



Wayne State University



The Status of Women

at

Wayne State University

1972 – 1992

Prepared by the President's Commission on the Status of Women
1321 Faculty/Administration Building
Wayne State University
Detroit, MI 48202
December, 1992

**The Status of Women
at Wayne State University
1972-1992**

Prepared by the President's Commission on the Status of Women
1321 Faculty/Administration Building
Wayne State University
Detroit Michigan 48202
December 1992

The President's Commission on the Status of Women

The President's Commission on the Status of Women, established in 1971, acts in an advisory capacity to the Office of the President. The Commission has 30 regular members, appointed for two-year terms by the President, and liaisons from bargaining units and other University offices. Members serve on its five standing committees: Affirmative Action and Equity, Career Development, Information, Membership, and Outreach; volunteer members from the University community also participate in committee activities. The Commission meetings, held on the final Wednesday of each month, are open to the public.

The Commission investigates and makes recommendations in areas of concern to women at the University, including the following:

- Equity and equality in policies, procedures, and practices with regard to sex in appointment, employment, placement, classification, promotion, and tenure at Wayne State University for teaching and nonteaching academic, professional, administrative, clerical and technical staff.
- Policies and practices regarding the counseling of female students in all schools and colleges, especially those in which sex has traditionally been a determining factor in recruitment, admission, and retention.
- Increased communication among women regarding events and issues of interest on university, local, and national levels.
- Representation on ad hoc committees and commissions appointed by the President.

President's Commission on the Status of Women
1317 Faculty/Administration Building
(313) 577-5093

ACKNOWLEDGEMENTS

This study was prepared as part of the 20th anniversary celebration of the President's Commission on the Status of Women. The Commission is very grateful to the Office of the President for the funding which supported this extensive work and publication.

The committee of women who researched and wrote this document deserve special thanks and recognition for two years of work. All were volunteers from the Commission's Affirmative Action and Equity Committee. They are:

Kate Heidt, Chairperson, Associate Professor, Law School

Krista English, Administrative Assistant, Graduate School

Linda Hulbert, Assistant to the Director, Interdisciplinary Studies Program, College of Lifelong Learning

Ramona Lumpkin, Associate Dean, College of Lifelong Learning

P. J. Petitpren, Research Assistant, Internal Medicine, School of Medicine

Jean Dietrick Rooney, Program Director, Center for Urban Studies, College of Urban, Labor and Metropolitan Affairs

Jan Thompson, Executive Director, American Association of University Professors

Nancy Brosky, Graduate Student Assistant

Patricia Hawkins, Graduate Student Assistant

EXECUTIVE SUMMARY

In 1992 the Commission on the Status of Women at Wayne State University was twenty years old. In 1972 the Commission had issued an in depth report on the status of women at Wayne State University. It gathered information, reported inequities and made recommendations for correcting or ameliorating those inequities. Beginning in 1991 the Commission sought to update the 1972 report as part of the Commission's twentieth anniversary year, with funding from the President's office. We gathered data and determined whether the original recommendations were carried out. The original recommendations and their current status are set forth in Appendix A. The original 1972 Report is Appendix B.

It quickly became clear to us that we needed to go beyond merely reporting on the status of the original recommendations. Thus we have reviewed areas of serious concern to women at Wayne State University. We make additional recommendations based upon what we have found.

WOMEN AS STUDENTS

The percentage of women students enrolled at Wayne State University has risen significantly in every class, from first year to seniors to graduate students. The percentage of women students in disciplines that were traditionally thought of as male, such as law, has also risen dramatically. Percentages have also increased in medicine. However, several areas remain overwhelmingly male, most notably engineering. The Commission is concerned about the effect the new College of Science will have on women students, and recommends that the University and the College make an effort to recruit and retain women for the College.

Gains have been made in several other areas concerning women students. The University Libraries have added to their collections books regarding women, the contribution women have made to society and to the professions, and titles of general interest to women. Counseling is also more sensitive to the needs of women students.

Although the Women's Studies program is over a decade old, it is in need of support, both monetary and non-monetary. The program needs a released time director and limited additional staff. Research support and time release that would allow faculty members from across Wayne State to develop courses appropriate to the Women's Studies Program would enhance the program.

WOMEN AS EMPLOYEES

The most significant gains for employees have been in the area of benefits. Retirement benefits are now the same for women and for men. A woman is no longer forced to take a leave if she becomes pregnant. More benefits are now available for those who work part-time. Other gains have been seen in academic staff, where the number of women has increased dramatically.

Clerical and technical employees have seen some gains both in salary and in increased opportunity. However, information about advancement and new opportunities is still not readily available for this latter group. Further, we did not have adequate information to compare the salaries of the women in this group to comparable groups, a study we suggest should be performed.

However, in some areas women have made little or no gains. The following are just a few of the facts reported:

The wage gap between women and men faculty has widened. In 1972 women faculty members earned 23.3 percent less than men. In 1991 they earned 28 percent less than men. (This excluded the School of Medicine.)

In 1972 women made up 22 percent of the faculty (excluding lecturers and instructors, the lowest faculty classifications). In 1991 women made up 24.7 percent of the faculty (excluding lecturers and instructors) -- an increase of only 2.7 percent over twenty years.

Over one-half of all women faculty (51.5 percent) are in non-tenure track positions. Barely more than one-quarter of the male faculty (27.5 percent) are in non-tenure track positions. Women administrators earn 32.2 percent less than men.

The Commission recommends a new round of salary equity adjustments. It also recommends establishing a task force to address hiring and retention of women faculty members.

CONCERNS OF ALL CAMPUS WOMEN (STUDENTS AND EMPLOYEES)

Child care remains a problem at Wayne State University, both for students and for employees. Sexual harassment is an item on which the University has an official policy but which the Commission feels needs additional attention. Finally, the Women's Resource Center has had a very positive impact on the quality of life for women at Wayne State University. With additional support it could do much more.

SUMMARY

Overall, we concluded that only modest gains have been made by women at Wayne State University in the past twenty years. While some of the recommendations made in 1972 have been carried out, many have not. In addition, new areas of concern to women that were not considered in the 1972 report need to be addressed now. We hope that this report will spark change and help to improve the status of women at Wayne State University by emphasizing issues and problems where the need for change is greatest.

TABLE OF CONTENTS

Acknowledgements
Executive Summary

INTRODUCTION	1
I. WOMEN AS STUDENTS	1
A. Trends in Enrollment	1
B. Libraries	5
C. Women's Studies	5
D. Women as Student Athletes	7
E. Career Development for Students	8
II. WOMEN AS EMPLOYEES	9
A. Hiring and Advancement of Women Employees	9
B. Current Issues Regarding Salary and Underrepresentation	11
C. Benefits	22
D. Career Development and Mentoring	23
III. CONCERNS OF ALL WOMEN: STUDENTS AND EMPLOYEES	25
A. Child Care	25
B. Sexual Harassment on Campus	26
C. Women's Resource Center	28
IV. APPENDICES	30
A. 1972 Report Recommendations and Current Status	
B. Original 1972 Report on the Status of Women of Wayne State University	
C. Results of Survey of the Urban 13 Universities on Women's Centers	
D. Results of Survey of the Urban 13 Universities on Daycare	

INTRODUCTION

The Commission on the Status of Women (COSW) was established in August 1971 by the president of Wayne State University. In November 1972, the COSW issued its report, "Today and Tomorrow: Annual Report of the Commission on the Status of Women" (the Report), which reviewed the status of women as employees and as students in higher education and specifically at Wayne State University. The COSW made many recommendations to eliminate or ameliorate the inequities existing at that time. These inequities ranged from systematic exclusion of women students from traditionally "male" fields of study, through major salary inequities between male and female faculty, and lack of access to advancement on the part of female support staff.

Most importantly, the Report called for action. It detailed the lives of women at Wayne State University, both as students and as employees, making recommendations designed to improve the lives of women in all walks of university life.

The COSW has undertaken a review of the Report as part of its 20th anniversary year. Since the Report was issued in 1972, many of the conditions of concern have been corrected, others have persisted, while still others have emerged or have been recognized in the intervening years. These conditions and concerns affect women directly, but because women make up a large portion of the Wayne State population, these conditions and concerns affect our campus community as a whole.

Our original goal was to gather information and to report on the changes that have and have not been made since the Report was issued in 1972, including which recommendations were implemented and which were not. However, our investigation has taken us beyond updating the Report and has led us to consider issues presently affecting women at Wayne State University as well as those which were included in the original Report. While our update of the 1972 Report will be both useful and informative, our focus is on current concerns of women at Wayne State and the need to move forward.

The first three sections address the current status of women at Wayne State, drawing upon the 1972 Report for comparison when appropriate, proposing changes needed to achieve gender equity at Wayne State University today, and indicating a number of areas where the COSW believes further study is needed before persistent and deep-seated problems can be alleviated. Appendix A, which follows sets out the specific recommendations made in 1972, and reports their status today - whether they were implemented, and if so, when and by whom.

I. WOMEN AS STUDENTS

A. TRENDS IN ENROLLMENT

A comparison of enrollment data for the years 1971 and 1990 shows an increase in female enrollment (Table 1); indeed, more than half the students now enrolled at Wayne State are women. Significant increases in female enrollment have occurred in the four schools and colleges which have historically been male-dominated in American higher education: the School of Business Administration increased from 8 percent in 1971 to 48 percent in 1990 at the undergraduate level, and from 2 percent in 1971 to 35 percent in 1990 at the graduate level; the College of Engineering increased from 2 percent in 1971 to 17 percent in 1990 at the undergraduate level, and from 2

percent in 1971 to 14 percent in 1990 at the graduate level; the School of Medicine increased from 10 percent in 1971 to 38 percent in 1990 for those seeking the first professional degree (M.D.); the Law School increased from 11 percent in 1971 to 51 percent in 1990. The College of Pharmacy and Allied Health Professions shows gains in female enrollment as well, but because of the merger of Pharmacy and Allied Health these gains are difficult to quantify.

Table 1
Percentages of WSU Enrolled
Who Are Women

College	Percentages	
	Fall 1971	Fall 1990
Business Administration		
Undergraduate	8	48
Graduate	2	35
Education		
Undergraduate	65	78
Graduate	60	71
Engineering		
Undergraduate	2	17
Graduate	2	14
Liberal Arts		
Undergraduate	42	58
Graduate	35	46
Nursing		
Undergraduate	95	87
Graduate	94	98
Pharmacy and Allied Health¹		
Undergraduate	21	66
Graduate	16	65
Social Work		
Undergraduate	-	83
Graduate	63	80
Fine, Performing and Communication Arts		
Undergraduate	-	60
Graduate	-	62
Graduate-Professional Programs		
Law	11	51
Medicine		
M.D. Program	10	38
Graduate Medical Ed.	-	27
Pharmacy and Allied Health Professions	-	54
Graduate School	-	76
Lifelong Learning		
Undergraduate	-	60
Graduate	-	66
Urban, Labor & Metropolitan Affairs		
Undergraduate	-	50
Graduate	-	49

Source: Wayne State University Fall Term 1990 Student Enrollment Profile, Table II - Official Enrollment-Equated Students, Fall Term 1990.

1. The data for the years 1971 and 1990 in this category cannot be compared because the Allied Health programs (such as medical technician, occupational therapist, etc.) were added in the intervening years.

Table 2 indicates an increase in the number of women enrolled in both undergraduate and graduate programs. Two areas are indicative of a healthy trend in graduate education for women: both the number of women enrolled in doctoral programs and the number of women enrolled in graduate/professional programs have nearly doubled. Both tables suggest that women are entering programs formerly dominated by men.

TABLE 2
Enrollment by Class Level and Sex

Class Level	1971			Percent of Total Who Are Women	1990			Percent of Total Who Are Women
	Men	Women	TOTAL		Men	Women	TOTAL	
Freshmen	3,889	3,448	7,337	47%	2,306	3,327	5,633	59%
Sophomores	3,897	2,829	6,726	42%	1,806	2,313	4,119	56%
Juniors	3,408	2,337	5,745	41%	2,123	2,753	4,876	56%
Seniors	2,742	1,812	4,554	40%	2,445	2,798	5,243	53%
5th Yr. Pharm.	59	9	68	13%	35	58	93	62%
Post Degrees	603	496	1,099	45%	425	632	1,057	60%
Unranked Lower	79	47	126	37%	42	23	65	35%
Unranked Upper	31	35	66	53%	0	0	0	00%
Graduate & Professional Graduates	1,632	447	2,079	21%	1,679	1,339	3,078	45%
Pre-Master's	-	-	-	-	338	486	824	59%
Master's	3,908	3,043	6,951	44%	3,634	3,709	7,343	51%
Doctor's	759	240	999	24%	832	709	1,541	46%
Unranked	506	509	1,015	50%	-	-	-	-
TOTAL	21,513	16,363	36,765	44%	15,665	18,147	33,872	54%

Source: Wayne State University Fall Term 1990, Student Enrollment Profile, Table VI - Official Enrollment by Class Rank, By Sex and Enrollment Status, Fall Term 1990.

A new College of Science is just beginning at Wayne State University. The COSW was concerned about the effect this will have on women students and made several recommendations in a 1992 report to the president and to the Academic Senate. In addition:

Recommendation

That further efforts be made to recruit and attract women students to those disciplines and areas of study that have remained predominantly male. This recommendation is now particularly appropriate to the newly formed College of Science.

B. LIBRARIES

In 1972, the COSW recommended that University Libraries take several steps to assure that their holdings included an adequate number of works that reflected women's past and the concerns of women. Today, the university's collection contains significantly more titles that relate to women than it did in 1972.

Recommendation

That the dean of University Libraries be directed to continue to add to the collection of books concerning women and women's participation and contribution to the professions and politics.

C. WOMEN'S STUDIES

The 1972 Report expressed grave concern at the lack of courses and programs dealing with women and women-specific issues and recommended "that academic administrators actively encourage all departments and faculty members to re-evaluate their course offerings and contents, and where pertinent, to add courses and sections of courses that pertain to women and their contributions" (Report, page 10, #3).

By 1976 a Women's Studies co-major was offered. From its inception, Women's Studies was designed to include several core interdisciplinary courses that educated students about women's history, and women's social and cultural traditions. Courses centered on women, women's issues, and issues that significantly affected women's lives. The program flourished for a number of years, sponsoring a lunch-time discussion series as well as a lecture series which brought prominent women scholars in as invited speakers. By 1980, many students of both genders were taking Women's Studies courses and five women graduated with the first co-majors in the program.

However, during the early 1980s, for a variety of reasons, the program declined both in support and in enrollments. In 1984, after a detailed self-study report of the Women's Studies program and in the wake of its 10-year anniversary, the Wayne State Board of Governors resolved to "renew its own commitment to the purposes of the program" and to support "its activities in working toward a world that offers true equality to all human beings." In 1986 a minor in Women's Studies was approved and a new interdisciplinary course, Introduction to Women's Studies (W S 301), was developed, with stipends allocated for faculty members who designed the modules and

presented lectures in 1988. Additionally, a brochure about the co-major and minor was created and distributed.

On Dec. 14, 1990, the Board of Governors' report stated in strong terms that "the university is overdue in strengthening its women's studies programs, its support services for women, and its outreach to potential non-traditional female students," concluding that "the greatest need may be funding of staff for the women's studies curriculum." In May 1991, the university appointed its first compensated director for the Women's Studies Program. However, compensation is minimal -- reduction in teaching by one course per year and approximately a 10 percent pay increase for an extra month's work.

These recent developments are encouraging, but they do not yet offer a sufficient base upon which the Women's Studies program can build. The recommendations made below are essential to developing a strong and well-supported program. Further, they address another important issue: the need to ensure that courses throughout the curriculum, not just in Women's Studies, incorporate content which reflects the expanding knowledge base related to women within the academic disciplines. Teaching and research on social issues affecting women; the ways in which both women and men are socialized according to gender; women in the sciences and the professions; the relation between gender and medical practice; women as caregivers; the artistic representation of women; and the changing role of women in politics are but a few examples of content that should be integrated into curriculum across the university.

Recommendations

1. That the Women's Studies program receive an annual budget sufficient to:
 - a) support a half-time director with full-time support staff;
 - b) fund two research grants, one faculty and one student;
 - c) provide release time or partial funding to support faculty in developing and teaching new courses in their areas of expertise, which would then be included in the Women's Studies program. Course development should be especially though not exclusively encouraged in the following fields: political science, anthropology, economics, the physical sciences, nursing, medicine and law;
 - d) provide a physical center with a director's office and a lounge (based on the honors program model) where students can gather, obtain and exchange information;
 - e) fund events and meetings to attract students and encourage a greater exchange among women on campus;
 - f) provide resources for the director to attend meetings and plan events.
2. That graduate-level curricula be added to the Women's Studies program. Graduate-level courses would permit students in the graduate and professional schools to take courses pertaining to women as part of their degree requirements and would broaden the education of women and men in graduate and professional programs.
3. That, in addition to the two research awards housed in Women's Studies, noted above, university research grants equivalent to summer research awards be designated to support research in areas of concern to women.

4. That each department establish a committee or request an existing committee to evaluate course offerings with a view toward adding courses or material about and by women.
5. That departmental curriculum committees develop policies to support course revision designed to include material about women and development of new courses with a focus on women where appropriate.
6. That departments or faculty hiring committees include among relevant qualifications the candidates' knowledge in their field of research on women, the ability to include information about women in courses, and the ability to offer courses in their own field about women.

D. WOMEN IN ATHLETICS

While there have been substantial improvements since 1972 in the role that women students play in the university's athletic, intramural, and recreational programs, additional actions are needed if full equity is to be attained. Representation in the levels of participation in university sports remains unequal. Similarly, expenditures on male and female athletes, athletic scholarships and recruitment efforts are unequal.

