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D R A F T

IMPLEMENTATION PLAN
IN RESPONSE TO THE
REPORT OF TASK FORCE ON THE STATUS OF WOMEN
AT
THE UNIVERSITY OF MAINE

The Office of the President
March 1989



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UNIVERSITY OF MAINE

Office of the President

Alumni Hall
Orono, Maine 04469-0102
207/581-1512

March 17, 1989

TO: Members of the Task Force on the Status of Women

FROM: Dale W. Lick, President *DWL*

Attached is the Draft Implementation Plan in response to the Task Force Report on the Status of Women. It is a draft to allow for your feedback and that of the University Community prior to developing the final plan. As the process of discussion proceeds, we will continue to address both the specifics and the spirit of the Report. Actions related to many recommendations are now underway.

The Draft Plan is being distributed consistent with the distribution of the Task Force Report. Thus, each office on campus will receive at least one copy (without appendices). Additional copies, with appendices, will be available on loan from the library and the Office of Equal Opportunity.

Although the process of developing the Draft Plan took longer than I originally anticipated, I believe that it gives us a strong base for discussion that will lead to a final plan of significant benefit to the University.

As noted in the Draft Plan, your efforts have had a major impact. I would like again to thank you for your energy, commitment, and dedication.

I look forward to your response and a continuing dialogue related to the concerns raised in the Report and the administrative response.

DRAFT IMPLEMENTATION PLAN

Introduction

In December 1987, President Lick commissioned a Task Force on the Status of Women at the University of Maine. The Task Force submitted its report on June 1, 1988. Its findings and conclusions expressed serious concerns related to each area of its charge: (1) the distribution, retention, compensation, advancement, and representation of women at the University and (2) the organizational processes and climate affecting women at the University. The one hundred and four recommendations suggested specific actions to address the concerns defined in the Task Force's findings. This Draft Implementation Plan is an administrative response to each of those recommendations and to the report as a whole. The Plan will be finalized following Task Force review and campus reaction.

The public release of the Task Force Report in July 1988 was a step in enhancing broadbased understanding of what it means to be a woman on the University of Maine campus. The media helped by providing extensive local and statewide attention to the issues raised in the report. A major follow-up has been the request from the University of Maine System to each campus to conduct a similar review. Although not everyone has agreed with each aspect of the report, it has generated the kind of discussion necessary to raise awareness and break patterns of complacency that can evolve even among well-intentioned people. The impact of the report has affirmed the wisdom of and need for appointing the Task Force and reflects positively on the time, energy, and commitment of its members. The administration is most appreciative of both the effort and outcome of the Task Force.

A recognition of the spirit of the report is as important as the response to the recommendations themselves. The Task Force itself was born out of recognition for and frustration with patterns signaling subtle and not-so-subtle ways in which women were being excluded from full participation in University life--to the detriment of the entire University community. Responses to the broad areas of concern expressed in the Task Force are embedded in the responses to the recommendations. We are committed, moreover, to helping develop an attitude that supports the full inclusion of women in University life. Such an attitude would, and already has in some cases, lead to proactive measures beyond those embodied in the Task Force Report.

The University, like society as a whole, is typically in a state of change. Thus, as planned and unplanned change processes proceed, it will be necessary for there to be constant attention to new strategies, in addition to those addressed here, to enhance the representation, participation, and recognition of women in the University.

The Task Force Report has been a major step in providing a basis for dialogue. We hope this Draft Implementation Plan not only enhances and extends that dialogue but also defines positive efforts toward change.

Action Plan of the President

- Rec. 1 Acknowledge publicly and frequently the findings of the Task Force and the University's commitment to change.

Educating the community about the findings of the Task Force and the University's commitment to change is a major priority of this Administration. The President has taken many opportunities to comment publicly about the Report and the University's commitment, including the Channel 2 show, discussions with the Board of Trustees and alumni/ae groups, and national conferences such as the American Council on Education. Such public expressions of commitment will continue.

Vice presidents, deans, directors, and department chairs have been urged to take opportunities to affirm the Task Force Report and the University's commitment to change.

- Rec. 2 Direct a campaign to educate all members of the University community about their rights and obligations under the laws governing equal opportunity. Publicize the resources provided by the University to assist those who pursue their rights, to advocate for them, to protect them from reprisals, and to assure compliance. This campaign should include a brochure revised and distributed annually.

It is the responsibility of the Office of Equal Opportunity, working with appropriate offices, to educate members of the University community about their rights and obligations under the laws governing equal opportunity. The Office has been directed to commit 1988-89 and 1989-90 to a campaign renewing the University's awareness and understanding of equal opportunity and affirmative action. A variety of efforts have been initiated as a result.

During fall 1988, the Office of Equal Opportunity initiated a series of programs responsive to this recommendation. All programs were open to the full University community. These programs included sessions entitled: Equal Opportunity/Affirmative Action: Rights and Responsibilities; Affirmative Action at Work: Effective Strategies for Recruiting Women and Minority Faculty and Professionals; Dynamics of Diversity: At Work and in the Classroom; and Sexual Harassment: Discussion with Dale Lick, President and Suzanne Estler, Director of Equal Opportunity.

In addition, a short sexual harassment presentation has been given by the Director of Equal Opportunity to about a dozen organizational units in tandem with WIC's presentation on non-sexist language. This is one part of a campaign to educate the community specifically related to sexual harassment. This effort has included the following initiatives in addition to the routine publication of the sexual harassment policy in University catalogs and the short presentations.

Rec. 2 Cont'd

1. Specific workshops to educate the community on rights and responsibilities related to sexual harassment have been conducted with numerous groups within the past year, including the President's Executive Council, deans and department chairs, the Department of Public Safety, Residential Life staff groups, and various dormitory student groups. These workshops will continue upon invitation and through administrative initiative with targeted groups.
2. A brochure to educate students on their rights and responsibilities related to sexual harassment was developed by the Office of Equal Opportunity and distributed to the full student body last year, to entering students this year, and to offices across campus where students might have access to them as they become relevant in the student's life.
3. Beginning fall 1989, the contents of this brochure will be printed in the Student Handbook distributed annually to all students.
4. Each fall, a letter is sent to all faculty and staff from the President describing the sexual harassment policy, thus restating the University's commitment to the policy and the responsibility of faculty and staff and channels to report and respond to instances of sexual harassment.
5. The University of Maine System is developing a brochure on sexual harassment specific to the work environment. In the interim, the University of Maine Office of Equal Opportunity has developed and uses text modified from the student brochure in employee workshops and in occasional publication in CREWS NEWS.

The preceding programs and publications are illustrated in Appendix A.

A program on equal opportunity/affirmative action search and selection continues to be presented by the Office of Equal Opportunity to search committees, upon request, or by administrative suggestion in critical searches. A search and selection handbook for faculty and professional staff searches (now in first draft form) will provide a comprehensive resource for department and search committee chairs.

A brochure, to be revised annually by the Office of Equal Opportunity, addressing equal opportunity rights and possibilities is in draft form and will be available for initial distribution fall of 1989. In addition, as administrative manuals are revised, equal opportunity information continues to be updated. (Appendix A)

Rec. 2 Cont'd Within the past year, all university departments have been informed of their legal responsibility to include the University's equal opportunity statement in any promotional and application materials. This statement includes contact information for the Office of Equal Opportunity as an avenue for the expression of concerns and formal complaints.

A program on equal opportunity, including sexual harassment, has been presented to new faculty in their orientation program, a practice that will continue and is currently proposed by the Non-sexist Language Committee as part of a package also incorporating nonsexist language.

Rec. 3 Establish a mechanism to review University publications, other media productions, and similar forms of communication to assure that women and men are represented in nonsexist roles, images, and language.

Such a mechanism has been established in the form of a Non-sexist Language Implementation Committee by the Women in the Curriculum Program. Key individuals on this Committee include the Assistant Vice President for Public Affairs, the Director of Human Resources, the Director of Equal Opportunity, and the Director of the Women in the Curriculum Program.

A major initiative regarding inclusive communications was the December 1988 statement to UM Faculty from Vice President Hitt in which he asked the faculty to "help the University to be inclusive in language." In addition, the Women in the Curriculum Program has established priorities concerning non-sexist communication, including:

- preparing a pamphlet to distribute to entire University community
- giving workshops and presentations
- training volunteers to give additional presentations and workshops
- designing a 4-part series for the WIC Lunch Program
- planning presentations to be part of the professional training for clerical personnel.

Rec. 4 Direct units responsible for student and employee handbooks and catalogs to consult with the Equal Opportunity Office regarding inclusion of policy statements and information on avoiding discrimination and valuing differences.

Units are currently required to include the University's non-discrimination policy in all informational publications and applications. Additional information regarding nondiscrimination, the University's commitment to diversity, and its sexual harassment policy is included in both the graduate

Rec. 4 Cont'd and undergraduate catalogs. Beginning in fall of 1989, the student handbook will include the full text of the sexual harassment brochure in addition to the policy.

Rec. 5 Distribute to all members of the community a brochure containing the University's nonsexist language policy, detailing its history, clarifying its applicability, and designating authority for education and enforcement activities. Include the contents of the brochure in all future printings of student handbooks and faculty or staff manuals.

Plans for preparing and distributing a brochure/pamphlet on the University's non-sexist language policy are currently underway, under the direction of Women in the Curriculum Program.

Content of the text of the brochure will be included in all future printings of student handbooks and faculty/staff manuals.

