dream just a little bit grander because of [her] influence. I don't think any of us would be as successful today if we hadn't been supported and encouraged by [this faculty person]. She is an incredible role-model, especially for female students who may easily find the male-dominated world of [our discipline] a bit difficult to break into." Female students in other disciplines undoubtedly could give similar testimonies, but the specific comments of this student can serve to highlight what a valuable service to our female students it is for the university to recruit and retain high quality female faculty, especially in disciplines that have traditionally been dominated by males. Of course, it is also useful for male students to encounter and learn from female authority figures during their time at UW-SP.

Maintenance and expansion of these kinds of faculty resources for female students seem called for as we look to the future.

B. Hiring, Promotion and Retention of Women Faculty, Academic Staff and Classified Staff

1. Current Status

The tables presented in the appendix show information collected from the 1999-2000 Affirmative Action Program. Table 1 shows that women are over-represented in academic staff, and under-represented in faculty positions. The percentages are relatively constant over the four

academic years presented in the table. Table 2 shows that, on average, the percentage of Department Heads who are women is comparable to the percentage of women faculty. However, the representation of women in Department Head positions is highly variable among the Colleges. Table 3 shows a positive trend in faculty and academic staff hires that are women. Tables 4, 5 and 6 emphasize the promotion, tenure, and retention rate disparity between men and women at the higher academic ranks. Tables 8 and 9 show a disparity between men and women's salaries only at the full professor rank. Salaries in other categories are comparable.

2. Plans/Recommendations

We have no information on retention of women faculty and academic staff. This information would be useful, as would exit interviews to determine the reasons for faculty choosing to leave UWSP.

There is no formal mentoring program for men or women faculty on campus. Establishment of a mentoring program, including training and recognition for mentors, would be beneficial. The importance of a mentoring program was mentioned in several arenas: two on-campus forums sponsored by WWHEL (September 1998 and December 1999) and the caucus sessions for the "Women's Lives, Women's Voices, Women's Solutions: Shaping a National Agenda for Women in Higher Education" national teleconference in April 2000. Donna Desforges, Special Assistant to the Vice Chancellor, is evaluating mentoring programs on campus.

Women faculty members frequently bear primary responsibility for childcare in their family. Provision of a more "family-friendly" environment may be a factor in increasing retention of women faculty. This may include, but not be limited to, expanded on-campus childcare facilities.

C. The Learning and Working Environment

1. Current Status

Information on the learning and working environment for faculty is excerpted from summaries of two public forums sponsored at UWSP by Wisconsin Women in Higher Education Leadership (WWHEL), the first in September 1998, and the second in December 1999. In reviewing of these two summaries in chronological order, we found that many of the forum participants' suggestions for improving the learning and working environment at UWSP have been made.

The following overview provides a two-year history of UWSP's learning and working environment, including suggestions for continued positive development in this area.

Summary of September 18, 1998 WWHEL Forum:

UWSP's Climate for Women Leaders on Campus: How Are We Doing?

Suggestions from the 1998 forum regarding better supporting women at UWSP into and in leadership positions, and enhancing the learning and work environment, can be summarized in four broad categories:

1. Mentoring
2. Information Sharing and Networking
3. Leadership Training and Professional Development, and
4. Creating a Family Friendly Environment.

A key area noted during this forum that would directly and positively improve the working and leaning environment was that UWSP pay much greater attention to the potential and contributions of women on our campus. Recommendations from the approximately fifty participants, summarized here, include increasing the percentage of women in key leadership positions. Sponsoring women's participation in professional development opportunities, tuition reimbursement programs, grants, and funding for future leadership forums were cited as important steps toward this outcome. Services that support the physical, emotional and personal needs of women such as the Health Enhancement Center, Counseling Center and Child Learning & Care Center were also mentioned as contributing positively to the quality of our work environment.

Issues noted as having a negative impact on UWSP's learning and work environment include the perception that there is a "revolving door" in some departments for new women faculty. Also noted was that, in a pervasive "male" climate, female faculty are often excluded from social interaction and gatherings with their male colleagues. In 1998, participants cited a lack of available information about administrative opportunities and resources for internships. New faculty often felt that they were last to hear about advancement opportunities. Also noted was the difficulty attending conferences when UWSP does not fund at 100%, and the lack of mentoring and support networks which foster a sense of belonging and encourage thinking about leadership.

Summary of December 10, 1999 WWHEL Forum:

What Are WWHEL's Next Steps for Supporting and Encouraging Women Faculty and Academic Staff In/Into Leadership?

Fifteen months after the 1998 forum, WWHEL addressed all of the concerns raised in the previous paragraph. In 1999 approximately 60 women faculty and academic staff met to consider what additional steps UWSP might take to further support women in leadership roles on our campus. It is interesting to note that several of the women's concerns that were raised at the 1998 caucus were discussed again in 1999. Participants continued to question if UWSP's learning and working climate includes an adequate appreciation of the unique professional contributions that women bring to the leadership of our institution. Multiple requests were made for seminars and forums that encourage development and exploration of women's professional strengths and managerial styles. Comments from the 1999 forum can be summarized in seven broad categories; the first three duplicated from the 1998 forum, the final four new areas to consider.

- A. Mentoring
- B. Information Sharing and Networking
- C. Professional Development
- D. Continuing Forum Series and Leadership Presentations
- E. Forwarding Information to Administrators
- F. Addressing Wellness Concerns, and
- G. Hiring Practices

Suggestions voiced in the first four areas are being addressed. Significantly, in October 2000, WWHEL requested and received from UWSP's administration, full funding for a team of 13 women to attend the statewide WWHEL conference in Milwaukee. UWSP's team was one of the largest, if not the largest group in attendance. In addition, the UWSP WWHEL Steering Committee maintains an active public folder available through Microsoft Outlook to all UWSP employees and students. Included in the folder are items that address concerns regarding our work and learning environment: salary charts, articles on leadership, mentoring and academic climate, professional position announcements, forum and leadership speaker press releases, leadership bibliographies and web links. UWSP's Institutional representative to WWHEL circulates e-mail announcements relevant to leadership and professional development opportunities, and invites women faculty and academic staff to monthly networking breakfasts. Additional improvements that UWSP has made to the learning and work environment include the creation of an annual Special Assistant to the Vice Chancellor Administrative Internship. This opportunity provides six credits of released time, for up to two consecutive semesters, for administrative training. In her position as the first (and current) Special Assistant, Donna Desforges is assessing a mentoring system for all UWSP employees with an eye toward developing a model for women and people of color. WWHEL and the Committee on the Status of Women (CSW) have created lobby groups for the professional development of women. WWHEL regularly forwards information to administrators regarding working climate for women faculty and academic staff on our campus; CSW reports directly to the Chancellor regarding issues regarding all women on our campus.