WSU has reported to the National Collegiate Athletic Association the following information for the 1990-91 year²: the university's total expenditures for athletics programs for men was \$313,257, while the comparable figure for women was \$173,696 (55.4 percent of the men's budget). In 1990-91, the sum spent by the university on athletics-related financial aid for male students was \$233,578, and the sum spent for female athletes was \$136,932 (58.6 percent). There were 152 male students who received aid, as compared to 57 women, (27 percent of the total students aided). By contrast, more than 56 percent of Wayne State's current undergraduates are women. The per capita figure for funding was actually higher for female athletes, at \$2,403 as compared to an average of \$1,537 per male athlete, but this difference can be attributed at least in part to the smaller number of female athletes receiving aid. Considerably fewer funds are spent on recruiting female athletes than male athletes. In 1990-91, \$3,683 was spent on recruiting male athletes, while only \$213 (5.7 percent of the men's recruiting budget) was spent on recruiting females.

It is difficult to determine whether these disparities are the result of unequal treatment or of other factors. Nevertheless, Wayne State, at a minimum, should encourage equal participation, offer equal scholarship funds and devote an equal amount of time and money to recruiting female athletes as it does to male athletes.

In athletic coaching, women are underrepresented. In 1991, 15 full and part-time head coaching positions were available.³ These positions were divided fairly evenly between women's and men's sports: seven head coaching positions for women's teams and eight head coaching positions for men's teams. However, of the seven positions available for women's teams, five were

2. The information was submitted as part of the NCAA Gender-Equity Study. The information is available from the Department of Athletics, Intramural and Recreation or the Office of the Vice President for Student Affairs.

3. WSU Department of Athletics records as of August 1991.

held by men. Conversely, only one of the eight positions for men's teams was held by a female. This trend was reflected at the assistant coach level as well.

Recommendations

1. That the Department of Athletics, Intramurals and Recreation develop further methods to encourage women students to compete in intercollegiate and intramural sports activities.
2. That expenditures on recruiting women athletes be increased to reflect the representation of women in the undergraduate student body.
3. That annual hiring goals be established for the addition of women to the coaching staff.

E. CAREER DEVELOPMENT FOR STUDENTS

The 1972 Report addressed the area of career development for students under several headings (Program Admission and Enrollment Status, Counseling and Advising, Financial Aid, Placement) and made numerous recommendations. What the original Report attempted to do was to safeguard the whole range of career possibilities for females from the time of entry to WSU until graduation.

The COSW believed that this effort should involve the entire university community -- from the Office of Undergraduate Admissions through University Counseling Services to the Graduate School and University Placement Services. For example, career development for students should begin with admissions practices that are not gender specific and that do not discourage by their criteria or by advertised qualifications, a woman's application to any college or program at the university. The COSW believed further that this equity should continue with counseling and advising practices that are sensitive to student needs, with counselors pointing out situations when bias and/or stereotyping exist. It should further continue with financial aid practices at the graduate level that allow for fair and open selection in awarding graduate assistantships. Finally, it should culminate in placement practices that are nondiscriminatory and that weed out employers who have been found to discriminate.

Some of the recommendations made in the 1972 Report have been fully or partially implemented. For example, in the 1970s a one-day training workshop for counselors was held to discuss the needs of WSU's women students; a career conference for women was held; and the Women's Studies Program and the Women's Resource Center were created. In the 1980s, in-service training related to career development for women students was sponsored by the University Counseling Commission.

At the same time, the COSW believes that a focus on career development continues to be a critical component in expanding the options of Wayne State's female students. The COSW is prepared to undertake responsibility for activities aimed toward this end, and the following recommendations will provide additional assistance to reach this goal.

Recommendations

1. That University Counseling Services sponsor at least one program per year aimed at helping women to understand the diversity of their career choices.
2. That the University Counseling Services examine the standard interest inventories and recommend revisions should sex stereotyping be found.
3. That the Life/Career Development Lab target elementary and secondary female students to prepare them for careers in the sciences, engineering and other fields where women are underrepresented.
4. That data be gathered by the Graduate School on the numbers of women applicants and the numbers of women receiving fellowships and assistantships and that this data be reported annually to the president.

II. WOMEN AS EMPLOYEES

INTRODUCTION

This section looks first at issues that have had an impact upon women employees generally throughout the years, beginning with those issues that were considered in the 1972 Report that affected all women employees. It then turns to the issues of 1) the representation of women in many of the employee ranks at Wayne State University and 2) the salaries and status of those women as compared to men. Because this update began by comparing the 1972 Report with the situation of women at Wayne State today, not all groups of women employees are discussed in detail and it was beyond our ability to initiate a campuswide study of all women employees. Recommendations are made when appropriate to cover these groups.

A. HIRING AND ADVANCEMENT OF WOMEN EMPLOYEES

1. Hiring

When the Status Report was prepared 20 years ago, women were primarily concerned with removing societal barriers through concrete actions. Much of society did not perceive women as professionals. Career advancement beyond a minimal level was unconventional. Those women who did expect to advance in their careers were often met with hostility and derision. The Report maintained that active barriers were erected at Wayne State, jobs were not widely publicized, reasons for hiring decisions were not given, and the university's nepotism policy, which prevented spouses from working in the same department, was strictly enforced. To address these issues, the COSW made several specific recommendations, among them 1) that "all positions be *widely publicized*" both on and off campus, 2) that persons making hiring decisions demonstrate that the positions had been publicized and clearly explain the reasons for the final selection; and 3) that the university's nepotism policy be revised.

The first recommendation is now largely followed for most employee groups: notices of positions are distributed campuswide. However, positions do not regularly appear in *Inside Wayne*

State because the Employment Services Department is unable to make distribution dates coincide with the cut-off date for notices in *Inside Wayne State*. The nepotism policy has been revised. (For the specific status of these and other recommendations, see Appendix A.) Being hired, however, is only one step on the path of career advancement. According to the 1972 Report, women hired at Wayne State were subsequently disadvantaged and treated unequally in a number of ways, as discussed below.

Recommendation

That the Employment Services Department (Division of Human Resources) coordinate the distribution of position notices so that they are advertised in a timely fashion in *Inside Wayne State*.

2. Other Employment Status

In 1972 the COSW reported that women were traditionally hired at a lower classification and salary than men. Further, over time, given the same number of years experience and the same type of effort, women remained underpaid and underclassified. In 1971 the salary differences averaged as much as \$2,000 per year for both academic and non-academic women (Report, page 22). Tenure in some colleges was awarded to women almost three years later than men (Report, page 23). Some non-academic positions had ceilings beyond which women rarely climbed. There were times when women were not promoted from clerical jobs to higher paying staff jobs, even when qualified. Similarly there were complaints about position advances that were withheld if a woman was pregnant or married (Report, page 24), transfers that ignored union guidelines (Report, page 23), and that women were required to train new male employees who were then promoted over them (Report, page 24).

Complaints about such discrimination were processed slowly and rarely resolved. Although legal recourse was an option, many women were concerned about repercussions on the job if they took such action (Report, page 24).

The 1972 recommendations to alleviate these conditions included: a) a periodic review of each woman's personnel file to make sure she was in a position that matched her potential; b) provisions to identify women who wanted to advance and provide advancement opportunities; c) an increase in the salary level of clerical staff; d) and the opportunity for automatic progression. While salaries have increased over the years, the other recommendations have not been implemented.

Some steps have been taken in the direction of supporting women. For instance, while the Employment Services Department does not review individual files, any woman who makes the Employment Services Department aware of her career aspirations is provided with counseling and information on training programs which will help her meet her goals. The department also has the technology to develop a skills inventory which would match qualifications with opportunities, but this project is still in the planning stages.

Two problems remain with the functioning of this program. First, it is not widely known that this type of help is available. Second, it is questionable whether a woman would readily seek help from an office which she may perceive holds substantial power over her. More recently, within the last four years, the Hay classification studies may have helped to place employees generally into job

descriptions and salary levels that are more appropriate for the jobs they actually perform. These studies have been based largely upon the employee's level of responsibility and the tasks the employee is required to perform. In the spring of 1992 the university issued a proposed Hay reclassification of Staff Association (clerical and support) jobs. However, it is too soon to determine: 1) the impact this will have on women employees and 2) whether further survey, study or reclassification is needed. This is an item that should be reviewed again within the next year.

Recommendations

1. That in regard to making *any* hiring decision, uniform, university-wide policies for all employee groups be adopted (with the possible exception of technicians, student assistants and some other part-time positions) which require those doing the hiring to demonstrate the reasons for a particular selection.
2. That the president undertake a study of the feasibility of automatic progression from one level to the next for clerical employees.
3. That the Human Resources Division develop a skills inventory which would match employees' qualifications with current university employment opportunities.
4. That the Human Resources Division widely publicize the availability of counseling and information on training programs which can assist employees in meeting their career goals and aspirations.
5. That in the spring of 1993, the Human Resources Division, with the appropriate unions and the COSW, review the recent reclassification of the clerical and technical employees.

B. CURRENT ISSUES REGARDING SALARY AND UNDERREPRESENTATION

There remain many issues of significance both in the hiring and advancement of women at Wayne State University, but it was beyond our ability to begin research into the status of groups omitted from the 1972 Report. Therefore, we recommend that when the administration considers the recommendations made in this report it also extends those recommendations to those employees not specifically included within this update. Specifically, it is recommended that the administration compare salary and benefit data between women and men within all unions, as well as in non-represented categories not covered here.

Finally, we recognize that there may be many reasons for the underrepresentation of women in some classifications and for some salary disparities. Nevertheless, the data is striking, demonstrating that underrepresentation and salary inequities are pervasive.

1. Faculty

Salary equity between men and women at Wayne State remains elusive. Since 1972, members of the Association of American University Professors (AAUP) bargaining unit, which represents faculty and academic staff,⁴ have participated in two rounds of women's salary equity adjustments (in 1974-75 and 1985). Although it would be expected that the wage gap would have narrowed as a result of these special efforts, in fact, the wage gap for faculty has widened considerably. The average salary for women faculty, excluding the School of Medicine, in 1972 (\$12,501) was 23.3 percent less than the average salary for men (\$15,415). In 1991 the average salary for women is 28 percent less than for men (\$39,492 and \$50,533 respectively). This wage discrepancy cannot be due solely to the fact that women occupy a greater percentage of the lower ranks of faculty, since the wage gap has also widened in the upper ranks. Women full professors earned one percent less than men in 1972; they earned eight percent less in 1991.

4. The AAUP represents faculty who are full time or fractional time (50 percent time or more). Part-time positions are not represented.

Table 3

Average Salaries by Gender for Faculty Employed at Least 1/2 Fractional Time
(Excluding the School of Medicine)⁵

	MALE		FEMALE		TOTAL	
	#	Avg. \$	#	Avg. \$	#	Avg. \$
Lecturer/Instructor						
1972	111	8,991	85	8,792	196	8,905
1991	32	29,152	82	29,419	114	29,344
Asst. Professor						
1972	273	12,772	111	11,931	384	12,529
1991	122	42,162	80	38,927	202	40,881
Assoc. Professor						
1972	203	15,821	63	15,056	266	15,640
1991	179	46,422	67	45,323	246	46,123
Professor						
1972	250	20,285	29	20,007	279	20,740
1991	235	60,923	29	56,062	264	60,389
TOTAL						
1972	837	15,415	288	12,501	1,125	14,669
1991	568	50,533	258	39,492	826	47,085

The totals in Table 3 show that 31.2 percent (258 of 826) of the total faculty in 1991 were women, compared with 25.6 percent (288 of 1125) in 1972. While women appear to have made some gains, these gains are minimal since women occupy a disproportionate percentage of the non-tenure-track lecturer rank. In fact when we exclude the lowest category of faculty (instructors and lecturers) only 24.7 percent of the faculty are women compared to 22 percent in 1972, a gain of only 2.7 percent over 20 years.

5. All salaries were converted to a nine-month full-time equivalent basis. Source: AAUP Bargaining Unit Reports provided by WSU Provost's Office for payrolls of July 26, 1972 and Jan. 1, 1991.

A possible explanation for the continuing and widening salary discrepancy for faculty is found in the shift of male faculty to the upper ranks of the professorate (associate and full professor) while almost a third of all female faculty are in the lowest positions (lecturer/instructor). Table 4 demonstrates that shift.

Table 4

Percentage Distribution of Males and Females by Faculty Classification (Excluding the School of Medicine), July 1972 and January 1991

	MALE %	FEMALE %	TOTAL
Lecturer/ Instructor			
1972	13.3	29.5	17.4
1991	5.6	31.8	13.8
Asst. Professor			
1972	32.6	38.5	34.1
1991	21.5	31.0	24.4
Assoc. Professor			
1972	24.2	21.9	23.7
1991	31.5	26.0	29.8
Professor			
1972	29.9	10.1	24.8
1991	41.4	11.2	32.0
TOTAL			
1972	100.00	100.0	100.0
1991	100.00	100.0	100.0

Table 4 suggests that there may be a "revolving door" for women at Wayne State University. Although women are hired, they are not retained long enough to establish the higher salaries earned by faculty in the upper ranks. In addition there has been a tremendous increase in the number of faculty positions that are not on the tenure track. In 1972 only the positions conditioned on continued subsidy funding and those less than full-time existed without the possibility of achieving tenure. By 1991, a large number of positions had been converted to the clinical faculty, research faculty, or lecturer classification -- none of which are tenure-track. Table 5 shows the extent of these non-tenure-track positions in the faculty. More than one half (51.5 percent) of all female faculty

(including those in the medical school) are in non-tenure-track positions compared with only 27.5 percent of all male faculty.

TABLE 5

Distribution by Gender of AAUP-Represented Faculty in Non-tenure-Track and Tenure-Track Classifications, September 1991⁶

	Male #	Female #	TOTAL
Lecturer	35	94	129
Faculty (Clinical)	77	38	115
Faculty (Research)	27	10	37
Subsidy-Conditioned	116	47	163
Fractional-Time	8	6	14
TOTAL Non-Tenure-Track	263	195	458
TOTAL Tenured/Tenure-Track	692	187	879
TOTAL	955	382	1,337

The hiring and retention of women faculty is a major problem for WSU and must be examined in depth. Efforts must be made to identify, hire and retain qualified women for faculty positions.

In June 1991, the president requested the COSW to consider ways to improve Wayne State's recruitment and advancement of female faculty and recommend to him steps that should be taken toward that end. A COSW committee gathered information and debated the issues involved. It became clear that any goal of increasing the number of women faculty through hiring necessarily included developing strategies for retaining women faculty. The committee made both short-term and long-term recommendations to the president. Some of those recommendations are repeated here, along with recommendations relating to salary.

6. Source: AAUP Reports compiled Sept. 16, 1991.

Recommendations

1. That the university agree to another round of salary equity raises for women faculty and that sufficient funds be made available to equalize salaries fully.
2. That the president's office establish the following requirements for all faculty searches:
 - a. Affirmative action statements encouraging women and minority applications are to be placed in all position advertisements.
 - b. Gender-balanced candidate pools and search committees, reflecting the average gender composition of terminal degrees granted in the applicable discipline over the past five years, are to be the norm. (Data on national availability pools are available in WSU's Affirmative Action Status Report; NCES, *Digest of Educational Statistics*; and NRC, *Science, Engineering, and Humanities Doctorates in the U.S.*)
 - c. The COSW and the Women's Studies director are to be notified if the unit is unable to generate an acceptable pool. The Office of Equal Opportunity staff is also available for consultation.
 - d. Position advertisements are to be placed in newsletters of the sections of professional organizations specific to women or women's studies.
 - e. Women candidates brought in for interviews are to be scheduled to meet with at least two senior women faculty, from either inside or outside the unit, specifically to discuss gender climate at WSU and the efforts being made to improve that climate.
3. That the president appoint a task force on recruitment and retention of women faculty, consisting of COSW members and others -- primarily senior faculty and administrators, especially women, from across the university -- whose insights and experience will be critical in helping the university reach viable solutions.
4. That the task force be charged with
 - a. setting goals for hiring women across the university, especially in senior positions and in disciplines where women are underrepresented;
 - b. developing for search committees discipline-specific strategies for generating candidate pools and interviewing appropriate numbers of women;
 - c. identifying and proposing methods to correct any institutional factors that hinder our ability to hire strong female candidates;
 - d. identifying factors that impact on the retention of women faculty and assessing the climate at WSU as it pertains to the retention and advancement of women faculty once they are hired;
 - e. recommending strategies for improvement in the institutional climate if women are to be retained and promoted to academic leadership positions.

2. Academic Staff

A more positive picture exists for women in academic staff positions than for those in faculty positions. The wage gap has narrowed for academic staff. In 1972, women earned 9.7 percent less than men, but only 4.5 percent less in 1991.

TABLE 6

Average Salary by Gender for Academic Staff by Classification Grouping (Employed at Least 1/2 Fractional Time),⁷ July 1972 and January 1991⁸

	Male %	Avg. \$	Female %	Avg. \$	TOTAL %	Avg. \$
Group I**						
1972	24	9,380	39	9,224	63	9,283
1991	17	25,656	26	24,405	43	24,900
Group II						
1972	33	11,732	31	11,937	64	11,831
1991	20	29,760	36	29,349	56	29,496
Group III						
1972	18	13,893	16	13,345	34	13,635
1991	18	36,084	40	33,629	58	34,391
Group IV						
1972	27	16,450	12	15,847	39	16,264
1991	17	43,043	25	41,051	42	41,857
TOTAL						
1972	102	12,809	98	11,566	200	12,200
1991	72	33,508	127	31,988	199	32,538

7. All salaries converted to 12-month full time equivalent basis.

8. Source: AAUP Bargaining Unit Reports provided by the Provost's Office for payrolls of July 26, 1972 and Jan. 21, 1991.

**In 1990 the four groups were changed to five groups. The first two new groups are roughly equal to the old Group I and have therefore been combined in Table 6.

Table 6 demonstrates that in 1972, 49 percent (98 of 200) of all academic staff positions were occupied by women. In 1991 that number was 60 percent (127 of 199). The percentage of women has grown in every group except the lowest category (Group I). Table 7 shows this growth: in Group IV the percentage increased from 30.8 percent in 1972 to 59.5 percent in 1991; in Group III the percentage increased from 47.1 percent in 1972 to 69 percent in 1991; in Group II the percentage increased from 48.4 percent in 1972 to 64.3 percent in 1991. Group I saw a slight decline from 61.9 percent in 1972 to 60.5 percent in 1991.