Rec. 6 Demonstrate the University's sincere commitment to a positive climate for women by applauding the current efforts of the Director of the Center for the Study of Early Man to adopt a new name for the Center, and by encouraging the revision of both the lyrics of the "Maine Stein Song" and the names of the Alumni Association and Alumni Hall to language forms inclusive of women.

The former Center for the Study of Early Man is now the Center for the Study of the First Americans. Other such language changes are currently under discussion.

Rec. 7 Establish a permanent Presidential Commission on the Status of Women and charge it with monitoring progress, collecting information, and pursuing an annual agenda of study on the status of women at the University. Charge the Commission initially with an investigation of the implications for the University of the Restoration of the Civil Rights Act, particularly with regard to athletics.

A permanent Presidential Commission on Women will be appointed as part of the final Implementation Plan. The Commission's charge and agenda will be developed in consultation with Women in the Curriculum Program, the Office of Equal Opportunity, the President's Executive Council, and the Task Force on the Status of Women.

Rec. 8 Require each organizational unit within the University to

- Rec. 8 Cont'd prepare an annual report of actions it has undertaken to make the University a more equitable institution for women, and of actions it plans to undertake in the coming year, said reports to be submitted to the responsible vice president, the Commission on the Status of Women, and the Director of Equal Opportunity.
- Beginning June 1989 all units will be asked to report actions they have undertaken to make the University a more equitable institution for women, and relevant plans for the subsequent year including recruiting and career development efforts. The standardized reports will be designed by the Office of Equal Opportunity and will be distributed by and returned to the vice presidents. They will provide data to be incorporated into the annual Affirmative Action Plan and will be distributed for information to the to-be-established Commission on Women.
- Rec. 9 Include as a component of the annual performance evaluation of managerial personnel a measurement of their contribution towards the University's objectives for women.
- As part of the current evaluation process, the vice presidents have been asked to see that this recommendation is implemented in their divisions, beginning with the evaluations for the 1988-89 academic year.
- Rec. 10 Increase the Equal Opportunity Office by one professional and one half-time clerical staff to accomplish more comprehensive data collection, analysis, and reporting, and to engage in more education and program development. Provide the Office with the increased space, equipment, and operating budget to fulfill these responsibilities.
- As of January 1989, the Office of Equal Opportunity was increased by one full-time professional, with concomitant salary. The Office has been moved from Shibles to Alumni Hall, thus providing more usable space that is, additionally, more centrally located to central administration and services.
- Rec. 11 Establish an Equal Opportunity Advisory Committee as a committee of the administration, representative of the constituencies served, to support the Equal Opportunity Office by providing (a) support and direction in setting priorities for Equal Opportunity activities; (b) support and advice on space and staff needs; (c) assistance in an annual evaluation of Equal Opportunity operations; (d) advocacy for Equal Opportunity concerns, if necessary; and (e) continuity in the event of changes in the Equal Opportunity staff.

Rec. 11 Cont'd An Equal Opportunity Advisory Committee will be appointed by June 1989 to provide advice, support, and advocacy regarding the functioning at the Equal Opportunity Office.

Rec. 12 Provide for an annual evaluation of the operations of the Equal Opportunity Office, with an opportunity for those served by the Office to participate.

The proposed Equal Opportunity Advisory Committee will assist in developing an evaluation process, beyond that defined by AFUM, for providing feedback to the Office of Equal Opportunity, the Advisory Committee, and the President. The process should be developed and initially implemented during the Committee's first year, 1989-90.

Rec. 13 Establish an ad hoc committee charged with the responsibility to address anti-social behavior and the need for respect for differences. Include in the membership some members of the 1986-87 Council of Colleges committee on anti-social behavior. This committee should also evaluate present campus conditions and factors related to respect for others and human dignity. It should report its findings to the Council of Colleges, the Vice President for Student Affairs, and the Vice President for Administration by April 15, 1990.

The Vice President for Student Affairs will establish a broadly based ad hoc committee to address issues of anti-social behavior and the need for respect for diversity. It will begin its work fall of 1989 and will report its findings to the Student Senate, the Council of Colleges, President, and vice presidents by April 15, 1990.

Rec. 14 Evaluate the present roles of fraternity organizations at the University. In particular, examine the extent to which they may contribute to a climate hostile to women. Identify the steps the University should take to assure positive contributions of fraternities to the community in the future.

The evaluation of fraternity roles is currently underway. In order to encourage fraternity members to develop a more positive attitude toward gender issues and interpersonal relationships, the Greek Affairs Office and the fraternity system has undertaken a series of actions. "Speak-Up" sessions each semester promote discussion between the administration and fraternities covering many issues including acquaintance rape. Also, prominent speakers have been invited to discuss with the Greek community such topics as respect and dignity for others, hazing, and expected standards. The live-in advisor program and the revised

Rec. 14 Cont'd

catered party policy help to create an environment that promotes positive social relationships. A regular system of communication exists among the Greek Advisor, fraternity residents, and live-in advisors to help assure that mature advice and guidance is provided to fraternity leaders, fraternity members, and chapter advisors.

The Vice President for Student Affairs will continue to address the role of fraternity organizations at the University. By September 1989, steps that will encourage positive contributions will have been identified.

Rec. 15

Allow the next vacancy at the level of Vice President to remain vacant, or fill it only on a short-term acting capacity, until it or another vice presidential position is filled with a qualified woman. Work with the Director of Equal Opportunity to design an advertising strategy that will be honest to all potential applicants. If, after this position or these two positions have been filled, the affirmative action goal at this level has not been met, repeat the process. Reinstitute it at any time in the future in which gender imbalance occurs.

For the next vacancy at the vice-presidential level, the President will work with the Director of the Office of Equal Opportunity to design an advertising strategy that will assure honesty to all potential applicants. Further, strong efforts will be made to secure a pool of candidates that includes a high percentage of well-qualified women.

Concerning the specific recommendations of allowing the position to remain vacant or filling it by an acting vice president, a less restrictive approach most likely will be taken.

The Administration is committed (by policy reflected in the Affirmative Action Plan) to hiring women in high levels of administration. Since July 1, 1988, for example, women have been hired in the positions of Director of Institutional Planning, Assistant Vice President for Cooperative Extension Service, Director of Facilities Planning/Landscape Architect, Assistant Vice President for Enrollment Management, and Acting Dean of Arts and Sciences.

Rec. 16

Allow the next vacancy at the level of Dean to remain vacant, or fill it only on a short-term acting capacity, until it or another deanship is filled with a qualified woman. Work with the Director of Equal Opportunity to design an advertising strategy that will be honest to all potential applicants. If, after this position or these two positions have been filled, the affirmative action goal at

Rec. 16 Cont'd this level has not been met, repeat the process. Reinstitute it at any time in the future in which gender imbalance occurs.

Since the Task Force Report was issued, one dean's position has opened, and it has been filled by a woman on an acting basis. At the time of this writing there are three deans' positions vacant. The Vice President for Academic Affairs, the Office of Equal Opportunity, the search committees, and the President's Office have been working to expand the pool of women candidates, with the commitment to hire at least one permanent female dean.

Rec. 17 Establish a fund for Opportunity Hires of (a) distinguished women scholars at associate or full professor rank, (b) promising women scholars at junior ranks in disciplines in which the national availability of women is severely limited, and (c) women in capacities in which their availability is severely limited in the professional and classified staff, in all cases as an additional position in the appropriate unit until the next vacancy occurs.

The Administration has supported at least four such appointments in the last two years. When other such special opportunity hires present themselves, the Administration will attempt very seriously to find the funding.

Rec. 18 Require heads of all units conducting searches to obtain from the Equal Opportunity Office the most current equal opportunity/affirmative action search information, including the utilization status of their unit and the resulting search requirements.

Procedures have been approved by the Vice President for Academic Affairs to be implemented by the offices of Human Resources, Academic Affairs, and Equal Opportunity to trigger information regarding vacancies before searches begin, thus allowing for automatic distribution of search availability information.

Guidelines to units conducting searches are currently sent upon notification of an impending search. Beginning in fall 1989, units filling positions identified in the Affirmative Action Plan as underrepresented relative to women or minorities compared to national availability in the field will have more stringent search requirements including: (1) a demonstration of affirmative efforts beyond advertising to recruit women and/or minorities; (2) a checkpoint regarding the composition of the pool relative to women and minorities prior to the approval of inviting candidates for interviews; and (3) review prior to an offer if the final candidate is neither a woman nor a minority.

Rec. 19 Require search committees in units in which women are underutilized to meet with a representative of the Equal Opportunity Office to discuss equitable search processes and to agree upon the committee's strategies for meeting affirmative action goals.

This currently occurs on a voluntary basis. The procedures in Rec. 18 will require search committee chairs in underutilized programs to schedule such a meeting.

Rec. 20 Require the temporary suspension of searches to fill faculty and professional positions, including department chairs, when the short lists include no women or a number of women below that indicated by their availability in the relevant labor pool, until the appropriate vice president, dean (if applicable), and the Equal Opportunity Office have been notified in writing of this fact and have been provided with written justification for the resumption of the search. Permit the search to resume only with the written approval of both the appropriate vice president and the Director of Equal Opportunity.

Procedures for searches in programs where women are underutilized will specify that the Director of Equal Opportunity must be consulted prior to inviting candidates for interviews. If the short list is below availability or includes no women, the committee will be asked to extend the search until there is at least one woman or a number consistent with availability. If the committee feels it has exhausted all avenues and is unable to find additional women candidates appropriate to the position, then it must petition its Dean, the Vice President for Academic Affairs, and the Director of Equal Opportunity for permission to continue the interview process--specifying efforts made and data related to numbers of women graduates in the field.