2. Plans/Recommendations

The following are additional steps toward improving the learning and work environment on our campus:

1. Expand opportunities to include women's contributions in higher education leadership beyond administrative opportunities.
2. Ensure that mentoring systems include financial support and other incentives for mentors' time.
3. Secure funding for discipline-specific mentoring and internship programs (such as women in economics).
4. Ensure gender balance on search committees for higher-level positions. Assist and train women who are on Search and Screen committees to speak up and support women candidates.
5. Hire more women, and at higher levels.
6. Continue leadership forums for men and women. Suggested topics: assertiveness training for women and health issues, including work-related stress.

D. Balancing Work and Personal Life

1. Current Status

The UWSP WWHEL group has held two forums to gather information about the concerns of faculty women on our campus; the issue of balancing our professional obligations with the

demands of family and personal relationships was raised at both forums. These comments from the forum participants indicate that day care, unpaid maternity leave, and stress-related health issues were among the top concerns for women.

2. Plans/Recommendations

The summary information from the WWHEL forums provides a starting point for determining what additional information needs to be gathered. Some follow-up on the issue of day care would be useful to identify the specific difficulties faculty face in obtaining day care for their children and how on-campus services are meeting the needs of women faculty members. Our current plan is to survey faculty to gather this information and similar data about health and wellness resources. In addition, this survey could be used to collect information about balance concerns that may not have been voiced yet at UWSP, but have been discussed on a national level. These questions might include how tenure requirements have affected faculty members' decisions on starting a family and what is the impact of these demands on maintaining partner/family relationships. Finally, problem of unpaid maternity leave may have been resolved nationally by the recent changes to the Family Leave Act of 1993, but a survey could also tell us whether the effects of this policy have been felt in a substantial way for faculty women on the UWSP campus.

II. Academic Staff

For ease of reporting and understanding of progress, this section is divided into Category A, non-instructional academic staff and Category B, instructional academic staff.

A. Category A, Non-Instructional Academic Staff

1. Educational Opportunities for Women Students

a. Current Status

Non-instructional academic staff support educational opportunities for women students primarily in extracurricular activities. In addition, women students are afforded opportunities in some offices to be volunteers and interns.

b. Plans/Recommendations

There are no plans to make any changes in these areas at this time.

2. Hiring, Promotion and Retention

a. Current Status

Recent trends in the numbers of women in academic staff positions are presented in Table 11, Progress Report. For Category A, non-instructional academic staff, the number of women as compared to the total number of employees increased slightly between 1994-1995 and 1997-1998 for several job groups and remained fairly steady for the others.

Salary trends for Category A, non-instructional academic staff, are not available at this time. As indicated in Table 4, all of the academic staff women as well as all of the men who applied between 1996-1997 and 1999-2000 were granted promotions.

Forums sponsored by WWHEL and Student Affairs and the Women's Lives, Women's Voices, Women's Solutions teleconference caucus identified a number of concerns of women academic staff related to hiring, promotion and retention. For teaching academic staff, these concerns are consistency in departmental personnel policies, opportunity for promotion, and improvement in job security. For all women academic staff, concerns include the need for: more professional development opportunities and continuing education; mentoring; networking; continued review of salary equity; and more women in leadership positions, especially in higher levels of administration. One result of these forums was the development by WWHEL of cross-unit academic staff leadership groups.

b. Plans/Recommendations

There is a strong need for a formal mentoring program for academic staff at UWSP. One of the major responsibilities of the Associate Vice Chancellor for Academic Affairs will be to coordinate the mentoring activities and orientation sessions for new faculty and academic staff. However, it is recommended that formal mentoring be an ongoing process available to all interested staff, not just those in their first few years with the university. In addition, opportunities for networking, within the unit or division, across units within UWSP and with professionals beyond UWSP should be increased.

The Student Affairs division has begun a staff development program that could serve as a model for other divisions on campus. Several topics covered in their monthly leadership meetings address issues related to promotion and retention. A complete list of topics is included in Appendix A.

A salary equity study for Category A academic staff is currently underway. This analysis should be performed annually.

3. The Learning and Working Environment

a. Current Status

Currently the upper levels of administration at UWSP continue to be predominantly male. For example all line officers are male, three of four academic deans are male and six of eight upper level directors in Student Affairs are male. An organizational chart showing administrative positions held by males and females is included in Appendix B. This gender imbalance decreases the likelihood that women's perspectives will be adequately voiced and heard at the decision-making levels of the institution. This slows progress toward the development of a warmer climate for women.

Some positive initiatives have begun within the last year. Student Affairs has initiated a program to identify the needs of women who are interested in developing their leadership potential. This program consists of two-three programs a year featuring national women leaders in student affairs along with monthly programs on career development utilizing local expertise. A second promising development is the specific inclusion of affirmative action efforts in the evaluation of upper level administrators in all divisions of the university.

Problem areas identified by the UWSP Caucus associated with the Women's Lives teleconference include continued behavioral issues such as: attributing women's contributions to men; interrupting women more frequently; and focusing on androcentric theories such as those of Perry and Kohlberg. Currently administrators and other staff are becoming aware of these problems as a result of the forums held by WWHEL and student affairs, the individual efforts of women who have access to higher level administrators, and the increasing number of women at all levels of the university speaking out.

b. Plans/Recommendations

One of the recommendations made after the 1998 WWHEL forum was to "establish leadership forums keynoted by outside experts on ... work styles or office climate conducive to both genders." The Chancellor and Provost supported this recommendation and included implementation in the position description for the position of Coordinator of Women's Studies and Project Director, UWSP Women's Leadership Program. Due to difficulties in filling this position, no forums have yet been held on these issues. It is recommended that a different means of implementation be established.

A second recommendation was to conduct an annual survey on the climate for women employees at UWSP. The institutional researcher has agreed to work with a WWHEL representative to implement this survey; however, survey development has not yet begun. The Committee on the Status of Women will undertake this project as one of its major objectives during the next year.

Presentations or workshops should be conducted on several topics including sexual harassment, gender-neutral language in the workplace, and negotiating the university system. Additional topics will be identified through the campus survey.

4. Balancing Work and Personal Life

a. Current Status

Academic staff women must often balance work with home responsibilities such as childcare and eldercare. Academic staff women today are still concerned with the effect having a child will have on their performance evaluations and opportunities for advancement. Questions about how male colleagues will view their professional commitment and about whether they will be able to juggle work and home commitments still plague women employees. It was startling for long-time employees to hear younger colleagues express concerns about issues that they had thought resolved through policies like The Family and Medical Leave Act or the flexibility in the tenure clock. Some of these same long-time employees are now faced with the care of their elderly parents and have concerns about how they will balance eldercare with work.

Many women see lack of flexibility in scheduling and hours as a barrier to their advancement. Even those who believe they could maintain a rigid schedule do not choose to do so and therefore select themselves out of upper-level administrative positions.

b. Plans/Recommendations

Increased availability of childcare, both in hours and ages served, and the development of resources for eldercare should be addressed.

