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BOSTON, MASS. 02114

Suffolk University Committee on the Status  
of Women.

REPORT OF THE COMMITTEE

on

THE STATUS OF WOMEN AT SUFFOLK UNIVERSITY

COLLEGE LIBRARY  
SUFFOLK UNIVERSITY  
BOSTON, MASS. 02114

April 1975

Suffolk University

Boston, Massachusetts

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PART I

INTRODUCTION

Preface Addressed to the President and  
Trustees of Suffolk University

In May 1974 the President appointed a Committee on the Status of Women at Suffolk University and invited its members to provide advice and guidance to the trustees and administration on this matter. The University is required by the federal government to design and implement an "affirmative action plan" establishing equal opportunity for women at all levels of the University. The Committee has not in any way been involved in such a plan although it endorses the ends of such regulation. The principles that have informed our recommendations have been those that we hope a university, as a community of scholars, teachers, students and employees, should strive to achieve.

The Committee was given power to co-opt further members, in addition to those initially appointed by the President, and indeed several new members joined the Committee after its formation. To facilitate our inquiry the Committee divided itself into three subcommittees, each charged with a specific area of investigation: faculty and administration, students and clerical staff. Each subcommittee met independently, defined its area of investigation, and submitted a report to the full Committee which continued to meet at regular intervals. The Committee then drafted a final report, incorporating the three subcommittee reports and making various changes in structure and content in the process. The final report is unanimously endorsed by all members of the Committee and is submitted to you herewith in the hope that it will provide a working formula for implementing the recommendations suggested by the Committee.

The Committee



Members of the Committee:

Maria Bonaventura, Convener  
Professor and Chairperson  
Department of Chemistry

Valerie Epps, Co-convener  
Assistant Professor of Law

Judith Minardi, Recorder  
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B.S.B.A. Candidate, 1975

## Introduction

The Committee on the Status of Women at Suffolk was created to investigate the prevailing attitudes and standards applied to women within the University. In addition, the Committee has tried to determine the extent to which discriminatory practices restrict the advancement and the range of opportunities available both to women students and to employees at Suffolk.

Suffolk is not alone in this examination. Legal and social pressures have compelled institutions to examine the status of their female members and to adopt Affirmative Action programs to ensure equal opportunities for women. The need for affirmative guidelines has arisen as the result of practices, often inherent in traditionally male-dominated institutions, that have tended to limit the career paths of many competent and qualified women by barring them from the higher levels of the administrative and professional ranks.

Beyond the consideration of equal professional opportunities, however, lie the problems of equal classroom opportunities, and the issue of the general quality of life provided by the environment of an educational institution. The issue of equal opportunity, indeed, just what is meant by "equal", presents a question that has caused much concern and apparent contradiction. A concern for equal opportunity for women in the classroom is often accompanied by what may seem to be contradictory requests for "special" programs or privileges not presently offered in male dominated classes. What must be remembered, however, is that the request is essentially one for an equal chance at the goals that are offered to men; many times that requires that several different paths be provided to achieve the same ends. The foundation for the possibility of achievement toward the same intellectual and professional goals, often, indeed usually, requires different supports and opportunities for women than those available to men.

The need for these different supports stems from both the distinctly different experience that females have before entering college and the different notions of success that women develop once that are within a college environment. The traditional notion of success for males often permits the combination of career and family life and the aspiration to this combination is without serious conflict. The traditional notion of success for females, however, is usually limited to

the pursuit of one of these goals, often with the exclusion of the other. If women students are to recognize the possibility of the successful combination of career and family, the presence of women who have achieved these goals is critical. Here the roles of the university, both as an educator and as an employer, merge.

The role of the university as an educator is to promote intellectual skills, personal and community awareness, and the combination of both into a workable and rewarding lifestyle. The university, as an employer, can also further its goals as an educator by providing an equitable number of women in higher levels of administrative and professional ranks. Representation of women at all levels of responsibility, then, is crucial to providing both equal opportunities for women employees and professionals, as well as the necessary perspectives and supports for women students.

On the whole, Suffolk has been less guilty of overt discriminatory practices than of benign neglect. Such neglect is a serious indictment for an institution that is looked to as setting a standard. The lack of women in the higher levels of management and administration is due primarily to the influence of a heavily male dominated administration, faculty and student body, and to the prevailing traditional attitudes toward women. While there have been some encouraging steps taken during the past few years, such as the appointment of an increasing number of women to professional and faculty ranks, these steps are merely tentative, insufficient indices of a continued and vigorous effort to increase the representation of women at all ranks within the University. Suffolk has, to date, failed to recognize and to correct its single greatest deficiency: the disparity between the numbers of men and women in top level management positions.

Overall, the employment conditions of Suffolk University women can best be described as tending to perpetuate the traditional view of sex-based roles. Women are found in the greatest numbers in the office and clerical staff, and in the smallest numbers among the official and managerial and the building service staffs. Of administrative women, most are classified in the professional rank, a lower paying category than the official and managerial level; of the faculty, the few women present are concentrated primarily in the junior ranks. Very few women are department chairpersons or have tenure, and none is a dean. In short, most of the positions of authority in the University are not held by nor made available to women.

In order for there to be any meaningful improvement in the status of women at Suffolk, students must be exposed to the

presence of both sexes in leadership positions. The responsibility for increasing both the representation and status of women at all levels of the institution falls primarily upon the University administration. To facilitate this process, women in the University must be more assertive in seeking advancement, assuming responsibility and encouraging other women in the institution to do likewise.

As an educational institution, Suffolk's first obligation is to its students - to provide all of them with the opportunities for intellectual growth and the development of positive goals. To this end, we think our Report is crucial, not only from the standpoint of improving the status and environment for women, but for the entire student body as well. While many of the recommendations that we propose in this Report deal with improving the status of women, many suggestions, when implemented, will better serve the interests of the University as a whole.

Only when the University begins to respond to the suggestions outlined in this Report will it succeed in producing an educational environment that will allow Suffolk students to meet the demands of a society into which it sends its students.

## Methodology and Acknowledgements

The means used by the Committee in its study were varied, but essentially made use of questionnaires submitted to female employees and statistical data on employees and students. The faculty and administration questionnaire attempted to discover attitudes, concerns and opinions of faculty and administrative employees at Suffolk. In large part the replies indicated the areas that should be investigated further and often provided the basis of our final recommendations. In those cases where the replies paralleled information provided by statistical data, the two reinforced each other. For example, lack of women in policy making positions is both patently obvious from the statistical data and was proved to be the greatest single problem expressed by women in the faculty-administration questionnaire.

Many problems were encountered by the Committee in its investigation. Often records had not been kept in a form useful to the Committee. The confidential nature of individual salaries precluded an in-depth survey of possible inequities.

On the other hand, the Committee received considerable assistance from many sources and wishes to acknowledge these:

President Fulham for general support of the Committee's work and for permitting open dissemination of information.

Deans McDowell, Ronayne and Sargent for their cooperation in providing factual data on the Colleges and Law School.

Associate Dean Elias for providing administrative information on the Law School.

Associate Dean Strain for providing information on continuing education.

Mary Burts, Eugenia Pikul and Mary Mullen for invaluable assistance in preparing the Report.

Pamela Strasen for her assistance with the day care study.

Professor John Sullivan for sharing information on day care.

The Personnel Office for providing most of the statistical data on employees.

Majorie Sudsbury and Thomas Condon for providing some of the statistical data on students.

The Dean of Students, the Admissions Directors of the Colleges and the Law School, and the Financial Aid Director of the Law School for providing information on admissions and financial aid.

All those women employees who supported our efforts by responding to our questionnaires.

PART II

SUMMARY OF COMMITTEE RECOMMENDATIONS

This summary is a comprehensive listing of the Committee's recommendations distributed throughout the Report. The underlying basis for each of the recommendations is discussed in full in the appropriate section.

### Suffolk University Employees

#### Faculty and Administration

1. An immediate effort should be made to equate the percentage of women on the Board of Trustees with the percentage of women students in the University.
2. The need for women in high administrative positions must be recognized and more women must be appointed to such positions as vacancies occur and new positions are created.
3. There is a potential basis for conflict in merging the functions of the Personnel Office & Equal Employment Opportunity Office. In order to facilitate effective administration, and to better fulfill the University's affirmative action policies, these functions should be separated and the positions filled by two full-time employees.
4. A positive commitment must be made by the University to increase the number of women in other policy-making positions by appointing more women as faculty Department Chairpersons.
5. The Law School must develop definitive criteria and requirements for appointment, reappointment and promotions. These criteria should be made known and available to all Law School faculty members.
6. The promotional opportunities for women faculty should be reviewed by the Committee on Promotion, Tenure and Review with specific attention to the criterion of possession of the doctorate degree for promotion to the rank of Associate Professor in the College of Liberal Arts and Sciences.
  - a. Although appointment and retention at the rank of Assistant Professor is not precluded by lack of a doctorate degree (See Appendix A), one of the present criteria for promotion to the rank of Associate Professor is that the person should ordinarily possess the doctorate degree. Insistence on the possession of the terminal degree in a university whose faculty is primarily responsible for excellence of classroom teaching is misplaced. Scholarly research and publication, for which the terminal degree may be more relevant, is difficult and unnecessary for faculty whose teaching load consists of four courses per semester. The

Committee therefore recommends that emphasis on possession of a terminal degree be balanced with emphasis on stimulating teaching.

