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9-25-2000

# University of Northern Iowa Faculty Senate Meeting Minutes, September 25, 2000

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## Summary of Faculty Senate Meeting 09/25/00

### CALL TO ORDER

### APPROVAL OF THE MINUTES

### ANNOUNCEMENTS

1. Call for Press Identification
2. Comments from Chair Nelson
3. Comments from Jim Kelly
4. Comments from Provost Podolefsky

### CONSIDERATION OF CALENDAR ITEMS FOR DOCKETING

- 753 Declare the office of Chairperson of the Faculty vacated, nominate and elect a faculty member to fulfill the remainder of the term

Docketed in regular order as item 669.

- 754 Appoint a Senate representative to the Military science Liaison and Advisory Committee

Docketed in regular order as item 670.

- 755 Request to receive the Annual Report from the Military Science Liaison and Advisory Committee

Placed at the head of the docketed as item 671.

- 756 Request to receive a resolution from Northern Iowa Student Government recognizing the accomplishments of Jen Rawe and the UNI Debate Team

Docketed in regular order as item 672.

- 757 Appoint a Senate representative to the University Faculty Senate Budget Committee

Docketed in regular order as item 673.

- 758 Request for Emeritus Status for Albert R. Gilgen, Department of Psychology; David A. Whitsett, Department of Psychology

Docketed in regular order as item 674.

### NEW BUSINESS

### OLD BUSINESS

## CONSIDERATION OF DOCKETED ITEMS

- 755 671 Passed a motion to receive the Annual Report from the Military Science Liaison and Advisory Committee for the 1999-2000 academic year.
- 752 668 Received and approved a report of the Senate ad hoc committee on Faculty Governance Review stating that the office of Faculty Chair and Chair of the University Faculty Senate should remain separate, and forming a committee to review and advise the Senate on the Faculty Constitution and Senate Bylaws.
- 753 669 Passed a motion to declare the office of Chairperson of the Faculty vacated.  
Nominated and elected James Kelly, Student Field Experiences, to the office of Faculty Chair.
- 754 670 Appointed Geraldine Perreault to a three year term and Gerald Peterson to a two year term (to replace James McCullough) as the Senate representatives to the Military Science Liaison and Advisory Committee.
- 756 672 Approved a request to receive a resolution from Northern Iowa Student Government recognizing the accomplishments of Jen Rawe for receiving the All-American Scholastic Debater award and the success of the UNI Debate Team with the addition that a letter be sent by the Chair of the Senate stating the Senate's recognition of these outstanding accomplishments.
- 757 673 Appointed Dan Power as the Senate representative to the University Faculty Senate Budget Committee.
- 758 674 Approved a request for Emeritus Status for Albert R. Gilgen, Department of Psychology; David A. Whitsett, Department of Psychology

## ADJOURNMENT

Basom moved to adjourn; \_\_\_\_\_ seconded.

Motion to adjourn carried

Meeting was adjourned at 4:50.

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**MINUTES OF THE UNIVERSITY FACULTY SENATE  
MEETING - 09/25/00**

1556

**PRESENT:** Kenneth Basom, Karen Couch Breitbach, Jim Kelly, David Christensen, Carol Cooper, Ali Kashef, Syed Kirmani, Lauren Nelson, Dan Power, Tom Romanin, Laura Terlip, Kay Treiber, Richard Utz, Katherine van Wormer, Shahram Varzavand, Barbara Weeg, Mir Zaman.

**ABSENT:** Chris Ogbondah

**CALL TO ORDER:** Chair Nelson called the Senate to order at 3:17 p.m.

Introductions were made. Syed Kirmani will be Vice-Chair of the Senate this year.

**APPROVAL OF MINUTES**

Senator Cooper moved (Utz seconded) that the minutes of April 10 meeting be approved.

Minutes were approved with the following corrections:

Page 1, Consideration Calendar Items for Docketing, first sentence changed to read: 744 Request of the honors committee report. Docketed as item 660.

Page 1, Old Business, second paragraph changed to read: Nelson moved (Romanin seconded) that we receive the report from the Educational Policy Committee indicating that it was not appropriate for the EPC to consider the Emeritus Policy.

Page 1, Old Business, third paragraph: Strike "Cooper moved that we officially mark in the policy that we do award posthumously."

Page 1, Old Business, fourth paragraph, second sentence changed to read: Utz moved (Jurgenson seconded) that the senate receive the report of the Education Policy Commission addressing course substitution for students with learning disabilities.

Page 2, third paragraph corrected to Jurgenson moved (Nelson seconded)...

Page 4, fourth paragraph, fourth sentence changed to read: It specified that Emeritus Faculty may continue to enjoy the same library privileges, use audio visual equipment, media production services, obtain parking, and office space when available as long as space is not required by current program operations.

Page 7, fifth paragraph, item #2, second sentence change to read: She said she doubted if that would materially change it...

Page 11, first paragraph, second sentence changed to: Motion carried.

Kirmani moved (Kashef seconded) that the minutes of the April 24, 200 meeting be approved.

Minutes were approved with the following corrections:

Page 1, Consideration of Calendar Items for Docketing, correct Susan Doody to Susann Doody; change Division of HPELS to School of HPELS throughout.

Page 2, Consideration of Docketed Items, #745/661, correct Susan Doody to Susann Doody; change Division of HPELS to School of HPELS throughout.

Page 2, paragraph 7, correct to read: Romanin moved (Countryman seconded) to table the motion to the end of the meeting so Mixsell could make the changes back to what they were when the motion was made. Revised motion was passed at the end of the meeting.

Page 2, paragraph 9 changed to read: Countryman moved (Kirmani seconded) to approve the report.

Page 3, Draft for Senator's Review, Call to Order change to read: Chair McDevitt...

Page 6, paragraph 7, correct Susan Doody to Susann Doody; change division of HPELS to School of HPELS throughout.

Page 10, paragraph six changed to read: The current UCC consists of: One elected member from each of the colleges; two at large members; Sue Koch is chair...

Motion passed that the minutes of the April 10, 2000 and April 25, 2000 meetings be approved as corrected.

### **Comments from Chair Nelson**

Chair Nelson commented on the E-mail Senators received from Ken DeNault. His stated concern that the term "Acting Faculty Chair" is not in the constitution is correct. Chair Nelson should not have used the term when she was aware of a concern. Rather, "comments from Jim Kelly" should have been used. Dr. Kelly was very gracious in his help over the summer after Suzanne McDevitt left and in preparing for the Fall Faculty meeting.