Upper level administrators need to be more flexible in their expectations for academic staff employees, focusing at least as much on what is accomplished as on the hours spent in the office. Academic deans and department chairs need to be more flexible in their expectations for faculty and instructional academic staff alike, recognizing the achievements of all teachers and being flexible regarding workload outside the classroom.

The Committee on the Status of Women could work with Employee Wellness to develop programs that would assist women and men in balancing work and personal life.

B. Category B, Instructional Academic Staff

It is difficult to combine all academic staff into one category when there is a difference in the duties performed by non-instructional and instructional academic staff. This section will report progress that is particular to the instructional academic staff. The instructional academic staff tends to be primarily women, Table 1.

1. Educational Opportunities for Women Students

a. Current Status

Category B, instructional academic staff women are involved in directly offering educational opportunities to all students and specifically to women students in two fundamental ways. In one of those capacities, academic staff women administrators are also instrumental.

First, many members of the instructional academic staff provide an essential service: They teach freshmen, and they teach introductory courses in ways that encourage and inspire beginning students to stay in college or to decide on a program of study. In departments across campus, in all of the four colleges, academic staff teachers provide students with their first university instruction in the disciplines of English, Interior Architecture, Chemistry, Mathematics, Computing, Art and Design, Communication Arts, Foreign Language, Business and Economics, Music, Dance and others.

Many of these teachers of beginning-level courses are academic staff women, and a large number of them have taught at UW-SP and at other institutions of higher education for years. Because of their focus on teaching (rather than on scholarship or extensive committee work), many of them are highly skilled at providing student-centered learning, experiential and collaborative projects, and the academic tutorial: A chemistry teacher gives one-to-one guidance in the lab, a math teacher sets up small groups to do problem-solving tasks, a foreign language teacher conducts oral interviews in her office, an English teacher holds three-person peer workshops all week, and another reads her freshmen's twice-weekly journals on-line. Teaching academic staff women are hands-on and personal in ways that exemplify the best practices of college teaching

The English Department's nominee for the university's excellence in teaching award last year is a woman who has been teaching on the academic staff since the sixties; her student evaluations are consistently excellent. That campus-wide award was presented to a faculty member, also a woman, and to yet another academic staff teacher, a woman on the staff in Foreign Language, who more recently received a grant to study abroad.

These two exceptional women and other women on the academic teaching staff serve as role models for women students.

Second, in addition to teaching fundamental courses, academic staff teachers are involved in programs designed further to support and enhance the academic experience of students, as well as their personal and community lives. One of these programs is Freshmen Interest Groups (FIG). FIG brings students and faculty together in designated classes and for out-of-class activities, its goals being to support and retain freshmen and to enhance their academic experience. FIG was co-developed five years ago and coordinated until recently by an academic staff woman who is also a former academic staff teacher in the English department. She is an instructional specialist and the director of the Tutoring learning Center (TLC), another strong program providing educational opportunities to students who are trained as tutors of reading and writing. Several instructional academic staff women have served women and men students at the TLC and in the FIG program. The current academic staff coordinator of FIG is a woman and a teacher on the academic staff. Together the TLC and FIG rely on academic staff women to provide educational opportunities to women and men students.

Women's Studies is a program designed to bring exceptional educational opportunities primarily to women students. Its goals include educating college women about the contributions of women in society, raising their awareness of discrimination based on gender, and "empower[ing] them to take control of their own lives, [and] to identify discrimination and injustice wherever it occurs...." Currently an instructional academic staff woman is teaching the

introductory course in Women's Studies. In addition to readings, films, and speakers illustrating women's history and concerns, the course includes opportunities for women (and men) students to do community outreach and service learning projects. These projects introduce students to strong independent women, the work they do, the organizations they manage, and the women they often employ or serve. The instructional academic staff woman who teaches the course also assists with a support group for campus women at the Women's Resource Center.

b. Plans/Recommendations

Education about the fundamental and essential work of women on the teaching academic staff--their dedication to students and instruction, their achievements in and out of the classroom, their example to women and men students alike—should be a priority in the future. Departments, chairs, deans, and higher-level administration in Academic Affairs need to become aware of the contributions of instructional academic staff to the university and its students.

A review of courses regularly taught by academic staff, the opportunities for students in those classes, and the additional support that teaching academic staff gives to students outside of the classroom should be a priority. A survey of departments could begin the review. The survey could ask for departmental policies and procedures for assigning classes to academic staff teachers. In some departments, they teach only core introductory courses; in other departments, they instruct upper-level courses. This across-campus survey could initiate a dialogue regarding the current and potential roles of academic staff teachers within departments. The dialogue could be an opportunity for deans, chairs, and departments to "think out of the box."

To encourage this, a forum with speakers might be planned. A recent example is a panel discussion (at the spring UTIC conference) in which department chairs and others described innovative programs on their UW campuses. One presenter, the English department chair at UW-Oshkosh, described the redefined role of academic staff teachers in that department. They now are substitutes (not her term), pinch hitters, to borrow a term from the sports world, who bring relief to faculty members so that they can more frequently take sabbatical leaves to pursue research and other professional development activities. This model opens up the opportunity for members to the instructional academic staff to teach upper-division courses in their areas of interest and expertise and to collaborate with faculty to bring rich educational opportunities to students.

With awareness and appreciation for the current and potential contributions of academic staff women, should come more frequent informal and formal recognition within the departments and colleges and units. Most importantly, this could lead to a higher level of commitment to academic staff women and security for instructional academic staff, the majority of whom are women.

2. Hiring, Promotion and Retention of Academic Staff

a. Current status

Recent trends in the numbers of women in academic staff positions are presented in Table 1. For Category B, instructional academic staff, women continue to be in the majority, with little change in proportion to the total from 1994-1995 to 1997-1998.

Salary trends for Category B, instructional academic staff, for 1997-1998 through 2000-2001 indicate that the gap between the salaries of women and men steadily closed and in fact reversed over this period. The average salary for women now exceeds the average salary for men. It should be noted, however, that the overall level of instructional academic staff salaries is low relative to faculty salaries. The relatively low level of instructional academic staff salaries may be the Salary Computation Form: New Hire – Academic Staff (Category B) that derives base salary from the assistant professor hiring schedule (Academic Affairs, 4-28-00). Other possible causes of the salary gap are the assignment of low rank to new hires, as well as “too little UW System support for academic staff development,” including getting advanced degrees, and “difficulty in attaining indefinite appointment...” (WWHEL Forum, September 1998). Further study of the salary gap between faculty and instructional academic staff is indicated. This information can be found in Table 7

As indicated in Table 4, all of the academic staff women as well as all of the men who applied between 1996-1997 and 1999-2000 were granted promotions. However instructional academic staff members have reported that promotions to indefinite status are difficult to attain. In addition, promotion and other personnel policies are inconsistent among departments.