- b. All departments should evaluate the pattern of promotion of their faculty. In instances where women faculty have not been promoted to the rank of Associate Professor solely due to the lack of a terminal degree, but other promotion criteria have been satisfied, it is suggested that those faculty members should be considered for promotion to the rank of Associate Professor and thus become eligible for tenure once the requirement for years of service has been satisfied.
  - c. Normally a person may not serve as an Assistant Professor for more than six years, but since the possession of a doctorate degree is not a requirement for appointment or retention for less than six years at the rank of Assistant Professor, the failure to acquire such a degree should never preclude retention for less than six years as an Assistant Professor where other retention criteria are satisfied.
  - d. All faculty should be made aware of the established criteria for retention, promotion and tenure when hired. When these criteria are changed, either by rule or in practice, all faculty members should be informed in writing and:
    - (1) The new criteria for retention, promotion or tenure should not be applicable to those persons hired when other criteria were in effect.
    - (2) However, should faculty members hired before the new criteria became effective voluntarily agree to comply with the new criteria, they should be afforded a paid leave of absence sufficient to accomplish the requirements of the new criteria. For example, leave might be granted to complete a doctoral thesis where that is appropriate.
7. The University's efforts to recruit more faculty women must be intensified, especially in the College of Business Administration and those departments of the College of Liberal Arts and Sciences in which women are underrepresented.
8. Data on average faculty salaries by rank, sex and department should be published and made available to the faculty.
9. The salaries of all faculty should be examined in detail with particular attention to the salaries of women in those ranks of the College of Liberal Arts and Sciences and the Law School for which the data suggest inequities. Adjustments should be made wherever inequities exist. Due to the crucial importance



of this issue, the Committee recommends that the University retain a consultant to devise a statistical method which would allow both men's and women's salaries to be analyzed to determine inequities and to suggest remedies. Such information and recommendations should be made available to the faculty and administration.

10. The procedure by which faculty salary increases are determined should be clearly defined, particularly by the Law School which at this time has no published criteria on which increases are based. Further, a procedure should be devised to allow faculty members to appeal a salary increase which they feel is inequitable.
11. The procedure by which administrative salaries and salary increases are determined should be defined. A procedure should be devised to allow staff members to appeal a salary increase which they feel is inequitable.
12. A more balanced committee structure should be effected in the Colleges and Law School by appointing (a) women to those committees on which there are none and (b) more women to those on which they are underrepresented.
13. A policy of part-time employment for which salaries and benefits are pro-rated on the basis of work load and responsibilities should be instituted.
14. A University faculty-administration grievance board composed of equal number of men and women faculty and/or administrators should be formulated. Its procedures should be published and made available to the faculty and administration.

#### Office and Clerical Staff

1. An overall salary review must be undertaken by a consultant retained by the University. This should include consideration of (1) the establishment of a policy guaranteeing salary adjustments to existing personnel when salary ranges are increased, (2) increasing the increments for each grade, (3) increasing the minima between grades and (4) the establishment of a policy giving experienced employees higher annual increments.
2. The standards of each grade must be reassessed.
3. More openings in the higher salaried grades should be created.
4. A new secretarial/administrative assistant level should be established.

5. The work loads of individual departments should be reviewed and additional full- or part-time personnel should be hired where appropriate.
6. More office equipment should be purchased.
7. A process should be established whereby employees can express, on an annual basis, their views on the structure and content of their work load.
8. A policy must be instituted that prohibits using secretaries for personal errands.
9. A committee of secretarial and administrative personnel should be established for the purpose of writing a secretarial handbook and organizing staff functions.
10. Elected representatives of the office and clerical staff should be included in administrative staff meetings.
11. Tuition benefits should be specified to allow office and clerical employees a total of 30 semester hours per academic year, the distribution of which may be left to the discretion of the employee and the supervisor. There should be no restrictions on the number of lunch hours to be used for this purpose.
12. Tuition benefits should be extended to include members of the immediate family.

#### Building Service and Security Staff

1. Over the past two years, the Building Service and Security Department has attempted to recruit women for all areas but has found it difficult to find interested women. It is recommended that the Department intensify its efforts to recruit women.
2. It is recommended that the union grievance procedure be amended, or another adopted, to allow for the airing of grievances regarding discriminatory issues.
3. Although there is no formal leave of absence policy for maternity or other temporary disabilities for Building Service employees, leaves for these purposes have been granted by the administration. It is recommended that an appropriate policy to cover leaves of absence for temporary disabilities including maternity be developed.

## Suffolk University Students

### Admissions

#### College of Liberal Arts and Sciences

The Committee urges most strongly that achieving roughly equal numbers of men and women in all departments should be one of the outstanding priorities of the University. To this end, the admissions director should concentrate heavily on recruiting more women students to Suffolk. He should also work directly with the heads of the departments that have historically failed to attract female students, with a view to devising a plan to encourage women to enter these fields. Data should be compiled in such a way that average SAT scores of men and women as separate groups are readily available. An admissions officer should be hired who will take an active role in recruiting women to Suffolk.

#### College of Business Administration and Graduate School of Administration

Active recruiting to attract women to the business and public management programs must be one of the first concerns of the business school faculty and the admissions director. A person should be hired with specific responsibility for recruiting women to the business programs. Data on the number of women who apply, are accepted, and enroll, must be kept and be readily available.

#### Law School

The admissions director should continue his active recruiting on behalf of women and every effort should be made to continue the increase in the number of women students in the Law school. Data should be compiled in such a way that the average grade point and LSAT scores of men and women as separate groups are readily available.

#### Attrition

Figures should be kept to show the attrition rates of men and women students separately. Every effort should be made to discover the reason for all student withdrawals from school. If generalized reasons for women students' attrition are apparent, a program should be devised to achieve maximum student retention.

### Financial Aid

#### College of Liberal Arts and Sciences and College of Business Administration

If the pattern of financial aid distribution is a result of a policy designed to encourage the full participation of women in the educational

process, then such a policy should be continued. The financial aid director should compute the percentage of aid received on a departmental basis. Where women fail to receive at least an equal proportion of the aid, the reasons for such disproportions should be investigated and rectified if necessary. In departments that have historically failed to attract women, more financial aid should be available for women in order to encourage increased participation in these fields. Furthermore, the Development Office should intensify its efforts to attract additional funds from external sources to be used for women students.

#### Graduate School of Administration

Serious consideration should be given to setting aside specific funds for women graduate business students in order to attract women to these programs that have historically attracted very few women.

#### Law School

The financial aid director should attempt to analyze the reasons for the relatively light use of National Direct Student Loans by women and, if a remedy is required, seek its implementation.

#### Curriculum

1. The present offerings in most departments at Suffolk University do not exhibit sufficient knowledge of or attention to the roles of women or the impact that the perceived role of women has had upon the departments' subject matters. The Curriculum Committee should be charged with examining the possibility of offering courses geared to these issues, possibly on an interdisciplinary basis.
2. Business and government management programs must take into account the intellectual and professional leadership within the business community to insure that the discriminatory content and attitudes towards women inherent in traditional management study are offset through curriculum opportunities which seek to increase the ability of women to function as managers. The curriculum should also be reviewed to insure that male students are equipped to work in and promote an environment that provides equal opportunity for women.
3. All departments should vigorously review their curriculum to insure that it gives adequate attention to the role of women and that it exhibits clear recognition of the impact that the

perception of women has had on the subject matter in question. Where inadequacies are discovered, faculty members should be encouraged to develop new courses.

#### Part-Time Day Program in Law

The President should request the Dean of the Law School to investigate the feasibility of a part-time day program.

#### Student Services

##### Health Care

The Health Center, as it presently exists, is clearly inadequate to provide any but the most perfunctory of services. It appears to operate as a helpful referral service for those who use it. Most other universities in the Boston area have comprehensive health services available with a large staff of doctors, nurses, paraprofessionals and support staff. (Table XXVI) This Committee has not been able to undertake a study of the precise health needs of the Suffolk Community but is of the opinion that the present Health Center, through no fault of its own, cannot begin to meet those needs. Our evaluation has arisen in the context of examining facilities for women at the University but of course an adequate Health Center is necessary for all University members.

1. The Committee strongly recommends that the President appoint a committee to evaluate the health needs of the Suffolk Community and devise a plan which will furnish adequate health care to the community.
2. At a minimum the University should immediately provide:
  - (a) A qualified gynecologist who will be furnished with on-campus facilities for internal examinations and be able to prescribe birth control devices.
  - (b) Facilities for annual pap-smear test.

##### Department of Psychological Services; New Directions; Advisor to Women; Co-ordinator of the Women's Program; Transfer Counselor; Library Materials and Facilities

1. The office of Advisor to Women should be abolished and a part-time coordinator for the Women's Program Committee should be hired with the existing funds.
2. A lounge-resource center for women should be given space in an area that is accessible to all women students, faculty and staff.

3. Some arrangement should be made with Charles Circle, or Preterm, or another quality clinic in the area so that Suffolk students, faculty and staff would have available gynecological services and other testing facilities not provided on campus.
4. Each department should allocate a part of its library budget to purchase books and materials exploring the role of women in the particular discipline. Students should be informed of the purchases and encouraged to make use of the materials.

#### Athletic Department

As women in the colleges now constitute about 30% of the student body, the part-time women athletic officer should be hired on a full-time basis, or two part-time officers should be employed. Extensive efforts should also be made to locate permanent athletic facilities for women students.