TABLE 7

Percentage Distribution of Males and Females by Academic Staff Classification Groups, July 1972 and January 1991⁹

	Male %	Female %	TOTAL %
Group I			
1972	38.1	61.9	100
1991	39.5	60.5	100
Group II			
1972	51.6	48.4	100
1991	35.7	64.3	100
Group III			
1972	52.9	47.1	100
1991	31.0	69.0	100
Group IV			
1972	69.2	30.8	100
1991	40.5	59.5	100

As recently as 1990 a disproportionate number of women occupied the non-tenure-track classification within academic staff (academic associate). During labor negotiations in 1990, a new system of employment security was developed, applicable to all academic staff, and the minimum salaries were increased. We hope that these steps will serve to retain and advance women in these positions.

9. Source: AAUP Bargaining Unit Reports provided by the Provost's Office for the payrolls of July 26, 1972 and Jan. 21, 1991.

Recommendation

That the university continue to narrow the wage gap with a new round of salary equity raises for women academic staff and that sufficient funds be made available to equalize salaries fully.

3. Administration

In every group of administrative classifications (except the Provost's Office) the average salary of women is less than men. In fact, women earn 32.2 percent less than men -- a difference that exceeds the difference in either faculty or academic staff. Further, only 28.5 percent of university administrators are women. Table 8 provides data showing numbers of administrators and average salaries by classification or office.

TABLE 8

Average Salaries by Gender for Administrators, January 1991¹⁰

	MALE		FEMALE		TOTAL	TOTAL
	#	Avg. \$	#	Avg. \$	#	Avg.\$
Executive Officers	9	109,895	4	87,469	13	102,995
Assoc./Asst. Vice Presidents	6	80,883	3	77,179	9	79,648
Provost's Office	5	60,122	4	64,255	9	61,959
Deans	10	119,628	3	95,032	13	113,952
Assoc./Asst. Deputy Deans	22	89,889	16	60,625	38	77,528
Chairs	75	103,988	9	55,058	84	98,745
Other	71	67,970	40	54,166	111	62,996
TOTAL	198	88,756	79	60,199	277	80,612

10. Source: *Wayne State University Salaried Employees as of February 8, 1991*, Report provided by the Office of the Vice President and General Counsel.

Recommendations

1. That for senior administrative positions, the search committees develop a gender-balanced candidate pool to ensure adequate consideration of women candidates.
2. That for administrative positions (e.g., assistant dean, assistant director) chosen by senior administrators, the selection be subject to rigorous review by the Office of Equal Opportunity for attention to gender equity.
3. That the Employment Services Department undertake an immediate review of salary differences between men and women in comparable administrative positions to determine the causes for the striking salary gaps that exist.

4. Research Personnel

In the categories of research assistant and research associate (Table 9), the average salaries of women are somewhat higher than those of men; however, in the highest-paid category, that of research scientist, female salaries are only 82 percent of male salaries.

The 1972 Report noted with some alarm that research positions were being used "to remove individuals from the bargaining unit to which they belonged and thereby remove restrictions . . . on position posting, salary and job security" (Report, page 21). In 1992, these positions remain in a completely idiosyncratic personnel group: they are classified as non-represented employees but have no set job descriptions or standardized, graded salary levels as all other university employees do. During the years of the Hay classification studies, this large group of employees (more than 500) was not included in a Hay study.

TABLE 9

Average Salaries by Gender for Research Personnel, Feb. 8, 1991¹¹

	MALE		FEMALE		TOTAL	TOTAL
	#	Avg. \$	#	Avg. \$	#	Avg. \$
Research Asst.	116	24,972	285	25,136	401	25,089
Research Assoc.	99	27,681	39	30,696	138	28,533
Research Scientist	3	63,905	2	52,727	5	59,434

Recommendation

That the Human Resources Division immediately undertake a Hay classification study of all research personnel (over 500 persons) to determine appropriate job descriptions, career and salary levels comparable to other non-represented personnel.

Women as Employees: Summary

To summarize, the average salaries of women continue to lag behind those of men, except in two categories of Research Personnel. The greatest gap in male-female salaries is among the administrators. The numbers of women faculty and administrators also remain remarkably low (31.2% for faculty, 28.5% for administrators).

The recommendations made above regarding faculty are applicable to those groups in which women are 1) underrepresented or 2) paid less than their male counterparts.

Finally, since the COSW's original report was issued in 1972 the university has begun issuing an annual Affirmative Action Status Report tabulating the representation of women and minorities at WSU, as required by the federal government. The COSW, through its Affirmative Action and Equity Committee, reviews the university's Affirmative Action Status Report each year, and submits its analysis and recommendations to the president. In past years, these comments have had a positive impact. The result has been a more meaningful and useful presentation of data, and a more direct focus on the position of women within the academic community. The COSW

11. Source: *Wayne State University Salaried Employees as of February 8, 1991*. Report provided by the Office of the Vice President and General Counsel.

appreciates this spirit of cooperation and will continue to work in an advisory capacity with the Office of Equal Opportunity to ensure that necessary data on affirmative action related to the hiring and advancement of women at WSU are collected and reported each year.

C. BENEFITS

In 1972 the COSW recommended that all employees who work part-time on a regular basis and who do not have other employment have the option of participating in the fringe benefit programs of the university. In addition, the COSW recommended that the university provide social security payments for all part-time employees upon request.

1. Fringe Benefits

As of fall 1991, the Benefits Administration Office indicated that for part-time employees who work on a regular basis there are opportunities to participate in the university's fringe benefit program depending on classification and percentage of work. For example, a secretary working part-time at 50 percent of full-time status will receive benefits. However, part-time, spring/summer faculty are not eligible to receive fringe benefits, unless the individual has full-time status during the academic year. A full-time faculty member fringe benefit package is automatically carried into the spring/summer months.

Social security is paid for all part-time employees except student assistants and part-time faculty.

2. Leave Benefits

Twenty years ago, the COSW proposed "that no woman employee be required to take leave because of pregnancy and that any disabilities resulting from pregnancy or childbirth be treated by the university as any other physical disability" (Report, page 26). Today, women are not required to take a leave due to pregnancy and pregnancy is treated like an illness or disability. This change in policy coincides with present federal employment regulations and represents some progress on behalf of female employees' needs. Nevertheless, the current pregnancy policy is inadequate to provide fair treatment of all women employees at the university. It also does not recognize adoptive parenthood. It should be noted, for example, that a female faculty member can negotiate with her department chair or dean an individual request for time surrounding pregnancy, but such negotiations are subjective and may result in vast inequities across the university.

On a closely related issue of increasingly critical nature: it was recommended in 1972 that the university adopt a *compassionate leave* policy which would guarantee any employee an unpaid leave to assume responsibility for the care of a close relative who is physically dependent. There has been little movement regarding this issue. According to the Benefits Administration Office this recommendation has not been implemented. As the population ages, women remain the primary caregivers for older or younger relatives. The university must give this issue very serious consideration within the immediate future.

Finally, it was proposed by the COSW in 1972 that the university provide a retirement program for its employees which complies with the guidelines set down by the federal Equal Employment Opportunity Commission (EEOC). Another suggestion was that the age requirement

for entry into the university's retirement program be eliminated, allowing all employees who want to begin preparing for their retirement to do so as soon as they wish after employment at the university. The university now has a retirement plan that provides equal benefits to men and women, and coincides with requirements set by federal law. Employees may join the university's retirement program at any time but university contributions do not begin until the employee is 26 or older and has worked at Wayne State for two years. These changes have been of great benefit to women employees at Wayne State.

Recommendation

That the university establish a Task Force to research and recommend policy changes regarding parental and other leaves. Major issues should include:

- a. provision of options to prospective parents to help them arrange the time needed to give birth and arrange early care of the child (i.e. flextime, modified duties, etc.).
- b. procedures for faculty members who become parents to relieve them of teaching responsibility for one semester during which they continue to engage in research activities. The semester can be taken anytime within the two years just prior to or following the birth or adoption of the child, and the tenure clock should be off during this semester.
- c. adoption of a compassionate leave policy for all employees to care for sick or disabled dependents.

D. CAREER DEVELOPMENT AND MENTORING

While the 1972 Report addressed several concerns about the hiring and status of female university employees, two considerations/recommendations not fully dealt with are career development¹² and mentoring.¹³ Neither is directly mentioned in the main body of the Report, although both are implied in Appendix L to that Report: "Proposal for the Establishment of a Women's Center at Wayne State University."

Women are entering or reentering the work force in ever-increasing numbers. Wayne State should undertake an aggressive campaign aimed at 1) seeking qualified applicants from among the new work force and 2) maintaining and improving the employment status within the university of this new work force. Career development and mentoring are essential elements of such a campaign to assure WSU's progression to the future.

12. "Career development," as used here, means activities, projects and attitudes meant to foster an encouraging and nourishing climate for any WSU female employee who desires advancement or enhancement of her current position.

13. "Mentoring" is used both in the traditional sense of an experienced professional who guides and advises a neophyte (as, for example, a tenured faculty member or a departmental tenure and promotion committee advising a non-tenured faculty member on the appropriate "steps" through the ranks) and in a less-traditional sense of a spirit of collaboration and cooperation between women regardless of rank or experience.

The COSW has a Career Development Committee as one of its four standing committees. This committee has worked actively since its establishment in 1980 on behalf of career-related issues for women employees of the university. Prior to 1989 the committee's work focused primarily on the needs of faculty and academic staff. In the fall of 1989 its scope was broadened to include administrative and support staff as well. Attention both to career development and to mentoring needs is central to the committee's mission, as exemplified in the projects sponsored in past years: a fall 1990 program on "Setting Career Goals"; a winter 1991 program on "Women, Careers and Families"; and a mentor/mentee project that has matched many mentees with mentors over the past several years. For the 1992-93 year, the Career Development Committee is planning a series of programs on various aspects of career planning which will be offered at several locations.

A positive response to these initiatives from university women underscores the need for a sustained and concerted effort in these areas. An informal survey of the climate for women at WSU, undertaken for the COSW in preparing this update, also reveals that women perceive a strong need for career development. Many administrative staff members who were interviewed indicated that employees should 1) be given more opportunities and encouragement to take part in workshops and seminars that relate to career development; 2) be encouraged to use tuition benefits, if applicable; and 3) receive a more effective orientation that would help them better understand the existing hierarchy within the division or department, available career paths and possible routes to advancement.

The following recommendations are aimed at extending Wayne State's current career development resources and at fostering a more positive climate for career advancement on the part of women employees. While the COSW can and does provide programs on career development, other units should also be involved in order to develop an effective career development program campus-wide.

Recommendations

- A. Career Development and Mentoring: Non-Academic Staff Women
 - 1. That the Human Resource Department be provided with funding to increase activities aimed at the career development needs of women staff at WSU.
 - 2. That Staff Training and Development and COSW's Career Development Committee contact UAW Local 2071 (Staff Association) and UAW Local 1979 (Professional and Administrative Union) to develop training programs jointly for the various classifications of non-academic women staff.
 - 3. That the Benefits Administration Division undertake an aggressive campaign aimed at:
 - a) advertisement of tuition benefits and encouraging employees to take advantage of those benefits;
 - b) advertisement of programs (both credit and non-credit) aimed at clerical and professional staff members and encouraging employees to take advantage of these programs; and
 - c) advertisement of career development programs and resources, and encouraging employees to take advantage of them.
 - 4. That the president expand the meritorious service awards to include clerical staff members, as well as professional and administrative staff.

5. That the president continue the current policy of including clerical and professional staff members on university-wide committees and task forces.

B. Career Development and Mentoring: Faculty and Academic Staff

1. That all administrators encourage women faculty and academic staff to attend and participate actively in career development opportunities.
2. That all administrators give particular encouragement to women faculty and academic staff who apply for grants, awards, etc.
3. That all departments/units/colleges conduct annual tenure and promotion workshops for faculty and academic staff.
4. That chairs/directors of academic or other units ensure that one-on-one mentoring of women faculty, academic administrators and staff occurs.

III. CONCERNS OF ALL WOMEN: STUDENTS AND EMPLOYEES

A. CHILD CARE

A brief survey by the COSW's subcommittee on students at the time of the 1972 Report indicated that there were 11 day-care facilities in the Wayne State University vicinity, six of them university-related. The other five included one therapeutic center, two cooperatives, one non-profit organization and one non-profit center in the Jeffries area.

Of the university-sponsored programs, four existed primarily to train WSU students, one was a cooperative nursery funded in part by the university, and one a center sponsored by Women of Wayne. However, these facilities were not judged by the COSW to be adequate to the needs of the university community. The 1972 Report recommended that the university establish day care facilities to assist those with children in meeting their responsibilities as students or as employees of the university.

From 1972 to the present, child care centers associated with or in the vicinity of Wayne State have opened and closed, and the university has attempted a number of approaches to meeting child care needs. In 1981, the Wayne State Board of Governors assigned responsibility for providing child care information to the Student Affairs division, while leaving direction of child care laboratories and associated academic programs with the appropriate WSU colleges. At present, the Women's Resource Center, housed within Student Affairs, annually prepares a flier on child care that is disseminated to students, faculty and staff. This flier includes the Family and Consumer Resources Child Development Laboratory (managed by the Psychology Department), the College of Education Nursery, the Monteith Nursery (in DeRoy Apartments), and the Cultural Center Nursery. It also includes referrals to the Detroit/Wayne County Child Care Coordinating Council, an agency of the Michigan Department of Social Services; Headstart Programs; and the Michigan Department of Social Services for information on daycare homes and child care centers. Information on child care is also included in many WSU bulletins, including the student handbook and recruiting brochures and materials.

It is difficult to assess the extent to which the university's current efforts related to child care adequately address present-day needs of employees and students. The last survey on this topic was

conducted by the university in 1978. The following recommendations are therefore aimed at providing updated information in this critical area.

Recommendations

1. That the university conduct an assessment of child care needs among its students and employees, and a feasibility study to assess resources needed to offer adequate child care.
2. That the university also assess child care needs at companies, agencies and institutions located near WSU's main campus.
3. That the needs assessments be developed, administered and analyzed by a task force with representatives from the following WSU units presently involved with some aspect of child care:

Merrill-Palmer Institute
Skillman Children's Center
College of Urban, Labor and Metropolitan Affairs
College of Education
School of Medicine/Detroit Medical Corporation
Psychology Department/College of Liberal Arts
Commission on the Status of Women
Women's Resource Center

4. Further, that this task force have responsibility for making recommendations concerning WSU's approach to the provision of child care, either singly or in cooperation with other area employers, for the remainder of this decade.

B. SEXUAL HARASSMENT ON CAMPUS

Sexual harassment, a form of sexual discrimination, has been and continues to be a concern on campuses nationwide. Sexual harassment is illegal; national and state statutes prohibit it. WSU's Board of Governors adopted a Sexual Harassment Statute on July 15, 1983, and a Non-Discrimination/Affirmative Action Policy on Feb. 14, 1986. Both expressly forbid sexual discrimination and harassment. Not only is sexual harassment costly in economic terms — lawsuits are expensive — it is costly in human terms, damaging the person harassed, the harasser and colleagues of both. The university's policy prohibits sexual harassment in both of the forms that the term has come to include: 1) *quid pro quo*, the offering or withholding of something by a person with power (the employer, supervisor, teacher) in return for sexual attention or favors from another (the employee, student); 2) the creation of a hostile environment, which demeans or upsets people because of unwelcome sexual remarks, gestures, pictures, etc., and adversely affects their performance. Though men may be victims of sexual harassment, women most often are the victims.

The university has provided an avenue for dealing with sexual harassment and discrimination through its Equal Opportunity Office. That office provides advice to students and employees who believe they have been victims of sexual harassment and discrimination; it also investigates and resolves sexual harassment complaints. University Counseling Services also

provides counseling to students. In addition, the university has attempted to prevent sexual harassment and discrimination through the educational/training efforts of the Office of Equal Opportunity and the staff training unit of Human Resources.

The Commission on the Status of Women, through its Affirmative Action and Equity ("AAE") Committee, has worked to prevent sexual discrimination/harassment through increasing the university community's awareness of these issues. In 1988-89, for example, the COSW began sponsoring a public series of noon-hour presentations on sexual harassment. In the last few years, these programs have grown in number and scope. In the past year, the discussions following the tape showings have been enhanced by having a member of the Office of Equal Employment Opportunity act as a facilitator. The AAE Committee submitted a proposal to the General Education Committee to incorporate a mandatory unit on sexual harassment to the UGE 100 course. A decision is still pending. The committee also set up a showcase on sexual harassment in the Student Center Building. The committee procured 500 copies of a sexual harassment/discrimination pamphlet and also a brochure on date rape, and made them available to students through the Student Resource Center. Finally, the committee presented a session on sexual discrimination/harassment for the annual Graduate Teaching Assistant Orientation, a mandatory training session for all new teaching assistants.

Another project the committee is currently pursuing lies in the area of gender discrimination in the classroom. Throughout the past decade such patterns of discrimination, sometimes blatant but often quite subtle and indeed unconscious on the part of the instructor, have been documented in classrooms across the nation. The COSW will undertake over the next year the development of an educational program designed to raise faculty awareness of their responsibility for creating a classroom climate that encourages students of both genders to participate fully in the learning process.

Recommendations

The COSW plans to continue to educate the university community about the topic of sexual harassment, working in concert with the Office of Equal Employment Opportunity. We believe the unit on sexual harassment, proposed by the Affirmative Action and Equity Committee, should become part of the UGE 100 course. In addition, we support and encourage other departments and offices (such as the EEO) to sponsor or continue sponsoring programs on sexual harassment. Finally, we plan to develop new programs addressing the issue of gender discrimination within the classroom.