The issue of job security for instructional academic staff is a serious concern underlying all matters of hiring, promotion, and retention. “Being labeled ‘dispensable’” and regularly receiving the letter of non-renewable appointment (the hire-and-fire letter) are particular occasions of job insecurity for Category B, academic staff women (WWHEL).

For teaching academic staff, there is inconsistency in departmental policies regarding personnel, opportunities for promotion, and improvement in job security.

b. Plans/Recommendations

Salaries of Category B academic staff should continue to be monitored annually, and an examination of the salary gap between faculty and Category B should be undertaken.

To address the concerns of teaching academic staff regarding inconsistent personnel policies and threatened job security, a comparison of personnel guidelines among departments and a further comparison of departmental guidelines with guidelines in the *University Handbook* are recommended. These efforts would achieve more open communication between instructional staff and supervisors and improved education for all involved on issues of hiring, promotion, and retention.

3. The Learning and Working Environment for Academic Staff

a. Current Status

Teaching academic staff women report a complication. Some male supervisors and colleagues assume that women who aren't in tenure-track positions don't want to be; they say academic staff women like the flexibility, the part-time class load, and the limited responsibility of academic staff teaching so they can stay at home. The part-time teaching job, then, is "just a way to get out of the house" for a few hours each week. As one male supervisor put it, the men who are spouses/partners do the serious work and they are the ones to earn the real income.

Evidence to the contrary often goes unnoticed, and the work of women thought of in this way is easily dismissed and "non-renewed" when convenient. Instructional academic staff women are not different from other women employees: most if not all want secure, full-time positions with responsibility and opportunity for advancement. But, of course, they too often need flexibility in scheduling, to care for children and parents; however, gaining a less rigid schedule shouldn't relegate teaching academic staff women to an "expendable" job and the accompanying anxiety.

b. Plans/Recommendations

Please see section under non-instructional academic staff.

III. Classified Staff

A. Educational Opportunities for Women Students

(Please note: Classified staff made their comments relative to educational opportunities for classified staff.)

UWSP Classified women have access to tuition reimbursement programs and classified training grants through the University Personnel Development Committee. We will be surveying classified women on campus to find out how many have taken advantage of these programs. We are most interested to find out why classified women have not taken advantage of these programs and what kind of support (pros vs. cons) they have received from their supervisor/department.

B. Hiring and promotion opportunities.

During the next few months, we are going to have open forums with all classified women. In these open forums, we will be asking input from classified staff on how to improve promotional opportunities on campus. Questions like, “Do you feel that you are encouraged by personnel and or your supervisor/department to apply for reclassification?”, “Do you know what the promotional ladders are?”, “Are you kept abreast of all upcoming exams?”; etc.

Many UW campuses use limited term employees (LTE). What type of support is given to that group in the pursuit of permanent employment on campus? LTE’s will be included on all surveys and open forums. We hope to gather information to address these issues.

C. Working Environment

Majors by Gender, Fall 2000--number of women and men in each major.

Count		Gender		Total
		Women	Men	
CAT_MAJ1	Graduate Student	238	83	321
	Soil & Waste Resc	9	42	51
	Wildlife	134	203	337
	Forestry	65	232	297
	Resc Mgt	177	200	377
	Water Resc	35	120	155
	Biology	310	187	497
	Accounting	65	43	108
	Business	290	367	657
	Communication	286	178	464
	CIS	64	240	304
	Education	751	127	878
	Physical Ed	73	107	180
	Health Promo	78	33	111
	Athletic Training	12	9	21
	Fam & CSM	64	3	67
	Paper Sci	25	101	126
	Music	108	66	174
	Drama	63	43	106
	Dance	39	1	40
	Art	192	84	276
	Foreign Lang	76	18	94
	Pre-Professional	80	43	123
	Comm Dis	79	2	81
	Med Tech	47	19	66
	Interior Arch	117	20	137
	Dietetics	65		65
	English	114	57	171
	Philosophy	11	21	32
	Math	54	52	106
	Physics	1	20	21
	Chemistry	17	38	55
	Psychology	214	59	273
	Public Admin	13	11	24
	Social Sci	48	91	139
	Economics	6	14	20
	History	12	36	48
	Geography	28	41	69
	Political Sci	26	41	67
	Sociology	149	45	194
	Internl Studies	4	2	6
	Natural Sci	11	20	31
	General Studies	18	12	30
	No Major	873	606	1479

women. This survey will ask questions
) “What is/are the most important issue (s)
) (s) being addressed on campus? Along
) ms for classified women. If someone is
) fer one on one confidential sessions. After
) able to report back on the current status
) environment for classified women at UWSP.

Students

opportunities for women, the student
 campus that advance women in the
 er is an organization which provides a wide
 ucation to sexual assault support groups.
 s a part-time faculty coordinator and cross-
 Women in Science Freshman Interest
 r in what has been a typically male
 or women in math and computing.
 ich major show that great strides have been
 and athletic training. However, it is
 dietetics is completed dominated by
 y and physics.

The subcommittee would like to mention that educational opportunities for women can be limited by gender bias, heterosexism, and racism found in various classrooms and textbooks.

2. Plans/Recommendations

The subcommittee's recommendations to improve the above situation include hiring a full-time faculty coordinator for the Women's Studies program and creating classes that are purely women's studies, not where the class covers women in only a third of the content. We also believe that another report be made studying how different majors attract women. Concerning the gender bias in the classroom, an assessment of the texts used in science would be appropriate. Diversity education that focuses specifically on inclusive language in the classroom would be helpful.

B. Hiring, Promotion and Retention of Women Faculty, Academic Staff and Classified Staff

1. Current Status

Statistics on the fall enrollment from 1996-2000 show that women make up over 50% of the campus and those numbers have been steadily increasing. Women have also outnumbered men in the second year retention rate.

Second Year Retention Rate, Fall 1993-1997 (for all new freshmen who stayed at UWSP)

	Women	Men
Fall 93	74%	73%
Fall 94	75%	71%
Fall 95	76%	69%
Fall 96	76%	72%
Fall 97	75%	68%

2. Plans/Recommendations

The subcommittee requests more time to investigate the packets that are sent to prospective students and would also like to contact John Timcak in charge of freshman orientation and Scott West in charge of student recruitment for more information. We would also like to see date rape and the definition of consent addressed thoroughly at freshman orientation. The Equity and Affirmative Action is another resource, which must be utilized to make an appropriate assessment of the current status of women, but due to time constraints was unavailable to make this report. In order to make a more accurate evaluation of why women leave the university, we propose that a survey be given. Using this survey, we can pinpoint key issues on campus.