#### Delta Sigma Pi

An association that, among other activities, promotes academic pursuits and offers career counseling and placement services but excludes women from its membership is inconsistent with the highest goals of an educational institution. The Committee therefore strongly recommends that the fraternity should no longer be allowed to use the facilities of the University. This would include the office in the Ridgeway Lane Building, classrooms in the University itself, promotion of the fraternity by the faculty during classroom hours, and informative displays on the bulletin boards.

The establishment of a business sorority open to women in the Business School with purposes similar to Delta Sigma Pi would not be viewed as an acceptable solution. There is presently only one full-time woman faculty member in the Business School, few women business school students, and comparatively few women holding important positions in the business world. A business sorority could not, therefore, achieve the same stature as the fraternity at the present time, nor could it be as effective in providing placement services. Moreover, the segregation of women business students from male students in academic, placement and social pursuits can only be viewed as perpetuating and encouraging the traditional exclusions of women from the business world.

#### Placement

1. Comprehensive statistics should be kept by the placement offices concerning the use made of the office by male and female students; the number of job interviews arranged for male and female students; the types of jobs available; the starting salaries offered

to male and female students; the jobs actually secured by male and female students, both through the placement office and through other channels; and the starting salaries actually received by male and female students.

2. All prospective employers using the informational and interviewing facilities of the law placement office should be required to sign a statement to the effect that they support and practice equal opportunity.
3. A definite procedure should be devised for handling student complaints of employer discrimination. This procedure should be publicized so that students and employers are aware of the policy against discrimination and the procedure for handling complaints.
4. As positions become available serious consideration should be given to hiring placement directors with particular responsibility for counseling women job applicants and developing job opportunities for women. Such a placement officer should have expert knowledge in these areas. The present directors should devote a substantial portion of their time to developing job opportunities for women students.

#### Continuing Education for Women Students

In order to better understand the student body population, it is recommended that registration material include questions which will identify the continuing education population. The most crucial question pertains to the length of time between the student's secondary school experience and entrance into an institution of higher education.

- A. The most important needs of this constituency center around re-entry problems and require skill development and supporting services, such as the following:
  1. Writing workshops: Translating thoughts onto paper can be difficult for people who, though having much valuable experience, have spent time away from school. Special workshops for writing and communication skills have been developed for mature women at several universities in the area, such as Tufts and Boston State. There are remedial reading and writing services available at Suffolk, but more are needed for this specific population.
  2. Finances: It is difficult for women who are working to take more than 2 courses, yet progress on a degree is very slow at that rate. Any university that takes seriously the

needs of continuing education students must make stipends available for the students who need them. Suffolk University has available a small fund for evening division students. The sum available last year was \$1600. There are also scholarships available for disadvantaged students for which continuing educational students are eligible.

3. Lack of sense of community: There is no way in which this population can meet for purposes of sharing common problems and support, and for building any identification with other students. A lounge or near-by apartment can facilitate meeting those needs. Such an apartment was procured at Tufts and served those purposes well. Although there is chronic space problems at Suffolk University, it is clear that the allocation of space indicates some priority be given to the needs of older students.
4. Faculty insensitivity: The most compelling problem confronting inner city women in higher education programs is that of faculty sensitivity. Faculty ignorance about and sensitivity to the inner-city adult student and the resultant inability to develop responsive teaching methods and curricula remain the primary source of the tensions and difficulties encountered by these students.

Other supporting services for Continuing Education students which are lacking at Suffolk include the following:

5. Day Care: This problem, which is examined in detail in the Day Care Section, is one of the most pervasive problems of mature women students. The demand for such services may not presently appear urgent at Suffolk precisely because the mature woman finds the lack of day care facilities a barrier to continuing her education.
6. Orientation: There is need for slow pacing in the process of re-entry, contact with other older students, adequate counseling and evaluation of transfer credit, especially when that means giving credit for past work experiences.
7. Counseling: The counseling services available at Suffolk are good, but there are no programs which are directed toward the mature women, who have very specific problems:
  - a. Having to support a family while going to school;
  - b. Finding someone to take care of her children;
  - c. Re-ordering priorities so that time is found to study and still get household chores done;
  - d. Learning to cope with added pressures of term papers and examinations;



- e. Finding herself torn between needs of her family and expectations imposed by academic objectives;
  - f. Financial stress.
8. Interpersonal Groups for mature women: A seminar given for credit which specifies this population and which is offered for Psychological Services would encourage women to reflect upon their educational process in a supportive environment with others who share her specific problems.
- B. Having indicated the rationale for separate programs and services for women continuing education students, the following section contains proposals for specific programs to be instituted to support academic work of mature women.
- 1. Day Care: See the section on Day Care.
  - 2. Credit for Life Experience: A set of criteria should be developed for administering credit for experience prior to entering the university. In some cases undergraduate courses could be by-passed by women with demonstrated skills. A faculty committee should be constituted to develop and administer the criteria.
  - 3. Continuing Education Seminar organized under the direction of the Deans of the Evening Division: There are two possible models for a seminar for credit.
    - a. Interpersonal Group: to reflect upon the stress and expectation involved in re-entry, and to provide a supportive and homogeneous setting for continuing education.
    - b. Goal setting: To participate in vocational testing and interest testing, research of specific careers, goal setting in general, in a manner to facilitate integration of personal goals with higher education programs.
  - 4. Assertive Training to be administered by either Psychological Services or the Speech and Communications Department or the Psychology Department: Confidence building for women who have problems peculiar to re-entry. Such training can be provided by trained counselors in a situation such as either of the two models for a continuing education seminar.
  - 5. Writing workshops, specifically for continuing education women, to be organized by the English Department and/or Director of Reading Development Program.
  - 6. Faculty workshops to be designed by the Committee on Continuing Education or another appropriate body, which shall

report to the full faculty: Mature women often have in their experience models of pedagogy which rely on authoritarian interaction between faculty and students and rote learning. Through a continuing education seminar students can be encouraged to develop and articulate their own learning needs. On the other side, however, faculty must be made aware of specific needs of this constituency and be prepared to deal creatively with the classroom material and expectations.

7. Placement: Placement services are crucial for women returning to school. They often need to work while in school, and placement in a field related to their eventual career goals is beneficial to their future job opportunities and promotion. Placement should be made available through work-study programs, and regular field placements. The Dean of the Evening Division should designate a full-time assistant with specific responsibility for advising continuing education students of the availability of work-study opportunities and organizing the programs pertaining to continuing education generally. Such a coordinator could also, by giving pre-admissions counseling, help students prepare their petitions for prior learning experience to be presented to the faculty committee on evaluation for credit.

Finally, on the basis of these recommendations and the conclusions reached during our year of study of the status of women at Suffolk, it is strongly recommended that:

The Committee on the Status of Women should be retained on a permanent basis to advise the President on problems as they arise and its responsibilities should be expanded to include monitoring the progress made by the University in the areas noted in this Report.

PART III

SUFFOLK UNIVERSITY EMPLOYEES

## Organizational Structure of Suffolk University

Suffolk University is comprised of three constituent bodies, the College of Liberal Arts and Sciences, the College of Business Administration and Graduate School of Administration, and the Law School.

The ultimate governing authority of the University rests with its 21-member Board of Trustees. Except for a group of four Life Members, Trustees are elected for three-year terms by the Board.

The chief academic administrators of the University are the President, the Vice President - Treasurer, the Deans of each of the Colleges and of the Law School, the three Associate Deans, one of Arts and Sciences and two of Law, and the Dean of Students.

An additional four administrative officers serve both of the Colleges as Director of the Library, Registrar, Director of Admissions, and Director of Placement. Equivalent functions are served by four administrators in the Law School.

Each of the Colleges is comprised of academic departments administered by Department Chairpersons.

Other administrative personnel provide student services or function in supportive capacities to the academic or business and financial administration.

The President and Vice President - Treasurer are selected by the Board; the Deans and other administrative officers, by the President, subject to the approval of the Board. Department Chairpersons are appointed by the Dean of the respective College, subject to confirmation by the President and the Board.

### Suffolk University Employee Composition

Employees are classified into five categories, (1) Officials and Managers, (2) Professional, (3) Faculty, (4) Office and Clerical and (5) Building Service, with the first two comprising the administrative staff.

The data in Table I indicate that although women comprise 39.1% of all full-time employees, they tend to occupy positions within the Office and Clerical staff (92.7%) and, to a lesser extent, the Professional (37.9%) much more often than positions in the policy-making Official and Manager category (11.8%) or Faculty (20.4%). Women constitute 6.1% of the Building Service personnel.

A listing of employee classifications and the functions of individual administrators is contained on Table II.

Table I  
Suffolk University Full-Time Employee Composition<sup>1</sup>

10-1-74

	Total	Men		Women	
	#	#	%	#	%
Officials and Managers	17	15	88.2	2	11.8
Professional	29	18	62.1	11	37.9
Faculty <sup>2</sup>	152	121	79.6	31	20.4
Office and Clerical	82	6	7.3	76	92.7
Building Service	33	31	93.9	2	6.1
Totals	313	191	61.0	122	39.0

<sup>1</sup>Data supplied by the Personnel Office.