Chair Nelson indicated that the document the Senators received at the end of their packet from Suzanne McDevitt is not an official Faculty Senate document from last year. It is the report on the status of women and is included for the senators information. Senators were asked to review it and determine if it would be appropriate for the Senate to follow-up on.

Chair Nelson asked for the College Senate chairs. Nadine Davidson, College of Education; Susan Moore, Library; Karen Mitchell, College of Humanities and Fine Arts; Dan Power, College of Business Administration; Murray Austin, Social and Behavioral Sciences; and Thomas Hockey, College of Natural Sciences.

### **Comments from Jim Kelly**

Jim Kelly reported that he had received a number of positive comments regarding the Fall Faculty meeting, not only the format but the location as well (Russell Hall auditorium).

Dr. Kelly also reported that President Koob would like the Senate put together a series of discussions. Times were discussed. All Senators were urged to attend the first discussion meeting and to bring a guest to become a part of the discussions. These will be open discussions, site to be announced. Senator Cooper indicated that the topic of these discussions should be indicated. Dr. Kelly reported that the topic is "The Quality of Teaching" but they may touch on many different tangents of that topic. Dr. Kelly will arranged for an October 5 meeting from 4:00 - 5:30 p.m.

### **Comments from Provost Podolefsky.**

The Board started the year with meetings about student tuition which is a three step process; which is about a 5% increase for inflation and 2% increase for quality. In addition, they are recommending taking some of the mandatory fees that are part of tuition out of tuition so that students pay them separately, which will over all increase their bill but will free up more money. Total increase for the students is about 9.9%. The Board will vote on the actual increase for next year at their October meeting.

Provost Podolefsky handed out a memo on the annual budget cycle that describes the process. Last years tuition money all went into salary raises because we did not get enough from the legislator to cover to salaries and thus, there were no funds to do any of the projects that the Faculty Senate put forward last year. Those projects could now be brought forward this year.

In sending forward Legislative requests this year, the Board asked for one request, which was \$3,000,000 for 65 faculty lines and associated supplies and services. This is predicated on the fact that we had 625 tenure tract faculty four years ago; we now have 593, and we have grown about 6-8%. We've keep class size stable, adding adjuncts when faculty have left. Our Strategic Plan calls for 75% of our courses to be taught by tenure/tenure track faculty; we're at 65%, we used to be at 76% four years ago. It does not look like it will be a good budget year, and Provost Podolefsky urged the budget committee to take this into consideration.

Senator Couch Breitbach asked how many lines are now being filled with adjuncts. Provost Podolefsky reported that often times the line is not taken away but not filled. The money is then used for adjuncts. A record number of new faculty were hired this year. There are two separate issues; we need to fill the lines that have been vacated and also increase the total number of lines because of our student growth.

Senator Power indicated it will make it difficult for the Faculty Senate if they have to look at requests and rank them to Provost Podolefsky. Provost Podolefsky said that the request could just go to him without ranking.

Senator Cooper asked about changes in the retirement policy when it comes due in two years. Will we be told in a year in advance so that both the university and faculty have time to prepare? If the early retirement option is changed there could be a large number of retirements. Provost Podolefsy reported that the early retirement program does save UNI some money but its a difficult savings because retirees are not necessarily replaced. If a person opts for early retirement usually a year and a half of that person's salary must be set aside to pay that person off. Thus, the department is not able to refill that persons position for a year and a half. If they do refill that position, that money is taken from somewhere else.

Senator Weeg questioned if the legislative request is actually a third stream in the way to request funding, compared to administrative and faculty. Administrative and faculty requests should come directly to Provost Podolefsky so he can prioritize what to do with the money. The three ways we get money at the university are, first, the salary bill, which traditionally has provided for the salary increases. The second way is we make proposals to the board who then forward the ones selected to the governmental bodies. The third way is tuition increases, which has two parts; increase students or increase tuition.

#### **CONSIDERATION OF CALENDAR ITEMS FOR DOCKETING**

753 Declare the office of Chairperson of the Faculty vacated, nominate and elect faculty member to fulfill the remainder of the term.

Motion from Utz to docket in regular order (seconded by ?????). Docketed as item 669.  
Motion carried.

- 754 Appoint a Senate representative to the Military Science Liaison and Advisory Committee.

Motion from Cooper to docket in regular order (second by Christiansen). Docketed as item 670. Motion carried.

- 755 Request to receive the Annual Report from the Military Science Liaison and Advisory Committee.

Chair Nelson pointed out that the committee representative was present and it would be a courtesy to receive this first. Motion to place at the head of the docket was made by Senator Terlip, second by Senator Utz. Motion approved. Docketed as item 671.

- 756 Request to receive a resolution from Northern Iowa Student Government recognizing the accomplishments of Jen Rawe and the UNI Debate Team.

Senator Power moved to docket (second from Terlip). Motion approved. Docketed as item 672.

- 757 Appoint a Senate representative to the University Faculty Senate Budget Committee.

Motion by Kirmani (second from Basom) Motion approved. Docketed as item 673.

- 758 Request for Emeritus Status for Albert R. Gilgen, Department of Psychology; David A Whitsett, Department of Psychology.

Senator Cooper moved to docket (second from Utz). Motion approved. Docketed as item 674.

### **Old Business**

Chair Nelson reported that we will not have the item of Old Business as Professor Isakson had to attend the NCA steering committee meeting that is occurring today and he will hopefully join us in October to bring us up to date.

Provost Podolefsky reported that he has read two drafts of the NCA report, the most recent one is quite good. The cabinet is now checking for accuracy. It should be placed on the Web within the next week of two for campus comment. He reported that this has been a heroic effort

### **Consideration of Docketed Items**

- 671 Request to receive the Annual Report from the Military Science Liaison and Advisory Committee.

Chair Nelson proceeded with the report from the Military Science committee that had been placed at the head of the docket. She introduced Sue Joslyn.

Ms. Joslyn was the chair of the Military Science committee this past year. Faculty members of the committee serve for three years with a maximum of two consecutive terms.

Darrell Davis is on phased retirement, teaching this fall but will be off in the spring when the committee does its evaluation. He will need to be replaced as well as Jim McCullagh who resigned from the committee due to health concerns.

Chair Nelson reported that an item is already on the agenda to appoint senate members to replace Dr. McCullagh and Geraldine Perreault as her term is up.

Dr. Joslyn report that the Department of Military Science had a very good year last year under the direction of Lt. Col. DePuglio. It was his first year at UNI. He worked on the Hibbs Memorial was widely publicized and very well received.