Rec. 21 Provide clear direction to vice presidents, deans, directors, department heads, and first-line supervisors to exercise responsible commitment to staff development, including that of classified staff, so that all employees are able to take advantage of opportunities to advance their education and their career. Address in particular those units in which classified staff are rarely or never permitted to take advantage of such opportunities as part of their normal work schedule.

All vice presidents, and especially the Vice President for Administration, have been directed to send clear communiques to assistant/associate vice presidents, deans, directors, etc. requesting that they make it possible for their faculties/staff to take advantage of opportunities to

Rec. 21 Cont'd advance their education/careers. Reports of participation in various activities will be part of annual reports, beginning in 1989.

Rec. 22 Encourage the establishment of well-publicized career development programs to enable women to advance professionally within the University.

University units will be encouraged to develop a variety of career development programs for women--including internships, mentoring, support for external programs and internal programs. The President will ask the Director of the to-be-established Women's Center to coordinate information and publicity, in addition to the unit's publicity efforts, to assure full dissemination. Ways in which unit heads attend to (coach) the career development of women employees in their areas will be reported in the annual Affirmative Action Report described in Rec. 8, beginning with the 1989 report.

Rec. 23 Support the development of a semi-formal mentoring system for women employees, recruiting a pool of volunteer mentors, training them, offering new women employees at all ranks a committed and capable mentor, and recognizing the mentors' work in annual performance reviews.

Responsibility for coaching employees related to career development will be built into supervisory expectations at all levels through (1) instructions built into the annual evaluation process for those classified and professional employees subject to such an evaluation; (2) supervisory training through Human Resources regarding coaching and mentoring; (3) dissemination, through written materials, regarding effective coaching and mentoring, by December 1989.

Rec. 24 Support at least two positions per year in administrative internships for women, including both on-campus and off-campus training programs.

Two administrative internships per year will be offered no later than January 1990. The to-be-created Commission on Women will be asked to consult on criteria for selecting interns.

Rec. 25 As part of the annual salary setting process, require the Equal Opportunity Office to provide an annual analysis, with follow-up, of salaries and promotions for women compared to men, including, for example, performance, education and training, experience, supervisory responsibility, and other job-related factors. If inequities attributable to gender are found, act immediately to correct them.

- Rec. 25 Cont'd The annual salary setting processes are defined for most employees by collectively bargained agreements with the University of Maine System. Beginning immediately, the Office of Equal Opportunity will work with the Office of Human Resources to review salaries annually, using data available in existing payroll/personnel Systems file. Information on inequities attributable to gender will be reported to the appropriate vice president and the President to initiate processes to correct them. Individual gender-based inequities will continue to be addressed on a case-by-case basis upon appeal to the supervisor or the Office of Equal Opportunity. All other requests for salary adjustments outside those collectively bargained will be reviewed by the Director of Equal Opportunity and the Office of Human Resources with a view to their possible effects on existing equity balance.
- Rec. 26 Encourage and support full implementation of the Reclassification Study recommendations.
- The Reclassification Study recommendations have been implemented and are fully supported by the President and other appropriate officials.
- Rec. 27 Encourage and support the establishment of a professional staff salary structure, including an equitable job evaluation and description system, updating of job descriptions, and correction of pay inequities, by not later than July 1, 1989.
- A joint committee of the University of Maine System and the University of Maine Professional Staff Association is currently addressing this recommendation with a timetable well beyond July 1989. The results of a consultant's analysis of professional salaries for the joint committee indicate a pattern of salary differences attributable to sex specific to the Orono campus. Thus, this campus will establish a committee by June 1989, to develop a plan for identifying and addressing sex-based inequities in professional salaries on the Orono campus prior to the full development of a classification plan.
- Rec. 28 Investigate and remedy inequitably depressed levels of compensation and status in units whose faculties or other professional employees are equally or predominantly women, such as the School of Nursing, Cooperative Extension Service, University College, and the Children's Center.

Rec. 28 Cont'd

As noted in Rec. 25, the Office of Human Resources and the Office of Equal Opportunity will, through annual salary reviews, identify areas appearing to have inequitably depressed levels of compensation and report them to the appropriate channels to initiate corrective action.

Recent agreements between UMPSA and the University raised the salaries of Children's Center employees by a range of \$1,700 to \$2,620, thereby raising the base for Children's Center teachers from \$13,700 to \$16,000 per year. Shift differential for night and weekend nurses at Cutler Health Center was also provided and a proposal is currently in channels to provide increases in all Cutler nursing salaries. Faculty salary reviews provided exceptional increases for University College faculty and for gender inequity corrections under the salary setting process under the AFUM contract for July 1987 and 1988.

Rec. 29

Make information about items that are negotiable in signing a contract, such as salaries, moving expenses, and prior credit towards tenure, available to all finalists for employment at the University, so that all candidates have access to the same information when establishing entry salaries.

A statement or brochure will be developed for all appointees indicating that (1) faculty and professional salaries are negotiable within the constraints of existing contracts and advertised ranges, (2) current salaries are public information and available in Fogler Library, (3) moving expenses and prior credit toward tenure (if applicable) are also negotiable items upon appointment. In addition, the brochure or statement will indicate child care resources at the University and existing resources for assisting partners in seeking employment.

The Office of Equal Opportunity in consultation with the Office of Human Resources will present a draft brochure to the vice presidents by mid-October 1989.

Rec. 30, 31

Establish a Women's Center with a staff, an operating budget, and secure, hospitable space for meeting rooms, offices, child care, a library, and a kitchen.

Until an adequate facility for the Women's Center is available, establish an interim Women's Center with, at a minimum, a staff, an advisory committee, and a space suitable for planning and other urgent organizing activities.

Rec. 30, 31 Cont'd An effort to find space for a Women's Center is now underway and a Women's Center Committee has been established, with a committee report requested by April 15, 1989. Its charge and membership are located in Appendix B of this tentative Implementation Plan.

Rec. 32 Clarify the allocation of responsibility for women's development programs, now shared by the Equal Opportunity Office and Women in the Curriculum. Assign additional staff to meet women's needs for advocacy and development programs.

It is anticipated that the Women's Center Director (a new position) will take primary responsibility for, and will offer, in cooperation with the Office of Equal Opportunity, Women in the Curriculum Program and others, primary leadership in programs for women's development.

Rec. 33 Set priorities for major fund-raising projects related to women: a Women's Center, child care, and endowed funds for women's scholarships and professional development.

The items in this recommendation will be seriously considered for inclusion in the capital fund-raising campaign now under development.

Rec. 34 Acknowledge and reward publicly the achievements of individuals or organizational units in promoting equity for women and affirmative action at the University.

The President will establish an annual award (or awards) acknowledging special contributions to the University in promoting equal opportunity and affirmative action at the University. All vice presidents will be asked to give special attention to this recommendation and to present to the President examples of achievement deserving special recognition. An ongoing process for nominations and selection will be in place for the 1989-90 academic year.

Rec. 35

Design and implement comprehensive educational programs to eliminate sexist behavior, including sexist language, in the classroom and associated areas of the academic enterprise. Direct programs to vice presidents, deans, chairs, faculty, teaching assistants, staff, and students. Target areas known to have a particularly high rate of problem behaviors for special study and especially vigorous intervention.

During the next several months, the Director of the Women in the Curriculum Program will gather information and formulate methods to implement these recommendations through the Academic Affairs Office. The WIC Program is currently addressing these issues and will remain vigilant in its mission to heighten awareness of women's issues both in and outside the classroom. Communication channels will be developed among WIC, the Academic Affairs Office, and the University community. A workshop on nonsexist language and sexual harassment designed and implemented cooperatively between WIC and the Office of Equal Opportunity is already being offered and will be offered in the future. The WIC Committee on Nonsexist Language will develop a comprehensive strategy to educate the University community and will train additional workshop presenters to assure a wide availability. These programs will be offered during the academic year 1989-90

In addition, the Office of Equal Opportunity is responsible for responding to complaints under both (1) the Sexual Harassment Policy which includes behaviors (on a sustained basis) which create an environment hostile to women students and employees and (2) the University's nondiscrimination policy. Individual complaints are responded to with immediate intervention and/or advice as appropriate. The Office of Academic Affairs will request information from the Office of Equal Opportunity on "areas known to have a particularly high rate of problem behaviors," and, with this information, will address problems in a forthright manner.

Rec. 36

Design and implement programs for training faculty, staff, and teaching assistants to address the additional issues of classroom climate identified in the publications of the Project on the Status and Education of Women (AAC).

New faculty have been provided exposure to classroom climate issues identified in the Project on the Status and Education of Women publication in a one-hour presentation by the Director of Equal Opportunity in the faculty orientation program offered each year. This program has been proposed for expansion to be a presentation in cooperation with the WIC Non-sexist Language Committee. Also, the Dean of the Graduate School will work with college deans to make the same program available to teaching assistants before the beginning of each fall semester. Deans and directors will make the program available to staff.

Rec. 37

Expect faculty actively to engage in behavior that promotes equity for women and affirmative action. Incorporate the assessment of that behavior into decisions about hiring, reappointment, tenure, and promotion.