C. The Learning and Working Environment

1. Current Status

The only statistics available covered 1994-1998 and have undoubtedly changed, but are still worthwhile to mention when analyzing the learning environment. Women and minorities are extraordinarily under-represented in at least half of the areas of study. Biology, business, chemistry, physics, astronomy, natural resources and paper science combined have less than ten female faculties as of 1998. Women need female faculty to represent them in these areas and may feel disenfranchised when they can identify no gender-specific role model or mentor. Sex discrimination, gender bias in text and teaching, heterosexism and racism must again be addressed to ensure an inclusive learning environment. Tools that improve the campus include reading adjuncts, the tutor center and mandatory office hours.

2. Plans/Recommendations

The subcommittee recommends a survey be taken of students asking what them to comment on developing the learning environment. This subcommittee is too small to comment adequately. We would like to see actions taken as a result of instructor evaluations (e.g. consequences if a professor is found to have a classroom that is disrespectful to some students.) Other improvements might include support groups for minorities within majors.

D. Balancing Classes, Work, Personal Life, and Student Involvement

1. Current Status

Currently, there are a number of organizations on campus to help women with balancing their personal life with academics. These include WiNR (Women in Natural Resources), Women in Communications, WOMAC (Women of Math and Computing), BOW (Becoming an Outdoors Women), Women's Resource Center, and the Non-Traditional Office. Day-care is available for children and soon for babies 12-24 months old. Financial aid is expanding.

2. Plans/Recommendations

This topic is of great importance to women students, and the campus needs to continue to respond to this issue. A survey could be designed and administered to gather ideas and identify the current needs of students. More information needs to be distributed about financial aid. Resources that already exist need to be advertised to the entire student population.

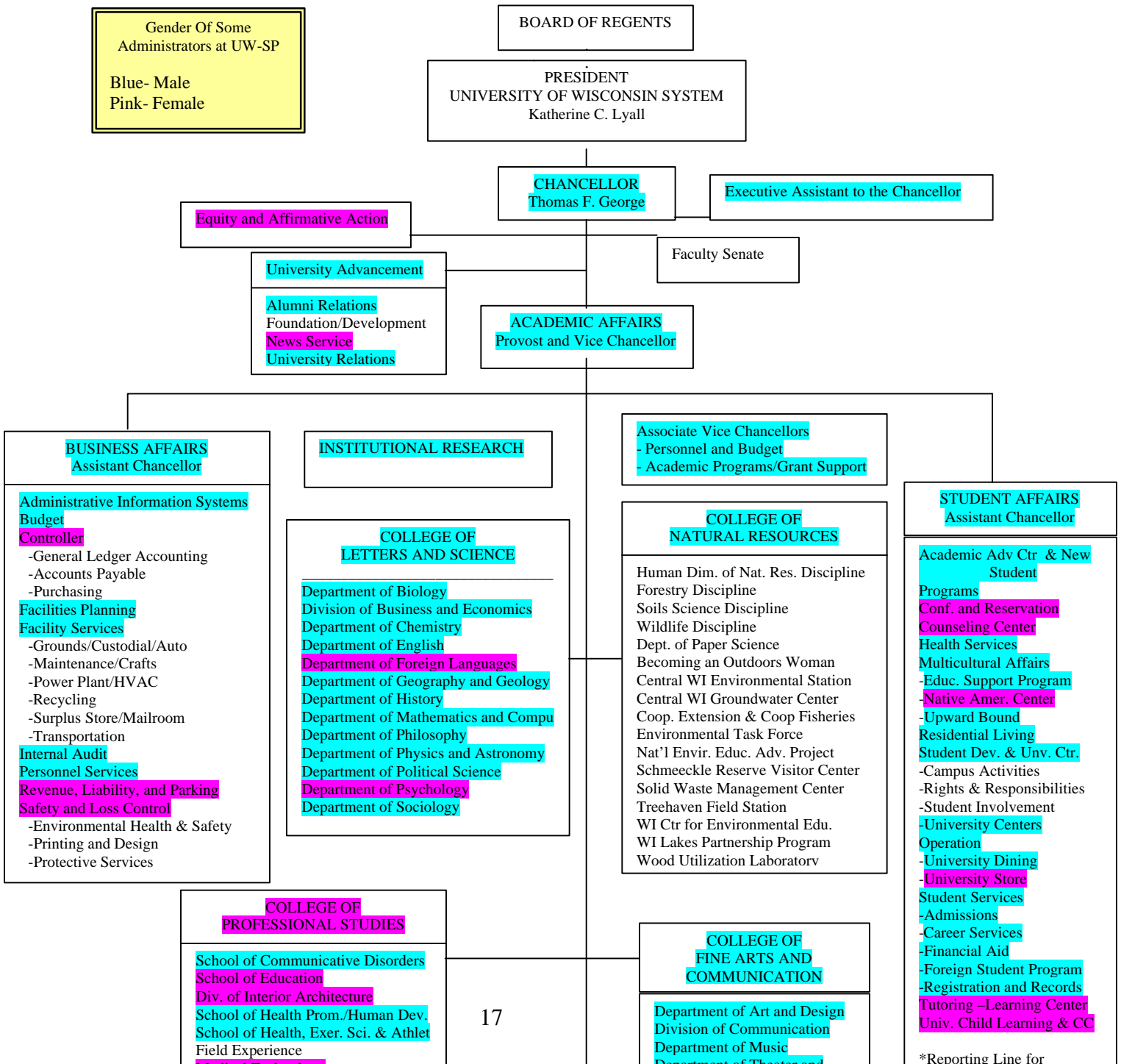
V. Organizational Structure

The University of Wisconsin-Stevens Point organizational chart follows. The pink highlights are positions filled with women, and the green highlights the positions filled by men. It is obvious that men heavily dominate the university. The recommendation is that this needs to change, but this pattern seems to continue.

UNIVERSITY OF WISCONSIN-STEVENS POINT

December 2000

Gender Of Some Administrators at UW-SP
Blue- Male
Pink- Female



*Reporting Line for

Appendix

- Table 1. Percentage and Number of Instructional Faculty and Academic Staff who are Women
- Table 2. Percentage and Number of Academic Department Chairs who are Women
- Table 3. Percentage and Number of Instructional Faculty and Academic Staff Hires who are Women
- Table 4. All Faculty and Academic Staff Personnel Decisions
- Table 5. Tenure Status of Full-time Instructional Faculty
- Table 6. Tenure Status of Full- and Part-time Instructional Faculty, 2000 – 2001
- Table 7. Instructional Academic Staff Rank, 2000 – 2001
- Table 8. Mean Salaries of Full-time Instructional Faculty and Academic Staff
- Table 9. Mean Salaries of Instructional Faculty and Academic Staff, 2000 – 2001
- Table 10. Mean Salaries of Instructional Academic Staff, 2000 – 2001
- Table 11. Comparison of Women and Minorities in Each Job Group: 1994-95, 1995-96, 1996-97, and 1997-98

UWSP Instructional Faculty and Academic Staff Women -- Fall 2000

Table 1. Percentage and Number of Instructional Faculty and Academic Staff who are Women