C. WOMEN'S RESOURCE CENTER

In the 1972 Report the COSW noted that women students often brought with them into the classroom a negative self-concept due to social stereotyping. Many times these stereotypes were reinforced by faculty, staff and other students. As a result, women tended to stay in the disciplines that were labeled "feminine" or were traditional to women. In these courses of study, women often found the pressures to be less and acceptance higher. The COSW was further concerned that many women students confronted a variety of personal decisions -- for example, balancing the responsibilities of marriage and children against ambitions for education and a career. Yet the university was traditionally more responsive to the problems and issues facing men than those facing women. As a consequence of these concerns, the Report made a special recommendation to establish a center where women could get counseling and encouragement to help them achieve their full potential. A COSW task force developed a plan to open a Women's Center in the fall of 1972. However, it was not until the Student-Faculty Council at Wayne State recommended in 1975 on behalf of a center that action was taken. In April of 1976, the Women's Resource Center opened in Mackenzie Hall. In its first year of operation, the center assisted nearly 5,000 students, staff, faculty, and community members; many of these early clients were returning adult students in need of financial or legal assistance or health care. Over the course of the next several years, the Women's Resource Center developed an excellent resource and referral system and sponsored or co-sponsored a variety of lecture series, conferences and activities that focused on women's issues. The director of the center became a frequently sought-after speaker on women's issues, including health care, child care, sexual harassment and women's education.

In 1981, the Women's Resource Center merged with University Counseling Services under the Student Affairs division. A "Re-Entry to Education" program for men and women was established and later a health care loan fund. The merger of the Women's Resource Center with University Counseling Services facilitated women's use of the Life/Career Development Laboratory, the Reading and Study Skills Center, Personal and Career Counseling, and other sub-units of University Counseling Services. Further details of the center's history as well as a comparison of its resources with those of similar centers in other urban universities can be found in Appendix A. The following recommendations represent the COSW's assessment of current needs related to the center.

Recommendations

1. That the Women's Resource Center be funded to conduct a survey of the needs of women students and older students in each academic unit, to determine whether additional services are needed to aid in recruiting and retaining these students. The survey should address both academic needs-- e.g., math review, study skills, time management for the working student--as well as personal needs that have an impact on academic success (e.g., health care, social services).
2. That the vice president for Student Affairs review the present configuration of the Women's Resource Center -- staffing levels, services offered, space allocation, accessibility, funding -- as well as personal needs that have an impact on academic success (e.g., health care, social services).

3. That the Women's Resource Center be funded to compile a resource guide of WSU and community services available to help in dealing with a range of social and personal crises (e.g. domestic violence, rape, sexual harassment, divorce, death of a family member, care of elderly family members).
4. That the Women's Resource Center be funded to develop a computer data base keyed to the above resource guide, so that advisers, faculty and staff can access accurate information when advising students.
5. That the vice president of Student Affairs request a study of the feasibility of adding a research component to the Women's Resource Center: such a component might include being a central repository of information about research projects on women and gender being conducted by WSU faculty; providing community agencies with such information in order to promote dissemination of research useful to the community; and offering incentive funds to support research related to women and gender issues.

APPENDIX A

AN UPDATE TO THE 1972 REPORT

We asked the appropriate offices and people at Wayne State to tell us whether the specific recommendations that were made in 1972 were implemented. This Appendix lists in the left column the recommendations that were made in 1972, and in the right column the responses from university offices. In the few cases in which there was no response to a recommendation we researched the subjects ourselves. For the full text of the 1972 Report, see Appendix B.

1972

RECOMMENDATIONS:
Recommendations Made in the 1972 Report Issued By the Commission on the Status of Women.

That the admissions criteria and any adjustments to be made on any information submitted for admissions purposes be explicitly stated in writing by each office of the university involved in the admissions of students, and that all applicants be informed of these at the time their application is submitted.

That all admitting offices of the university conduct a study of their admissions and rejections on a yearly basis to insure that only the academic qualifications of the applicants are considered in the admissions decision. A copy of this study should be submitted to the Commission on the Status of Women.

1992 UPDATE: Status of the Recommendations Made in 1972

The **Director of Undergraduate Admissions** reports that this has been done, and the admissions criteria and adjustments can be found "published in the *Bulletin* and viewbook as well as included in the Board of Governors statutes."

The **Director of Undergraduate Admissions** reports that there is an "annual report prepared for Board of Governors for Graduate and Undergraduate Admissions Offices."

That the president of the university express in writing to all admitting offices his concern about the appropriateness of the questions asked women applicants, and ask the interviewing officers of the university to re-evaluate the questions.

That all academic units of the university initiate recruitment and incentive programs to encourage the participation of men and women students in all areas and at all levels of study.

That the president of the university allocate \$500 to the Commission on the Status of Women for the planning and implementation of a one-day career planning program aimed at the encouragement of women to consider new

The **President's Office** replies that "many of the issues raised [in the 1972 Report] have been dealt with by university statutes, regulations, executive orders, etc. so that the president is no longer required to tell people how to behave." The office says that during the past 20 years the university has been active in its eradication of all types of discrimination, including discrimination against women students during the admissions process.

In 1970 the Board of Governors began to address the need to recognize the different problems and concerns minority and women students face at the university. In December of 1971, a University Ombudsperson was appointed to assist students in their problems, academic and otherwise. It wasn't until 1976, however, that the Board addressed the university's lack of recruitment, and encouragement of minority and women students in top "non-traditional" fields of study. A task force composed of the provost, three deans, and faculty and student representatives was appointed to address this problem, especially in relation to the medical school. In the mid-70s there was an increase in the number of women students in several areas traditionally dominated by male students, most notably the Law School. A Board of Governors' report in 1977 stated that the number of female students had increased between 1972 and 1976 from 14.9 percent to 31.5 percent of the total enrollment in the Law School. During the next few years several important events were designed to increase female enrollment, including the Women's Studies Program and the Women's Resource Center which were both created in 1976.

In 1978, a career conference for women was held on campus and a Women Scholars Program was implemented; in 1980 a Women's Conference Program was set up and included two conferences: Options for the '80s and Women Decision-Makers.

The '80s saw an influx of women students into higher education both locally and nationally. During the period of 1980-1990 women were consistently

fields of study and work.

enrolled at 50 percent or more of the total enrollment. However, many of the programs initiated in the early '80s have since lost funding and student and faculty enthusiasm has diminished as a result.

That the university establish fact-finding and grievance procedures for persons who have been denied admission to any university program.

Administratively, the Ombudsperson, the Office of Equal Opportunity, the Commission on Affirmative Action, and the Commission on the Status of Women were each actively addressing and seeking to resolve the problems of women and minority students.

That the president of the university take a strong public position opposing the insensitive and uncivil treatment of and references to women in the classrooms of this university.

The **President's Office** replies that the "university catalogue now carries the policy on the responsibilities of faculty and students to the instructional process, which deals with some of the problems of classroom language and behavior toward women and minorities."

That the university develop procedures for the handling of student complaints regarding the discriminatory treatment of women in the classroom and for the reprimanding of those staff members and faculty who violate this sensitivity and civility toward women.

The **University Ombudsperson** reports that the Office of the Ombudsperson was established in 1971 "to assist students in resolving problems with the university. Discriminatory treatment of women is one type of problem female students may bring to this office.

"Complaints regarding discrimination on the basis of sex and complaints of sexual harassment are referred by this office to the Office of Equal Opportunity which has specific responsibility for such matters."

That academic administrators actively encourage all departments and faculty members to re-evaluate their course offerings and contents, and, where pertinent, to add courses and sections that pertain to women and their

In 1971, no courses that dealt entirely with women and women's issues and only a small number included women at all. The COSW, therefore, recommended that the ideas and contributions of women be included into the curriculum. As a result, in 1974, the associate provost for Academic Affairs began to compile a list of courses offered at the university that were of interest to women. The first list of "Courses of Interest to Women" was printed in

contributions.

That the president of the university allocate \$1,200 to immediately establish a year-long, in-service training program for Wayne State counselors and advisers to sensitize them to the counseling needs of women.

That the university periodically provide in-service training programs for counselors practicing at the elementary, junior and senior high school levels to increase their understanding of the problems regarding counseling of young women.

That the president of the university encourage the Wayne State faculty

the 1975 *Schedule of Classes*. In 1976, the Women's Studies program was developed as a co-major offering and subsequently became a minor as well in 1987. As of the 1989-91 *Bulletin*, 32 courses were listed under Women's Studies, seven of which dealt entirely with women.

According to **University Counseling**, a one-day training workshop on women's counseling needs, for all WSU counselors was held in the 1970s. There has never been a year-long program for counselors.

Since the 1970s, Marisa Keeney, Ph.D. (third COSW chair and head of the Personal and Career Development unit of University Counseling Services), has conducted continuous in-service training of UCS counseling staff to sensitize them to the special issues involved in counseling women and has advocated for a multiplicity of issues impacting women students, faculty and staff.

Through the years, UCS female counselors have provided a large number of workshops on career planning and advancement for students, staff and faculty, and have served as mentors.

In 1987, Dr. Keeney spearheaded the formation of a state organization of Michigan Women Psychologists who regularly provide professional conferences on societal and psychological development issues related to women, which many educators and practitioners in the state attend.

The **University Counseling Service** reports that it did not implement this recommendation. The **College of Education** also reports that while some of the workshops offered through the **Detroit Center for Professional Growth and Development** deal with female and male students as individuals, most of their topics are directed at the student population in general.

The **University Counseling Services' director of Personal and Career Development, Marisa Keeney**, reports that continuous, systematic efforts

counselor educators, counselors, and others using standard interest inventories to increase their efforts to point out to counselors the limitations, biases and inadequacies of these inventories so as not to discourage serious career interests in women.

That the president of the university urge the publishers of the standard interest inventories to revise the instruments, manuals and norm groups to eliminate sex stereotyping of women.

That general announcements of the availability of assistantships and instructorships in the academic units be made to all students who are eligible for these awards.

That all academic units be required to submit their selections along with all

have been made with and by UCS counseling staff to point out to women students the limitations, biases and inadequacies of a variety of test instruments used in life/career planning with proactive encouragement to consider all occupational options in career-path decision-making. She reports that in her view, these efforts have positively impacted the lives of many women students throughout the years.

The **President's Office** reports no further action on this recommendation and that it is unable to respond regarding the action taken by previous president(s) on this issue.

The **Business Manager of the Graduate School** reports that the "information about the availability of assistantships (teaching and research) is announced in several different ways. The *Graduate Bulletin* includes this information in the general section describing graduate financial assistance opportunities. In addition, most colleges and/or departments mention assistantships in their individual section of the *Bulletin*."

The Scholarship and Fellowship Office of the Graduate School provides an informational flyer on financial assistance opportunities to prospective and continuing graduate students. The flyer refers students to department chairs for information on assistantships.

The application for admission to Graduate School also mentions assistantships and refers prospective students to department chairs for information.

Until 1990, the Graduate School was given the final say about an award for an assistantship before the candidate's information was given to payroll to be

applications for graduate assistantships and instructorships to the graduate office prior to announcing awards.

That the graduate office be responsible for monitoring the selections for assistantships and instructorships made by the academic units.

That the university establish daycare facilities for its students (and staff) that are available at minimal fees for the hours during which classes are offered on campus. The primary purpose of these facilities should be to facilitate attendance by the child's parents as students (or their employment) at the university. At the same time, it should be expected that the center will foster growth and provide a valuable educational experience for the young child.

processed and the award was announced. In an effort to streamline the process the **business manager of the Graduate School** reports that "the selection of students to fill assistantship positions is now made at the department level. The department submits the 'letter of offer' regarding the position along with documents substantiating the candidate's qualifications (appointment packet) to the college dean for approval. The candidate is then given the 'letter of offer'."

After the dean of the college and the candidate have signed the letter of offer, the original appointment packet is sent to Personnel Processing. At the same time, a duplicate appointment packet is sent to the Graduate School for review. The Graduate School may cancel the appointment if the candidate's qualifications are not sufficient for an assistantship.

In the late '60s, as many as 11 daycare facilities were located in and around the Wayne State campus. At the same time, state licensing was changing and the Commission recognized the need for the establishment of university-sponsored daycare that could be run professionally, and called for a feasibility study to determine the extent and type of need the daycare facilities should cover. In November of 1974 a Child Care Council was established to review current near-campus child care facilities and to refer students and faculty to the one that would suit their needs. In light of the university's "commitment to quality child care and the need for proper organization to provide governance and coordination of such services," the Board of Governors reported, the university "will appoint a director of child care, assess the need for services [and] the extent of the university's financial involvement, and ultimately contract with an agency that will fulfill the child care needs."

The position of Child Care Coordinator established at the time was housed first under the dean of students and subsequently under the vice president for Community Relations. The coordinator's responsibilities included overseeing university grants to purchase toys and equipment for WSU-affiliated child care programs; running a Baby-Sitting Exchange

Program that matched participating parents by zip code; disseminating brochures and fliers listing child care centers in the campus area; and assisting parents in choosing a child care center.

During this same period, the Council on Early Childhood Education, in the Center for Urban Studies, prepared a brochure on choosing quality child care and distributed it to students and faculty. This Council also provided staff training to community-based child care centers and a variety of programs and services in the 1970s and '80s.

In 1976 WSU's newly established Women's Center took over the dissemination of child care information and in 1977 opened the DeRoy Child Care Center. This center, funded in part by the University and in part by fees charged to parents, was licensed to take infants, toddlers and pre-schoolers, with a maximum of 21 children, and served 60-70 families per term with part-time care.

In 1978 a Task Force was appointed by WSU's president to assess the current status of university child care centers. Its recommendations included closing the DeRoy Child Care Center and re-establishing a Child Care Coordinator's position under the director of the Women's Center. One of the duties of this new coordinator was to conduct a child care needs assessment; a questionnaire was sent to a random sample of 10 percent of the student body as well as to all WSU faculty and staff. Survey returns indicated that only 8 percent of the students sampled needed child care, and half of those preferred child care in the home or work area rather than near campus. In light of these findings, the child care coordinator's office within the Women's Center was phased out after only two years.

In June 1981, the WSU Board of Governors approved a policy statement on child care services, stating that the Division of Student Affairs would be responsible for providing child care information while WSU-sponsored child care programs would continue to be directed by appropriate WSU colleges.

In 1988 the university provost appointed a University Nursery School Task Force "to determine the function of each child care program administered by the university, to identify overlapping

responsibilities and to develop recommendations to allow the groups to work together more closely and more effectively." The six WSU-associated child care programs operating at the time that were a part of the study were the WSU Nursery School at Jefferies Homes (College of Education); the Child Development Laboratories (Psychology Department); Parents and Children Together (Sociology Department); Neighborhood Family Resource Centers (Center for Urban Studies); the Edmonson Elementary School After-School Latch Key Program (College of Education, Center for Urban Studies and Detroit Public Schools); and Federal Child Care Center Inc. (Merrill-Palmer Institute). A report issued by the task force to the provost in April 1989 included recommendations to "explore resources, cost and personnel available for university-sponsored child care services . . . to increase use by the university at large of the research potential . . . [and] to support research efforts between and among the six programs.

At this time, four child care services are on campus. An academic lab, sponsored by the Psychology Department, has a maximum capacity of 80 children with 60 accepted and enrolled in the program each semester to provide quality service; the Cultural Center Nursery, sponsored by students, staff and faculty, has the capacity for 25 children and is enrolled to capacity; the Monteith Nursery in DeRoy Apartments, a parent-cooperative, is also enrolled to its capacity of 25 children; and an academic lab that is run through the College of Education. Each child care facility is available to students, staff and faculty of Wayne State and to the community at large.

The Women's Resource Center continues to prepare and distribute a flier on child care that includes information about WSU facilities as well as referrals to the Detroit/Wayne County Child Care Coordinating Council, Headstart programs, and the Michigan Department of Social Services for information on day care homes and child care centers. Information on child care is also included in many other WSU publications.

That the child-care feasibility study called for last year

In 1992, the Strategic Planning Commission is finalizing a series of recommendations for the future of

[1971] be continued in conjunction with the child-care facilities recommended above to determine the extent and type of need (hours of operations, location, cost, etc.) for further university-supported child-care services.

That the Department of Health and Physical Education devise a program to encourage women to compete in intercollegiate and intramural sports activities.

That the expenditures of the department be adjusted to reflect the proportion of the student body who are women.

the university, including one for a child care feasibility study.

In describing the current status of sports activities at WSU as related to gender, the **director of Athletics, Intramurals and Recreation** reports that in "intramural all sports are offered as men's, women's or co-recreational activities. Despite the fact that all activities are offered as separate men's or women's events, there have not been enough women signed up to have separate leagues. Consequently, women are allowed to participate with the men in all of the listed activities. In the sports of volleyball, wallyball and softball, we have had a significantly higher number of women participants than in the other sports. As a result, we have designated those leagues as co-recreational and have set a requirement for a minimum of two women per team. For example: co-rec volleyball requires a minimum of two women per team on the floor at all times. An attempt is made to be flexible and to adjust the rules to accommodate the intramural participants in any gender combinations."

There are currently seven men's intercollegiate athletic teams (football, basketball, cross country, fencing, tennis, golf, and baseball), five women's teams (basketball, fencing, softball, tennis, and volleyball), and one mixed-gender team (swimming).

In the 1990-91 academic year, the university's total expenditure for athletic programs for men was \$313,257, while the comparable figure for women was \$173,696; the student body for that year was over 56 percent female. By contrast, in 1970-71, \$94,106 was spent on male athletic programs and \$2,254 on athletics programs for women, at a time when the student body was 41 percent female. Although parity has not yet been achieved, there has clearly been some progress in this area.

The 1990-91 sum spent by the university for athletics-related financial aid for male students was \$233,578, and the sum spent for female athletes was \$136,932. One hundred and fifty-two male students received aid, as compared to 57 women. The per capita average funding was higher for female athletes, at \$2,043 as compared to an average of \$1,537 per male athlete.

That the university Placement Office monitor all recruiting literature, rejecting all literature that advertises positions specifying sex of the applicants, or uses language indicating that only men are acceptable applicants.

That the university hire a person whose sole job is to contact employers to encourage them to open positions usually reserved for men, and to inform them of the women trained for these positions.