<sup>2</sup>Includes Department Chairpersons

Table II

EXPLANATION OF EMPLOYEE COMPOSITION<sup>1</sup>

<u>Classification</u>	<u>Position Title</u>	<u># of Employees</u>
Official & Manager	President	1
	Vice President-Treasurer	1
	Academic Dean	3
	Dean of Students	1
	Associate Deans	3
	Director of Admissions	2
	Registrar	2 (2 Women)
	Director of Library	1
	Law Librarian	1
	Director of Placement	2
Professional	Director Student Activities	1
	Director Public Relations	1
	Assistant Law Librarian	1 (1 Woman)
	Assistant Director Admissions	1
	Assistant Dean	1
	Administrative Assistant	2
	Supervisor - Building Service	3
	Bursar	1
	Accounting Supervisor	1
	Payroll Supervisor	1 (1 Woman)
	Editorial Assistant	1 (1 Woman)
	Transfer Counselor	1 (1 Woman)
	Personnel Officer and AA Officer	1 (1 Woman)
	R.N.	1 (1 Woman)
	Recorder	2 (2 Women)
	Librarian	5 (2 Women)
	Archives	1
	Media	1 (1 Woman)
	Secretary to the Legal Assist. Program	1
	Assist. to Director of Voluntary Defender Program	1
Athletic Assistant	1	
Faculty	Department Chairperson	
	Full-time Teaching Faculty Members	
Office & Clerical	Senior Secretary	4 (3 Women)
	EDP Co-ordinator	
	Secretary 1	
	Cashier	15 (13 Women)
	Sr. Accounting Clerk	

Office & Clerical  
continued

Secretary II	
EDP Assistant	
Sr. Library Aide	36 (34 Women)
Mail Room Clerk	
Bookkeeping Machine Operator	

Secretary III	20 (19 Women)
Clerical	

Library Aide	7 (7 Women)
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Building Service

Security	5
Maintenance	3
Custodian	25 (2 Women)

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<sup>1</sup>Information supplied by the Personnel Office.



Representation of Women on the Suffolk University Staff  
as Compared with Representation of Women in the  
General Labor Market

A comparison of the women employed by the University with the women available in the designated recruitment area indicates that in some areas the University employs less women than those available.

The availability statistics presented in the Affirmative Action Plan for the non-faculty employees are based upon the 1970 census in Massachusetts. (These are the most recent statistics available.)

Since the majority of the administrative, office and clerical and service employees of the University are recruited from the Boston area, the statistics for the City of Boston or the Boston Standard Metropolitan Statistical Area were used for comparison.

Suffolk employs 11.8% women in the official and manager category. 32.7% women are employed in this category in the City of Boston and 10.5% in the Standard Metropolitan Statistical Area. In the professional category, 37.9% of Suffolk's employees are women as compared with 52.3% in the City of Boston and 20.6% in the SMSA. 92.7% of the University's office and clerical employees are women while in the City of Boston 80.8% are women and in the SMSA 76.3% are women. The Building Service Department is comprised of 6.1% women. Figures in the City of Boston show 34.5% women in service categories. SMSA figures indicate 43.5% women in this category. Data contained in Table III.

The comparative statistics for faculty members are considered differently. Since the recruitment area is broader for faculty members, the statistics are based upon women available by highest degree attained and field of study nationwide.

In the College of Business Administration and Graduate School of Administration 5.3% of the full-time teaching faculty are women. Nationwide, of those who hold an M.B.A. degree 3% are women. Of the doctorate holders, 2.6% are women.<sup>1</sup>

In the Law School 18.2% of the full-time teaching faculty are women. In Massachusetts 3.5% of the lawyers are women,<sup>2</sup> while in the United States 2.8% of the lawyers are women.<sup>3</sup>

The comparative statistics for the College of Liberal Arts and Sciences are presented by department in Table IV.

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<sup>1</sup> Standard Education Almanac, Academic Media, Orange, New Jersey, 1973, p. 110, 1972, pp 119-122, 1971, p. 120, 1970, p. 143, 1969, p. 380, 1968, p. 293.

<sup>2</sup> Percent of Lawyers in Massachusetts per Women Lawyers: Supplementary Data to the Lawyer Statistical Report, American Bar Foundation, Chicago, 1973, p. 25.

<sup>3</sup> Ibid., p. 3.

Table III

Representation of Women on the Suffolk University Full-time Staff as Compared with Representation of Women in the General Labor Market <sup>1</sup>

10-1-74

	% Women @ Suffolk	% Women in Boston	% Women in SMSA <sup>2</sup>
Officials and Managers	11.8	32.7	10.5
Professionals	37.9	52.3	20.6
Faculty	20.4	----	----
Office and Clerical	92.7	80.8	76.3
Building Service	6.1	34.5	43.5

<sup>1</sup>Research Division of the Massachusetts Commission Against Discrimination, April 1971; 1970 Census Statistics; Boston College Office of Affirmative Action, 1972; Research Department, United Community Services, "Social Facts by Census Tracts from the U.S. Census 1970" August 1972; Research Department, Massachusetts Division of Employment Security.

<sup>2</sup>Standard Metropolitan Statistical Area which includes Boston, Cambridge, Lynn, Malden, Newton, Quincy, Somerville, Waltham and urban balance.

Table IV

College of Liberal Arts and Sciences  
Women Faculty Employed at Suffolk as Compared with Women Available by Field of Study <sup>1,2</sup>

10-1-74

National				Suffolk					
Department	Total # Degrees Conferred <sup>3</sup>	# Degrees Conferred To Women	% Degrees Conferred To Women	Total # Full-Time Faculty <sup>4,5</sup>	Full-Time Women		Total # Part-Time Faculty	Part-Time Women	
					#	%		#	%
Athletics	---	---	---	2	0	0.0	0	---	---
Biology	14,742	4,201	28.5	7	2	28.5	2	1	50.0
Chemistry	16,209	1,181	7.3	6	3	50.0	0	---	---
Education	19,381	4,298	22.2	12	1	8.3	13	1	7.7
English (1966-71)	6,328	1,757	27.7	14	4	28.6	3	1	33.3
Government & Economics	9,031	692	7.7	9	2	22.2	6	1	16.7
History	6,601	811	12.2	4	0	0.0	2	0	0.0
Humanities	---	---	---	2	1	50.0	3	1	33.3
Journalism (1968-71)	103	11	10.6	3	0	0.0	3	1	33.3
Mathematics	8,492	578	6.8	5	0	0.0	1	0	0.0
Modern Languages	2,941	1,048	35.6	8	3	37.5	0	---	---

continued. . .

Table IV continued

National				Suffolk					
Department	Total # Degrees Conferred	# Degrees Conferred To Women	% Degrees Conferred To Women	Total # Full-Time Faculty	Full-Time Women		Total # Part-Time Faculty	Part-Time Women	
					#	%		#	%
Philosophy	2,308	251	10.8	4	0	0.0	1	0	0.0
Physics	10,772	242	2.3	3	0	0.0	2	0	0.0
Psychology	11,975	2,769	23.1	7	3	42.8	1	1	100.0
Psychological Services (Clinical Psych.)	922	222	24.0	5	3	60.0	0	---	---
Sociology	3,285	594	18.0	8	2	25.0	7	1	14.3
Speech	---	---	---	1	0	0.0	5	2	40.0

<sup>1</sup>Data supplied by the Personnel Office. Information for Biology, Chemistry, Government and Economics, History, Mathematics, Modern Languages, Philosophy, Physics, Psychology and Sociology from: Elfrida L. Burnett, "Doctors Degrees Conferred by U.S. Institution: By State, Academic Field, Sex and Institution 1961-2 through 1970-71," U.S. Department of Health, Education and Welfare, Office of Education, Washington D.C., January 1973. Information for English, Journalism and Psychological Services from: Standard Education Almanac, Academic Media, Orange, New Jersey, 1973, p. 110, 1972, pp. 117-122, 1971, p. 120, 1970, p. 143, 1969, p. 380, 1968, p. 293. No comparative figures were available for the Athletic, Speech and Humanities Departments.

<sup>2</sup>Those employed at Suffolk include only those who teach more than one semester.

<sup>3</sup>Includes doctorate degrees only.

<sup>4</sup>Includes those with half-time appointments with rank.

<sup>5</sup>Includes those on leave of absence.

## Fringe Benefits

The University's fringe benefit offerings vary slightly for the different categories of employees.

### Health Insurance and Life Insurance

All full-time permanent employees of the University are eligible for the John Hancock Major Medical Health Insurance Plan and for the John Hancock Group Life Insurance Plan. The entire premium for both of these insurance plans is paid by the University.

Included in the medical insurance are maternity benefits which cover up to \$700 of charges incurred during a hospital stay "as a result of pregnancy which term includes resulting childbirth or miscarriage." This coverage is available to a female employee or a dependent wife. The average maternity bill submitted to the University by an employee is \$750-800, 90% of which is covered by the policy.

Surgical procedures covered include gynecological operations such as hysterectomies and dilatation and curettage, non-puerperal only. Thus it appears that some types of abortions such as dilatation and curettage, puerperal, are not covered under the medical insurance plan. It is recommended that the University investigate the possibility of adding a rider which would cover puerperal D&C.

### Pension

All full-time permanent University employees are required to participate in the TIAA-CREF retirement system upon fulfilling the appropriate age and service requirements. Currently, complaints which allege that the TIAA-CREF pension system discriminates against women are being processed by the Department of Health, Education and Welfare and the Equal Employment Opportunity Commission. The crux of the complaint is the fact that the monthly annuity income purchased by accumulated retirement funds is determined by actuarial tables which recognize the difference between male and female longevity. At this time the University makes an equal payment into the retirement fund for all employees regardless of sex, but the employee receives different monthly payments based on sex. Women receive a smaller monthly benefit payment since actuarial tables show that they will live longer and thus will collect a smaller benefit payment for a longer period of time.