Educational programs such as those discussed earlier as well as all the efforts of the Women in the Curriculum Program will be oriented toward raising faculty awareness. (See Recommendation #35.) Faculty recruitment occurs at the departmental level, and establishment of guidelines for reappointment, tenure, and promotion are assigned by the AFUM contract to the department. While Departments will be encouraged to consider the spirit of this recommendation, any procedures adopted must be carefully evaluated to ensure that they do not infringe upon faculty academic freedom as discussed in greater length in the response to Recommendation #38.

Because of the leadership exerted by deans, directors and department chairs in academic decision-making, all candidates for academic dean positions will, in the course of on-campus interviews, meet with the Director of Equal Opportunity and/or designees to discuss their understanding of equal opportunity and affirmative action responsibilities and their commitment and strategies for promotion equity and affirmative action for protected groups, especially women.

Additional specific efforts to communicate expectations for faculty to engage in behavior promoting equity for women and affirmative action will be:

1. An annual letter to all faculty from the Vice President for Academic Affairs regarding the University's Nonsexist Language Policy which encourages sensitivity to the use of nonsexist language in the classroom (initiated spring 1989).
2. An annual letter from the President on the Sexual Harassment Policy, with an accompanying educational brochure describing the policy and examples and channels for responding (already in place).
3. Upon notification of the initiation of a faculty or professional staff search, the Office of Equal Opportunity will send guidelines and supplementary information regarding equal opportunity actions and affirmative action strategies to search committee chairs including the brochure "It's All in What You Ask" by the Project on the Status and Education of Women. This provides numerous sample questions appropriate to a range of disciplines to elicit candidate's understanding of educational and quality concerns related to women. In new procedures described under Recommendation #18, search committee chairs in underutilized departments will

Rec. 37 Cont'd

be required to meet with the Director of Equal Opportunity early in a search to develop strategies to assure the strongest possible pool of women and minorities and to consider ways in which interview processes can help make the University attractive to women applicants subject to competition among many schools.

Beginning in the fall 1989, the Vice President for Academic Affairs in cooperation with the Director of Equal Opportunity will send a letter to each dean and department chair summarizing the statistical analyses prepared for the Affirmative Action Plan, informing the college and department of their utilization status relative to women and minorities, describing affirmative action requirements for future searches depending on utilization status, providing long and short-term strategies for recruiting women and minorities, and reasserting the University's obligation and commitment to a diverse faculty.

Rec. 38

Expect faculty actively to include appropriate attention to the history, contributions, experiences, roles, and status of women in the courses they design and teach. Incorporate the assessment of the integration of women into the curriculum into decisions about hiring, reappointment, tenure, and promotion.

Faculty will be actively encouraged to include the history, contributions, experiences, roles, and status of women in courses they teach. Special encouragement will be incorporated into annual letters to the faculty from the Vice President for Academic Affairs about Women's History Week and other special occasions.

The WIC Program will continue to provide consultation to individuals and departments to respond to such encouragement from the Vice President for Academic Affairs and Deans.

"Assessment of the integration of women into the curriculum into decisions about hiring, reappointment, tenure, and promotion" would, per se, infringe upon the academic freedom of faculty in that such standards invariably find their telling expression in negative decisions. That is, a faculty member is denied tenure, reappointment, or promotion because she or he has not satisfied a particular standard. Such enforcement of this standard would mean that the University was denying continued employment or advancement to a faculty member due to a disagreement over the appropriate content of that faculty member's courses. This is precisely the crux of the issue of academic freedom. For that reason the Office of Academic Affairs will enthusiastically encourage integration of material about

Rec. 38 Cont'd women and their history, roles, etc. into curricula, but finds it impossible to incorporate such inclusion into decisions about hiring, reappointment, tenure and promotion.

Rec. 39 Work with the Director of Equal Opportunity to revise the forms used in student evaluation of instructors and courses in order to include a question on sexist language and a question assessing the classroom climate for women. In courses of low enrollment or those in which very few women students are enrolled, devise an alternative process of evaluating sexism in the classroom, in order that women students may express concerns without fear of reprisal. Report results to the Commission on the Status of Women and to the Equal Opportunity Office. Work with chairs and deans to identify and remediate problem areas.

Given that the student course evaluation process is defined in the contract, this recommendation will have to be subject to discussion with AFUM leadership. Proposed modifications to the course evaluation form will be devised by the Director of Equal Opportunity in consultation with the Office of Institutional Research. Discussions will begin this semester consistent with the provisions in the contract with AFUM to address this recommendation. The Equal Opportunity Office will coordinate work with chairs and deans to identify and remediate problem areas based on the outcome of the evaluation process. The Director of Equal Opportunity will provide an annual report on this matter to the Commission on Women.

Rec. 40 Collect data on dropout and on changes of major, and analyze the data by sex, race, age, and traditional/non-traditional status to determine whether particular academic programs are inhospitable for particular populations of women students. Report the results to the Commission on the Status of Women and the Equal Opportunity Office on an annual basis.

The Office of Retention Services will implement this recommendation in cooperation with the Office of Institutional Research and the Office of Equal Opportunity for the collection of data and monitoring of problems and progress. This will begin in Academic Year 1989-90.

Rec. 41 Direct the Graduate School to audit annually its admissions and financial aid awards to assure nondiscriminatory practices, submitting reports of its audits to the President's Commission on the Status of Women and to the Equal Opportunity Office.

Rec 41 Cont'd The Graduate School will audit its records to assure nondiscriminatory practices in admissions and financial aid awards and supply reports of its audits listing sex, numbers and percentages of applicants, offers and acceptances in both admission and financial aid awards.

Beginning with the Academic Year 1989-90, it will supply audit reports to the Commission on Women and to the Director of Equal Opportunity.

Rec. 42 Develop and implement a system of monitoring the distribution of sabbaticals, travel funds, research support, clerical help, space, research assistants, and work-study help, to assure that they are equitably distributed among men and women of the faculty. Report annually on the distribution to the Commission on the Status of Women and to the Equal Opportunity Office.

The Offices of Academic Affairs and Research and Public Service will, as feasible, develop and implement a system to monitor the distribution of sabbaticals, travel funds, research support, clerical help, space, research assistants, and work study help in an attempt to assure that they are equitably distributed among men and women of the faculty. The findings will be reported annually to the Commission on Women and to the Equal Opportunity Office.

Rec. 43 Require that planning for promotion be included in the annual evaluation of faculty at both the department and the college level.

Department chairs, directors, and deans will be reminded in annual evaluation instruction to counsel faculty not yet tenured on their progress toward tenure and on any areas of insufficient performance. Faculty who are tenured will be similarly counseled on progress toward promotion. This will be effective immediately.

Rec. 44 Increase the Women in the Curriculum Office by one professional staff person to meet needs for curriculum revision and for women's development. Provide the Office with the increased space, equipment, and operating budget to fulfill these responsibilities.

The staff relating to women's programs will be increased by at least one professional beginning in 1989-90. The placement of this position in the Women in the Curriculum office, the Women's Center, or elsewhere will be dependent on the recommendations of the Women's Center Committee and other related input on the administrative structure for leadership and the offering of women's development programs.

- Rec. 45 Facilitate and encourage the on-going integration efforts of Women in the Curriculum. Continue to provide a source of funding for instructional improvement grants. Encourage departments to integrate women's perspectives into their courses, with particular attention to entry-level courses.
- The Vice President for Academic Affairs will continue to offer such encouragement and funding.
- Rec. 46 Facilitate and encourage the on-going development of a Women's Studies program. Plan and implement mechanisms to protect faculty teaching in the program, but having a primary departmental affiliation elsewhere, from possible detrimental effects on salary or other evaluation of their having participated in the program.
- A Women's Studies Program is in the process of review and has the support of the Vice President for Academic Affairs.
- Faculty evaluation processes are grounded in peer evaluation at the departmental level and are therefore somewhat insulated from administrative control. The Coordinator of the Women's Studies Program will advise deans and department chairs of an individual's participation and contribution in the Women's Studies Program while the Vice President for Academic Affairs will inform deans, directors and department chairs of the importance of the program. The Vice President for Academic Affairs and the President will attempt to assure fairness in these considerations.
- Rec. 47 Acknowledge the biases against women in the prevailing academic value systems and work to counteract them by increasing the evaluation and rewards for teaching, advising, and committee service; for research on women and families, publication in journals of Women's Studies, and contributions to Women's Studies; for those academic disciplines in which women have traditionally participated more fully; and for service on the faculty of University College and on the part-time faculty in all colleges.
- This recommendation needs further elucidation. The Office of Academic Affairs will encourage and support the teaching, research and scholarly work, and service of women faculty and will see that rewards for these activities are applied equitably.
- Rec. 48 Limit the number of part-time temporary faculty to an unavoidable minimum. Provide them with prorated fringe benefits.

Rec. 48 Cont'd The number of part-time temporary faculty is determined in the departments on an "as needed" basis. A collective bargaining unit has been established for part-time faculty. Provisions within that contract provide incentive and procedures to minimize the number of temporary part-time faculty. Existence of some part-time positions, however, has been an avenue for women to teach who do not wish to be full time.

The matter of prorated fringe benefits for part-time faculty members is not under University of Maine control. However, this matter will be raised by us this year through proper channels in the University of Maine System.

Rec. 49 Investigate the possibility and desirability of faculty status for professional library staff.

It has been determined that it is not desirable for professional library staff to be reclassified as faculty. Such changes in their status would bring with it a longer probationary period and a set of expectations which would be largely inappropriate for the responsibilities these valued staff members perform.