The University Placement Services, Division of Student Affairs, reports that "routine reviews of recruiting literature during the past few years have indicated to us that employers tend to emphasize their desire to employ women within their organizations. Placement Services does not, therefore, believe there is any risk that employers might advertise positions indicating that only men are acceptable applicants.

"Therefore, specific monitoring of all recruiting literature for this purpose is not done. Many employers today tend to over-emphasize in their recruiting literature the participation of women and minority employees in their organizations."

The University Placement Services, Division of Student Affairs, reports that "all members of the Placement Services staff attempt to help students and graduates find employment without regard to their sex. It has never been the sole responsibility of a single individual within Placement Services to perform the function of marketing women and graduates to prospective employers. That focus, along with other special concerns, is part of the responsibility of each staff member.

"Lack of women and minority student graduates with science, engineering, and related degrees is the major limiting factor in helping employers achieve their obvious goals of hiring more women and minorities."

"Employers are routinely directed to the leadership of the various women and minority student organizations to help them foster personal relationships and to provide direct support of the various projects and activities of the group."

That the university Placement Offices regularly survey women who have taken part in the university-arranged interviews for the purpose of identifying those companies whose representatives discourage women applicants.

Women had been discouraged in interviews from applying for certain traditionally male employment opportunities up through 1971. The Commission recognized this discriminatory practice and recommended that the University Placement Offices discourage it for university-arranged interviews. Twenty years later, **University Placement Services, Division of Student Affairs**, reports that "students who interview with employers on campus are provided instruction in the interview process, including how to answer questions which may be inappropriate or illegal. They are encouraged to immediately report to Placement Services any interviewer who they believe may have violated their rights or who has behaved in any manner which they believe was inappropriate."

"Occasionally, students have identified an employer representative, most often governmental, who has seemed to conduct an interview in a manner which would tend to discourage an applicant. Placement Services' policy is to immediately directly confront the interviewer with the facts in a manner that best protects the individual(s) who have complained. In all cases over the last several years, the recruiter has apologized, was not aware of the impact of the questioning or its actual or perceived illegality or inappropriateness, and has agreed to change the method or the line of questioning."

"Although Placement Services formally surveys all graduates, including those who have participated in arranged interviews, no specific formal survey is used to ask women to identify companies whose representatives discourage women applicants. No complaint of this nature has to our knowledge been contained in the returned surveys from our graduating women students. The director of Placement Service personally reviews each survey. The sex of each respondent is known, and responses are made individually to each problem or concern."

That the university Placement Office not permit its facilities to be used by employers who have been found to discriminate.

The response indicates that the recommendation has not been implemented as outlined in the 1972 COSW Report on the Status of Women. The **University Placement Services, Division of Student Affairs** reports that "it is the policy of University

Placement Services to allow all legitimate employers to utilize its facilities to attract prospective employees from among the students and graduates of the university. Employer representatives, when they are on the campus engaged in the process of attracting prospective employees, will adhere to the letter and the spirit of the enacted federal and state civil rights legislation. Those representatives who are believed to be in violation of the law will be asked to change their methodology, and, if they do not change, will not be allowed to continue their recruiting activities. Additionally, supervision at their organizational headquarters will be notified of the situation.

"All legitimate organizations will be provided access to the recruiting process. Access is not denied because of negative allegations, adverse public opinion or legal decisions, or other activities which tend to demonstrate that an organization illegally discriminates in its hiring or personnel practices, or because its products, services or organizational purposes are felt to be unacceptable to a segment of the American public. Students must be free to choose whether or not they wish to voluntarily discuss employment opportunities with any legitimate organization whose representative(s) visit the campus."

"Students are advised to research any prospective employer to determine if their interests, career goals and personal values correspond with those of the organization in which they are interested. Judgments, therefore, are a personal matter which each student is free to express by choosing to interview or not interview with a particular organization."

That a continuing effort be made to ensure that the library contains all the basic works with respect to such subjects as the history of the women's rights and suffrage movements and the participation of women in the professions and politics.

The University Libraries have added a significant number of works, both basic and otherwise, relating to women and issues of concern to women. The dean of University Libraries reports that the majority of the 855 titles in LUIS under "women's rights," "women and suffrage," "women in politics," and "women in the professions" have imprints of 1972 or later, "indicating a high level of activity by women's studies bibliographers since the 1972 Report was issued." The University Libraries' collection under the above headings also includes works from such countries as China, Canada, Great Britain, Germany, India, South Africa and the Arab world. In addition, the dean reports, they receive "all important titles published by university and other academic presses, and by all major trade presses as well," and have a strong periodical list of holdings relevant to women's studies.

That a special collection of women in law be set up in the Law Library.

Although not directed to do so, the law librarian of the past 17 years has added significantly to the collection concerning women in law. The purchase of these books has been done from available funds from the book budget of the Law Library and therefore has not been as aggressive as it could be given additional funding.

That continuing effort be made to increase the library's holdings in all areas relating to women, utilizing bibliographies representing different aspects of the issue.

See above two recommendations.

That the position posting policy proposed by the Commission one year ago [1971], on which limited action has been taken, be adopted by the Board of Governors.

Twenty years ago it was common for faculty and staff position vacancies at the university to be filled before the job description was made public. Or, if job descriptions were posted, they were done so after candidates of choice were already interviewed and considered. This meant that the people who weren't privy to situations in which position vacancies were discussed, often women and minorities, were excluded or discouraged from advancing. The Commission recognized this discriminatory practice of employee hiring and called for the posting of all

positions and asked that each hiring be substantiated by the person making the hiring decision.

That all position vacancies on all openings at the university be widely publicized through job postings and listings in university and professional media. Job postings should provide a title and description for the position, minimum qualifications required, salary and a deadline by which applicants must apply. Listings in publications should include title, minimum qualifications required and a deadline for application.

That before any position is filled, the person making the selection should show, through a brief analysis of all applications, why the selection was made and that an extensive circulation of job information was undertaken to recruit the [most] well-qualified persons for the position.

That where there are several well-qualified applicants for an open position preference be given to women and any minority group applicants.

This practice has changed and positions are now widely publicized throughout the campus and in appropriate external journals and newspapers. The **assistant vice president for Student Affairs** reports "all position vacancies on all openings are posted throughout the university via a general distribution by mailroom on a daily basis. The postings provide a classification title, salary range, location, duties statement, minimum qualifications required and a closing date for applications. Current vacancies are also listed in *Inside Wayne State*. Vacant positions are also advertised in local and national newspapers and professional journals."

However, upon further inquiry, the Commission has been told that in practice these job posting are not regularly listed in *Inside Wayne* because the Employment Services Department, Human Resources, does not submit them to *Inside Wayne* in time for its publication.

In addition, "before any position is filled, the person making the selection confirms verbally with the human resources personnel officer responsible for the position the reasons for the selection. Prior to the selection of a represented employee with less seniority (classification or university) than other employee applicants, or the selection of an external candidate, the person making the selection must show in writing that other internal candidates do not meet the minimum qualifications of the position. Further, for select employee groups (primarily AAUP and non-represented) a formal review of the relative qualifications of the top three candidates not selected is provided by a process required by the University EEO Office."

Previous to the writing of the original COSW Report, the representation of women and minorities in almost every department and office on the campus was extremely low. In addition, the university had in effect adopted a nepotism policy that forbade the

That the Board of Governors adopt a Nepotism Policy which provides that employment and advancement should be based solely on professional qualifications and abilities without regard to family relationships.

Employment of one member of the immediate family in a department in which another member is seeking employment should never constitute a barrier. It should be clearly understood, however, that one person should neither initiate nor participate directly in institutional decisions involving a direct benefit to a member of his or her immediate family.

That the university tendency toward not hiring its own graduates be studied to determine if it has a differential effect on women.

That the university policy of not allowing faculty at the rank of assistant professor or above to pursue advanced degrees at the university be studied to determine if it has a differential effect on women.

employment of family members in the same department, often to the detriment of the wives and/or other female family members of the mostly male employees. As a means of achieving more equity in employment, the Commission sought to reverse these unfair employment practices and policies, and called for the consideration of women and minorities for positions. As of this time, the nepotism policy has been revised so that familial relationships are no longer a barrier to employment in the same unit.

Also, because of advancements in Equal Opportunity Employment laws and other Affirmative Action acts, as well as the university's commitment to comply with employment trends, women and minorities are considered carefully along with other well-qualified applicants. However, there is no indication that women are or have been accorded any preferential treatment when there are several well qualified applicants for a position. Women are still under-represented in faculty -- particularly in higher ranks and in many specific departments.

The senior vice president for Academic Affairs and provost reports that "there has been no official study of this matter but the debate whether to hire Wayne State graduates for faculty positions continues. This clearly is a topic that should be revisited in the near future. There has also been no study done to determine whether allowing faculty, at the rank of assistant professor or above, to pursue advanced degrees at the university, has a differential effect on women. The current practice is not to allow any faculty member to pursue an advanced degree at the University; however, exceptions have been made in the past and most likely will be made in the future under special circumstances."

In addition, it is the general policy of the university to hire all faculty, at the assistant professor level and above, with a terminal degree, which means a Ph.D. or the highest level one can earn in one's field.

That the salary and promotions record of men and women with similar qualifications who were hired at approximately the same time be reviewed to identify disparities in salary and position; and that the individual inequities attributable to sex be corrected immediately thereafter.

That the lowest level of the office assistant I salary range be raised to at least \$6,000 annually.

That the Human Resources Division revise and update the personnel records to make certain that the current assignment represents the employee's highest capability and when this is not the case develop a list for future promotions.

In December of 1972, the Board of Governors acknowledged the salary inequities between male and female faculty counterparts. The Board unanimously voted to make salary adjustments to establish "full salary equity between women and men in accordance with the requirements of the Department of Health, Education and Welfare and the university's affirmative action policy, such adjustments to be made retroactive from July 1, 1971." On Feb. 9, 1973, the board extended its salary equity adjustments to include female personnel staff classified as academic staff, not including research assistants and associates. Research assistants and associates were included at the March 9, 1973 meeting.

In addition, there have been two salary increases negotiated by the AAUP to decrease salary inequities among its membership, one in 1974 and the other in 1985. Both times the amount negotiated has been less than the amount projected by the AAUP through regression analysis, and inequities continue to be a problem.

The director II, Staff Benefits, Human Resources indicates that "general increases in salary ranges over the years since the publication of the [1972] Report have caused the minimum and maximum salary for the office assistant I to be raised to \$13,195 and \$16,675 respectively."

According to the Consumer Price Index, U.S. City Average, the cost of living in the United States has risen 275.8 index points since 1971. \$6,000 per year in 1971 would therefore be equivalent to \$16,548 as of January 1991.

In 1971 the university's tendency to discourage professional growth by not updating and reviewing personnel records and not actively encouraging additional training had a negative impact on women employees. Most of the professional stagnation was occurring in the lower level positions that were filled mainly by women. The Commission, therefore, recommended that these practices be changed by the Personnel Department as a means of encouraging and granting professional growth within the university.

That the Human Resources Division identify interested and potentially qualified women employees and encourage their applications for specific training and provide opportunities for women to gain experience to qualify for better positions.

That the system of advancement for clerical employees be made more flexible allowing for automatic progression from one level to the next.

That all salary and fringe benefit information be made public information to allow each employee of the university to ascertain her or his financial position in relation to others.

That the university employ an ombudsperson for all employees to aid employees in the formal and informal resolution of their employment difficulties.

As of 1991, neither of these recommendations has been implemented in the Personnel Department's policies, and professional stagnation is still occurring mainly in the lower level, women-dominated positions. The assistant vice president for Human Resources reports, however, "employees are encouraged to keep their personnel file up to date so that it reflects all of the employees' acquired skills and education. The Human Resources System has the capability of maintaining this information within its data base. Education information has been placed into the system, but implementation of the skills module is still in the planning phase. After the education/skills inventory has been fully developed, steps may be taken to match the inventory plus experience against current or potential assignments."

Also, "when interested women employees identify themselves to the Human Resources Division, they are counseled and encouraged to apply for specific training to improve their qualifications for advancement. They may also be advised on selection of a proper career path and the appropriate positions to seek in order to gain the experience necessary to qualify for better positions."

Both salary and fringe benefit information is public information. The salary information, which is updated in a yearly report, is available in the Walter Reuther Archives and can be easily obtained. Fringe benefit information, on the other hand, is only available through the Freedom of Information Act of Michigan and all forms and letters must be submitted to the appropriate university employees before the information is revealed.

An equal opportunity specialist at Wayne State explains that "there is no single 'Ombudsperson' to assist employees. Employees who are having problems with the terms and/or conditions of their employment must go to one of a variety of departments depending upon their specific problems:

1. Individuals who have been the victim of illegal discrimination based upon age, color, handicap, national origin, race, religion, sex, sexual

responsibilities and to develop recommendations to allow the groups to work together more closely and more effectively." The six WSU-associated child care programs operating at the time that were a part of the study were the WSU Nursery School at Jefferies Homes (College of Education); the Child Development Laboratories (Psychology Department); Parents and Children Together (Sociology Department); Neighborhood Family Resource Centers (Center for Urban Studies); the Edmonson Elementary School After-School Latch Key Program (College of Education, Center for Urban Studies and Detroit Public Schools); and Federal Child Care Center Inc. (Merrill-Palmer Institute). A report issued by the task force to the provost in April 1989 included recommendations to "explore resources, cost and personnel available for university-sponsored child care services . . . to increase use by the university at large of the research potential . . . [and] to support research efforts between and among the six programs.

At this time, four child care services are on campus. An academic lab, sponsored by the Psychology Department, has a maximum capacity of 80 children with 60 accepted and enrolled in the program each semester to provide quality service; the Cultural Center Nursery, sponsored by students, staff and faculty, has the capacity for 25 children and is enrolled to capacity; the Monteith Nursery in DeRoy Apartments, a parent-cooperative, is also enrolled to its capacity of 25 children; and an academic lab that is run through the College of Education. Each child care facility is available to students, staff and faculty of Wayne State and to the community at large.

The Women's Resource Center continues to prepare and distribute a flier on child care that includes information about WSU facilities as well as referrals to the Detroit/Wayne County Child Care Coordinating Council, Headstart programs, and the Michigan Department of Social Services for information on day care homes and child care centers. Information on child care is also included in many other WSU publications.

That the child-care feasibility study called for last year

In 1992, the Strategic Planning Commission is finalizing a series of recommendations for the future of

Further as noted in other parts of this update, women are under-represented in many other areas. Salary inequities in many areas continue to exist.

That all university committees that are appointed to deal with the selection, promotion, etc. of administrators, faculty and staff have proportional representation of women.

Before the 1972 Report was written, most members of the university-appointed selection committees were male. The COSW recognized that women committee members were necessary to insure that there were more appointments for women and recommended that all university-appointed committees that deal with "the selection, promotion, etc. of administrators, faculty and staff have proportional representation of women." Proportional representation worked well in those disciplines where women were well represented in senior-level faculty positions; however, in the areas that were traditional to males and had a low proportion of women in higher-level teaching positions, this system did not work. Therefore, in many departments, we see a higher proportion of women on selection committees than what is available from the pool of senior faculty members in those departments.

Provide the employee who works part-time on a regular basis and who does have other employment with the option of participating in the fringe benefit programs of the university.

Provide Social Security payments for all part-time employees upon request.

In 1972, the Commission saw the need to include part-time employees, also largely female, into the university's fringe benefit and Social Security programs as a means for extra support to already low paying positions. It was, therefore, recommended by the Commission that this be done.

Staff Benefits, Human Resources indicates that, currently, for part-time employees who work on a regular basis there has been "no change since 1972" with regard to not being able to participate in the university's fringe benefit programs. Also, "legally, the university cannot make Social Security payments an upon-request option." However, "full Social Security is paid for all part-time employee except student assistants." As of the summer semester 1991, Social Security is also paid for part-time faculty.

That no woman employee be required to take leave because of pregnancy and that any disabilities resulting from pregnancy or childbirth be treated by the university as any other physical disability.

That the university adopt a compassionate leave policy which will guarantee any employee an unpaid leave to assume responsibility for the care of a close relative who is physically dependent.

That the university provide a retirement program for its employees which complies with the guidelines set down by the EEOC.

That the age requirement for entry into the university's retirement program be eliminated, allowing all employees who want to begin preparing for their retirement to do so as soon as they wish after beginning employment at the university.

The **director II, Staff Benefits, Human Resources** reports that "pregnancy is now treated as any other disability."

The **director II, Staff Benefits, Human Resources** indicates that the recommendation has not been implemented into the university's Human Resource policies. However, an employee may adopt to take a personal leave of absence for up to one year or a short term paid leave out of her/his personal sick bank hours.

The **director II, Staff Benefits, Human Resources** indicates that not only does the university have "a sex-neutral based retirement plan so men and women get equal benefits," but that the age requirement for entry into the university's retirement plan has been lowered to 26 years old. Further, "all employees can join the program without regard to age, but university contributions would not begin until age 26."

Employees must be employed at the university for a minimum of two years before contributions are made into the retirement plan unless an employee has participated in a similar retirement plan on another job.

HIGHLIGHTS

A year and a half of hard work, investigating the problems of women at Wayne State University, has resulted in our unanimous conclusion that the inequities are far greater than we originally envisioned.

The members of the Commission have worked diligently on certain issues, like job and salary discrepancies, job posting, nepotism and grievance procedures. Our preliminary report--June, 1971--contained a set of recommendations, most of which have not been implemented. This report contains some new recommendations and re-states former ones.

Over and above the specific recommendations made in this report is the necessity to develop workable procedures for implementation of these recommendations. We need to establish a vehicle for being part of administrative decision-making and implementation. We feel a stance of "it should be done--it can be done" is essential. We would like this kind of commitment in order to continue with our activities. As a first step, the Commission needs more direct access to the Board of Governors, both to present the major points of the report and to work out a system of alerting them continually to the situation at Wayne. We urge that the Commission be given the opportunity to make quarterly reports to the Board, in much the same manner as the reports of the Office of Equal Opportunities are currently presented.