When the Military Science Committee presented their report at last years Senate Faculty Meeting there was a question regarding the function of the committee. Don Shepardson, who is the historian of the committee, searched through past Faculty Senate minutes and found from September 1981 the original charge to the committee. This is on the second page of the handout, item 6. The main function of the committee is to act as a PAC committee for the instructors in the department. She also reported that the department has had a very high turnover this past year.

Senator Christiansen noted that two faculty members were assessed and now they are leaving; are the two actions related. Dr. Joslyn reported that they were very effective instructors however they were rotated out.

Chair Nelson acknowledged Senator van Wormer. Senator van Wormer stated that as a peace person she wanted to make her annual protest, noting nothing personal, but she did not think we should have any representation for Military Science on the campus or that it should be on any university, as a pacifist and ally of gays and lesbians. Also noting that she would like her comment recorded as a personal comment in the minutes.

Senator Cooper noted that the Hibbs Memorial was a real plus for the whole university community and the Lt.Col. DePuglio should be recognized for his efforts.

Senator Power made a motion to accept the report; second from Christiansen. Motion passed.

668 Request to receive/approve report of Faculty Governance Review.

Chair Nelson reported that this item is a carry over from the last meeting last spring. It was postponed for consideration at the first meeting at the fall. It is stated as receive and approve because there is both a report and recommendations that the senate would have to approve.

Motion to receive and approve the report was made by Senator Romanin, second by Senator Basom.

Dr. Kelly addressed the Senate regarding the item. This was a charge given to the Senate back in 1998 and did not get taken care of then. A committee was put together by Dr. Kelly composed of past Faculty Chairs and/or past Senate Chairs and reviewed the historical perspective of the government at the University of Northern Iowa. The document



came from Professor Paul Rider, Counseling Department. Two resolutions resulted; 1) We believe that the Senate should resolve the Faculty Chair position stay as is in our present government structure, and 2) we need to establish a constitution advisory committee to take a look at our constitution since the last time it was reviewed or amended was 1986. The faculty should be apprised of the history of the constitution, either the creation of a Web site to bring it up to date or place hard copies in departments. With so many new faculty they may not realize what our constitution is all about. The by laws should also be a point of review.

Senate Cooper noted that there is not built into the constitution a regular ongoing and periodic review.

Chair Nelson asked for objections to the proposal to include the Senate by laws under the information that would be reviewed by this committee. There were none.

Discussion followed as to who would be appropriate committee members.

The motion as amended read:

1. We resolve the University Faculty Senate creates a web site so as to establish a place where the history of the Faculty Constitution at the University of Northern Iowa may be viewed. We further resolve that a publishing of this history, with a copy of the present Constitution, be available at the web site and a printed copy be distributed to each university faculty member or department.
2. We resolve the University Faculty Senate establish a standing committee to be identified as the *Constitution Advisory Committee*. This committee will be chaired by the Faculty Chair and be comprised of three other committee members who have held leadership roles and/or who have governance expertise. This committee will carry out the following functions:
  - a. Advise the Senate and the university faculty with respect to issues involving the Faculty Constitution and Faculty Senate Bylaws.
  - b. Review and compare each college's constitution to the University Faculty Constitution.
  - c. Review the existing Faculty Constitution and Faculty Senate Bylaws for evidence of ambiguity and make recommendations for any changes needed to the University Faculty Senate and the university faculty. The procedures for amendment are stated in the Constitution and Bylaws.
  - d. Report annually, with any recommendations for action, to the University Faculty Senate regarding its activity.

Senator Power noted if the Faculty Senate accept the report or accepting the two resolutions but at some later point we will still have to appoint the three members of the committee, and the Senate will vote on who those three members will be.

Dr. Kelly also noted that if you accept this report you are also accepting the fact of maintaining the faculty chair/faculty university chair government structure.

Chair Nelson noted that given the fact that there are three or four different things that we are voting on if anyone objects to voting on them as a package we will separate them. No objections to voting on them as a package were made.

Motion passed to accept report and recommendations as amended.

669 Declare the office of Chairperson of the Faculty vacated, nominate and elect a faculty member to fulfill the remainder of the term.

Chair Nelson noted that this should be handled as two separate parts based on the faculty constitution. A motion is needed first to declare the office vacated and then we can open the floor.

Motion to declare the office vacated by Utz; second by Terlip. Motion passed.

The floor was open to nominations for the office of Chairperson of the Faculty.

Senator Cooper nominated Dr. Kelly; second by van Wormer.

Senator Power moved that nominations cease; second by Kashef. Motion passed.

Senator Cooper moved that Dr. Kelly be elected by acclamation; second by Romanin. Motion passed.

670 Appoint a Senate representative to the Military Science Liaison and Advisory Committee

Chair Nelson noted that there are currently two members that need to be appointed. The person that is either re-appointed (Geraldine Perreault) or the person elected to replace her will serve a three year term. The other person would fill out the term of Jim McCullagh, which would be up on 2002. Senator Cooper noted that that person would be eligible to serve two more full terms because if you serve a broken term its as if you haven't served at all. The person must be a member of the faculty.

Discussion on how to proceed with the voting followed. Chair Nelson recommended putting all the names to be considered into voting and to elect the three year term first followed by election of the two year term.

Senator Terlip nominated Geraldine Perreault.  
Senator Cooper nominated Dharendra Vajpeyi.  
Senator Cooper nominated William "Bud" Bowlin.  
Senator Weeg nominated Gerald Peterson.

Chair Nelson asked for any comments on behalf of the nominees. Senator Power mentioned that it is a good group of people. He recommended that each Senator vote for two, the person with the highest number of votes gets the three year term, the person with the next highest fills the two year term.

Geraldine Perreault was elected to the three year term.

There was a tie for second place so a run off election was held.  
Gerald Peterson was elected to the two year term.

- 672 Request to receive a resolution from Northern Iowa Student Government recognizing the accomplishments of Jen Rawe and the UNI Debate Team

Motion to receive the resolution made by Senator Terlip; second by Utz.

The resolution recognized the hard work and dedication of the UNI Debate Team and specifically Jen Rawe, who was awarded the All-American Scholastic Debater award.

Senator Cooper suggested that the motion be amended to include the stipulation that the Faculty Senate send a letter of acknowledgment to Catherine Palczewski, Jen Rawe and the UNI Debate Team. The amendment was received without objection.

Motion passed as amended.

- 673 Appoint a Senate representative to the University Faculty Senate Budget Committee.

Chair Nelson went back the minutes that established this committee and it does have to be Senator and the term of appointment is for one year. The floor was opened for nominations and it was noted that it was appropriate to volunteer.