<u>Instructional Academic Staff</u>	1994-1995	1995-1996	1996-1997	1997-1998	1998-1999
College of Fine Arts and Communication	47% (7)	44% (7)	50% (6)	50% (7)	47% (8)
College of Natural Resources	64% (7)	50% (6)	63% (5)	57% (4)	50% (2)
College of Letters & Science	67% (28)	64% (23)	68% (25)	69% (24)	67% (22)
College of Professional Studies	71% (34)	68% (32)	58% (15)	70% (23)	69% (29)
Total Instructional Academic Staff who are Women	66% (76)	61% (68)	61% (51)	65% (58)	64% (61)
Total Instructional Academic Staff	116	111	83	89	96
<u>Instructional Faculty</u>					
College of Fine Arts and Communication	23% (13)	25% (15)	24% (14)	29% (17)	34% (19)
College of Natural Resources	13% (3)	8% (3)	8% (3)	7% (3)	5% (2)
College of Letters and Science	19% (37)	21% (40)	23% (43)	25% (47)	28% (53)
College of Professional Studies	55% (27)	58% (28)	65% (34)	62% (32)	54% (25)
Total Instructional Faculty who are Women	24% (80)	26% (86)	28% (94)	29% (99)	30% (99)
Total Instructional Faculty	332	332	336	340	331

Source: 1999-2000 Affirmative Action Program

Table 2. Percentage and Number of Academic Department Chairs who are Women

	1995-1996	1996-1997	1997-1998	1998-1999	1999-2000
College of Fine Arts and Communication	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
College of Natural Resources	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
College of Letters and Science	23% (3)	23% (3)	23% (3)	15% (2)	23% (3)
College of Professional Studies	57% (4)	43% (3)	43% (3)	43% (3)	43% (3)
Total Academic Chairs who are Women	28% (7)	24% (6)	24% (6)	20% (5)	24% (6)
Total Academic Chairs	25	25	25	25	25

Source: 1999-2000 Affirmative Action Program

Table 3. Percentage and Number of Instructional Faculty and Academic Staff Hires who are Women

<u>Instructional Academic Staff</u>	1995-1996	1996-1997	1997-1998	1998-1999
College of Fine Arts and Communication	0% (0)	80% (4)	No hires	0% (0)
College of Natural Resources	0% (0)	100% (1)	No hires	No Hires
College of Letters & Science	0% (0)	100% (1)	50% (1)	50% (1)
College of Professional Studies	100% (1)	0% (0)	100% (3)	75% (3)
Total Instructional Academic Staff Hires who are Women	25% (1)	75% (6)	80% (4)	44% (4)
Total Instructional Academic Staff Hires	4	8	5	9
<u>Instructional Faculty</u>				
College of Fine Arts and Communication	0% (0)	33% (1)	67% (6)	100% (1)
College of Natural Resources	0% (0)	No hires	50% (1)	100% (1)
College of Letters and Science	33% (1)	58% (7)	55% (6)	38% (6)
College of Professional Studies	100% (3)	50% (1)	No hires	60% (3)
Total Instructional Faculty Hires who are Women	31% (4)	53% (9)	53% (10)	48% (11)
Total Instructional Faculty Hires	13	17	19	23

Source: 1999-2000 Affirmative Action Program

Table 4. All Faculty and Academic Staff Personnel Decisions

	1996-97		1997-98		1998-99		1999-00	
	Women	Men	Women	Men	Women	Men	Women	Men
Promotions to Full Professor								
Applied	2	7	5	8	4	10	6	10
Approved	2	7	5	8	4	9	6	10
Promotions to Associate Professor								
Applied	5	9	2	7	3	0	6	6
Approved	5	9	2	7	3	0	6	6
Faculty Retention Decisions								
Applied	16	21	19	17	24	25	25	24
Approved	16	21	19	17	24	25	25	24
Faculty Tenure Decisions								
Applied	5	9	1	11	2	1	8	8
Approved	5	9	1	11	2	1	8	8
Academic Staff Promotions								
Applied	5	2	4	2	10	3	0	1
Approved	5	2	4	2	10	3	0	1

Source: 1996-97, 1997-98, 1998-99 Affirmative Action Program and Academic Affairs Office

Table 5. Tenure Status of Full-time Instructional Faculty

	Professor		Associate		Assistant		Instructor	
	Women	Men	Women	Men	Women	Men	Women	Men
1997-1998								
Number Tenured	22	115	27	68	4	6	0	1
Number on Tenure Track	0	2	2	6	22	18	1	0
Number not on Tenure Track	1	0	0	1	3	0	0	0
1998-1999								
Number Tenured	24	119	19	68	4	6	0	0
Number on Tenure Track	0	1	3	5	26	17	0	1
Number not on Tenure Track	1	0	0	0	3	0	1	0
1999-2000								
Number Tenured	29	117	20	58	4	3	0	0
Number on Tenure Track	1	1	4	3	29	23	1	2
Number not on Tenure Track	0	0	2	0	1	0	0	0
2000-2001								
Number Tenured	32	123	20	57	1	3	0	0
Number on Tenure Track	0	1	1	2	33	29	2	1
Number not on Tenure Track	1	0	2	0	1	0	3	0

Source: AAUP Annual Faculty Compensation Survey and IPEDS, Academic Years 1995-96 through 1998-99

Table 6. Tenure Status of Full- and Part-time Instructional Faculty, 2000-2001

	Professor		Associate		Assistant		Instructor	
	Women	Men	Women	Men	Women	Men	Women	Men
CFAC								
Number Tenured	5	24	5	15	0	0	0	0
Number on Tenure Track	0	0	1	0	7	7	0	0
CLS								
Number Tenured	17	76	10	32	2	2	0	0
Number on Tenure Track	0	0	0	1	18	25	3	1
CPS								
Number Tenured	9	8	6	3	0	0	0	0
Number on Tenure Track	0	0	0	1	4	4	2	0
CNR								
Number Tenured	1	19	1	12	0	0	0	0
Number on Tenure Track	0	0	0	0	2	2	0	0
UNIVERSITY								
Number Tenured	32	127	22	62	2	2	0	0
Number on Tenure Track	0	0	1	2	31	38	5	1

Source: compiled from UWSP database.