The contention of the organizations which have filed the complaints with HEW and the EEOC is that equal means equal. Therefore women should receive the same monthly benefits as men.

While the Committee feels that it is necessary for the administration and staff to be aware of this controversy, it appears that this is a matter to be adjudicated through the governmental agencies charged with the investigation of the issues.

### Leaves for Temporary Disabilities Including Pregnancy

A disability leave policy was recently adopted for all full-time members of the faculty and administrative staff which equates childbearing with any other temporary disability.

Permanent full-time faculty and administrative staff members, who after one full year of service at Suffolk, are disabled by illness, accident, or childbearing shall be paid their regular salary and continue to receive their full fringe benefits for a period determined by their length of service; for up to three months if they have been employed for less than three years and for up to 6 months if they have been employed for more than three years. In each case, the final decision regarding physical or mental incapacities or incapacibilities shall be judged by medical authorities selected by the University. Upon termination of disability leave, faculty and administration members may return to their former positions with no loss of rank or seniority.

The unpaid leave of absence policy for the clerical staff also equates leave for childbearing with any other leave for prolonged illness or temporary disability. After exhausting the paid sick time an employee may apply for an unpaid leave of absence, the exact length of which depends upon the employee's length of employment. Employees are reinstated to the same position and same rate of pay or a comparable position and the same rate of pay.

### Day Care

At present the University offers no day care facilities for children of employees.<sup>1</sup>

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<sup>1</sup> See recommendations on Day Care.

Faculty and Administration

### Administration Composition

Although members of the Board of Trustees are not designated as University employees, it is appropriate to consider the composition of the Board as it represents the highest level of the administration. The prime operational criterion applicable in assessing this composition is that it should resemble as closely as possible that of the student body. With two women Trustees, the 9.5% female composition of the governing body fails to approximate the percentage of women students in the University (estimated at 25-30%).

The two women within the official-managerial category occupy the positions of Registrar of the Colleges and Registrar of the Law School. None of the three academic Deans and three Associate Deans are women although, within the past three years, new appointments have been made to five of these Deanships from among a faculty that is 20.4% female. Similarly, there are no women in those managerial positions which deal closely and personally with students - the Dean of Students, the two Directors of Admissions and the two Directors of Placement.

There are eleven women professionals, comprising approximately 38% of this staff. Close scrutiny of their functions suggests, however, that the majority are employed in traditional "female occupations."

### Administration Salaries and Promotions

It is impossible to analyze salary data for administrative personnel since most positions are filled by one person and thus allow no basis for salary comparison. With the exception of the Librarians, those positions which are filled by more than one person are filled by members of the same sex.

Promotional opportunities in the administrative area are limited. Some departments are small and are administered by one individual; others have low attrition rates and thus few openings.

### Faculty Composition and Rank

Women constitute 24% of the full-time faculty and 20.4% of the part-time faculty of the College of Liberal Arts and Sciences. The full-time faculty women comprise 19.2% of the Professors, 12% of the Associate Professors, 38.5% of the Assistant Professors and 10% of the Instructors.

There is one full-time faculty woman in the College of Business Administration (5.3%) and she holds the rank of Associate Professor. One woman is employed on a part-time teaching basis in this College (2.9%).

The full-time Law School Faculty is composed of 18.2% women, corresponding to 9% of the Professors, 20% of the Associate Professors, 28.6% of the Assistant Professors and 20% of the Teaching Fellows. There is one woman on the part-time teaching staff (2.6%).



The data on faculty composition are summarized in Tables V-X.

#### Faculty Department Chairpersons

Appointments to these positions are made by the Dean of the respective College, subject to the approval of the President and the Board of Trustees. Terms may vary from one to three years. Criteria considered are an individual's ability in administration and personnel management, scholarship, teaching skill, and his/her desire to serve in this capacity. Terminal qualification in the particular subject area and some length of service at the University are desirable. Department Chairpersons normally do not serve after the age of sixty-five.<sup>1</sup>

There are seventeen departments in the College of Liberal Arts and Sciences, three of them headed by women (17.7%). There are no women among the five Chairpersons in the College of Business Administration.

Considering that 24.4% of the Arts and Sciences and 5.3% of the Business faculties are female, it is apparent that the number of women in these faculty leadership positions is not commensurate with their number on the faculty.

#### Faculty Appointments, Reappointments and Promotions: Criteria and Procedure

The criteria for appointments to particular ranks within the three Colleges or Schools of the University are an applicant's educational level, background and experience. These may be weighted differently by the individual college depending on the specific need at the time of appointment.

In the College of Liberal Arts and Sciences and the College of Business Administration, once an individual has been hired at a particular rank, he or she is evaluated annually for reappointment or promotion by his or her respective Department Chairperson. The criteria reviewed are listed in the faculty handbook. Included in the criteria are teaching skills, organization of courses, scholarship and cooperation. The evaluations are forwarded to the Dean of the respective College. After consultation with the elected faculty Committee on Promotion, Tenure and Review, the Deans make their recommendations to the President.

A detailed listing of the qualifications for faculty appointments and reappointments, the criteria reviewed annually and the general promotion and tenure policies are contained in Appendix A.

The Law School faculty are evaluated annually for reappointment or promotion by the Faculty Review Committee appointed by the Dean.

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<sup>1</sup> Information supplied by the Dean of the College of Liberal Arts and Sciences and the Dean of the College of Business Administration.

While excellence of teaching is recognized as the most important criteria for reappointment to the Law School faculty,<sup>1</sup> the Law School does not have a published listing of the items considered in the evaluation procedure. The Faculty Review Committee forwards its recommendations to the Dean. The recommendations of the Dean, as in the other Colleges, are subject to the review and approval of the President and the Board of Trustees.

Since the Law School does not have a faculty handbook at this time, there are no detailed listings of the qualifications for faculty appointments and reappointments, the criteria reviewed annually and the general promotion and tenure policies.

#### Tenure: Criteria and Procedure

As established by the Board of Trustees, eligibility for tenure is based on the following criteria:

1. Members of the Faculties of the Colleges and the Faculty of the Law School, who have served in the rank of Associate Professor or Professor at Suffolk University for a period of three years, shall be eligible.
2. Members of the Faculties of the Colleges and the Faculty of the Law School, who have served for a period of seven years on the Faculty of Suffolk University, upon promotion to the rank of Associate Professor, or Professor shall be eligible.

The attainment of tenure is not automatic. The eligible faculty member, if recommended by his/her Department Chairperson in the Colleges, the appropriate faculty review committee, and his/her Dean, may be granted tenure on recommendation of the President by vote of the Board of Trustees.

Once a tenured faculty member has reached the normal retirement age of sixty-five, tenure is automatically lost, although he or she may be retained on the faculty.

#### Promotions and Tenure by Sex

There are 5 tenured women faculty in the College of Liberal Arts and Sciences, one in the Law School, none in Business. Women thus constitute 15.6% of the tenured Arts and Sciences faculty and 11.1% of the tenured Law faculty. From another point of view, 36% of the male Arts and Sciences faculty are tenured compared to 21% of the women; 33% vs. 17% in Law; 33% vs. 0% in Business. Since the minimal rank for tenure eligibility is that of Associate Professor, the proportion of tenured faculty can be compared to the proportion of faculty in the two senior ranks (Associate Professor and Professor). An examination of the data in Tables IX indicates that 62.8% of the men and 62.5% of the women in the senior ranks in the College of Liberal Arts and Sciences are tenured. Similarly,

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<sup>1</sup> Information supplied by an Associate Dean of the Law School

in the Law School 44% of the men and 33% of the women in the senior ranks have tenure. In the absence of other factors, one can conclude that for the College of Liberal Arts and Sciences and the Law School, once the criterion of attainment of a senior rank has been met, men and women have been granted tenure on about an equal basis.

Considering that the proportion of women that are tenured is smaller than their number on the faculty would allow, but is commensurate with the proportion of women in the senior ranks, it must be concluded that a smaller proportion of women are eligible for tenure. Tenure eligibility is dependant upon attainment of a senior rank and fulfillment of the requisite years of service at the University. Therefore, to examine the issue of whether there has been equity in promotions to senior ranks and tenure, it is necessary to compare respective years of service for men and women and to determine if the criteria for promotion to the Associate Professor rank have been applied equally.

The Faculty Handbook for the Colleges states the following:

"...the prospective Associate Professor must ordinarily possess the doctorate or an equivalent terminal degree and have demonstrated professionally recognized achievement in scholarly and stimulating teaching as well as in University service, and/or research and publication."

Normally, Assistant Professors must serve three years in this rank before promotion to Associate. For the Faculties of the Colleges the only objective criteria for promotion to the Associate Professor rank for which data is available are those pertaining to doctorates and mean years of employment and/or rank. For purposes of this study it is assumed that the other criteria have been met and applied equally.

The pertinent data for the College of Arts and Sciences as a whole (Table V) or, specifically, for science vs. non-science departments (Table VI) indicate that approximately the same proportion of women as men possess the doctorate in all of the professional ranks. Yet, women Assistant Professors in the non-science departments have been employed longer (1.8 years) and have been in this rank longer (1.4 years) than have their male counterparts. This suggests a slower rate of promotion from the Assistant to Associate level for this group of women without a commensurate lower rate of doctorates.