Senator Power asked if this member is automatically the chair. Chair Nelson reported no, that the committee elects a chair but she might ask the Senate representative to call the first meeting because the committee is without leadership at this time.

Cooper moved to nominate Senator Dan Power; Kashef seconded  
No further nominations were received.

Senator Power was elected by acclamation.

Discussion followed with Senator Weeg asking Provost Podolefsky what effect this has on the library's budget. He reported that the legislator has struck out the library's materials inflation from the proposal the last two or three years. Because of that it was not included this year and he has come with the moneys from other reallocations so they did get \$90,000 which is not even enough to keep up with the library's inflating costs.

- 674 Request for Emeritus Status for Albert R. Gilgen, Department of Psychology; David A. Whitsett, Department of Psychology.

Motion to approve the request by Senator van Wormer; second Kirmani.

Chair Nelson opened the floor for comments. Senator Cooper noted that both have contributed to the university.

Motion passed.

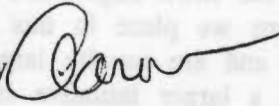
Basom moved to adjourn.

Meeting adjourned at 4:50.

- b. Two (2) members will be appointed by the University Faculty Senate. (These will be faculty, but need not be current members of the Senate.)
  - c. Two (2) members will be appointed by the administration from among the faculty.
  - d. Two (2) members (normally full-time students) will be selected from among the student body by a method to be determined by UNISA.
3. The faculty members of the committee will serve for three years, with a maximum of two consecutive terms. The student members will serve for one year, with a maximum of two consecutive terms.
  4. The Committee on Committees will keep track of the terms of office, and when there are vacancies on the committee to be elected or appointed. The Committee on Committees will determine a phase-in procedure, so that normally one-third of the faculty component (that is, two members), will be replaced each year.
  5. The committee will report to and advise the UNI administrative officer directly responsible for ROTC activities and programs on campus. It will also inform and advise the Faculty Senate about ROTC activities and programs.
  6. The functions of the committee will consist of two main parts.
    - a. Professional assessment of possible or actual ROTC personnel, and,
    - b. All other activities, such as reports to the University Curriculum Committee, recommendations of candidates for ROTC scholarships, and so on.
    - c. Students will be excluded from the personnel assessment activities of the committee. What other activities the student members may be included in or excluded from will be determined by the entire committee.
  7. The personnel assessments of ROTC personnel which the committee produces will be kept in a personnel assessment file to be maintained by the UNI administrative officer responsible for ROTC activities on campus. The procedural rules governing the committee's assessment activities, and governing the contents of and access to the personnel assessment file, will be proposed by the committee and approved or disapproved once a year by the relevant UNI administrative officer.
-



September ~~27, 1999~~ <sup>25, 2000</sup>

TO: Faculty Senate  
FROM: Aaron Podolefsky   
RE: 1999-2000 Budget Process

The purpose of this note is to provide some guidelines for the annual budget process. Recommendations to the Provost follow one of two tracks. Department to College/Library Senate to University Senate to Provost or Departments to Department Heads to Deans/Academic Vice Presidents to Provost. The Provost prioritizes and presents the Divisions' proposals to the Cabinet.

A number of items on last year's list were funded through tuition or are in process (see discussion). I suggest the Senate begin with last year's list, delete already-funded items and items no longer of interest, add new items, and prioritize the final list. One way to think of this process is that we are maintaining a rolling list of funding priorities.

#### Time Line

Early Fall: Faculty Senate communicates with College and Library Senates to arrange a time frame for receipt of recommendations. College and Library Senates communicate with departments or programs regarding appropriate time frames for recommendations.

December 1, <sup>2000</sup> ~~1999~~: Faculty Senate forwards budget recommendations to Provost's Office.

December 15, <sup>2000</sup> ~~1999~~: Cabinet will begin review of budget requests.

February 1, <sup>2000</sup> ~~1999~~ (Approximately): Cabinets proposed budget allocations on Web ([www.uni.edu/infosys/general.html](http://www.uni.edu/infosys/general.html)). Cabinet accepts feedback until at least March 1, 2000.

#### Discussion

With some exceptions the University budget consists of two revenue sources: State Appropriations, which accounts for about 70 percent of the budget, and student tuition, which accounts for about 30 percent. Proposals for new dollars can be supported through increases in either of these two revenue systems. The uses of new budget allocations are intended to (a) launch new creative endeavors that enhance and support the mission and vision of the University and (b) provide support for long standing and persistent needs and desires. As such, these allocations should reflect the thinking in the University's Strategic

Plan (e.g., enhancing intellectual vitality) through funding inflationary costs, maintaining quality, and fashioning new ventures that advance the institution.

State Appropriations increase through special requests, often called Strategic Initiatives. Historically, there is a cap on how much we can request. This request will be reduced by the Board of Regents before going to the Iowa Legislature where it will be reduced again and sent to the Governor. The items we place in this category are those that are likely to gain support through the process and are usually large requests. However, individual projects are often combined into a larger initiative such as Improving Undergraduate Education. The initiatives proposed at the end of last year are now moving through this process. Dollars proposed as Strategic Initiatives during this year's process, if funded, become available Fall 2001.

Tuition revenue accounts for about 30 percent of the University's budget. These revenues depend on two factors - number of students enrolled and the tuition rate. If the number of students is constant, an increase in the tuition rate (e.g., 3 percent) creates a 3 percent increase in 30 percent of our budget (or about 1 percent of the total budget). If the number of students increases, so does the revenue. If the number of students drops, so does the revenue. Based on the tuition increase and student enrollment, we predict a budget. If an increase is predicted, we will allocate funds in accordance with the budget conversations and make decisions during this year's process. New tuition funds become available in Fall of 2000.

Since the Cabinet is probably best positioned to understand the political arena, I suggest that the Senate produce a single prioritized list with little regard to funding mode. (This suggestion is intended to allow the body to focus on creativity and academic merits.) After receiving recommendations from the Academic Affairs Council, I will merge the Senate's prioritized list with Academic Affairs Council recommendations before sending my recommendations to the Cabinet.

c: Academic Affairs Council  
Academic Department Heads



July 31, 2000

TO: Bev Kopper  
Julia Wallace  
Susan Koch  
Margaret Holland  
Jill Trainer  
Gerri Perrault  
Phyllis Baker  
Sonia Yetter

FR: Suzanne McDevitt

RE: Attached

Here is the final report. I reviewed it with Winston Burt who supplied the final statistics and helped with some minor editing. I presented it to Aaron and reviewed it with President Koob.