Rec. 50 Allow vacant positions in departments in which women are severely underutilized, i.e. by 2 or more full-time positions, to remain vacant or filled only with limited term appointments, reopening a search, until such time as a qualified woman accepts the position or another in the same department. After this position or these two positions have been filled, repeat the process until women are no longer severely underutilized in the department.

Every effort will be made to recruit women for positions in departments where they are underutilized as described in Recommendation #18 under President's Initiatives. Due to class loads and the problems of recruiting quality faculty into fixed-length positions in many areas, it is often impossible to postpone making a permanent appointment while the search for a qualified female candidate is made. This possibility, however, will be explored in individual searches.

Rec. 51 Enlarge the potential pool of qualified women for faculty positions by initiating exchange programs to bring visiting women scholars to the University, encouraging doctorate-granting departments to keep in touch with women students who go on to graduate study elsewhere, and supporting intensive efforts to identify and recruit promising women candidates from other institutions.

Rec. 51 Cont'd These opportunities will be pursued. The Office of Equal Opportunity will be asked to incorporate strong encouragement to engage in such activities into its counseling with departments about recruiting.

Rec. 52 Work with departments and colleges to recruit women students into male-dominated academic programs, by providing both the departments and the students with timely information, by easing entry into professional programs at a point later than the freshman year (curricular revision, 3-2 programs), by organizing summer institutes or similar programs for secondary and middle school girls, and by providing appropriate women role models.

The Vice Presidents for Academic Affairs and Student Affairs will provide encouragement and assistance to departments and colleges to pursue these recommendations.

Rec. 53 Work with the Council of Colleges and the Office of Human Resources to revise tenure policies, making available to all faculty during the probationary period what is now available on an ad hoc basis only: family leave, during which the tenure "clock" stops; and reduction from full-time to part-time faculty status, during which the "clock" slows proportionately. Assure that tenure-track faculty who exercise such options are not penalized for having extended their probationary period.

The Office of Human Resources has been asked to explore what processes would be required for such modifications and to conduct a feasibility study defining the considerations and implications for such changes with recommendations for further action by September, 1989. That report and subsequent steps will be discussed with the Commission on Women.

Rec. 54 Institute new flexibility with regard to the length of the probationary period for the faculty of the School of Nursing during its transition to a fully developed B.S.N.-granting school and its planning for an M.S.N.-granting program within the University.

The probationary period for faculty is standard throughout the University System. Therefore, it would be impossible to allow a longer period for those in the School of Nursing than in other programs. However, some flexibility can be provided for grand-parenting those hired prior to the transition to the University of Maine by granting tenure without promotion, thus allowing further time to develop the full qualifications for associate professor status.

Rec. 55

Assure that the University-Wide First Year Experience program currently being developed promotes a climate conducive to the intellectual and social development of women.

The Director of the First Year Experience Program will consult with appropriate internal and external resources and report annually to the Commission on Women regarding achievement of this recommendation.

Rec. 56

Direct the College of Education and the School of Human Development to review and, if necessary, to further modify programs and courses to ensure that inservice and preservice training enables child care providers and school teachers, counselors, and administrators:

(a) to understand the social pressures that restrict the perceived career options of girls and young women;

(b) to learn the skills needed to help girls and young women fully consider and prepare for a broader range of career choices;

(c) to comprehend the unintended, even unconscious, differences in treatment of girls and boys in the classroom, and develop strategies to overcome those differences; and

(d) to counteract the educational materials and classroom practices that contribute to gender differences in abilities and choices.

The Dean of the College of education and Director of the School of Human Development will be asked to report by September 1989 on the current status of their programs relative to this recommendation and to report on planned efforts to move further toward its achievement. Based on these reports, the Commission on Women and the Vice President for Academic Affairs, with the advice of the Director of the Women in the Curriculum Program, will assess the need for further action in this regard.

Rec. 57

Design and implement comprehensive educational programs to eliminate sexist behavior outside the classroom, to begin with orientation, and to be promulgated through programs in residence halls, clubs, organizations, governmental bodies, fraternities and sororities throughout the year. Target areas known to have a particularly high rate of problem behaviors for special study and for especially vigorous intervention.

This has already begun in Student Affairs, with a number of programs now underway. For example, Residential Life currently is focusing on the year-long theme of appreciating diversity, which includes a focus on eliminating sex role stereotypes. Additional promotion of programs as well as additional education per se will be accomplished through The Daily Maine Campus, WMEB, and various leadership programs. In order to reach a wider spectrum of students, additional educational programs will be built into the First Year Experience Program and in extra-curricular programs.

In order to help the staff increase their understanding of these issues, the Office of Equal Opportunity and the Women in the Curriculum Program will work with Student Affairs staff to review the effectiveness of existing efforts, and to enrich future programs. Both program directors met with the Student Affairs staff on November 18, 1988 to address non-sexist language and the prevention of sexual harassment.

Rec. 58

Design and implement programs to raise student awareness of women's experiences, women's issues, and resources for women at the University.

The challenge here is to reach more students and do it more effectively. The Women's Leadership Program Committee has been established and has organized a series of four programs for Spring Semester 1989 on developing leadership skills for women. The programs, presented monthly, are supplemented by four leadership skills workshops, two in February and two in April. See Appendix C for the brochure on this series. Other similar programs will be developed in the future. In addition, a very successful Women's Health Program was initiated this year with the hiring of a full-time nurse practitioner in Cutler Health Center.

Rec. 59

Charge the existing Rape Awareness Committee with a broader responsibility for women's safety. Provide the Committee with the support necessary to coordinate a program of prevention by expanding current efforts to enhance emergency response, crisis counseling, and effective intervention. The Committee should also review and update existing rape protocols; work with the Office of Academic Affairs to train

Rec. 59 Cont'd faculty members and teaching assistants in the use of an appropriate crisis protocol; develop effective disciplinary sanctions with the Conduct Office; advocate for victims' rights; and re-educate the community to discourage violent behavior.

The Rape Awareness Committee has become increasingly active, visible, and effective over recent years. It has received a broader charge and additional funding.

The 25-member Committee meets monthly to elicit suggestions, comments, and concerns from the University community. The Committee consists of three working subcommittees: Education, Conference and Rape Awareness Week, and Policy.

Campus-wide prevention efforts includes the work of the newly established Campus Security Issues Committee, which is in the process of developing a campus audit to determine the safety level of the University environment for students. In addition, there is the "Late Night Local," a bus available to students who need transportation late at night on the weekends.

The Counseling Center is now offering a support group, professionally facilitated, to survivors of rape and sexual assault. The Counseling Center is also supervising the development and implementation of a campus crisis helpline that will be available to all University students.

Education of the community is a major thrust of the Rape Awareness Committee, under the guidance of its subcommittees on education and on conference and rape awareness week. The education is done through workshops, audio-visual materials, programming, and various activities such as informational booths, public service announcements, and the distribution of brochures and flyers. Further, in conjunction with the Women in the Curriculum Program, means will be explored for including rape and sexual assault education in the academic curriculum. Education about acquaintance rape will be presented to all new students during New Student Orientation. Workshops on acquaintance rape for RAs, RDs, and other student leaders is another major area of educational programming.

As part of its continued efforts, the Rape Awareness Committee, under the guidance of the Policy Subcommittee, has made plans to review (and update or recommend update) sexual assault and rape policies, the protocols of support services, the University's conduct code as it relates to sexual assault and rape, and the disciplinary sanctions applied by the Judicial Affairs Office. Further, it will develop and distribute a University-wide policy on sexual assault and rape. It also plans to work with the Office of

Rec. 59 Cont'd Academic Affairs, especially the Deans' Offices, to train faculty members and teaching assistants in the use of appropriate crisis protocol.

Rec. 60 Make seminars on alcohol abuse and on date rape mandatory sessions of first-year orientation.

During the 1988-89 New Student Orientation, a program on dating relationships was sponsored, attended by approximately 1500 students in the Maine Center for the Arts. The speaker, new faculty member Dr. Sandy Caron, addressed very directly the issue of date or acquaintance rape. A national teleconference on acquaintance rape was sponsored on our campus by the Vice President for Student Affairs and by Residential Life on February 2, 1989.

The Substance Abuse Coordinator, Dr. Robert Dana, sponsors approximately 60 programs each year; he also works with referrals from the Judicial Affairs Office dealing with alcohol abuse. Each of the residence halls also sponsors related programs.

The key to increased participation may be to integrate seminars within the First Year Experience Program. Additional programs and approaches will also be considered for inclusion in the summer and fall programs for 1989.

Rec. 61 Provide the residents of fraternity houses with positive role models and mentors by requiring all houses to hire adult live-in advisors, by encouraging active faculty and chapter advisors, and by establishing short-term residences for distinguished visiting alumni.

Presently, half of the fraternities have live-in advisors. Seminars for all chapter advisors and alumni corporation representatives were provided during fall 1988; these will be continued. A study of the fraternity live-in advisor program will be conducted during the 1989-90 academic year. Live-in advisors will be required for all fraternity houses by September 1990.

Rec. 62 Raise awareness by releasing information, within the constraints of the Family Education Rights and Privacy Act of 1974, about abusive and violent behavior that occurs on campus, in order to make known to the community that there is a connection between alcohol and drug abuse and violence, to identify trouble spots on campus, and to intervene where problems exist.