It is apparent from Tables V and VI that persons in both Colleges have been promoted to the senior ranks without the doctorate, although this has been less true for Arts and Sciences. Within this College, the relative importance of the degree with regard to promotions to senior ranks and thus attaining tenure eligibility has apparently differed for the two sexes. For although the proportion of men and women that have the doctorate is about the same overall (59% vs. 58%), the proportion of men that are tenured is greater (36% vs. 21%). More interestingly, while there is only one woman in the senior ranks that does not have the doctorate (13%), the number of non-doctorate men is nine (21%). This data strongly

suggests that in the College of Liberal Arts and Sciences it has been more difficult for faculty women without doctorates to receive promotions to senior rank than men. Since the components of years of employment and/or rank do not provide a justification for this finding, it is concluded that the criterion of possession of the doctorate has not been applied equally for the two sexes.

Since the one woman on the faculty of the College of Business Administration has been employed for only one year, no analysis of tenure or promotional inequities can be made.

In the Law School excellence of classroom teaching is the prime requisite for promotions. All Law School faculty possess at least the J.D. (or L.L.B.) degree and the L.L.M. is not a requirement for promotions or tenure.<sup>1</sup> The one objective criterion which can be examined for this faculty, then, is years of service and/or years in rank as differentiated between the two sexes. The data in Table VIII indicates a shorter span of employment and fewer years in all the ranks for faculty women. With the limited data available it appears that there is no evidence of inequities with regard to the rate of promotion to the rank of Associate Professor or the granting of tenure.

In conclusion, the one group of faculty women for which the data strongly suggests that sex has been an important determinant regarding promotions is that of Assistant Professors in the non-science departments of the College of Liberal Arts and Sciences. For while the proportion of doctorates among these women is analogous to that of men, the women have not been promoted as readily to the tenure-eligible rank of Associate Professor. Even if it can be shown those women at this rank who meet the other criteria have not been promoted solely because they lack the doctorate, additional data is provided to show that persons have received promotions to senior ranks without the degree, but that these have more often been men than women. It is felt that these findings warrant (1) a more complete study to determine individual cases of discrimination and (2) a re-examination of the policy regarding promotions including a possible reassessment of the criteria related thereto.

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<sup>1</sup> Information provided by an Associate Dean of the Law School.

Table V

## College of Liberal Arts and Sciences

Full-Time Faculty Composition, Tenure and Doctorates by Rank and Sex<sup>1,2,3,4</sup>

10-1-74

	Total #	Men		Women		Tenured <sup>5</sup>				Doctorates <sup>5,6</sup>			
		#	%	#	%	#	%	#	%	#	%	#	%
Professor	26	21	80.8	5	19.2	19	90.5	4	80.0	19	90.5	5	100
Associate Professor	25	22	88.0	3	12.0	8	36.4	1	33.3	15	68.2	2	66.7
Assistant Professor	39	24	61.5	15	38.5	--	--	--	--	11	45.8	7	46.7
Instructor	10	9	90.0	1	10.0	--	--	--	--	0	0	0	0
Totals	100	76	76.0	24	24.0	27	35.5	5	20.8	45	59.2	14	58.3

<sup>1</sup>Compiled from data supplied by the Personnel Office.<sup>2</sup>Includes teaching faculty only.<sup>3</sup>Includes those on leave.<sup>4</sup>Includes half-time faculty with rank.<sup>5</sup>Percentages based on total number of that sex in each rank.<sup>6</sup>Does not include the J.D. degree.

Table VI

## College of Liberal Arts and Sciences

Full-Time Faculty Composition, Tenure, Doctorates and Salary Differentials by Area, Rank and Sex<sup>1,2,3</sup>

10-1-74

## Non-Science Departments

	Total	Men	Women	Tenured <sup>4</sup>				Doctorates <sup>4</sup>				Differential of Mean Salary \$ <sup>5,6,7</sup>	Differential of Mean Yrs. in Rank <sup>6,7</sup>	Differential of Mean Yrs. Employed <sup>6,7</sup>
				Men #	Men %	Women #	Women %	Men #	Men %	Women #	Women %			
Professor	21	18	3	16	88.9	2	66.7	16	88.9	3	100.0	- 525	- 3.6	- 1.1
Associate Professor	20	17	3	6	35.3	1	33.3	12	70.6	2	66.7	+ 233	+ 0.3	- 0.1
Assistant Professor	29	17	12	--	--	--	--	6	35.3	4	33.3	+ 185	+ 1.4	+ 1.8
Instructor	9	8	1	--	--	--	--	0	0	0	0	- 159	- 1.3	- 1.3

continued. . .

Table VI continued

Science Departments <sup>8</sup>

	Total	Men	Women	Tenured <sup>4</sup>		Doctorates <sup>4</sup>		Differential of Mean Salary \$ <sup>5,6,7</sup>	Differential of Mean Yrs. in Rank <sup>6,7</sup>	Differential of Mean Yrs. Employed <sup>6,7</sup>				
				Men #	Women %	Men #	Women %							
Professor	5	3	2	3	100.0	2	100.0	3	100.0	2	100.0	-4367	- 5.2	- 3.0
Associate Professor	5	5	0	2	40.0	--	--	3	60.0	--	--	---	---	---
Assistant Professor	10	7	3	--	--	--	--	5	71.4	3	100.0	+ 369	- 1.1	- 1.1
Instructor	1	1	0	--	--	--	--	0	0	--	--	---	---	---

<sup>1</sup>Compiled from data supplied by the Personnel Office.

<sup>2</sup>Includes teaching faculty only.

<sup>3</sup>Includes those with half-time appointments multiplied by 2 to equal a full-time appointment.

<sup>4</sup>Percentages based on total number of that sex in each rank.

<sup>5</sup>Salary data based on 1974-75 salaries.

<sup>6</sup>A minus sign indicates that relative to men, women are paid less or have been in rank or have been employed fewer years on the average.

<sup>7</sup>A plus sign indicates that relative to men women are paid more or have been in rank or have been employed more years on the average.

<sup>8</sup>Biology, Chemistry, Mathematics and Physics.

Table VII

## College of Business Administration and Graduate School of Administration

Full-Time Faculty Composition, Tenure, Doctorates and Salary Differentials by Rank and Sex<sup>1,2,3</sup>

10-1-74

	Total #	Men		Women		Tenured <sup>4</sup>				Doctorates <sup>4</sup>				Differential of Mean Salary, \$ <sup>5,6,7</sup>	Differential of Mean Yrs. in Rank <sup>6,7</sup>	Differential of Mean Yrs. Employed <sup>6,7</sup>
		#	%	#	%	Men #	Men %	Women #	Women %	Men #	Men %	Women #	Women %			
Professor	6	6	100	0	0	6	100	--	--	1	16.7	--	--	---	---	---
Associate Professor	4	3	75	1	25	0	0	0	0	0	0	1	100	+ 610	- 0.33	- 4.33
Assistant Professor	7	7	100	0	0	--	--	--	--	0	0	--	--	---	---	---
Instructor	2	2	100	0	0	--	--	--	--	0	0	--	--	---	---	---
Totals	19	18	94.7	1	5.3	6	33.3	0	0	1	5.6	1	100			

<sup>1</sup>Compiled from data supplied by the Personnel Office.

<sup>2</sup>Includes teaching faculty only.

<sup>3</sup>Includes those with half-time appointments multiplied by 2 to equal a full-time appointment.

<sup>4</sup>Percentages based on total number of that sex in each rank.

<sup>5</sup>Salary data based on 1974-75 salaries.

<sup>6</sup>A minus sign indicates that relative to men, women are paid less or have been in rank or have been employed fewer years, on the average.

<sup>7</sup>A plus sign indicates that relative to men women are paid more or have been in rank or have been employed more years, on the average.



Table VIII

## Law School

Full-Time Faculty Composition, Tenure and Salary Differentials by Rank and Sex<sup>1,2</sup>

10-1-74

	Total #	Men		Women		Tenured <sup>3</sup>				Differential of Mean Salary, \$ <sup>4,5</sup>	Differential of Mean Yrs. in Rank <sup>5</sup>	Differential of Mean Yrs. Employed <sup>5,6</sup>
		#	%	#	%	Men #	Men %	Women #	Women %			
Professor	11	10	90.9	1	9.1	8	80.0	1	100	- 1.585	- 4.1	- 4.1
Associate Professor	10	8	80.0	2	20.0	0	0	0	0	- 2,038	- 0.8	- 2.9
Assistant Professor	7	5	71.4	2	28.6	--	--	--	--	- 720	- 0.1	- 0.3
Teaching Fellow	5	4	80.0	1	20.0	--	--	--	--	0	0	0
Totals	33	27	81.8	6	18.2	8	29.6	1	16.7			

<sup>1</sup>Compiled from data supplied by the Personnel Office.<sup>2</sup>Includes teaching faculty only.<sup>3</sup>Percentages based on total number of that sex in each rank.<sup>4</sup>Salary data based on 1974-75 salaries.<sup>5</sup>A minus sign indicates that relative to men, women are paid less or have been in rank or have been employed fewer years, on the average.<sup>6</sup>Years of employment includes years of full-time employment only.