The following summary highlights a few of the inequities and a few recommendations which, if agreed to, would place women on a more equal footing at this University. The details of these recommendations, many more recommendations, and documentation of our conclusions are included in the report.

I. Situation for Women Students

Women students face a set of problems and conditions resulting in their restricted vocational and personal development.

- A. Although 41 per cent of the total enrollment are women, representation of women decreases from 47 per cent in the freshman year to 40 per cent in the senior year, to 21 per cent in graduate and professional schools.
- B. Women cluster in nursing, education and social work; they are practically absent in business, engineering, medicine and law.
- C. Women complain about and experience discrimination in class, in admission, financial aids, counseling, placement and physical education.

APPENDIX B

TODAY AND TOMORROW:

Annual Report
of the
Commission on the Status of Women
Wayne State University
August, 1972

II. Major Recommendations Affecting Women Students

- A. Establish and fund a career conference for women students.
- B. Establish and fund an in-service training program for all Wayne counselors and advisors.
- C. Establish and fund day-care facilities.
- D. Establish and fund a Woman's Center at Wayne State University.

III. Situation for Women Faculty, Staff and Employees

Women Faculty and Staff comprise 42 per cent of the total employees.

Women are over-represented in service and secretarial areas and under-represented in the rank of professor (eight per cent). They are virtually absent from the upper ranks of the central administration.

- A. Women earn \$2,000 less than their male counterparts.
- B. Women take about twice as long as men to obtain tenure.
- C. Women stay in rank twice as long as men.
- D. Part-time faculty and student assistants receive no fringe benefits, including Social Security.
- E. Regulations require that secretarial, clerical and staff members take a maternity leave after six months of pregnancy.
- F. Women, upon retirement, receive periodic annuity payments of a lesser amount than their male counterparts.

IV. Major Recommendations Affecting Women Faculty, Staff and Employees

- A. Post all positions.
- B. Adopt Commission position on nepotism designed to base hiring solely upon professional qualifications and abilities without regard to family relationships.
- C. Adopt salary equity plan to correct current inequities.
- D. Establish Ombudsperson for all employees.
- E. Re-examine the policies and benefit programs for all part-time employees.
- F. Adopt maternity leave policy to permit women to continue in their jobs if they so desire.

IV. Major Recommendations Affecting Women Faculty, Staff and Employees

(continued)

- G. Adopt a compassionate leave policy which will guarantee any employee an unpaid leave to assume responsibility for the care of a close relative who is physically dependent.

- H. Insure that the University participates in a retirement program which provides equal periodic benefits regardless of sex.

- I. Initiate affirmative action based on the work of the Commission.

Table of Contents

	Page
Introduction	
A. New Awakening.....	1
B. The Commission's Stance.....	2
C. Format of the Report.....	2
Part I. - Woman As A Student	
A. Program Admission and Enrollment Status.....	4
Recommendations.....	8
B. Classroom Discrimination.....	8
Recommendations.....	10
C. Counseling and Advising.....	10
Recommendations.....	11
D. Financial Aids.....	11
Recommendations.....	13
E. Child Care.....	13
Recommendations.....	14
F. Physical Education.....	14
Recommendations.....	15
G. Placement.....	15
Recommendations.....	16
H. Library.....	16
Recommendations.....	16
I. Synthesis of Recommendations For Woman As A Student: A Woman's Center.....	16
Part II. - Woman As An Employee	
A. Hiring of Women.....	18
Recommendations.....	21
B. Status of Women Employees.....	22
Recommendations.....	24
C. University Employment Benefits.....	25
1. Part-Time - No Benefits.....	25
Recommendations.....	26
2. Maternity Leave.....	26
Recommendations.....	26
3. Retirement Program.....	27
Recommendations.....	27
D. Synthesis of Recommendations For Woman As An Employee: An Affirmative Action Plan....	28
Appendix.....	29

Introduction

A. A New Awakening

In the 15 months since President Keast appointed a Commission on the Status of Women, there has been an exciting societal awakening to the problem of sex discrimination. This awakening has initiated a new political and legal awareness of women and their rights.

Plagued with charges of non-compliance with Executive Order 11246 as amended, the U. S. Department of Labor, in December, 1971, issued Revised Order 4 establishing guidelines for the compliance of Federal contractors with regard to the hiring and promotion of women and minorities. These guidelines, intended for non-governmental agencies, are being used by the U. S. Department of Health, Education, and Welfare in its compliance reviews of higher education institutions. Shortly thereafter, in March, 1972, the State of Michigan passed an Equal Pay Act, complementing the Federal Equal Pay Act by extending the requirements for equity in pay and fringe benefits to academic and executive women. Following on the heels of the Michigan Equal Pay Act, the Federal government extended the coverage of the Civil Rights Act of 1964, to include women employed in educational institutions.

Recent interpretation by the State Attorney General, acts passed by the State Legislature, and the vigorous efforts of the State Department of Labor on behalf of underpaid women are evidence of the State's intent to redress the inequities which women have experienced. The guidelines provided in Revised Order 4 and in Title 29, Part 1604 (the guidelines on Discrimination Because of Sex) as well as their interpretation by their respective compliance agencies, the Department of Health, Education, and Welfare and the Equal Employment Opportunity Commission, suggest that the Federal government is seriously committed to closing the legal loopholes which have allowed sex discrimination to pervade the American institutions.

The Federal commitment to this effort was further confirmed in March, 1972, when the Congress passed the Equal Rights Amendment. Michigan's legislators followed the lead of the Federal lawmakers by becoming the eighteenth state to ratify that amendment in June, 1972. Women are finally gaining the legal recognition accorded all "persons" who are citizens of the United States. Discrimination against women, which was only occasionally acknowledged to be immoral, is finally at long last becoming illegal.

B. The Commission's Stance - Action and Access

The traditional study commission, all too familiar to the academic scene, holds little appeal for this Commission. The unequal status of women in higher education institutions has been documented in a variety of studies. What is now called for is action. For this reason the Commission has taken the position that it must speak to specific cases involving sex discrimination which come to them. It is also for this reason that, where time has permitted, needed procedures and policies have been spelled out and detailed proposals have been prepared to enlarge upon the recommendations of the Commission.

The Commission begins with the basic assumption that the entire University community has perpetuated the notion of women's second class citizenship. To begin to redress the inequities women suffer, we must first acknowledge that these inequities exist and know specifically where they exist. Unless we know, we accept and act in ignorance and ignorance is the enemy of the University. Since secrecy perpetuates ignorance and ignorance has helped in the perpetration of inequities, this Commission has taken the position that access to information is essential. For this reason all sessions of the Commission were open, the resolutions passed by the Commission were communicated to other interest groups and individuals, and the resolutions themselves call for open access to information in the University community.

The Commission's stress on access and action are consistent with the spirit and intent of the affirmative action guidelines of the Federal government. The guidelines, based essentially on the specifications of Revised Order 4, rely heavily on good faith efforts of the University to take affirmative action in bringing members of "affected classes" (minorities and women) into all levels of employment at the University.

The President and the Board of Governors are urged to show their good faith by accepting the report of this Commission and by taking action on the resolutions passed. This annual report is intended to provide the University with steps to be taken in an affirmative action program.

C. Format of the Report

This annual report of the Commission on the Status of Women is designed to tell a story. It is the story of women on this campus and on other campuses throughout the United States. The story begins with a woman as a student, when she is counseled and enrolled in those fields of study that have been stereotyped "feminine" fields of study which, when completed, qualify her for low status, low pay and "dead end" occupations. The story continues as she is subjected to blatant sex discrimination in the classroom, which takes the form of isolation as well as descriptions and innuendos of her sexuality or inferiority. It describes what she encounters should she attempt to study in a field "reserved" for men. It provides a glimpse of the "equal consideration" she finds in the University's services and in her search for a position or further study.

The second part of the story deals with a woman as an employee of Wayne State University. It describes her entrance into the lower ranks at the institution, her long wait for promotion and tenure if she is a member of the academic staff, and her few opportunities for advancement as a member of either the academic or non-academic staff. It recounts the discriminatory policies and procedures of the University to which she is subjected and the discriminatory benefits that are allotted her and follow her into retirement.

Interspersed through the story are the Commission's recommendations as to what can and should be done at the University to change the theme. And at the end of the story, in the Appendix interspersed with the supporting evidence, are the proposals of the Commission that detail the actions the University should take.

Part I
Woman As A Student

The Center for Research and Development in Higher Education at the University of California conducted a study of high school students' plans in which seniors were asked to indicate what they would really enjoy doing regardless of necessary qualifications. In comparing the choices of low- and high-ability women, Dr. Patricia Cross found that low-ability women aspired to "traditional women's jobs - typist, secretary, office clerk." High-ability women aspired to become in this order, novelists, high school teachers, college professors, college presidents, doctors. Dr. Cross points out that "The only job that is likely to be realized by a sizeable percentage of these young women, however, is that of high school teacher..." Dr. Cross continues by saying most college women plan educations leading to jobs that "can be combined with home and family." They, as well as many of their counselors, seem to believe that jobs that do not utilize their intellectual capacities are better combined with family responsibilities than jobs that call for greater imagination and talents. Unfortunately, role models who demonstrate the fallacy of this reasoning are all too rare."²

The findings reported by Dr. Cross are repeated at Wayne. The Commission's Subcommittee on Students found from an analysis of data and from meetings with a variety of student groups that the total institutional structure, as well as individual colleges, are not helping women develop themselves as fully as possible.

The woman as a student faces a set of problems which hinder her from developing vocationally and personally. Some of these conditions are internal--that is, they relate to her fear of success and fear of aspiring to non-traditional fields. Some are external and part of a system that allows her to enter only the traditional fields.

A. Program Admission and Enrollment Status

Although 41 per cent of the total enrollment at Wayne State University in Fall, 1971, were women, the distribution with regard to field of study and class level was not even. Not only are women clustered in the subject-matter areas which have traditionally been stereotyped "feminine," but their representation grows less as the class level increases (Tables 1 and 2).

² Cross, Patricia K., "The Undergraduate Woman," American Association for Higher Education, Research Report Number 5, pp. 4-5, March 15, 1971, One DuPont Circle, Washington, D.C.

Table 1
 Percentages of WSU Enrolled Who are Women
 Fall Quarter, 1956, 1961 and 1971

College	Percentages		
	Fall, 1956	Fall, 1961	Fall, 1971
Business Administration			
Undergraduate	8	5	8
Graduate	-	3	2
Education			
Undergraduate	67	74	65
Graduate	-	53	60
Engineering			
Undergraduate	1	1	2
Graduate	-	1	2
Liberal Arts			
Undergraduate	40	46	42
Graduate	-	31	35
Nursing			
Undergraduate	99	100	95
Graduate	-	93	94
Pharmacy			
Undergraduate	16	14	21
Graduate	-	23	16
Law			
First Professional	6	6	11
Medicine			
First Professional	6	6	10
Social Work			
First Professional	64	62	63

Table 2
Credit Enrollment By Class Level and Sex
Fall Quarter, 1971

Class Level	Men	Women	Total	Percentage Of Total Who Are Women
Undergraduate				
Freshmen	3,889	3,448	7,337	47%
Sophomores	3,897	2,829	6,726	42
Juniors	3,408	2,337	5,745	41
Seniors	2,742	1,812	4,554	40
Fifth Year Pharmacy	59	9	68	13
Post Degrees	603	496	1,099	45
Unranked Lower Division	79	47	126	37
Unranked Upper Division	31	35	66	53
Graduate-Professional	1,632	447	2,079	21
Graduate				
Masters	3,908	3,043	6,951	44
Doctors	759	240	999	24
Unranked	506	509	1,015	50

During the past year, Commission members received complaints from women students who had, they felt, received discriminatory treatment in their bids to enter advanced programs (Appendix A: example of such a complaint and the Commission response). For the most part these complaints came from women who had attempted to enter graduate-professional or doctoral programs in subject areas that traditionally have been "reserved for men." This was not always the case, however.

Two cases that came to the attention of the Commission were those in which women were told not even to apply for advanced study since they would not be accepted. In the first of these cases the student called to inquire about the advanced program of interest to her. Before she was able to comment at all about her qualifications she was told by the man on the other end of the line that only "near geniuses" were admitted to that program. The second case involved a woman's inquiry about entering the doctoral program in her major area. Although she has an outstanding record as a master's student in that area, she was told by the man from whom she sought advice that she should give some consideration to "staying home and raising her kids" instead of "hanging around the university."

Four cases brought to the attention of the Commission involved the discriminatory interviewing procedures used as part of the admissions process. In all cases the complaints involved questions that were asked which seemed to be completely unrelated to the students' academic performance and future goals.

Three women from another school and one who had been rejected in her attempt to enter the school complained that the information supplied to the Admissions Office of that school was not the information upon which the admissions decision was based. Their complaints focused on the fact that the honor point average (HPA) submitted by the applicant for admission is altered by the school without knowledge of the applicant. The admissions decision is then made on the basis of the adjusted HPA. The applicants often then find that they have not been admitted in spite of the fact that their HPA was higher than that submitted by someone who was admitted. These women were concerned that the adjustments of the HPA were made by eliminating the courses that are likely to be taken predominantly by women, i.e., education, nursing, or music courses.

Concern over the status of women students and applicants to their school have prompted the women in the College of Engineering, the School of Medicine and the Law School to organize and to undertake an effort to encourage women applicants to raise the enrollment of women in their respective colleges. The women in the Law School are further along in this effort and have so far submitted further recommendations to the administration of their School; three of these recommendations dealt with the admission of women (Appendix B).

RECOMMENDATIONS

1. That the admissions criteria and any adjustments to be made on any information submitted for admissions purposes be explicitly stated in writing by each office of the University involved in the admissions of students, and that all applicants be informed of these at the time their application is submitted.
2. That all admitting offices of the University conduct a study of their admissions and rejections on a yearly basis to insure that only the academic qualifications of the applicants are considered in the admissions decision. A copy of this study should be submitted to the Commission on the Status of Women.
3. That the President of the University express in writing to all admitting offices his concern about the appropriateness of the questions asked women applicants, and ask the interviewing officers of the University to re-evaluate the questions.
4. That all academic units of the University initiate recruitment and incentive programs to encourage the participation of men and women students in all areas and at all levels of study (Appendix C: example of a new approach being made by the School of Engineering in this regard).
5. That the President of the University allocate \$500.00 to the Commission on the Status of Women for the planning and implementation of a one-day career-planning program aimed at the encouragement of women to consider new fields of study and work. (Appendix D: a plan for a one-day program to be held at Wayne.)
6. That the University establish fact-finding and grievance procedures for persons who have been denied admission to any University program.

B. Classroom Discrimination

In spite of the fact that women have been included in the university community for the past century; in spite of the fact that they have made major contributions in almost every field imaginable; and in spite of the fact that they tend to perform academically as well as their male counterparts, women students at Wayne are still subjected to the stereotypes which are antithetical to university-level education. They are still told that "a woman's place is in the home;" "all women need to become mothers if they are to fulfill themselves;" "most women go to college to catch a husband;" "women are less capable of abstract and analytic thought than men;" "women aren't good at 'technical' things;" "women are naturally more caring while men are naturally more aggressive." These stereotypes are being used by members of the university community to discourage women from pursuing an academic and professional life.

From one college, five women students, ranging from 20 to 50 years of age, met with the Commission to express their concern about the way in which women are "put down" in their classes. According to these women, direct references to women as "dumb broad," "chick," or "his ole lady" were commonplace in their classes. They expressed their concern that achieving women, if mentioned at all, in most classrooms are presented as "masculine," castrating, and unworthy. They indicated that discussion about these women invariably includes a glimpse at their sex life, as though they could be examined only within the framework of their sexual role.

Three women from Wayne's Law School also met with the Commission to discuss the problems of women in that school. Among the recommendations presented by their group to the administration of the Law School were two which dealt with discrimination in the classroom. The recommendations called for the "elimination of sexist stereotypes and 'jokes' from the repertoire of law school faculty members," "the encouragement of the use of non-sexist language by both students and faculty," and "the placement of pictures of women jurists, lawyers, professors in classrooms, corridors, etc."

Individual cases of sex discrimination that were reported to the members of the Commission during the past year included:

A research class where the different tasks in the project were assigned by stereotyped sex roles.

An undergraduate field project in which a woman student was not placed for her field experience, but was used as a secretary by the graduate assistant who was handling the course.

A class camping trip at which the instructor required women to do the "women's work" and men to do the "men's work" so that he could take pictures (this, in spite of the fact that until picture-taking time all the tasks had been shared by the men and women present).

A graduate seminar in which the faculty member stated that he did not think women should go to graduate school and that he would rather not have women in his classes since it restricted the use of "men's talk."

An anatomy class in which a woman student who was doing the dissecting was treated antagonistically by her classmates until she turned over the dissecting to them and agreed to take notes.

A class in which it was stated by the faculty member that women do not have a "natural bent for science."

Many women commented that what they wore seemed to be of particular interest to their instructors. Many were told that they should wear dresses so they would not be mistaken for a man.

In those units of the University which until only recently have remained the exclusive domain of men, women students have found isolation to be among the most difficult forms of discrimination with which to deal.

Not only is there evidence that women students are being ignored, subjected to stereotypes and not being given their due recognition in the University classrooms, but there is also evidence that the classroom is being used to ridicule women and to remind them that they are merely sex objects in the eyes of the men (Appendix E).

RECOMMENDATIONS

1. That the President of the University take a strong public position opposing the insensitive and uncivil treatment of and references to women in the classrooms of this University.
2. That the University develop procedures for the handling of student complaints regarding the discriminatory treatment of women in the classroom and for the reprimanding of those staff members and faculty who violate this sensitivity and civility toward women.
3. That academic administrators actively encourage all departments and faculty members to re-evaluate their course offerings and contents, and, where pertinent, to add courses and sections of courses that pertain to women and their contributions.