Monthly reports are generated by the Judicial Affairs

Rec. 62 Cont'd Office; in the past, data have been released to The Daily Maine Campus and WMEB. Programs sponsored by Substance Abuse Services and Greek Affairs currently address this issue. Additional efforts have been initiated to provide data to raise the awareness level. Both the Judicial Affairs Office and the Public Safety Department have adopted new methodologies for gathering and promulgating crime report data. The key element is to identify problem areas on campus and to intervene effectively.

Rec. 63 Evaluate all programs and services in the jurisdiction of the Vice President for Student Affairs, to determine their contributions to the development of women and of nontraditional students and to define unmet needs in these student populations.

All department heads in Student Affairs have been charged with the task of addressing these issues in their year-end reports for 1988-89 and annual goals and objectives for 1989-90.

Specific statements relating to the development of women and non-traditional students will be listed in all annual reports. The topic of unmet needs will be a major subject at a Student Affairs staff retreat in 1989-90.

Rec. 64 Evaluate student housing to determine the need for safe housing and appropriate residential programming for women students.

Residential Life has developed a set of "standards of reasonable security" in order to audit the safety level of University housing. The need for safety also will be stressed in programming efforts and in educational campaigns. In addition, a broadly representative ad hoc committee has been established to examine issues of safety and security campus-wide. The committee has met throughout the current academic year and will continue to address security issues this spring.

Residential Life also has revised its mission statement and has adopted a theme of diversity for staff training this year; annual reports will address the extent to which residential programming meets the needs of women students. Further, the annual quality of life survey has been revised to include an increased number of questions that specifically address such issues of women's concern as safety, security, sexual harassment, and women's programming and development.

Rec. 65 Direct the Office of Enrollment Management to audit

Rec. 65 Cont'd admissions and financial aid awards annually to assure non-discriminatory practices, submitting reports of the audit to the President's Commission on the Status of Women and to the Equal Opportunity Office at the end of each academic year.

This recommendation will be implemented for academic year 1989-90. In addition, audits will be conducted of the applicant pool itself.

Rec. 66 Implement the proposal of the ad hoc Committee on Women's Health for an expansion of women's health services.

Expansion of the Women's Health Program has begun in the Cutler Health Center. The facility has been moved upstairs, and staffing and Comprehensive Fee monies have been devoted to the program. A nurse practitioner specifically for women's health was hired in August. Additional budgetary support is included in the biennium budget request.

Rec. 67 Design and implement a program to promote the development of leadership skills among women students.

As stated earlier, a series of four programs has already been initiated within the Center for Student Services. Monthly women's leadership programs are being held throughout the spring semester. The annual leadership program for all students complements this series with keynote speakers and special interest sessions focusing on women in leadership.

Rec. 68 Develop a plan to provide adequate and affordable health insurance to all students, including single parents with dependent children.

The University is in the second year of a three-year contract for student health insurance. An Advisory Committee consisting of students--particularly non-traditional students--has been formed to review the existing program and to make future recommendations. This effort is coordinated with the Office of Administrative Services.

Rec. 69 Continue efforts to increase the percentage of women on the staff of the Counseling Center.

Presently, of the full-time psychologists, 3 are women and 5 are men; of the counseling interns there are 3 women and 1 man. This means that of the total staff of 12 (including

Rec. 69 Cont'd the interns), half are men and half are women. Over the past 13 years, all new regular hires have been women.

Current efforts to fill a full-time vacancy reflect attention to this recommendation. A recent APA review of the internship program has reinforced this position.

Rec. 70 Extend educational and outreach programs of the Counseling Center, in cooperation with Residential Life and the Non-traditional Student Office, to address issues of concern to traditional and non-traditional women students, such as combining work and family, gender roles, self-esteem, assertiveness and anger, and single parenting.

For Spring Semester 1989, the Counseling Center has designed several programs for both traditional and non-traditional women students, including programs on "Women's Role in Work and Family" and "Women's Anger and Health." Similar programs will be developed in the future addressing such topics as addictive eating, eating disorders, and physical abuse.

Rec. 71 Study the impact of current efforts to re-establish the Bangor Rape Crisis Center. Consider the current campus crisis hot-line proposal in light of community resources which may be re-established. Evaluate the merits of the current proposal and the potential advantages of providing valuable assistantship and work-study opportunities in fields such as Counseling, Human Development, Nursing, Psychology, Social Work and Sociology.

The student help-line proposal was approved during the summer 1988, following review by the Vice President for Student Affairs, legal counsel, the Executive Council, and the President. Funding has been provided, and implementation began on February 3, 1989.

Assistantships, field student experiences, and work study opportunities have been offered to graduate and undergraduate students in fields ranging from counselor education to social work. Student volunteers have also benefitted from participation in the training program. These students have been of immeasurable assistance in implementing the student help-line.

An advisory board has been appointed to monitor the help-line; it will submit a report by the end of this semester.

A student-initiated escort service--with support from Residential Life and Public Safety--was implemented on February 19, 1989.

Rec. 72

Develop recruitment materials and strategies effectively to recruit more women students and particularly to recruit women into currently male-dominated courses of study, majors, and careers.

The recruitment "signature publications"--centering around the "Maine Difference" theme--have been revised to give greater attention to women. These publications will continue to be assessed and revised by the new Director of Marketing Media in Enrollment Management. There have also been a number of changes in the Admissions staff to achieve greater balance.

Implementation of this recommendation also will be further enhanced by a concerted effort on the part of the academic deans in order to recruit into and retain women in male-dominated courses of study. See, for example, the recent publication (Appendix D) by the College of Life Sciences and Agriculture, entitled Careers for Women in the Applied Sciences: Profiles of Women Making a Difference. This publication is designed for young women (their parents and teachers) in Maine's junior and senior high schools. In addition, the College of Engineering and Science has initiated a direct mail campaign to attract more women applicants.

Rec. 73

Collaborate with secondary schools and with University departments or colleges to design programs for school pupils and University students of both sexes to consider "non-traditional" careers.

During the 1989-90 academic year, a plan will be developed by the Office of Enrollment Management in coordination with the Admissions Office and the Career Center which will be directed toward encouraging secondary students and University students to consider non-traditional careers. The creation of the Career Lab in Wingate Hall is a preliminary step directed toward encouraging enrolled students to explore more diverse career options. The Maine Mentor Program and Alumni Association will also be utilized in the accomplishment of this goal.

- Rec. 74 Design and implement a comprehensive educational program to eliminate sexist behavior, including sexist language, in the workplace. Target areas known to have particularly high rate of problem behaviors for special study and especially vigorous intervention.
- An educational program on sexist language and behavior, developed by the Directors of Equal Opportunity and Women in the Curriculum Program, was presented to the Vice President for Administration and the directors and assistant vice presidents reporting to him on October 19, 1988. Since that date, the program has been repeated for several of the individual departments and for a group of department heads. The goal is to present the program to every department and employee group by the end of the academic year. All of the departments and units reporting to the Vice President for Administration are committed to giving high priority to the eradication of sexist language and behavior in the workplace.
- Rec. 75 Expect employees actively to engage in behavior that promotes equity and affirmative action for women. Make assessment of such behavior a part of hiring, reappointment, and promotion decisions.
- The Vice President for Administration is closely monitoring all appointment, reappointment, and promotion decisions within the Division to assure a commitment to equity and affirmative action for women. A measure of this commitment is that the last four appointments to director positions have gone to women: Facilities Planning, Human Resources, University of Maine Press, and Purchasing.
- Rec. 76 Support the Office of Human Resources, in consultation with the Equal Opportunity Office, in developing a process for conducting exit interviews with resigning women employees to determine whether aspects of the climate for women at the University contribute to resignations.
- The Office of Human Resources will pursue this recommendation within the resources available.
- If the new Assistant Director of Human Resources for Women's Programs, as proposed in the biennial budget, is funded, the program of exit interviews will be guaranteed.
- Rec. 77 Make redressing of gender inequities in salaries and wages the top priority in dealing with all bargaining units. Continue until such inequities are eliminated, then monitor closely to avoid their reintroduction.

Rec. 77 Cont'd The Vice President for Administration has asked the chief negotiator for the University of Maine System to make gender salary inequities the top priority for collective bargaining with each of the bargaining units. In addition, contact will be made with the campus head of each unit to solicit Union support for this item. Wherever possible, data will be provided by the Office of Human Resources to demonstrate gender salary inequities within each employee group.

Rec. 78 Work towards the goal of increasing retirement benefits for classified and professional staff employees to the same percentage of employee and employer contributions enjoyed by the faculty.

Currently, retirement benefits for classified employees are based on a formula with no employee contribution.

Retirement benefits for faculty and professional staff are essentially the same with contributions by both the employer and employee. Differences in percentages of contributions by faculty and professionals are due to collective bargaining agreements in the past where faculty opted to take less salary increase in return for greater employer contributions to the retirement plan.

There are new laws governing retirement benefits. Not all regulations are out; however, the best information at this point is that retirement benefits for the University System are in line with the new regulations.

Rec. 79 Work towards the goal of establishing a fringe benefit package for all pool employees after a probationary period of twelve months. Make health insurance benefits available at group rates to pool employees during the probationary period, at employee expense.

Recent legislative changes, which were enacted to ensure that employer-sponsored benefit plans are fairly distributed among all employees, make it difficult if not impossible to establish fringe benefits for temporary employees. The University of Maine is now limiting the use of temporary employees to less than one year and hiring more classified employees for fixed length terms from 6 months up to one year with regular status, which makes them eligible for benefits.