Table IX

## Suffolk University

Full-Time Faculty Composition, Distribution in Senior Ranks and Tenure by Sex and College or School<sup>1</sup>

10-1-74

	Total					Senior Faculty <sup>2</sup>					Tenured Faculty <sup>3</sup>					%Total Faculty with Tenure <sup>4</sup>		%Senior Faculty with Tenure	
	Total	Men	%	Women	%	Total	Men	%	Women	%	Total	Men	%	Women	%	Men	Women	Men	Women
Arts & Sciences	100	76	76.0	24	24.0	51	43	84.3	8	15.7	32	27	84.4	5	15.6	35.5	20.8	62.8	62.5
Business	19	18	94.7	1	5.3	10	9	90.0	1	10.0	6	6	100.0	0	0	33.3	0	66.7	0
Law	33	27	81.8	6	18.2	21	18	85.7	3	14.3	9	8	88.9	1	11.1	29.6	16.7	44.4	33.3
Totals	152	121	79.6	31	20.4	82	70	85.4	12	14.6	47	41	87.2	6	12.8	33.9	19.4	58.6	50.0

<sup>1</sup>Compiled from data supplied by the Personnel Office.<sup>2</sup>Professors and Associate Professors.<sup>3</sup>Percentages based on total number of tenured faculty in each College or School.<sup>4</sup>Percentages based on number of that sex in each College or School.<sup>5</sup>Percentages based on number of that sex in senior ranks in each College or School.

Table X  
Suffolk University

Part-Time Faculty Composition by Sex and College or School<sup>1</sup>  
10-1-74

	Total	Men		Women	
	#	#	%	#	%
Arts and Sciences	49	39	79.6	10	20.4
Business	34	33	97.1	1	2.9
Law	38	37	97.4	1	2.6
Totals	121	109	90.1	12	9.9

<sup>1</sup>Data supplied by the Personnel Office.

## Faculty Salary Policies

In the College of Liberal Arts and Sciences and the College of Business Administration, salary ranges for each rank are published yearly in the Faculty Handbook. The ranges indicate a minimum and maximum salary and the annual increment for each rank.

New faculty members are generally appointed to the rank of Instructor or Assistant Professor according to the appointee's educational level, background and experience. The salary offered within the designated range for the rank is also dependent upon the factors cited previously. Salaries for new faculty members are determined by the Dean of the appropriate college in consultation with the Department Chairperson. Final approval rests with the President and the Board of Trustees.

Salary increases are granted yearly based upon satisfactory recommendations of the Department Chairperson and the Dean. The recommendations are based upon the same criteria evaluated for re-appointment (Appendix A). Each faculty member is granted the standard increment for his/her rank and some receive additional merit increases for superior performance.

In the Law School, the salary ranges and increment for each rank are not published, nor are the criteria for salary increases. The Dean of the Law School makes a salary recommendation based upon the recommendation of the Faculty Review Committee.

It is important that the salary program is administered equitably for all faculty members. The differentials between the mean salary of men and women in the following section indicate that this has not always been the case.

## Faculty Salary Differentials

The mean salaries of women as differentiated from men were compared to differentials of mean years in rank and mean years employed for each of the ranks in the Colleges and the Law School in which women are represented.

In some cases salary differences between two groups in any one rank can be approximated by considering the respective differences in years employed and in rank together with the annual salary increment associated with that rank. As this procedure does not take into account many of the factors that may influence salaries including variable incremental differences, comparative rates of promotions and the components of merit and previous experience, it should not be assumed that the data thus obtained is necessarily reliable. An additional limitation to a meaningful statistical study was the small number of faculty women in most of the ranks. Thus, for purposes of this inquiry, it was simply assumed that the differentials of salary and years employed and/or years in rank should be approximately proportional, i.e., small differences in the former should correspond to small differences in the latter, etc.

In the College of Liberal Arts and Sciences (Table VI), the relatively small salary difference between male and female Professors in the non-science departments (\$ -525) is consistent with the differentials of rank (-3.6 years) and employment (-1.1 years). On the other hand, it is difficult to justify the large salary difference (\$ -4,367) between male and female Professors in the science departments on the basis of differences in employment and rank (-3 and -5.2 years, respectively). For Arts and Sciences women Professors, in general, the fact that the rank differentials are less than those of employment indicates that, on the average, it has taken these women longer to achieve this rank than it has men.

The data pertaining to Associate Professors in the College of Liberal Arts and Sciences (Table VI) and the College of Business Administration (Table VII) suggest no salary inequities for women in these categories.

On the average, Assistant Professor women in the non-science departments have been employed longer (+1.8 years) and have been in this rank longer (+1.4 years) than their male counterparts. Thus, a larger mean salary for women is expected. Based on a crude approximation of the \$600 per year increment for this rank (in the Colleges), however, the higher mean salary of \$185 for these women appears to be too low. In contrast, female Assistant Professors in the science departments have been employed and have been in rank fewer years (1.1) than males. The mean salary of the women, however, is larger (\$369).

The smaller mean salary of women Instructors (-\$159) is consistent with the differentials of employment and rank (-1.3 years).

Women in all of the professorial ranks of the Law School are paid less, on the average, than men (Table VIII). At the Professor level, the salary difference of - \$1,585 is compatible with the -4.1 years difference in employment and rank. Unlike the situation for Arts and Sciences women at this rank, there has been apparently no difference in the rate of promotion between Law School men and women at this level.

Associate Professor women in the Law School are paid \$2,038 less than men, on the average. This difference is larger than predictable on the basis of the components of rank and employment. Similarly, the small differences in rank (-0.1 year) and employment (-0.3 year) between men and women at the Assistant Professor level should result in an analogously small salary difference. The actual differential of -\$720 suggests salary inequities for women in this category.

In summary an examination of the salary data in Tables VI, VII and VIII does reveal a sex-based salary pattern for (1) Professors in the science departments, (2) Assistant Professors in the non-science departments, (3) Associate Professors in the Law School and (4) Assistant Professors in the Law School, all of which reveal discrimination against women. These categories should be examined

in detail and inequities adjusted accordingly. Since only mean salaries for the various ranks were examined in this study, the possibility of individual cases of discrimination cannot be excluded.

#### Appointments to Faculty Committees: Criteria and Procedure

Appointments to faculty committees are made by the Dean of the respective College or School and, in the case of University committees, by the President.

In the College of Liberal Arts and Sciences, the Dean asks Department Chairpersons to solicit requests for specific committee assignments from the faculty in their departments. The Chairpersons forward their recommendations to the Dean who then attempts to distribute the work load fairly and effect a balanced committee structure. It has been the Dean's policy to accommodate any faculty member who requests reassignment. In choosing committee chairpersons, the Dean considers a person's interest, seniority, experience, distribution of work effort, background, other appointed or elected committee assignments, and departmental and area distribution.<sup>1</sup>

Committee appointments in the College of Business Administration have generally been reserved to those persons who have completed one year of faculty service. Criteria considered by the Dean are University needs, individual strengths and preferences.<sup>2</sup>

The Dean of the Law School makes committee appointments after consultation with the two Associate Deans. The criteria are the Deans' valuations<sup>3</sup> of the ability, experience and interest of the faculty members.

#### Representation of Women on Appointed Faculty Committees

In evaluating the composition of appointed faculty committees, the representation by women on these committees was compared to that of the full-time faculty of that College or School.

There are 16 appointed joint faculty committees of the College of Liberal Arts and Sciences and the College of Business Administration. Table XI lists these and the percent of female members thereon. Although the overall representation by women (21%) is consistent with their existence on the joint faculties of the two Colleges (21%), if the Committee on Continuing Education of Women is excluded, the percent becomes 18. It is also noteworthy that on

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<sup>1</sup>Information supplied by the Dean of the College of Liberal Arts and Sciences.

<sup>2</sup>Information supplied by the Dean of the College of Business Administration.

<sup>3</sup>Information supplied by the Dean of the Law School.

10 of these committees the female composition is less than that on the faculties. Among this group is the Academic Standing Committee which determines if academically deficient students should be placed on probation or dismissed from the University. The low proportion of women faculty on this committee may be a hardship to those female students who appear before it. Women constitute 25% of the joint committee chairpersons.

Of the 4 committees of the College of Liberal Arts and Sciences, Table XII, only one has adequate representation by women. The total lack of women on the 8-member Trustees Graduate Scholarship Committee is a serious deficiency. The absence of women on this and the Fulbright and Danforth Scholarship Committees may be perceived by women students as implying that women do not proceed to graduate work or are not capable of high academic honors.

There are no women on the 4 appointed faculty committees of the College of Business Administration (Table XIII).

In the Law School women are underrepresented of 12 of the 20 faculty committees (Table XIV) and five of these have no women members. Of the 22 committee chairpersons, 4 are women (18%).

There are 5 appointed committees of the Office of the President, including the Committee on the Status of Women at the University. Two of these, Alumni Relations and Long Range Planning, with a total membership of 24, are totally male. Except for the Committee on the Status of Women, none are chaired by women.

The data indicate that women are poorly represented on faculty standing committees in general and, specifically, on 29 of the 44 committees appointed by the Deans and on at least 2 of the 5 appointed by the President. The function of these committees is one aspect of the decision-making process of the University and this underrepresentation symbolizes the small role that women play in the process as a whole. Because much of the work done by committees directly affects students, it is of material consequence to women students that faculty women participate fully in the formulation of policies and procedures and the setting of goals. It is appreciated that in choosing persons with special interests and expertise for particular committees, it may be appropriate that in some cases one sex or the other may be underrepresented. But this should be so only in the most unique cases, and there should be no committees that are totally male or female if both sexes are represented on that faculty and in that student body.