I hope the group will keep meeting and follow-up.



July 21, 2000

To: President Robert Koob  
Provost Aaron Podolefsky

FR: Suzanne McDevitt, Senate Chair 1999-2000, on behalf of the Group to Advance Women

Re: Report on the Status of Women Faculty

The status and support for hiring and nurturing women and minorities through tenure is critically important for the development of the university in the 21st century.

An informal group to advance women began meeting in the spring of 2000.

Herewith we communicate the status report on faculty women, which addresses all faculty women regardless of status. Similar attention should be given to the role of minorities in the faculty.

The following recommendations are submitted, in addition to those contained in the report:

- 1) Creation of a commission to assess the status of faculty women at the University.
- 2) Completion of a review of salary equity at all faculty ranks.
- 3) Analysis of the retention of women to the rank of full professor.
- 4) Development of initiatives to address mentoring of women and minorities through the attainment of the rank of full professor.

Cc: Winston Burt



## REPORT ON STATUS OF WOMEN (FACULTY)

### Introduction

The status of women is a serious issue for the university which has not received adequate attention and analysis in recent years. In a university whose enrollment is over 50% female it is critically important to recruit and work to retain women faculty through achievement of the full professor rank. While UNI in the past decade has improved its rate of hiring, retention through the full professor level has not been assessed. For example, in the College of Social and Behavioral Sciences, there are currently only five women full professors, including the dean, 19% of the total.

- Facts  
Administrative Appointments

Currently, although there are three women on the cabinet, there is only one of five (20%) academic deans (and one acting dean), and six of 33 (18%) department heads. One woman serves in the provost's office.

### Faculty Appointments

Currently, of 181 full professors, 41 (22.6%), and of 209 associate professors, 81 (38.7%) are female. The assistant professor rank has 180 with 83 (46%) females. However, these numbers are influenced by the high number of retirements (largely male) and the large number of searches since 1995 and ongoing. Although significant turnover has provided opportunities for the number of women in faculty ranks to grow, especially at the lower ranks, a better analysis can be obtained following the 103 searches currently ongoing.

- Faculty Promotion and Tenure

A structured hierarchical system that includes only 18% female department heads and only one female academic dean results in a defacto male dominated tenure and promotion decision making system. Many tenure decisions may receive no input from any woman with a rank higher than associate professor, or indeed, any woman at all.

- Current Search Pool

As of July 20, 2000, in completed searches, 83% of searches included female finalists and 56% of offers went to women, of which 8 (20%) declined.

- Faculty to Administration

In addition, few women have risen from faculty to administrative ranks. Of the current members of the cabinet, only one held a prior faculty appointment. Representation on the Academic Affairs Council is a little better, with a dean, an acting dean and an Associate Vice-President for Academic Affairs holding prior faculty appointments.

#### Current Faculty Administrative Searches

As of July 20, 2000, 44% of searches included female finalists, 36% of positions were offered to women.

- Past history

Dating back to the early 1970's UNI has had several activities addressing the status of women. These have included a gender equity lawsuit, Harrington, et al. vs. Board of Regents which involved a number of women and was settled out of court with settlements for all the plaintiffs.

In the mid-1980's an initiative by the Provost and Asst. Vice-Provost brought a cohort of faculty, including women and minorities into a seminar to encourage consideration of administrative roles. This effort included workshops and internships. The Way Up conference was founded in 1983, to also focus attention on these issues.

Despite these activities, women have not attained significant appointments, particularly at middle management levels. It is worth noting that both appointments at the Academic Affairs level have been made within the last three years.

- Salary

To be analyzed no later than March 1, 2001.

#### Dialogue

During the Spring semester, 2000 a series of meetings were held on the status of women. A number of women attended from academic and administrative departments. The meetings were convened by the chair of the Faculty Senate. The meetings were announced through the women's studies e-mail list and through UNIONline. The substance of that dialogue follows:

- Mentoring

While mentoring is provided, it appears to some, in some instances, less enthusiastic of women faculty than of male.

- **Service Expectations**  
Department heads frequently make more service demands of women than of male faculty.
- **Good ol' boy network**  
As can be seen from the percentages in administrative positions, much decision making, especially as the impact or risk dependent on the decision rises, continues to be the domain of men.

### **Recommendations**

It is the consensus of the group that in addition to the following recommendations there is a need for more data-gathering and continued analysis relating to the status of women on campus. It is recommended that the following data be collected.

- Analysis of 1999-2000 searches when all searches have been completed or continued for the year, including information on the number of searches with women in the final pool, the number who declined campus interviews and the number who both accepted and declined positions offered. As of July 20, the results appear positive, however, analysis needs to be ongoing particularly with reference to hiring above the rank of assistant professor.
- Analysis of salary by gender within ranks, controlling for years of service, by departments and colleges (programs, schools).
- Beginning salaries, by gender, by rank, by departments and colleges (program, school).
- Analysis of the retention of women to the rank of full professor.

Recommendations for immediate implementation include:

- Better mentoring for women. It was the consensus of the group that mentoring, while provided, is often more enthusiastic for men than for women. More thoughtful assignment and training of mentors might produce a better experience for women.
- Development of initiatives to address mentoring of women and minorities through the attainment of rank of full professor
- Groups to bring women together cross-college.
- Training of Department Heads – Department heads, for example, need to be mindful not to impose a greater service burden on women than men.
- Analysis of the evaluation process and the outcome for department heads
- Training of search chairs – the initial contact with a department can be determinant in accepting the interview and subsequently, the job.
- Reorganize the seminar effort of the 1980's on an ongoing basis
- Encourage and support applications for ACE fellowships
- Refocus the Way Up conference on faculty issues.

- Consider institutionalizing dialogue on these issues through the creation of a commission on the status of women.

Long term recommendations include:

- Long-term creation of positions for advancement. Shifting from appointed department heads to rotating department chairs (when possible) is the fastest way to create entry level positions for women to advance in administration. Such a shift would also produce a number of other benefits, including stronger hires, a more democratic departmental process and a stronger faculty governance system.
- Begin an ongoing dialogue on balancing career and family.

Attachments:

Status of Female Candidates in Faculty Searches as of July 20, 2000.