Rec. 80 Fund one or more full-time classified staff employees to be attached to the Human Resources Office as a replacement for pool employees, such employees to be utilized campus-wide on an as-needed basis and to receive full benefits.

One classified staff person who has full-time regular status

Rec. 80 Cont'd and full benefits has been hired in the personnel pool. If this trial work situation proves beneficial to the employee and the University, additional hiring will be considered.

Rec. 81 Support Human Resources in planning and implementing career development programs for the advancement of classified employees.

Training programs are in the planning stages to encourage employees to think about career planning; a package from Films Humanities, Inc. has been ordered to facilitate this training. Job shadowing and work exchange opportunities have been offered on an experimental basis to some classified staff.

Rec. 82 Create mobility and advancement opportunities for women classified and professional staff employees by allowing them to cross-train, without loss of pay, in traditionally male fields.

Female pool employees are encouraged to try nontraditional work sites. Job shadowing and work exchange opportunities from both professional and classified staff are being actively pursued by Student Affairs, one of the largest departments. Human Resources is developing sites for opportunities to place candidates interested into these opportunities.

Rec. 83 Create opportunities for women classified employees in traditionally male occupations by creating apprenticeships within a formal career ladder and by creating a comfortable work environment for such women.

Women applicants are being encouraged to try entry-level traditional male occupations by job shadowing in those positions and by working in temporary openings that occur in those fields. Most trade jobs that traditionally have utilized apprenticeships now have licensing requirements that require formal vocational education. Workshops have been created and are being held in the shop areas to educate the work force concerning sexist language and environmental issues for women workers.

We have established connections with the Vocational Technical Institutes and local vocational high schools to promote University employment opportunities.

Rec. 84 Provide a fund to subsidize the engagement of classified employees in professional development activities.

Rec. 84 Cont'd The Office of Human Resources will continue to promote and support developmental training programs for classified employees. In addition, through the collective bargaining process, a priority will be given to creating a pool of funds to subsidize professional development activities for classified staff, similar to that available to UMPSA unit members.

Rec. 85 Provide public recognition and professional development for secretarial and clerical staff by sponsoring a breakfast or luncheon with a notable speaker during National Secretaries' Week or at least once annually.

Planning is currently underway to sponsor a breakfast or lunch during National Secretary's Week with development and recognition activities. A small committee of clerical staff has been formed to make recommendations, the President has been scheduled to participate, and a location has been scheduled on campus.

Rec. 86 Support Human Resources in the establishment of ties with women's advocacy offices of trade, educational and professional associations, in order to make potential applicants better aware of opportunities for employment at the University.

Advertising for professional and faculty positions is now routinely routed to the Office of Equal Opportunity to be distributed to women and minority advocacy offices. Postings for all classified positions are sent to all regional advocate services for minorities and the handicapped, and state agencies as well as local Vocational Technical Institutes and vocational and public high schools.

Rec. 87 Continue efforts to expand child care facilities and services, including a sliding-fee scale, flexible hours, subsidies for the evening program, after-school and school-vacation programs, appropriate advances in rank and pay for child care workers, and such interim measures as vouchers in financial aid and benefit packages, referral services, and the dissemination of realistic information to potential students and employees. Report annually to the Presidential Commission on the Status of Women on progress and plans.

The University Child Care Committee has recently conducted a survey of the campus community to determine current child care needs of faculty, students and staff. These data will be utilized to plan future programs and facilities for

Rec. 87 Cont'd University child care. Financial aid packages and sliding-fee scales are options being considered by the Committee. This Committee will share its findings and recommendations with the Commission on Women.

Rec. 88 Fund a full-time professional position in the Human Resources Office for support in the implementation of recommendations in this report, such as those relating to exit interviews, to employment assistance for spouses, and to the establishment of training and career development opportunities.

This position has been requested in the 1989-91 biennial budget proposal submitted to the Chancellor's Office.

Rec. 89 Work with Public Safety and Facilities Management to develop a comprehensive plan and program to address women's safety on campus, including (but not limited to) improvements in campus lighting, programs of safety education, police training, the provision of self-defense training courses for students and employees, and the promulgation of sanctions for offenders. To indicate that we are all responsible for women's safety, encourage in the University community a sense of pride in, and support for, a secure campus environment.

The Public Safety and Facilities Management Departments are committed to providing a safe and secure campus environment for all members of the University community. The needs and interests of women students, faculty, staff, and visitors will continue to be given high priority.

The Director of Facilities Planning is currently working with representatives of the Rape Awareness Committee, Facilities Management, Public Safety, and Residential Life to introduce \$40,000 of new lighting to the campus by September 1, 1989. The Director of Public Safety will continue to make the safety and security of women high priorities in training programs for Public Safety Officers. The Director will also work with the Rape Awareness Committee, the Office of Equal Opportunity, and other interested persons in developing safety education and self-defense training programs that will be beneficial to women at the University. Such programs will be implemented as they are developed.

Rec. 90 Work towards the goal of a more comprehensive family leave policy available to all employees, including leave at the birth or adoption of a child without infringing on disability leave.

Changes in employee benefits of the type recommended here must emerge out of the collective bargaining process. The Vice President for Administration has urged the chief negotiator for

Rec. 90 Cont'd the University of Maine System to include this recommendation as a priority in the current negotiations with the various bargaining units. As with Items 77 and 84, the campus Union leadership will be encouraged to support these recommendations at the bargaining table.

Rec. 91 Promote vigorously among supervisors of professional and classified staff opportunities for flexible working hours, in order to accommodate the needs of employees with demanding family obligations.

The Office of Human Resources will actively and vigorously remind supervisors of professional and classified staff of the University to promote University policies that allow for flexible working hours, provided there is no detrimental effect on programs and/or services.

A review of current policies will be made to determine whether this matter should be brought to the collective bargaining table for expansion and/or clarification.

Rec. 92 Support Human Resources in developing and implementing programs to assist the spouses of newly recruited employees in finding suitable employment at the University or elsewhere in the area.

The Office of Human Resources will work closely with the Career Center on campus to develop a comprehensive source of information on employment opportunities at the University and in the region for the spouses of potential and current employees. Planning has included the introduction of a Computer Resource Bank that would list employment opportunities with local industries, banks, and other organizations on an exchange arrangement. A file of newspaper employment advertisements and job vacancy notices contained in the Weekly Calendar is currently available in the Office of Human Resources in East Annex. The need for employment opportunity assistance for spouses of employees is recognized as a legitimate service for the University to provide.

Rec. 93

Assure that the work of the public service units provides citizens of the State with services that acknowledge women's contributions, incorporate women's perspectives, and promote opportunities for women's full participation in society.

The Research and Public Service Division intends to continue its commitment to the citizens of the State of Maine by the continuation of existing programs and services that promote services and opportunities for women's participation in society. This is being done in conjunction with the assistant vice presidents in the RAPS Division. Examples of efforts in this area are:

Cooperative Extension Service has been especially cognizant of these issues and offers a variety of programs that promote opportunities for women's full participation in society, for example, NERL (the New England Rural Leadership Program) and ICLAD (the Institute for Community Leadership and Development) both of which focus on developing leadership potential. A new program (1988-1991) on Family Community Leadership, which focuses on developing leadership skills among the disenfranchised, many of whom are women, has recently been funded by the Kellogg Foundation.

Ongoing programs for young women include the 4-H and Youth Development Programs, parenting programs, HOPE (Healthy Opportunities for Parents Expecting), and career explorations programs.

Programs of particular interest and import to women sponsored by the Bureau of Labor Education include: leadership development, occupational health issues and hazards (with particular emphasis on reproductive functions), comparable worth, sexual harassment in the workplace, and child care systems and alternatives. Additionally, the Bureau hosted the Northeast Region Union Women's Summer School in 1981 and recently received acknowledgment that it has been selected to host the School for 1989.

Further, the Bureau of Public Administration has also demonstrated a sincere interest in promoting equity for women through the carrying out of numerous public management programs identified specifically for women. For example, the Bureau recently held a workshop, Leadership Development for Women, with twenty-two participants.

In 1989/1990, the Bureau of Public Administration will continue to carry out workshops and seminars in administration for women as it has in the past. It will also encourage greater numbers of women to participate in the Maine State Government Internship Program and the Maine Executive Institute. Presently, one-third of those enrolled in the programs are women. An attempt will be made to increase the number to fifty percent.

Rec. 94

Expect members of RAPS units actively to engage in behavior that promotes equity for women and affirmative action. Incorporate assessment of such behavior in all decisions regarding hiring, reappointment, and promotion.

The Research and Public Service Division will continue to promote equity for women. With a few exceptions, faculty and professional staff who participate in organized research hold primary appointments in academic departments. Therefore, decisions on recruitment, retention, and advancement are influenced only indirectly by RAPS units; primary authority is vested with the academic departments. Nevertheless, opportunities for participation in RAPS units, with or without split appointments, can be an aid in recruiting new faculty. Likewise, performance in RAPS units can be a factor in performance decisions. Accordingly, through coordination with the assistant vice presidents in RAPS and the Academic Affairs Vice President, the Vice President for Research and Public Service will continue to assure the affirmative action/equal opportunity procedures are followed in all aspects of hiring, reappointment, and promotion of women in RAPS units. Examples currently in place are:

In CES, the current hiring process requires a minimum of three women be represented on all selection panels. In January 1989, job descriptions were revised to reflect responsibility for AA/EEO. By spring 1989, county plans of work will be amended to include AA/EEO responsibilities, and a series of AA/EEO trainings and informational bulletins will be provided to faculty/staff to stress the administration's commitment to AA/EEO and to remind them of their responsibilities for insuring equity in program and employment opportunities.