C. Counseling and Advising

A number of women students have contacted Commission members to complain about the counseling they received. Recurrent themes relate to the counselor urging the counselee to consider another field, to think in terms of part-time study, to reconsider what her plans might mean in terms of family inconvenience. Instances of discouragement and bias which the student encountered in the high school counseling process seemingly repeat themselves when the student reaches the University.

A recent study of Wayne State University counselors-in-training revealed that when counseling a woman client who was deciding between a "feminine" and a "masculine" occupational role, counselors of both sexes urged women to enter education rather than engineering. Statements like the following were made to the client: "Would your husband resent your being an engineer?"; "Engineering ... is very technical"; "You normally think of this as a man's field." The limitations of the present counseling services with respect to counseling women students is pointed out in several memos included in Appendix F.³

³ Pietrofesa, John and Schlossberg, Nancy K., "Counselor Bias and The Female Occupational Role," in Glazer-Malbin, Nona and Walker, Helen, eds: Woman In A Man-Made World, Rand McNally, 1972.

In addition to the biased and inadequate services, is the problem that many counselors utilize interest inventories which again reflect bias. The most widely used inventory, the Strong Vocational Interest Blank, has different forms for men and women with each form consisting of different occupational options. The women's occupations are often of lower status and reflect past not present conditions.

RECOMMENDATIONS

1. That the President of the University allocate \$1,200.00 to immediately establish a year-long, in-service training program for Wayne counselors and advisors to sensitize them to the counseling needs of women. (Appendix G: formal proposal written for the Commission by Dr. John Pietrofesa).

2. That the University periodically provide in-service training programs for counselors practicing at the elementary, junior and senior high school levels to increase their understanding of the problems regarding the counseling of young women (Appendix H: program of the Summer Conference held at Wayne with this intent).

3. That the President of the University encourage the Wayne faculty counselor educators, counselors and others using standard interest inventories to increase their efforts to point out to counselors the limitations, biases and inadequacies of these inventories so as not to discourage serious career interests in women.

4. That the President of the University urge the publishers of the standard interest inventories to revise the instruments, manuals and norm groups to eliminate sex stereotyping of women (Appendix I: Commission's resolution and supporting data on the Strong Vocational Interest Blank).

D. Financial Aids

A recent study of Wayne's freshmen⁴ shows that approximately one fourth of Wayne's new freshmen come from families where the parental income is less than \$8,000 annually. This is true for approximately 16 per cent of Wayne's new freshmen men. In this same study 82 per cent of the women indicated that they had some concern about financing their college education. For the woman student, being able to finance a college education is generally more of a problem than it is for her male counterpart. Often her parents are reluctant to make the investment for her that they would for their son. Should she take a part-time or summer job, the income she earns will most often be significantly less than that which a young man of comparable qualifications will earn. The financial aids program of the university she attends will be a major factor in her ability to attend and complete her college education. Because the women students applying for financial aids at the University tend to have higher academic achievements and because of the non-discriminatory policies of the offices which administer the financial aids program of the University, women students have generally received a disproportionate number of the financial aids awards of the University (Table 3).

⁴ Source: "The New Freshmen At Wayne State University, A Study of Selected Student Characteristics," prepared by Sharon A. MacLaren, Office for Institutional Research, April, 1972.

Table 3
Financial Aids Awards at Wayne State University, 1971-72

	Per Cent of Total Receiving Fn. Aid Who are Women	Per Cent of Those Eligible Who are Women	Per Cent Difference
* Undergraduate			
Scholarship	61%	42%	+19%
Grant	61	42	+19
Loan	57	42	+15
Job	65	42	+23
Total (Different individuals)	60	42	+18
Graduate			
Loan	30	29	+ 1
Job	33	29	+ 4
Total (Different individuals)	31	29	+ 3
** Administrated by Graduate Office			
Graduate Professional Scholarship	51	29	+22
University Graduate Fellowship	26	29	- 3
*** Administered by the Academic Units			
Graduate Assistants (Liberal Arts only)	23	35	-12
Instructors (Education only)	39	60	-21

Source: Financial Aids Office, Feb., 1972*, University Records of the Graduate Office, June, 1972**, and the materials submitted to HEW by the University, March, 1972.***

It is of interest, however, that when we look at the financial aids programs administered by the academic units themselves, in the form of graduate assistantships or instructorships, a disproportionate number of the awards are made to men. This is of particular significance, because it is especially those programs administered by the academic units that provide a work experience that will help the students in their later attempts to find employment.

RECOMMENDATIONS

1. That general announcements of the availability of assistantships and instructorships in the academic units be made to all students who are eligible for these awards.
2. That all academic units be required to submit their selections along with all applications for graduate assistantships and instructorships to the graduate office prior to announcing awards.
3. That the graduate office be responsible for monitoring the selections for assistantships and instructorships made by the academic units.

E. Child Care

It is well accepted by the academic community that without some support many students either will be barred from attending college, or will be unable to complete their college experience successfully. Acceptance of this fact has led colleges to provide many student services, etc. These services emerged as the need became evident. The recent Report on Higher Education written by the Task Force on Higher Education appointed by President Nixon points to the lack of child-care facilities as one of the many barriers blocking full participation in higher education by women. Yet the academic community has been reluctant to recognize this barrier and respond to it. As the Task Force Report points out, there are many examples on every campus of money spent to aid special segments of the population. They comment:

Evidently, colleges that are willing to spend enormous sums on athletic facilities, used principally by men, recoil at the thought of establishing such facilities as a nursery where women can leave their children in order to attend classes. (p. 55)

Approximately 36 per cent of Wayne's student body are married. For many of its students, then, and for untold numbers of potential students, day-care facilities are probably a more necessary facility than others (such as physical education facilities) which the University supports. For the urban, low-income parents the availability of day-care facilities might well be the major determining factor in their decision to attend the University. In addition, many women employees have child-care needs.

Although some facilities currently exist in and around the University, they are minimal, expensive and absent during evening hours and for children under 2 1/2 years of age (Appendix J).

RECOMMENDATIONS

1. That the University establish day-care facilities for its students (and staff) that are available at minimal fees for the hours during which classes are offered on campus. The primary purpose of these facilities should be to facilitate attendance by the child's parents as students (or their employment) at the University. At the same time, it should be expected that the center will foster growth and provide a valuable educational experience for the young child.

2. That the child-care feasibility study called for by the Commission last year be continued in conjunction with the child-care facilities recommended above to determine the extent and type of need (hours of operation, location, cost, etc.) for further University supported child-care services.

F. Physical Education

The Commission has been concerned about the inequality of the expenditures made by the University on behalf of programs that benefit individuals of one sex more than the other. One program exemplifying this problem at the University is the intercollegiate and intramural sports program. Not only are the programs that benefit men allocated larger budgets, but they are also much more numerous and their expenditures in most cases exceed their allocations (Table 4). There is evidence that improvements have been made in this area during the year 1971-72. However, the budget figures are not yet available to determine the degree of improvement.

The inadequate provision of sports programs for women was the subject of a complaint received by the Commission from a junior faculty member of the University. Responding to an "open letter to all students from the offices of Intramural Sports" inviting participation of "any student, faculty or staff member" this woman presented herself only to hear that the invitation was "for men only" (Appendix K).

Table 4

Financial Report on the Non-Instructional Activities
of the Division of Health and Physical Education

Activity	Allocation	Expenditure
Football	\$40,000	\$38,286.72
Basketball	13,000	13,294.03
Track	8,000	6,978.07
Cross Country	2,500	2,254.20
Swimming	5,000	5,777.36
Fencing	5,700	4,645.66
Tennis	2,500	2,820.08
Golf	2,000	2,284.32
Baseball	8,000	9,219.73
Wrestling	4,000	2,406.48
Rowing & Crew	4,000	6,139.93
* Women & Coed Sports	4,966	2,254.49

Source: Wayne State University Financial Report, 1970-71
* All women's sports activities are included under this category.

RECOMMENDATIONS

1. That the Department of Health and Physical Education devise a program to encourage women to compete in intercollegiate and intramural sports activities.
2. That the expenditures of the department be adjusted to reflect the proportion of the student body who are women.

G. Placement

The Commission has received complaints from women students about the placement services of the University and their particular School. Women from one School described the interview process in which they could sense that the interview was simply a hurdle the interviewer had to pass. It was made evident to these women that there probably was not a position for a woman with the firm which the interviewer represented. Other women have commented on literature they have seen in the placement offices of the University in which it was specifically stated that the employer was looking for a "bright young man."

RECOMMENDATIONS

1. That the University placement office monitor all recruiting literature, rejecting all literature that advertises positions specifying the sex of the applicants, or uses language indicating that only men are acceptable applicants.
2. That the University hire a person whose sole job is to contact employers to encourage them to open positions usually reserved for men, and to inform them of the women trained for these positions.
3. That the University placement offices regularly survey women who have taken part in University-arranged interviews for the purpose of identifying those companies whose representatives discourage women applicants.
4. That the University placement office not permit its facilities to be used by employers who have been found to discriminate.

H. Library

The Commission on the Status of Women, cognizant of the increased need for a special collection on women in the Main Branch of the Library, has devoted assiduous study to the reorganization and expansion of current materials available that not only would adequately reflect the concern and interests of women as a whole, but would also synthesize the existing fragmentation thus facilitating easy access for purposes of research and public interest.

RECOMMENDATIONS

1. That a continuing effort be made to ensure that the Library contains all basic works with respect to such subjects as the history of the women's rights and suffrage movements and the participation of women in the professions and politics.
2. That a special collection of women in law be set up in the Law Library.
3. That a continuing effort be made to increase the Library's holdings in all areas relating to women, utilizing bibliographies representing different aspects of the issue.

I. Synthesis of Recommendations For Woman as a Student: A Woman's Center

Many women through inadequate counseling and advising or because of the negative self-concept enhanced by the stereotype and references made to them about women, see themselves as capable of entering only those fields of study and occupations that traditionally have been acceptable for women. In addition, many women are currently facing a variety of personal decisions with respect to marriage, children, birth control, abortion, and divorce.

The usual services offered by the University to its students are traditionally more responsive to the needs and particular situations and aspirations of men students. The admissions, counseling, advising, recreation, medical and placement services of the University have not effectively approached the problems and situations that are peculiar to women. This Commission sees these problems as needing concentrated effort on the part of the University community.

In 1960, the University of Minnesota took a courageous leap by establishing the Minnesota Planning and Counseling Center for Women, as a facility specifically committed to making the resources of the University more efficiently and effectively useful to adult women. During the 1960's over 400 such centers were established at major universities across the country. In Michigan, many institutions, including the University of Michigan, Oakland University, and Oakland Community College house such centers.

Many of the "women's centers" focus on counseling; some include job placement; others include women's studies. This Commission sees the problems of women as being broader than these areas alone. It, therefore, asked Sylvia Walworth, a graduate student in Counseling and Guidance, who has worked at the Oakland Continuum Center, to develop a proposal for a comprehensive Women's Center to be housed at Wayne State University (Appendix L).

We urge the President and the Board of Governors to accept this proposal as the recommendation of the Commission and to act upon it immediately with allocations of facilities, personnel and funds to make it operational during the Fall, 1972, quarter.

Part II

Woman As An Employee

Helen S. Astin and Alan E. Bayer surveyed 60,000 faculty members at a representative sample of 300 colleges and universities. They found that when matched with men faculty members in terms of degrees held, years of employment, publications, research interests, and fields of specialization, women were likely to hold lower academic ranks, lack tenure, and earn less. According to the authors, "sex is a better independent predictor of rank than such other factors as the number of years since completion of education, the number of years employed at the present institution, or the number of books published.⁵ This study, in effect, turned up what women have been documenting at individual campuses across the country. Its findings are entirely consistent with what is found at Wayne State University.

A. Hiring of Women

One of the major concerns of the Commission has been and continues to be the dearth of women in more prestigious, better paying academic positions (Table 5). This condition does not seem to be due to a lack of qualified women to fill the ranks. When the percentage of doctorates earned by women in various disciplines is compared with the percentage of women faculty employed in the various departments of the University, there is clear evidence of the underemployment of women (Table 6).

⁵ The Chronicle of Higher Education, Vol. VI, No. 32, pp. 1 & 3, May 15, 1972.

Table 5
Academic Employees at Wayne State University
by Classification and Sex

Academic Personnel	Total	Number of Women	Percentage of Women
Faculty Classification	1,958	463	23.65
Graduate Assistant I	291	75	25.77
Graduate Assistant II	206	50	24.27
Instructor	260	101	38.85
Assistant Professor	495	139	28.08
Associate Professor	324	66	20.37
Professor	380	32	8.42
Lecturer	2	0	0.00
Professional Service Classification	800	225	28.13
Research Assistant	183	68	37.16
Research Associate	78	9	11.54
Academic Service Officer	230	96	41.74
Administrative & Professional	252	50	19.84
Administrative	57	2	3.51
Total Academic Employees	2,758	688	24.95

Source: Wayne State University Compliance Report produced by the Personnel Office, March, 1972.

Table 6

Comparison of the Percentage of Women on Wayne's Faculty
With the Percentage of Doctorates Awarded
to Women Nationally

Academic Unit	Percentage of PhD's* Earned By Women 1960-1969	Percentage of Faculty** Who Are Women 1972	Per Cent Difference
<u>Education</u>			
Art Education	26.80	37.50	+10.70
Business Education	29.67	-	-29.67
Educational Administration	12.86	-	-12.86
Educational Psychology	25.60	12.50	-13.10
Educ. Guidance & Counseling	20.70	20.00	- 0.70
Elementary Education	38.28	50.00	+11.72
History & Philosophy of Educ.	20.29	-	-20.29
Home & Family Life Education	99.19	100.00	+ 0.81
Music Education	13.69	20.00	+ 6.31
Physical Education	27.53	25.92	- 1.61
Secondary Education	15.94	-	-15.94
Special Education	23.41	20.00	- 3.41
<u>Engineering (Total)</u>	0.44	-	- 0.44
<u>Business Administration (Total)</u>	2.82	11.11	+ 8.29
<u>Liberal Arts</u>			
Anthropology	21.44	29.41	+ 7.97
Art	18.18	16.12	- 2.06
Biology	13.82	10.71	- 3.11
Chemistry	6.82	-	- 6.82
Economics	5.62	5.56	- 0.06
English & Literature	24.09	26.92	- 2.83
Foreign Language & Literature	28.52	29.27	+ 0.75
Geography	5.58	25.00	+19.42
Geology	2.47	-	- 2.47
History	11.71	9.37	- 2.34
Home Economics	76.26	91.66	+15.40
Journalism	12.08	-	-12.08
Latin & Greek	25.30	-	-25.30
Mathematics	6.50	1.96	- 4.54
Music	13.51	7.14	- 6.37
Philosophy	11.05	22.22	+11.17
Physics	2.00	-	- 2.00
Political Science	8.80	-	- 8.80
Psychology	20.20	15.78	- 4.42
Speech & Dramatic Arts	15.87	6.66	- 9.21
Sociology	17.07	28.57	+11.50
<u>Pharmacy (Total)</u>	4.26	-	- 4.26

* Source: Council for University Women's Progress, Univ. of Minn., 6/71

** Source: Computer print-out supplied by the University for the HEW review. Included are the faculty who hold academic rank of assistant professor or above. Individuals with split assignments are listed in only one unit, and that is not necessarily the unit in which they have their major assignment.

The degree of discrepancy in this matter varies considerably throughout the University; however, the greatest discrepancies tend to be found in the College of Education. This is due to the fact that a relatively large percentage of the graduates in Education are women in spite of the fact that the college has tended to hire men. In the other academic units of the University, the percentage of doctorates awarded in the disciplines tend to be low, thus the discrepancy tends to remain low. In effect, then, for the College of Education, the problem seems to be that of hiring the available women; in other units, the problem is to encourage women to enter and complete doctorates.

Part of the problem of obtaining qualified women at all levels of employment is that information concerning the more desirable positions does not circulate freely throughout the University community. Although the Commission, one year ago, took a firm stand on the necessity for publicizing all job vacancies, this procedure has not been in effect at the University. For instance, it has come to the attention of the Commission that Research Assistant and Research Associate positions have recently been filled in Central Administration by individuals who have been assigned tasks which are traditionally assigned to Administrative Assistants. By using the Research Assistant and Research Associate classification, the Administration has removed the individuals so classified from the bargaining unit to which they rightly belong and thereby has removed the restrictions with respect to position posting, salary and job security. This is of particular interest since individuals have been brought into the University to fill jobs which were not made available to those already employed at the institution.

Another hiring tradition of the University that has a particularly harmful effect on bringing well-qualified women into the University community is the existence of nepotism policies. It has come to the attention of the Commission that the interpretation given to the University nepotism policy for academic employees has varied from unit to unit within the University. In some cases academic women who have sought employment at the University have been turned down because their husbands are employed in the department in which they sought employment. This interpretation is not our understanding of the present nepotism policy for academic personnel.

RECOMMENDATIONS

1. That the position posting policy proposed by the Commission one year ago, on which limited action has been taken, be adopted by the Board of Governors.
2. That all position vacancies on all openings at the University be widely publicized through job postings and listings in University and professional media. Job postings should provide a title and description for the position, minimum qualifications required, salary, and a deadline by which applicants must apply. Listings in publications should include title, minimum qualifications required, and a deadline for application.

3. That before any position is filled, the person making the selection should show, through a brief analysis of all applications, why the selection was made and that an extensive circulation of job information was undertaken to recruit the well-qualified persons for the position.

4. That where several well-qualified applicants apply for an open position preference be given to women and any minority group applicants.

5. That the Board of Governors adopt a Nepotism Policy which provides that employment and advancement should be based solely on professional qualifications and abilities without regard to family relationships. Employment of one member of the immediate family in a department in which another member is seeking employment should never constitute a barrier. It should be clearly understood, however, that one person should neither initiate nor participate directly in institutional decisions involving a direct benefit to a member of his or her immediate family (Appendix M).

6. That the University tendency toward not hiring its own graduates be studied to determine if it has a differential effect on women.

7. That the University policy of not allowing faculty at the rank of assistant professor or above to pursue advanced degrees at the University be studied to determine if it has a differential effect on women.