A Vision of for an Equitable University (Penn State Commission for Women)

**Status of Female Candidates in Faculty Searches as of 7/20/00**  
as reported to the Office of Compliance & Equity Management

Tenure Track Searches:

Number of total searches .....	72
Number of closed searches .....	19
Number of completed searches with female finalists (83%) .....	60
Number of positions offered to females (56%) .....	40
Number of females who declined offer .....	8

Faculty Administrative Searches:

Number of total searches .....	9
Number of closed searches .....	3
Number of searches with female finalists (44%) .....	4
Number of positions offered to females (33%) .....	3
Number of females who declined offer .....	1

Term and Temporary Searches:

Number of total searches .....	20
Number of searches with female finalists (50%) .....	10
Number of positions offered to females .....	7
Number of females who declined offer .....	0

**Please note:** these numbers are merely a "snapshot" as of today. Some of the tenure track, as well as the term/temporary searches are still open.

## A Vision for an Equitable University

Action, Access, Actualization, Accountability

Prepared by  
The Penn State Commission for Women  
1998-1999

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### Introduction

The Penn State Commission for Women has at given intervals focused on assessing the University's progress toward true equity for women. The expansive *1987 Report of the Strategic Study Group of the Status of Women at Penn State* presented almost 200 recommendations for actions to promote the full participation of women faculty, staff and students in the work and life of the University. The 1993-94 report, *A Vision for an Equitable University*, celebrated the progress made toward accomplishing those goals and identified areas where more work was needed. Now, five-years later, we are reexamining the climate for women and again find that we have reasons to celebrate and issues and concerns to address. Among the accomplishments are:

- The modification of the University's strategic planning process to include a requirement that

planning units include specific actions designed to fulfill the goals of the comprehensive University-wide diversity strategic plan, "A Framework to Foster Diversity at Penn State: 1998-2003."

- Central support for professional development programs, which include modules on diversity issues for managers, supervisors and other university personnel. Examples of this type of programming include The Penn State Leader and Mastering SuperVision.
- Additional scholarship support and improved facilities for women varsity student-athletes.
- Expansion of programming to call specific attention to equity and diversity issues in faculty recruiting and promotion and tenure.
- The offering of professional development programs for women in technical service positions.
- The expansion of child care and other work/family programs.
- The establishment of an Employee Assistance Program and Staff Advisory Committee.
- Continuing contributions in support of women students by the Center for Women Students, Women in Science and Engineering Program, and the Women Studies Program.

Among the issues and concerns to address include:

- Women are still underrepresented in all leadership categories; senior women faculty, executives, administrators, academic administrators and the higher grade classifications of both staff and technical service employment. The lack of sufficient role models negatively impacts women students.
- Women faculty are tenured and promoted at lower rates than their male colleagues.
- Women staff perceive limited opportunities for career advancement to the highest levels because of the glass ceiling.
- Women report that the non-affirming climate in both the classroom and the workplace limits their success.

The Commission for Women is committed to continuing to work for positive change for women at Penn State. We believe that the Vision outlined in the 1993-94 document still provides an important and valid model for the University. However, we continue to fall short of achieving the purposeful, just, open, honest, disciplined, and caring community envisioned by Ernest Boyer and embraced by Penn State. This vision can be realized only by fully recognizing and using the skills of *all* members of the community who represent all the rich diversity of the American and global society in the 21st century.

A call for **Action, Access, Actualization and Accountability** describes the theme of this document. In it, we identify two overarching challenges that must be addressed in order to realize our vision. These challenges parallel those presented in A Framework to Foster Diversity at Penn State: 1998-2003. In order to successfully address the challenges, specifically as they apply to women, goals, actions and strategic indicators are provided. This report identifies strategies for recruitment and retention to provide access for women; best practices in professional development to enhance actualization; action steps which will implement these strategies and practices more widely; and leadership accountability for change. The challenges must be addressed in order to create a welcoming campus climate, one where all women at all levels know that they are valued and appreciated.

#### **Challenge 1 - Access for Women: Recruitment and Retention**

One of the challenges posited in the Framework is to recruit and retain a diverse workforce and student body. In order to successfully meet this challenge, we must develop and implement strategies to improve the success of search processes in identifying and assessing the credentials of prospective women students and employees. Once identified, we must provide recruitment and retention programs that focus specifically on women. The CFW identifies these two goals as critical to providing true equality for women at Penn State.

A recent CFW study provides data on the number of women in faculty, staff, and administrative positions. The faculty are compared by rank, college, and campus location. Staff and technical service employees are compared by rank. A detailed analysis is presented in Appendix A and summarized in Tables 1 and 2.

Source: HUMORS data base, September 30, 1998 Source: HUMORS data base, September 30, 1998  
The results indicate that there are more male than female faculty in most colleges and campus locations. Further, male faculty dominate the professor and associate professor ranks while females are more prevalent in the assistant and instructor ranks. Among the staff, females outnumber the males, however, the males are found mostly in grades 21 and higher, while females are clustered in grades 20 and lower. The same distribution is true among technical services employees where males are over-represented in the higher paying positions. Further, Penn State females are also underrepresented in Evan Pugh professorships (0 female), endowed chair positions (5 female; 55 male), other named professorships (7 female, 85 male), faculty fellowships (3 female, 28 male) and distinguished professorships (5 female, 49 male). Of strategic importance, the greatest disparity is at senior leadership levels. Of the 200 academic administrators university-wide, there are 164 males (80.6%) and 36 females (19.4%). The same disparity is evident among administrators (male, n=38; female, n=16) and executives (male, n=30; female n=8). This inequity not only affects employees, but influences students as well. The underrepresentation of women greatly diminishes the opportunities for role modeling and mentoring. The educational experiences of both women and men students are lessened by infrequent contact with women faculty. One of the reasons often cited for the inequities reported is the limited pool of qualified women for senior level positions. The results of a 1999 Commission for Women study suggests that this is not the case. A copy of the full report is provided in Appendix B. Table 3 (page 7) summarizes the results and provides a comparison between the percentage of Ph.Ds awarded to women in 1995 for all colleges and selected departments and the percentage of women faculty at Penn State in 1998-99 in those colleges and disciplines.

Many programs are already in place to assist in the recruitment and retention of women at Penn State through the Office of the President and the Commission for Women. The programs most targeted at recruitment and retention include those listed below. These programs should be continued, strengthened and/or expanded and are presented in Table 4.