Table 7. Instructional Academic Staff Rank, 2000-2001

	Associate Lecturer		Lecturer		Senior Lecturer	
	Women	Men	Women	Men	Women	Men
CFAC	7	6	2	2	0	1
CLS	8	4	10	9	9	1
CPS	16	6	0	3	0	0
CNR	2	2	5	2	5	3
UNIVERSITY	33	18	17	16	14	5

Table 8. Mean Salaries of Full-time Instructional Faculty and Academic Staff

	1997-1998		1998-1999		1999-2000		2000-2001	
	Women	Men	Women	Men	Women	Men	Women	Men
Professor	53,734	57,853	56,173	59,976	59,065	62,180	60,713	64,602
Associate	46,750	46,167	48,163	46,941	48,667	49,398	51,042	51,236
Assistant	38,436	40,242	39,849	40,626	41,053	41,206	41,787	43,831
Lecturer	31,082	38,877	34,225	35,859	37,053	37,496	42,477	40,685
Total	44,806	51,512	45,961	53,096	48,139	55,187	49,798	57,451

Source: AAUP Annual Faculty Compensation Survey and IPEDS, Academic Years 1997-98 through 2000-2001. The Instructor rank is not displayed because of small number of cases in each category (only 1 or 2)

Table 9. Mean Salaries of Instructional Faculty and Academic Staff, 2000-2001

	Professor		Associate		Assistant		Lecturer	
	Women	Men	Women	Men	Women	Men	Women	Men
CFAC	54,741	61,751	48,416	47,690	42,495	39,559	34,852	30,368
CLS	60,361	64,321	49,447	52,749	43,523	43,147	33,019	33,985
CPS	63,909	63,058	55,041	47,110	44,278	48,742	32,000	37,947
CNR	N < 4	70,015	N < 4	53,590	N < 4	N < 4	N < 4	39,866
Total	60,747	64,608	51,074	51,369	43,415	42,906	33,054	35,095

Source: compiled from UWSP database. Categories with less than 4 instructional staff in the category are not displayed. A mean based on a small number of cases does not provide reliable comparative information. The Instructor rank is not displayed. The number of instructors does not exceed four in any category.

Table 10. Mean Salaries of Instructional Academic Staff, 2000-2001

	Women	Men
Associate Lecturer	27,205	27,874
Lecturer	31,344	37,955
Senior Lecturer	43,702	52,101
Total	31,913	35,116

Source: compiled from UWSP database.

Prepared by
Kirby Throckmorton
UWSP Office of Institutional Research
November, 2000

**Table 11
PROGRESS REPORT**

Exhibit I. Comparison of Women and Minorities in Each Job Group: 1994-95, 1995-96, 1996-97 and 1997-98.

<u>Classified</u>		Category	1994-1995	1995-1996	1996-1997	1997-1998
Job Group #						
01	Management Information Professionals,	Women	7	9	9	13
	General Management Information	Minorities	0	0	0	0
	Technologist	Total	17	18	22	26
02	Law Enforcement and Public Safety	Women	2	2	2	2
		Minorities	0	0	0	0
		Total	10	9	7	7
03	Fiscal and Related Occupations	Women	16	19	20	18
		Minorities	0	0	0	0
		Total	20	24	27	25
04	Technicians-Science, Library & Health,	Women	13	15	15	17
	Medical & Patient Care Professionals &	Minorities	1	1	0	0
	Supervisors	Total	27	27	25	26
05	Technicians-Engineering, Media &	Women	4	3	3	7
	Related, Technicians-Graphic Arts &	Minorities	0	0	0	0
	Media	Total	18	17	19	22
06	Administrative & Program Support,	Women	51	51	57	51
	Library & Senior Occupations	Minorities	0	0	0	0
		Total	63	63	65	59
07	General Clerical Occupations	Women	89	89	91	96
		Minorities	4	4	4	3
		Total	93	93	94	99
08	Construction Trades & Power Plant	Women	1	1	1	1
	Occupations, Mechanics & Repair	Minorities	1	1	1	1
		Total	44	44	45	46
09	Material Handling, Skilled Food Service	Women	11	14	15	16
	and Laborers; General Unskilled	Minorities	11	10	11	10
		Total	67	74	77	77

Non-Instructional Academic Staff			1994-1995	1995-1996	1996-1997	1997-1998
00	Executive	Women	0	0	0	0
		Minorities	0	0	0	0
		Total	1	1	1	1
20	Academic Administrators - Executive, Academic Administrators, Administrative Directors (senior level)	Women	4	5	5	4
		Minorities	2	1	1	1
		Total	17	18	16	14
21	Research Specialists, Psychologists, Physicians, Scientists	Women	4	5	5	5
		Minorities	0	0	0	0
		Total	13	15	13	13
22	Directors	Women	9	9	11	13
		Minorities	1	1	1	1
		Total	30	28	30	33
23	Associate Directors, Assistant Directors	Women	4	05	5	6
		Minorities	0	0	1	1
		Total	11	10	12	13
24	Program Managers	Women	13	10	10	12
		Minorities	2	2	2	1
		Total	24	19	20	24
25	Academic Support Professionals, Administrative Support Professionals	Women	19	20	19	22
		Minorities	2	3	2	2
		Total	31	37	32	35
26	Information System Support Professionals, University Relations & Media support Professionals	Women	6	7	7	7
		Minorities	1	1	1	1
		Total	19	23	23	25
27	Student Services Support Professionals	Women	28	33	31	29
		Minorities	3	3	2	3
		Total	41	50	47	47

<u>Instructional Academic Staff</u>			1994-1995	1995-1996	1996-1997	1997-1998
40	College of Fine Arts & Communication	Women	7	7	6	7
		Minorities	0	0	0	0
		Total	15	16	12	14
41	College of Natural Resources	Women	7	6	5	4
		Minorities	1	1	1	0
		Total	11	12	8	7
42	College of Letters & Science	Women	28	23	25	24
		Minorities	4	3	3	4
		Total	42	36	37	35
43	College of Professional Studies	Women	34	32	15	23
		Minorities	0	1	0	0
		Total	48	47	26	33

<u>Faculty</u>			1994-95	1995-1996	1996-1997	1997-1998
50	Art & Design, Theatre & Dance, Music, Communication	Women	13	15	14	17
		Minorities	3	3	3	3
		Total	57	59	58	58
51	Biology	Women	1	2	3	3
		Minorities	0	0	0	0
		Total	21	22	22	22
52	Business, Economics, Managerial Accounting	Women	**2	**2	1	1
		Minorities	1	1	1	1
		Total	16	17	16	16
53	Chemistry, Physics, Astronomy	Women	1	1	2	3
		Minorities	3	3	3	3
		Total	24	23	23	23
54	English, Foreign Languages	Women	13	13	13	14
		Minorities	0	0	1	0
		Total	38	35	35	35
55	Geography, Geology	Women	2	2	2	2
		Minorities	2	2	1	1
		Total	9	11	11	11

Job Group	Faculty (continued)		1994-1995	1995-1996	1996-1997	1997-1998
56	History, Political Science, Philosophy	Women	8	8	10	10
		Minorities	1	2	2	2
		Total	33	28	32	33
57	Anthropology, Psychology, Sociology	Women	6	7	7	8
		Minorities	3	4	4	5
		Total	28	27	25	26
58	Mathematics, Computing	Women	4	5	5	6
		Minorities	4	4	2	2
		Total	23	24	24	23
59	Natural Resources, Paper Science	Women	3	3	3	3
		Minorities	2	2	2	3
		Total	34	38	38	41
60	Communicative Disorders, Health Promotion & Human Development	Women	13	14	20	20
	Interior Architecture & Retail Studies, Medical Technology	Minorities	2	0	0	0
		Total	21	21	30	30
61	Education; Health, Exercise Science & Athletics	Women	14	14	14	12
		Minorities	2	1	2	2
		Total	28	27	22	22
62	Academic Support Programs, Archives, Library	Women	12	13	12	12
		Minorities	1	1	1	1
		Total	15	16	14	14

During the hiring period, there was some hiring in job groups, which were underutilized for women, minorities or both. Most of the significant movement in hiring has been for females. Departments, when conducting searches for academic staff and faculty, are making some effort toward personally contacting colleagues, women and minorities individually. However, our effort to attract minorities remains constant, but the results in our candidate pools is still low.