B. Status of Women Employees

When a woman is hired at Wayne State University she is, in most cases, hired into the University at lower rank (if a faculty member) or in a different/"lower" classification (if a non-faculty employee) than are the men of comparable qualification who are hired to do the same work. Along with the lower status she will also receive a lower salary. Since she has to wait longer for promotion and receives smaller annual increments, she finds herself, after giving the same years of service as her male counterpart, receiving progressively lower pay and holding significantly lower rank (Appendix N: detailed, person-by-person, school-by-school analysis of salary data).

In general, no matter what her qualifications or job, the woman employed at Wayne can expect to receive about \$2,000 less annually than her male counterpart of equal qualifications (Table 7).

Table 7

Mean Salaries of Wayne State University Full-Time Employees
By Highest Degree Earned and By Sex, July, 1971

Highest Degree Earned	Men		Women		Uncoded		Total	
	Number	Mean Salary	Number	Mean Salary	Number	Mean Salary	Number	Mean Salary
No Degree	803	\$9,395	1,120	\$7,254	-	-	1,923	\$8,148
Bachelors	259	13,045	137	10,048	6	\$8,419	402	11,955
Masters	404	15,087	245	12,828	2	12,882	651	14,230
Ph.D., Ed.D.	621	19,677	94	16,902	-	-	715	19,312
Professional	169	23,815	14	21,006	1	18,500	184	23,573
Foreign	51	14,578	10	14,452	-	-	61	14,558
All Employees	2,307	14,736	1,620	9,056	9	10,531	3,936	12,389

Source: Data submitted to HEW for compliance review. Nine-month salaries have been adjusted to 12-month for comparative purpose.

Not only will the academic woman of Wayne State University wait longer to receive promotions, but she will also wait longer to achieve tenure. In the College of Education, for instance, the mean years before obtaining tenure for a man is three compared to a 5.6-year mean for women.

Since approximately 65 per cent of the women employed at the University are non-academic employees, the Commission is especially concerned with the low salary, low status and job security afforded this group. It is concerned, for instance, with the unrealistically low beginning salaries for young women entering the clerical positions at the University. An annual salary of \$5,259 is simply not enough to allow a woman to be self-sufficient in the Detroit metropolitan area.

The Commission is concerned, also, about the system now used at the University which allows only a few women to pass through the clerical ranks. Should a woman in the clerical classification manage over a long period of time to reach the top of her classification range, she finds herself in a dead-end position. This is true regardless of her academic qualifications, skills, and years of service. There presently is no process by which these women would be placed into the administrative ranks as administrative service officers, directors, or administrative assistants.

Although the contract for clerical employees specifies that they can not be transferred during their first six months of work, it has come to the attention of the Commission that a woman has recently been transferred during her probation period and that the evaluation process for clerical employees was not used as a means for justifying the release of the employee from an office.

The Commission has received many individual complaints from women employees of the University. Many of the complaints have had to do with improper job classification which limited the pay and advancement possibilities of the women so classified. Some of the complaints were received from women who have seen younger, less experienced, less qualified men brought into their departments at higher salaries and in some cases higher ranks than the women have been able to attain after many years of service. (Often in these cases the women are called on to train these young men who, after a short period, are promoted over them.) A few of the complaints of women faculty have been concerned with the reluctance of the University to grant them tenure or continuing service. Many of the tenure complaints come from women who have been associated with the University over many years as a part-time or fractional-time employee. One of the complaints came from a woman who had been denied a position reclassification because it was discovered that she was two months pregnant. And, one other complaint, of a less serious nature, but nonetheless annoying to the woman, concerned a woman's wish to be listed in the University under her maiden/professional name rather than her husband's name.

The Commission has become increasingly convinced of the inadequacy of and, in many instances, non-existent University procedures through which the complaints of University employees can be expeditiously processed. Some of the women who have brought complaints to the Commission have also filed formal grievances with their unions, the Equal Employment Opportunity Office of the University and/or the Department of Health, Education, and Welfare. Most of these women, however, are frightened by what has happened to their less cautious colleagues (Appendix O and Appendix P: specific cases to which the Commission spoke, neither of which has been resolved favorably), or are suffering under the delusion that their supervisors (who are really nice guys) will right the wrong they have done once they recognize it.

Until recently, University women had very little legal basis for complaints about the inequities they suffered. With the passage of the new Michigan Equal Pay Act (Appendix Q) and the extension of the Civil Rights Act of 1964 to include educators (Appendix R: the new guidelines for this Act as it relates to sex discrimination) the legal basis for complaint now exists, but women are reluctant to press the issue on an individual basis for fear of reprisal. By not providing responsive grievance procedures by which employees may resolve their differences with little harassment, the University places itself in an adversary relationship with its employees, thus providing a perfect atmosphere in which women in non-complying situations will bring class action.

RECOMMENDATIONS

1. That the salary and promotion record of men and women with similar qualifications who were hired at approximately the same time be reviewed to identify disparities in salary and position; and that the individual inequities attributable to sex be corrected immediately thereafter (Appendix S: detailed letter containing Commission's position and plan for correcting salary inequities).

2. That the lowest level of the Office Assistant I salary range be raised to at least \$6,000 annually.

3. That the Personnel Office revise and update the personnel records to make certain that the current assignment represents the employee's highest capability and when this is not the case develop a list for future promotions.

4. That the Personnel Office identify interested and potentially qualified women employees and encourage their applications for specific training and provide opportunities for women to gain experience to qualify for better positions.

5. That the system of advancement for clerical employees be made more flexible allowing for automatic progression from one level to the next.

6. That all salary and fringe benefit information be made public information to allow each employee of the University to ascertain her or his financial position in relation to others.

7. That the University employ an ombudsperson for all employees to aid employees in the formal and informal resolution of their employment difficulties (Appendix T: Commission's concept of the Ombudsperson for Employees).

8. That a review be made of all University policies and practices to eliminate all of those which have the effect of discriminating against the members of one sex (Appendix U: policies regarding employment during pregnancy as an example of a University policy which is not now within the law).

9. That all University committees that are appointed to deal with the selection, promotion, salary, etc. of administrators, faculty, and staff have proportional representation of women.

C. University Employment Benefits

During its investigation into the details and provisions of the fringe benefit programs, which the University provides, it became evident that inherent in them is the assumption of the traditional family with the working father and the "stay-at-home" mother. The plans are obviously provided for the male employee to support and protect his wife and family rather than for the woman employee to protect herself and her dependents. They do not consider that the husband may be unemployed, self-employed or may have left his family. They do not consider that according to one of the traditions of our society the woman is often left to care for her parents, younger brothers and sisters, or grandparents.

1. Part-Time - No Benefits. Perhaps the group of women which is most affected by the inadequacies of the University's present policies with regard to fringe benefits is the group employed at the University on a part-time basis. Part-time employees of the University are not eligible to take part in any of the fringe benefits provided

University employees. For instance, part-time employees may not participate in the group medical or life insurance, or retirement plans of the University. Nor does the University pay social security payments on their behalf. For the part-time employees who are covered in other employment (most often the men are so covered) this is no particular problem. But for the woman who most often is not covered through other employment, particularly for those who are employed part-time on a regular basis, this policy is grossly unfair. When we consider that even part-time domestic help cannot be denied social security it is unbelievable that the University has persisted in this practice.

RECOMMENDATIONS

1. Provide the employee who works part-time on a regular basis and who does not have other employment with the option of participating in the fringe benefit programs of the University.
2. Provide social security payments for all part-time employees upon request.

2. Maternity Leave. As the University policies now stand, women who are pregnant are required to take maternity leave from the University when their supervisor or department chairman so wishes (Appendix U). This requirement on the part of the University disrupts the career continuity of the woman who may not wish to take leave from the University and exempts her from the benefits due her as an employee of the University. While on maternity leave all group health insurance and life insurance is cancelled (excepting the maternity benefits) regardless of the duration of her leave. If she wishes to retain these benefits she must pay them at the individual rate and, unless she is a member of the Professional and Administrative Association, she will receive individual rather than group coverage. This policy is clearly not within the requirements of the guidelines on Sex Discrimination issued by the Equal Employment Opportunity Office (Appendix R), nor can it be justified on the basis of medical protection for the woman (Appendix V: statement of Dr. T. N. Evans on this matter).

RECOMMENDATIONS

1. That no woman employee be required to take leave because of pregnancy and that any disabilities resulting from pregnancy or childbirth be treated by the University as any other physical disability (Appendix W: proposed Commission policy on Sick Leave for Childbirth and Pregnancy).
2. That the University adopt a compassionate leave policy which will guarantee any employee an unpaid leave to assume responsibility for the care of a close relative who is physically dependent (Appendix X: proposed policy for Unpaid Compassionate Leave).

3. Retirement Program. The discrimination that women employees of Wayne State University meet when they begin their employment follows them into retirement. The present retirement program of the University does discriminate against women in the payment of its annual benefits to the extent that a retired woman may receive as much as 16 per cent less annually than a man who has participated for exactly the same period and to exactly the same extent (Appendix Y). This is justified on the basis of actuarial tables; however, the Commission's position is that since actuarial tables of life expectancy vary depending upon which of many classifications are used, basing a differential on sex only is arbitrary and discriminatory (Appendix Z: communications between TIAA-CREF and the Commission). Since the issuing of the new "sex discrimination guidelines" of the Equal Employment Opportunity Commission, which clearly makes the provision of a retirement program "which differentiates in benefits on the basis of sex" an unlawful employment practice [Appendix R, part 1604.9 (F)], the TIAA-CREF and the University will have to re-evaluate their positions (Appendix AA).

In addition to the discriminatory aspects of the retirement program itself, the Commission is concerned with other inadequacies of the program with respect to women employees. Although Wayne employs 1,980 women on a full-time basis, only 624 women participate in the University's retirement program. When the Commission was contacting women about the retirement program, it became quite clear that many women did not realize the fact that most of the money placed in the retirement plan is placed there by the University and not by the individual employee and that participation in the program amounted to a 10 per cent increase in salary for them. Many others were concerned because they had to wait so long before being able to participate in the program. Since the non-academic employees have a high proportion of women and since this group is most likely to include young women, the 30-year-old rule strikes hardest at the segment of the employee group comprised of women. It has also been noted that when academic personnel are involved, the 30-year-old rule may be suspended.

RECOMMENDATIONS

1. That the University provide a retirement program for its employees which complies with the guidelines set down by the EEOC (Appendix R).
2. That the age requirement for entry into the University's retirement program be eliminated, allowing all employees who want to begin preparing for their retirement to do so as soon as they wish after beginning employment at the University.

D. Synthesis of Recommendations for Woman As An Employee: An Affirmative Action Plan

The woman employee, due to discriminatory policies and practices which have become traditional in the University community, has been underemployed, underpaid, underprivileged and status-deprived. In addition, there is little incentive for her to achieve or to participate fully in the University community.

The traditional policies and practices of the University by which employees are selected, advised of their privileges, promoted and paid, have not been effective in providing equal opportunity to women employees. This Commission is convinced that new devices must be brought to the University community which will assure women of the opportunities, responsibilities and privileges accorded their male colleagues.

On December 4, 1971, Revised Order No. 4 was entered into the Federal Register. It requires that all Federal contractors meeting certain size and contract specifications have on record a written affirmative action plan. Wayne State University, as a state institution is not required to submit such a plan until after its review by the Department of Health, Education, and Welfare (HEW). Such a review is in process at this time and the University is in the process of revising and implementing its affirmative action program.

We urge the President and the Board of Governors to act immediately to produce an affirmative action plan for Wayne State University which follows the guidelines set down in Revised Order No. 4 (Appendix BB).

During the academic year 1971-72, the University faculty voted to begin bargaining collectively with the Board of Governors. This process is just now getting under way and it is hoped that a contract will be agreed upon during the next year. The Commission is concerned, however, that the salary and promotional agreements reached in this process will not provide fair adjustments for women who, because of their membership in an "affected class" have received unequal treatment.

We urge the President and the Board of Governors to act immediately to correct the salary and promotional inequities which can be accounted for because of sex differentials so that they may be corrected before the faculty contract takes effect.

Appendix C

Results of Survey

of the Urban 13 Universities,

July 1991

In examining the following data, it should be taken into consideration that each University surveyed may define "Women's Center" differently. For example, the University of Cincinnati, Cincinnati, Ohio, has a "Center for Women's Studies" which includes a unit for "Women's Programs and Services." On the other hand, Wayne State University, for example, has separate department, budgets, and personnel for both its "Women's Studies Program" and its "Women's Resource Center." In addition, many universities group a type of re-entry or continuing education function with their "Women's Center" which can also affect the budget and staff size as well as the number of people seen per year. This chart is meant to provide an overview of 1) these universities' perceptions of the varying functions of a "Women's Center" within their community, 2) the different levels of financial and employee commitment each university has made to a "Center," and 3) how Wayne State University compares.

Women's Centers: An Urban "13" Comparative As of July 1991

Place	Year Began/ Title	Overall '90-'91 Budget	Source of Funding	Refer Comm. to	FTE-Staff #	People Per Year	Who Uses the Center	Where Housed Admin. ly
U. of Alabama Birmingham, AL	1991, development & planning	\$17,500	University	yes	One part-time	n/a	mainly students; some staff & faculty	Office of Student Affairs
U. of Mass. Boston, MS	1970's	\$1,500/yr.	Student Activities Trust Fund	yes	Four Work/Study Students	Average: 1,500+/yr.	mainly students; some staff & faculty	Office of Student Life
U. of Illinois Chicago, IL	No Women's Center, several on campus depts.	funding for a center expected in 1992	n/a	n/a	n/a	n/a	n/a	n/a
U. of Cinci. Cincinnati, OH	mid-70s	\$120,000	University	yes	Director: f-t; 2 Prof. Staff: f-t; Sec.y: p-t	10,000 plus 18,000 contacted	women students, staff, faculty & community	Office of Student Affairs

U. of Pittsburgh Pittsburgh, PA	no Women's Center; funding cut in 1990	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
U. of Missouri Kansas City, MO	1971 as division of continuing education.; 1981 full-time center	\$85,000 total budget	University	yes	Director: f-t; 1 Program Dir.: 3/4-t; Intern; Secy; 2 Work/Study	1,000- 1,500	mainly students; some staff & faculty	n/a	Student Affairs
Temple U. Philadelphia, PA	early 70s; in 1978 became "Adult Program"	\$31,000	University and Federal Grants	yes; directory out reach	Six full-time; One half-time	1,000; 60% women	students, staff, faculty & community	Student Services	
Wayne State University Detroit, MI	1976, in 1981 became "Women's Resource Center and Re-entry to Education"	Included in University Counseling Services budget since 1981	University and Grants	yes; directory	FTE Administration Student Asst.: p-t; 8-13 Work/Study Students	3,000- 8,000 including individuals and groups	students, faculty & staff	University Counseling of Student Affairs Divisions	

Appendix D
Daycare: Results of Survey
of Urban 13 Universities,
July 1991

Daycare: An Urban "13" Comparative As of July 1991

Place	Year Began/# of Original Centers	Current # of Centers	Current # of Enrolled Children	Who Can Use Daycare?	FTE # of Staff	How State Licensing has Changed	Where Housed Admin.'ly?
U. of Alabama Birmingham, AL	No daycare on campus; currently considering it	n/a	n/a	n/a	n/a	n/a	n/a
U. of Mass. Boston, MA	1972; 1 center w/ 20 children enrolled	2 centers	85	students, staff, faculty & community	26 FTE, includes 20 full-time	no changes	Student Activities
U. of Illinois Chicago, IL	1972; 1 center w/ 16 children enrolled	2 centers, East and West	90	students, staff & faculty only	18 full-time; 1/2 time Graduate Asst.	originally exempt, in 1981 became licensed for added funding	Campus Administration

U. of Cincinnati, OH	early 1970s; 1 center	3 centers as of Fall '91	77 as of '90-'91; will increase to 110 in Fall '91	students & faculty have priority; open to public	as of '90-'91: 12-15 FTE	information n/a	subsidized through Women's Programs and Services
Cleveland St. U Cleveland, OH	no daycare on campus	n/a	n/a	n/a	n/a	n/a	n/a
Florida A&M FL	1984; 1 center w/ 24 children enrolled	1 center	75	Priority: students, staff & career services, faculty & admin., community	12 full-time	no changes	Student Affairs contributes; non-state funded
U. of Houston Houston, TX	1971; 1 center w/ # of children n/a	1 center	150	faculty, staff & students of Center campus	16 full-time; 10 FTE of part-time	no changes	Student Affairs
U. of Missouri St. Louis, MO	1979; 1 center w/ 10 children enrolled	1 center	90-100	students, staff, faculty & community student discount	10 full-time; part-time # varies	licensing changing July 1991	Division of Student Affairs and Student Life

U. of Wisconsin Milwaukee, WI	information n/a for University	n/a	n/a	n/a	n/a	n/a	n/a
U. of New York City College NY, NY	information n/a	1 center	45	students and staff	10 full-time; 2 part-time	information n/a	Student Affairs
U. of Pittsburgh Pittsburgh, PA	1984; 1 center w/ 50 children enrolled	1 center	100	students, staff & faculty have priority then community	18 full-time; 4 FTE of part-time	no changes	Auxiliary Services
U. of Missouri Kansas City, MO	1975; 1 center w/ 16 children enrolled	1 center	95	1/3 each students; 1/3 staff & faculty; community	11 full-time	exempt from licensing	School of Education
Temple U. Philadelphia, PA	information n/a for University	n/a	n/a	n/a	n/a	n/a	n/a
Wayne State University Detroit, MI	late 60s; 3 academic labs & 2 non-academic centers	4 centers: 2 academic labs & 2 WSU affiliates	Total for 4 centers: 110	students, staff, faculty and community	total for 4 centers: 22 full-time & 18 part-time	improved in protection of children	Psychology; Education; and 2 WSU affiliates

*Wayne State University is an equal opportunity/affirmative action employer.
Wayne State University - People working together to provide quality service*