**Table 4**  
**Programs to be Strengthened and/or Expanded**

- Recruitment Resources; e.g. President's Opportunity Fund
- Professional Development Programs; e.g. Administrative Fellows Program, CFW Mentor Program, The Penn State Leader: Excellence in Leadership and Management, Mastering SuperVision
- Diversity Promotion; e.g. Office of the Vice Provost for Educational Equity, Affirmative Action Office
- Women Student Support Groups; e.g. Center for Women Students, Women in Science and Engineering
- Family Support; e.g. Dual Career Office, Child & Elder Care

**TABLE 3 : Comparison of women doctoral recipients and their relative representation on the PSU Faculty**



College/ Discipline	% Women Ph.D. Recipients 79-95 Nationwide*	PSU % Women Faculty; Tenured & Tenure Track	% Women Ph.D Recipients 1995 Nationwide*	PSU % Women Faculty; Tenure Track Only+
Agricultural Sci.	18.47%	15%	27.4%	-
Animal Science	-	9.5%	50%	33% (3)
Food Science	-	36%	47.3%	0%(2)
Veterinary Sci.	-	18%	25.1%	20% (5)
Arts & Arch.	-	30%	31.9%	
Music	-	27%	42.9%	0% (7)
Business Adm.	23.66%	18.7%	29.8%	-
Accounting	-	16.6%	42.6%	17% (6)
Finance	-	7%	6.7%	17% (6)
Marketing	-	21%	36%	40% (5)
Communications	44.48%	35%	45.4%	-
Film/Video	-	50%	44%(M)36%(D)	66% (3)
Earth & Min. Sci	-	10%	20.7%	-
Geography	-	26.6%	25.5%	25% (4)
Geosciences	12.26%	7%	20%	0% (4)
Mat.Sci.&Eng.	-	10%	17%	16% (6)
Meteorology	-	3.4%*	17.7%	-
Education	55.65%	36.3%	61.7%	-
Engineering	7.8%	10.3%	12.3%	-
Architec.Eng.	-	10%	23.5%(MS)	33% (3)
Bioeng.	-	0%	23%	0% (1)
Computer Eng.	16%	11%	15.9%	0% (4)
Industrial Eng.	11.1%	9%	17.7%	0% (4)
Health.Hum.Dev	-	43.8%	72.4%	-
Commun.Disord	-	77.7%	74%	100% (6)
Liberal Arts	45.38%	31.9%	50%	-
English	-	32%	61.6%	45% (11)
Philosophy	-	25%	26.5%	33% (3)
Psychology	47.1%	37%	66.1%	66% (15)
Libraries	-	67.2%	81.1%	-
Hershey	-	37%	40.9%(MD)	-
Pharmacy	-	33%	44%	50%(2)
Science	21.5%	9.9%	32.1%	-

\*In using Department of Education statistics for doctoral recipients by gender, disciplines were combined according to their representation in PSU departments, total number of Ph.D. granted in all subjects is the basis for finding % women recipients. Number of women faculty in Meteorology was obtained by counting number of women faculty from the latest graduate school bulletin.

+ indicates total number of faculty, male and female in tenure track

**Strategic Actions**

Suggested new actions are provided in Table 5:

**Table 5**  
**Suggested New Actions to Increase Recruitment & Retention Of Women**

- Develop information packets and a list of contact persons to assist units in recruiting women faculty and staff
- Develop and implement a plan to establish a staff development center to serve women
- Complete design and implementation of CFW conducted exit interview process
- Continue design of and advocacy for "family friendly" employment policies, including domestic partner benefits
- Implement professional development programs specifically focused for women faculty, staff, and technical services to prepare women for advancement
- Appoint equity/diversity advocate to every search committee
- Revise human resources policies HR-4, HR-13, HR-22, HR-86 to strengthen their attention to recruitment and retention of women
- Study the retention rates of undergraduate and graduate students by gender and compare this data with the proportion of female faculty to female students gender
- Update the 1994 Tenure Track Study

Ø **Strategic Indicators** The CFW, in collaboration with the Office of Human Resources and the Affirmative Action Office, will monitor on a yearly basis the number of women recruited and promoted and those that have left the University to note the progress on the following seven strategic indicators:

- The number and percentages of women in senior faculty positions
- The number and percentages of women in staff positions grades 21 and over
- The number and percentages of women in technical service positions grades 6 and lower
- The number and percentages of women in academic administrator positions
- The number and percentages of women in administrator and executive positions
- The number and percentages of women endowed and distinguished professorships
- The number of and percentages of women students by college

**Challenge 2: Leadership Accountability: Creating a more welcoming climate for women**

One of the goals articulated in the guidelines for developing strategic plans for the period 1998-2003 mandates that the University, "foster a caring University community that provides leadership for constructive participation in a diverse, multicultural world". An important key to opening the doors wider for women is to create an environment in which women feel welcome. According to the Framework for Diversity, a welcoming and inclusive climate is grounded in respect for others, nurtured by a dialogue between those of differing perspectives, and is evidenced by a pattern of civil interaction among community members. In order to successfully meet this challenge, we must institute systematic climate improvement initiatives and assessment processes at all levels and at all locations.

Academic institutions are on the forefront of the creation of knowledge and academic communities expend a great deal of effort in fostering an environment where the creation of knowledge is nurtured. This effort is undertaken with the understanding that institutional climate has a profound effect on the community's ability to excel in research and scholarship. Kuh & Whitt (1988) suggest that the environment of an institution has a significant impact on its members who, in turn, contribute to the creation of that institution's environment. Therefore, creating and preserving a climate that offers equal learning opportunities for all students and academic freedom for all faculty - an environment free from discrimination - should be one of the primary responsibilities of educational institutions. The necessity for creating a more inclusive, welcoming climate on college campuses is supported by several recent national education association reports (The Carnegie Foundation for the Advancement of Teaching and the American Council on Education, 1990; The Association of American Colleges and Universities, 1995).

Research examining campus climate focuses on the beliefs and behaviors of members of the academic community. The body of literature regarding institutional climate suggests that the attitudes, beliefs, and behaviors of faculty and administrators significantly contribute to the climate of their institution (Rankin, 1998; 1999). In addition, faculty have a significant impact on the development, maintenance, and/or modifications of students attitudes and values (Austin, 1990; Kuh & Whitt, 1988; Pascarella, 1980; 1985, Pascarella & Terenzini, 1991).

The creation of a welcoming climate is conducive to fulfilling the mission of institutions of higher education. Members of the academic community, specifically faculty and administrators both contribute to and are impacted by the campus environment. A climate that is welcoming, supportive, and inclusive will allow for the creation and dissemination of knowledge.

The programs that are currently in place to assist in improving the campus climate for women are provided in Table 6. It is recommended that these programs be continued, strengthened and/or expanded.