The following charts (Exhibit II) contain data on hiring trends by job group.

Exhibit II
SUMMARY OF HIRING TRENDS (1996, 1997 and 1998)
University of Wisconsin-Stevens Point

CLASSIFIED STAFF:

Job Group No.	Job Group	Total Employees as of 10/31/98	1996 Hiring	1997 Hiring	1998 Hiring
01	Management Information Professionals, General Management Information Technologists	26	2 white males 3 white females	1 white male	1 white male
02	Law Enforcement and Public Safety	7	1 white male	No hiring	No hiring
03	Fiscal and Related Occupations	25	2 white females	No hiring	No hiring
04	Technicians-Science, Library & Health; Medical & Patient Care Professionals & Supervisors	26	2 white males 2 white females	1 white female	No hiring
05	Technicians-Engineering, Media & Related; Technicians-Graphic Arts & Media	22	No hiring	No hiring	1 white female 2 white males
06	Administrative & Program Support, Library 7 Senior Occupations	59	3 white females	5 white females	1 white female
07	General Clerical Occupations	99	2 white females	4 white females	7 white females
08	Construction Trades & Power Plan Occupations, Mechanics & Repair	46	5 white males 1 white female		9 white males
09	Material Handling, Skilled Food Service and Laborers; General Unskilled	77	4 white males 2 minority males 3 white females 1 minority female	6 white males 1 white female 1 minority female 1 minority male	2 white females 4 white males

SUMMARY ON HIRING TRENDS (1996, 1997 and 1998)

NONINSTRUCTIONAL ACADEMIC STAFF:

Job Group No.	Job Group	Total Employees as of 10/31/98	1996 Hiring	1997 Hiring	1998 Hiring
00	Executive	1	1 white male	No hiring	No hiring
20	Academic Administrators- Executive Academic Administrators, Administrative Directors (senior level)	14	No hiring	2 white males	1 minority male 2 white males
21	Research Specialists, Psychologists, Physicians, Scientists	13	No hiring	No hiring	No hiring
22	Directors	33	No hiring	1 white female	3 white females 1 white male
23	Associate Directors, Assistant Directors	13	No hiring	1 white male	1 white female 2 white males
24	Program Managers	24	2 white males 2 white females	1 minority female 1 white male	1 white male
25	Academic support Professionals, Administrative Support Professionals	35	1 white male 2 white females 1 minority female	1 white female 1 white male	3 white females
26	Information System Support Professionals, University Relations & Media Support Professionals	25	1 white male 1 white female	1 white male	2 white males
27	Student Services Support Professionals	47	4 white males 3 white females	1 white female 5 white males	5 white females 4 white males

INSTRUCTIONAL ACADEMIC STAFF:

Job Group No.	Job Group	Total Employees as of 10/31/98	1996 Hiring	1997 Hiring	1998 Hiring
40	College of Fine Arts & Communication	14	1 white male	4 white females 1 white male	No hiring
41	College of Natural Resources	7	1 white male	1 white female	No hiring
42	College of Letters & Science	35	1 white male	1 white female	1 white female 1 white male
43	College of Professional Studies	33	1 white female	1 white male	3 white females

SUMMARY ON HIRING TRENDS (1996, 1997 and 1998)

FACULTY:

Job Group No.	Job Group*	Total Employees as of 10/31/98	1996 Hiring	1997 Hiring	1998 Hiring
50	Art & Design, Theatre & Dance, Music, Communication	58	4 white males	1 white female 2 white males	4 white females 2 white males
51	Biology	22	1 white male	1 white female	2 white males
52	Business, Economics, Managerial Accounting	16	No hiring	No hiring	No hiring
53	Chemistry, Physics, Astronomy	23	No hiring	1 white female 1 white male	1 white female
54	English, Foreign Languages	35	No hiring	1 minority female	2 white females
55	Geography, Geology	11	No hiring	2 white females	1 white male
56	History, Political Science, Philosophy	33	1 minority male	1 white female 3 white males	1 white male
57	Sociology, Anthropology, Psychology	26	1 white female	1 white female	1 minority female 1 white female
58	Mathematics, Computing	23	No hiring	1 white male	1 white female 1 white male
59	Natural Resources, Paper Science	41	3 white males	No hiring	1 minority male 1 white male
60	Communicative Disorders, Health Promotion & Human Development, Interior Architecture & Retail Studies, Medical Technology	30	2 white females	No hiring	No hiring
61	Education; Health, Exercise Science & Athletics	22	1 white female	1 minority female 1 white male	No hiring
62	Academic Support Programs, Archives, Library	14	1 white female	No hiring	1 white male

Status of Women Committee Members

Gail Allen (Classified)
Library LRC
LSA Advg.
Ext. 4246

Joan Karlen (Faculty)
Theatre & Dance FAC
Prof. Theater & Dance
Ext. 3982

Rita Kirchoff (Classified)
Art/Design FAC
Program Asst. 2
Ext. 2669

Rebecca Stephens (Faculty)
English CCC
Assoc. Prof. English
Ext. 4331

Cathy Ladd (Classified)
Inf. Tech FAC
College Technology Support
Ext. 2097

Don Fadner (Admin)
Philosophy CCC
Prof. Of Phil.
Ext. 3340

Cathy Dugan (Academic Staff)
English CCC
Lect.
Ext. 3230

Bob Tomlinson (Admin)
Student Affairs
Asst. Chanc. Student Affairs
Ext. 2481

Sharon Gahnz (Academic Staff),
Chair
Counseling Center Delzell
Director
Ext. 3553

Nancy Bayne (Ad Hoc)
Affirmative Action
Ext. 2002

Ruth Porrey (Academic Staff)
Controller Main
Controller
Ext. 3999

Kyle Niedfeldt (Student)
Women's Resource Center
Ext. 4851

Karyn Biasca (Faculty)
Paper Science Sci
Assoc. Prof. Of Paper Science
Ext. 3962

Jessica VanHammond (Student)
SGA & WRA
341-8598

In addition, Alexa Priddy and Elizabeth Fontana served on the student sub-committee