The Maine Agricultural Experiment Station is working to hire more women. The last three out of four faculty hired in the Plant and Soils Department were women; a woman and her spouse were hired to share one faculty position in the Entomology Department; and the new editor of MAES publications is a woman.

The Office of Business, Industrial and Governmental Relations will make every effort to seek qualified women in filling any vacant or new positions. The Assistant Vice President will seek the advice and assistance of the Director of the Office of Equal Opportunity in assuring that adequate procedures are followed in this endeavor.

The Bureau of Labor Education has sought not only to fulfill the mandate of the law and public policy with regard to the hiring and retention of qualified women, but also to set a notable example for client organizations and to provide demonstrable and positive role models for women participants in BLE programs. As future openings in the Bureau's

Rec. 94 Cont'd professional staff become available, the BLE will aggressively seek qualified women and minorities through national searches and with the assistance of Workers' Education Local 189 and the University and College Labor Education Association.

Rec. 95 Monitor internal sources of research support to assure that they are equitably available to faculty women and to the disciplines in which women are well represented.

The major internal source of research support is the Faculty Research Funds Program (three competitions annually). During FY87, FY88, and FY89 to date, 147 proposals were considered. Of these, 38 (26%) were from women. A total of 78 proposals received funding and 21 (27%) of those receiving awards were women. Thus the success rate for men and women is virtually identical. Likewise, the success rate for proposals submitted from departments in the arts and humanities, disciplines where women are well represented, was 57% (16 of 28). This is slightly greater than the overall success rate of 53% for the program. Given that women make up 18% of the faculty, these data indicate that internal research funds are equitably available to faculty women and to disciplines in which they are well represented.

Efforts will be enhanced to inform departments with high women populations of funding opportunities and to encourage women to apply for these funds. Further, RAPS will make special efforts to provide start-up funds for new women faculty to assist in development of research programs and encourage them to apply for research funding.

RAPS is planning to invite program leaders from funding agencies to campus and will strive to invite women program leaders who can provide mentoring.

The Vice President for Research and Public Service met with faculty in every department on campus during the past year providing information on funding availability. As an apparent spin-off of those meetings, this year several women faculty did apply for funding.

Rec. 96 Evaluate the recruitment, retention, and advancement of women in RAPS units, and develop long-range plan to foster research in the social sciences and humanities.

The Vice President for Research and Public Service has directed each assistant vice president to submit a plan by January 1990 that will enhance women's full participation in the various RAPS units.

Rec. 96 Cont'd Current and past efforts include:

- 1988: UMCES filled 14 vacant positions. Previous mix of gender in these positions was ten males to four females. Current mix is six males and eight females, a net increase of four women.
- 1988: Of the nine new positions created in CES, seven are held by women.
- 1988: Dr. Ann Sherblom (biochemistry) was appointed as a member of the Research Council of MAES.
- 1988: MAES produced and distributed a booklet on aspirations that highlights women role models.

The Bureau of Labor Education has experienced a relatively high degree of success in recruiting and hiring qualified women for professional staff positions over the past fifteen years. In fact, during this period, the Bureau has filled positions on fifteen occasions, seven of which were filled by qualified women. Of these seven, four went on to advanced positions in the field of labor education and one was the successful candidate for the position of Director of the Labor Education Program at the University of Southern Massachusetts. A review of the Bureau's Goals and Objectives reveals the commitment to "Be responsive to the changing labor education needs of Maine workers and Maine worker organizations" and to "Encourage greater BLE staff involvement in professional activities and national peer interaction." Through the on-going review and evaluation of the implementation of these goals and objectives, the Bureau of Labor Education is unalterably committed to the "justice and equality" noted in its "Recognition . . ." cited earlier.

Further, we plan to continue waiving the recovery of all indirect costs on projects submitted to the Maine Humanities Council and Maine Council for the Arts, and we will contribute these monies to the projects as institutional cost-sharing. This is done as a means of enhancing funding opportunities for individuals in the arts and humanities. Also, the two new initiatives for organized research--the Center for Geographic Information and Analysis and the Policy Center--will provide expanded opportunities for research in some of the social sciences.

Rec. 97

Stimulate and support research related to women and to families as part of the long-range plan to foster research in the social sciences and humanities.

The Division of Research and Public Service will continue its efforts in these areas. Examples of such initiatives include:

- Rec. 97 Cont'd
- Research on diet intake for mothers by Dr. Richard Cook (1982-1989)
 - Research on domestic violence by Dr. Robert Milardo (1984-1995)
 - Research on teenage pregnancy by Dr. Gary Schilmoeller and Dr. Marc Baranowski (1985-1990)

Rec. 98 Continue to provide funding for the research award competitions conducted by Women in the Curriculum.

These funds will be continued.

Rec. 99 Allow Cooperative Extension Service faculty to negotiate flexibility in their work schedules, including flex-time, job sharing, compressed work week, and academic as well as fiscal year appointments.

Currently all CES faculty are given equal access to all flexible work arrangements as allowed by the AFUM contract. Any negotiated changes relative to CES must weigh heavily on needs of the CES constituencies.

Additional concerns that will be addressed by the Research and Public Service Division relative to the status of women include the following:

1. CES programs will increase their focus on women reentering the work force.
2. CES programs will increase their attention on aspirations for women.
3. All programs under the Research and Public Service Division will monitor efforts toward seeking equity for women in both administrative and staff positions.
4. While objectivity must prevail in physical science research, participatory strategy also must be recognized in social science and humanities research. Thus, qualitative, naturalistic paradigms must be supported, especially when evaluating research in the social sciences and humanities, where presently a higher proportion of women faculty exist than in the physical sciences.
5. This office plans to work in cooperation with the Academic Affairs Office to promote the recruitment of new women faculty in departments. RAPS participates in the search process for department chairs and will encourage recruitment and research opportunities for women.

Rec. 100, 101

In publications, public presentations, and staffing, present the University to its constituencies as striving to become a leader in promoting the full participation of women in society.

Support the Alumni Association in educating all Alumni and Alumnae Ambassadors in the full range of concerns, of opportunities, of programs, and of services for women students, so that they may present these fully and fairly to potential students.

The Development Office will continue to project a balanced picture of University issues to its public in publications directly within its control.

In addition, ongoing discussions with the Executive Director of the UM Alumni Association will focus on ways to promote an awareness of women alumnae in society. The Association's commitment to recognizing the achievements of alumnae will be assessed by reviewing award recipients for the Pine Tree Service Emblem Award, the Black Bear Award, and the Block M Award. The Association's by-laws mandate that the Alumni Board's membership must reflect the demographic and gender distribution of the alumni/ae body. This demonstrates further their leadership efforts to maintain fair and even representation.

Rec. 102

Expect members of reporting units actively to engage in behavior that promotes equity for women and affirmative action. Incorporate assessment of such behavior in all decisions regarding hiring, reappointment, and promotion.

The advancement area, which includes the Alumni Office, the Office of Development, and professional fund raisers on and off the campus, has addressed position advertising and hiring with total adherence to affirmative action criteria. Increasingly, outstanding career opportunities exist in development, and a growing majority of these tend to be applied for and obtained by women. The Office of University Development has successfully attracted highly qualified women. It will continue to advocate and monitor the pursuit of hiring women of excellence and experience, for each advertised position in the Office of University Development.

Rec. 103, 104

Identify and cultivate relationships with donors interested in contributing to women's programs and facilities at the University.

Support the Alumni Association in enhancing and expanding the Maine Mentor Program to connect women students with alumnae in

Rec. 103, 104
Cont'd

the greatest possible variety of careers, occupations, and life styles.

Currently donor prospects are identified, researched, and cultivated to secure support for University fund-raising priorities. Resources can be directed toward any fund raising need as determined by these same priorities. The Development Unit remains ready to direct the University's fund-raising efforts and to respond to proposals and requests which are approved by the President.

At this time data on alumnae and alumni do not indicate specific areas of funding interests. There is a need to be assertive in collecting data on alumnae of the institution as well as to involve them in all aspects of services to the University of Maine. With a growing fund-raising organization engaged in broadening the relationships of prospective contributors to the University, staff and volunteers will be alerted to those with interest in women's programs and activities. Strong effort also will be made to identify and cultivate "non-traditional" donor prospects such as women, minorities, and international alums.

The President of the University of Maine Alumni Association has made a firm commitment to increase the involvement of women alumnae in all areas of Association programs. An update of record information will be provided through an alumni/ae directory survey to be initiated in the spring of 1989.

APPENDICES

Appendix A

Office of Equal Opportunity Materials

1. Sexual Harassment Brochure for Students
2. Sexual Harassment Letter from President Lick
3. Sexual Harassment Article in CREWS NEWS
4. University of Maine, Professional Presentations and Workshops on Sexual Harassment
5. Table of Contents for Search & Selection Handbook
6. Draft of Equal Opportunity Brochure
7. Equal Opportunity Non-Discrimination Statement for Publications
8. Draft of Recruiting Brochure
9. Flyers for Equal Opportunity Workshops

Appendix B

Charge and composition of Women's Center Committee

Appendix C

Women's Leadership Program

Appendix D

Careers for Women in the Applied Sciences

Copies of the full Appendices are available in the Office of Equal Opportunity and in Fogler Library.

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