**Table 6**  
**Programs to be Strengthened and/or Expanded**

- The Commission for Women
- The Center for Women Students
- Affirmative Action Office and Diversity Support & Education Center
- Campus Environment Team
- Women's Studies Programs
- Women in Science and Engineering Institute
- Women's Health Program

**Strategic Actions**

Suggested new actions are provided in Table 7:

**Table 7**  
**Suggested New Actions to Improve Climate for Women**

- Initiatives that reassure women employees that they and their work are valued and rewarded (e.g. Staff Assistants Convocation, CFW Banquet recognizing the accomplishments of women and their contributions to the University)

- Systematic assessment of the climate for women faculty, students, and staff (e.g. student satisfaction survey, faculty/staff survey, Office of the Vice Provost for Educational Equity)
- Develop procedures for implementing recommendations based on the outcomes of the assessment surveys
- Develop and offer workshops to sensitize managers and supervisors to gender issues
- Develop programs to train the University community on the ramifications of the peer harassment Supreme Court ruling
- Extend eligibility for all University benefits and services to domestic partners
- Revise administrative policy AD-42 to strengthen its attention to improving the climate for women
- Revise HR-23 and HR-40 in regards to include evaluation factors that encompasses diversity issues and ensure the inclusion of interdisciplinary research

### **Strategic Indicators**

The CFW will monitor on a yearly basis, the following climate parameters:

- In collaboration with The Office of the Vice Provost for Educational Equity, aggregate results of climate assessments in regards to women
- In collaboration with the Office of Affirmative Action, monitor the acts of intolerance directed towards women.
- In collaboration with the Office of Human Resources, analyze by administrative area and gender the number of participants in the professional development programs described in the new strategic actions.

### **Conclusion**

In summary, while we have made progress on the recommendations presented in the 1994 report, this document identifies two major challenges that have yet to be successfully addressed:

- (1) Recruiting and retaining women faculty, staff, students, and administrators
- (2) Creating a more welcoming climate for all women

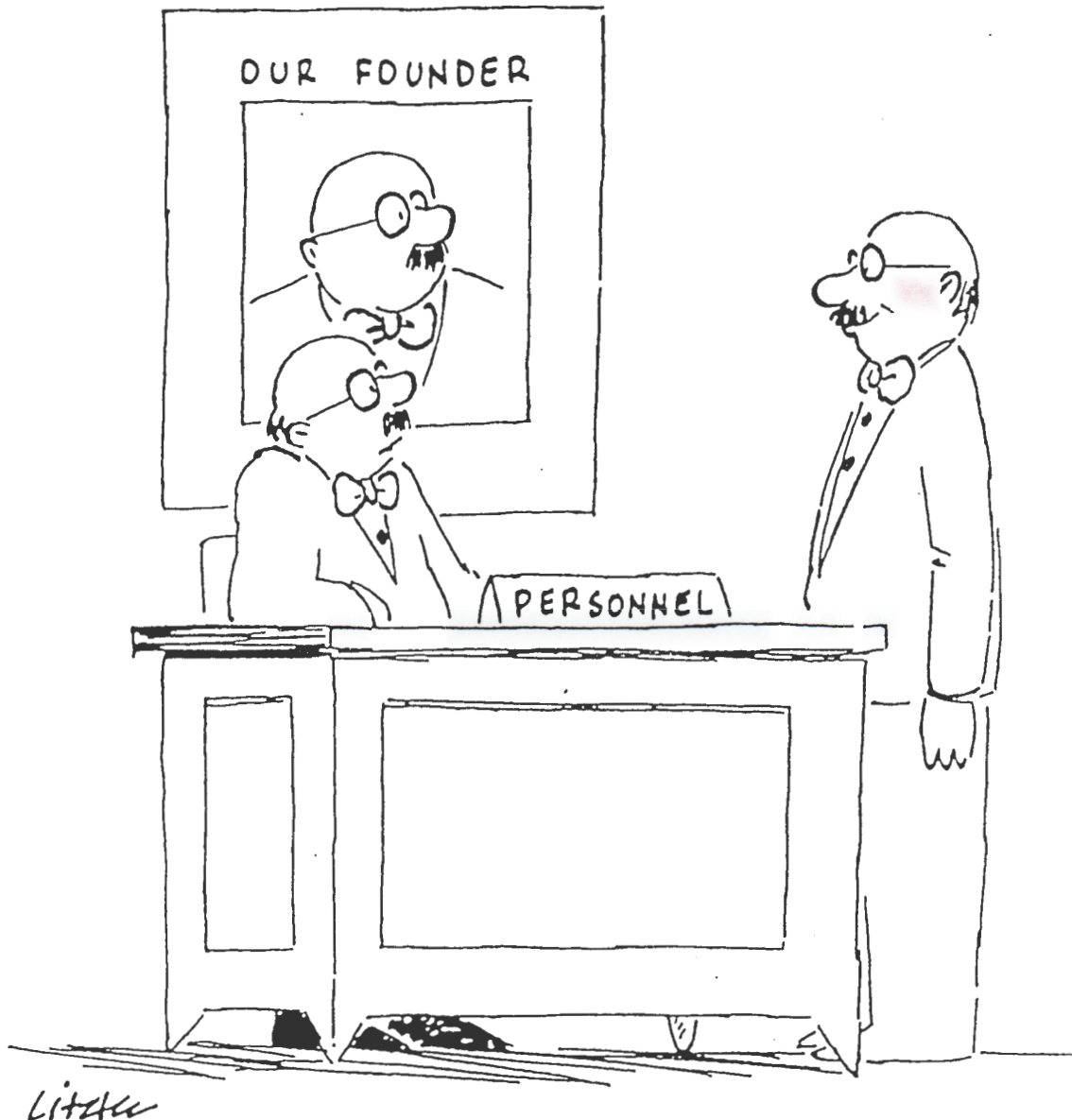
The recommended strategic actions provide a response to these challenges. It is our collective responsibility to carry out the actions and create a true community of difference at Penn State.

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must carefully and systematically examine all their employment policies to be sure that they do not operate to the detriment of any persons on the grounds of race, color, religion, national origin, sex, age, or status as a handicapped individual, disabled veteran, or veteran of the Vietnam era. Administrators must also ensure that the practices of those who are responsible for matters of employment, including all supervisors, are nondiscriminatory (personal communication with S. Radley, Office of Equal Opportunity, University of Utah, 1986).

In contrast, AA requires that most organizations take steps to ensure the proportional recruitment, selection, and promotion of qualified members of groups,



*"I'd say our recruiters did an exceptional job identifying you."*  
 Pecora, P. (1987) Recruiting and Selecting Effective Employees, in Richard L. Edwards and John A. Yankey, Skills for Effective Human Services Management, (pp 117-141) NASW Press, Washington, DC