#### Elected Faculty Committees

There are four committees of the Colleges and one committee of the Office of the President to which faculty members are elected. These are among the most influential committees in the University and include the Educational Policy Committee and the Committee on Promotion, Tenure and Review. All but one of the elected joint committees of the Colleges include the Deans among the membership

and are chaired by a Dean. Since women constitute a relatively small proportion of the University faculty and none is a Dean, the representation of women on these committees has traditionally been low. Furthermore, as only tenured faculty members are eligible for election to the Committee on Promotion, Tenure and Review the number of eligible faculty that are women is further limited. The election process works to exclude women from participation on these committees because of the present composition of the faculty and administration.



Table XI

Appointed Joint Faculty Committees of the College of  
Liberal Arts and Sciences and the College of  
Business Administration<sup>1</sup>

10-1-74

(Faculty Composition = 21% Female)

Committee	Total # Members <sup>2,3</sup>	Men		Women		Chairperson
		#	%	#	%	
Academic Standing	14	12	86	2	14	male
Admissions and Retention	17	16	94	1	6	male
Continuing Education for Women	9	1	11	8	89	female
Evening Division & Summer Session	12	9	83	3	17	female
Excess Courses	8	6	75	2	25	male
Fulbright and Danforth	4	4	100	0	0	male
Health Careers	5	3	60	2	40	male
Lecture Series	12	10	83	2	17	male
Library	13	11	85	2	15	male
L.I.F.E.	10	9	90	1	10	female
Research	11	10	91	1	9	male
Safari	8	7	87.5	1	12.5	male
Student Advising	17	13	76	4	24	male
Student Life	16	12	75	4	25	female
Student Publications	11	9	82	2	18	male
Teacher Education	16	12	75	4	25	male
<b>Totals</b>	<b>183</b>	<b>144</b>	<b>79</b>	<b>39</b>	<b>21<sup>4</sup></b>	<b>4 females (25%)</b>

<sup>1</sup>Compiled from Suffolk University Bulletin and data supplied by the Dean of the College of Liberal Arts and Sciences.

<sup>2</sup>Includes academic administrators (other than ex officio members).

<sup>3</sup>Does not include student members.

<sup>4</sup>Without the Continuing Education Committee, the percent becomes 18.

Table XII

Appointed Faculty Committees of the College  
of Liberal Arts and Sciences<sup>1</sup>

10-1-74

(Faculty Composition = 24% Female)

Committee	Total # Members <sup>2</sup>	Men		Women		Chairperson
		#	%	#	%	
Curriculum	10	6	60	4	40	male
Research & Development of Instruction & Learning	11	10	91	1	9	female
Social	6	5	83	1	17	female
Trustees Graduate Scholarship	8	8	100	0	0	male
<b>Totals</b>	<b>35</b>	<b>29</b>	<b>83</b>	<b>6</b>	<b>17</b>	<b>2 females (50%)</b>

Table XIII

Appointed Faculty Committees of the College  
of Business Administration<sup>1</sup>

10-1-74

(Faculty Composition = 5.3% Female)

Committee	Total # Members	Men		Women		Chairperson
		#	%	#	%	
Curriculum	6	6	100	0	0	male
Graduate	5	5	100	0	0	male
Social	1	1	100	0	0	male
Trustees Graduate Scholarship	4	4	100	0	0	male
<b>Totals</b>	<b>16</b>	<b>16</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>0 female</b>

<sup>1</sup> Does not include Deans as ex officio members or student members.<sup>2</sup> Information compiled from Suffolk University Bulletin and addenda supplied by the respective College Deans.

Table XIV

Appointed Faculty Committees of the Law School<sup>1</sup>  
 10-1-74  
 (Faculty Composition = 18% Female)

Committee	Total # <sup>2</sup> Members	Men		Women		Chairperson
		#	%	#	%	
ABA and AALS Standards	7	6	86	1	14	male
Admissions	3	2	67	1	33	male
Alumni	6	4	67	2	33	male
Faculty Appointments	9	8	89	1	11	female
Faculty Review	6	5	83	1	17	male
Budget	8	8	100	0	0	male
Building and Space	9	9	100	0	0	male
Clerkships	8	6	75	2	25	male & female <sup>3</sup>
Clinical Programs	8	8	100	0	0	2 males <sup>3</sup>
Continuing Legal Education	7	7	100	0	0	male
Curriculum	8	7	87.5	1	12.5	male
Disciplinary	6	4	67	2	33	female
Faculty Standards	5	5	100	0	0	male
Library	7	5	71	2	29	male
Petitions	5	4	80	1	20	male
Student-Faculty	6	5	83	1	17	male
Placement	5	2	40	3	60	female
Summer School	4	3	75	1	25	male
Graduate Studies	7	6	86	1	14	male
Faculty Administrative	11	10	91	1	9	male
<b>Totals</b>	<b>135</b>	<b>114</b>	<b>84</b>	<b>21</b>	<b>16</b>	<b>4 females (18%)</b>

<sup>1</sup>Compiled from data supplied by the Dean of the Law School.

<sup>2</sup>Includes Deans and other academic administrators.

<sup>3</sup>Co-Chairpersons.

### Grievance Procedures

For the College of Liberal Arts and Sciences and the College of Business faculty, grievances other than those within the purview of the Committee on Promotion, Tenure and Review may be referred to the elected Educational Policy Committee. The committee's decision is advisory to the administration. There are no formal grievance procedures for the Law School faculty or for members of the administrative staff.

The lack of formalized grievance procedures for the administrative staff and some of the faculty must be corrected.

Since the present mechanism available to faculty women in the Colleges who may have grievances based on alleged sex discrimination involves two faculty committees whose membership is usually heavily male-dominated, the composition of the committees may be viewed as inappropriate for handling complaints of this nature.

It is recommended that immediate action be taken in the formulation of a University faculty-administration grievance board composed of equal numbers of men and women faculty and administrators. In cases of faculty grievances directly related to non-reappointment, tenure and promotions, this Board would serve to provide a second level of review after the present review system has been exhausted by the individual involved. It is possible that a well defined grievance procedure might obviate the tendency of faculty and administrative members to seek court redress.

### Part-Time Administrative Personnel

There are only three part-time administrative employees at the University, two of which are women. Currently, there is no defined benefit program for these employees although they are able to take advantage of the tuition-free course option.

To assist the University in attracting qualified women, particularly for administrative positions, it is recommended that the University investigate the possibility of extending benefits on a pro-rated basis to part-time employees. Many well qualified women are unable to work full-time because of family obligations, but could easily work a specific part-time job or could share a full-time position with another part-time employee. Men may also be interested in part-time positions or in job-sharing.

Some benefits such as vacation holiday and sick time, and tuition free courses could easily be administered on a pro-rated basis. The pro-ration of health insurance, life insurance and pension plans would be more difficult and requires further investigation.

### Part-Time and Half-Time Faculty Positions

Part-time faculty designated as Lecturers are paid on the basis of the number of semester hours or courses taught. The salary rate is uniform within the Colleges and the Law School. Lecturers receive no faculty rank or fringe benefits and are not eligible for tenure.

There are at present three half-time faculty members in the College of Liberal Arts and Sciences (two are women). Generally, half-time faculty positions have been restricted to former full-time faculty who are at or near retirement age and who prefer to teach a reduced load rather than retire completely. These persons retain faculty rank and continue to receive fringe benefits from the University. Their salaries are pro-rated according to their teaching loads.

It is recommended that the University expand the availability of half-time faculty positions to qualified men and women who, for various reasons, prefer this type of appointment. Although these positions would probably be of greatest interest to women with young children, they should not be limited to this group. In addition to increasing career opportunities for women who would otherwise not be employed, half-time faculty positions provide for a limited expansion of departmental strength during periods of financial strain. A University policy is needed to differentiate half-time from part-time with regard to faculty responsibilities on the one hand, and tenure-eligibility, rank, benefits and salaries on the other.

#### Faculty and Administration Questionnaire

##### Introduction

It was considered desirable to elicit the views of faculty and administrative women with regard to employment conditions, problems they have experienced, and their suggestions for improving the status of women at the University.

Accordingly, questionnaires were distributed to 40 faculty and 16 administration women who were at the University during the 1974 fall term. Both full- and part-time personnel were included. The administration group encompasses those staff positions classified as the "Official and Manager" and the "Professional" categories. Completed questionnaires were received from 33 faculty women and 13 administrators, corresponding to an overall return of 82%.

A copy of the questionnaire with the summary of results and a tabulation of responses by group and overall are contained in the Appendix B.

##### Personal Information

Approximately 72% of the questionnaire respondents were faculty women and 83% were full-time employees. The majority (63%) have been employed at Suffolk University for 5 years or less, with the single largest group of faculty respondents (45%) hired within the past two years.

The age level of the majority of the administrative group (54%) is under 30, for the majority of the faculty, 30-45.

Most are married (67%), especially among the faculty (73%), and 35% have children. Of the latter group, 50% have children under 5 years of age (17% of all respondents).

Significantly, 68% of these women provide the major source of income for themselves or their families.

The educational level of the respondents ranged a broad spectrum, with the majority of the faculty (61%) at the doctoral level and the majority of the administration (62%) at the masters level. Approximately 60% of the doctorates have been earned in the last 5 years.

Although a relatively small number of the group as a whole (28%) are working toward additional educational qualifications or degrees, this corresponds to 52% of those without doctorates.

Previous job related or teaching experience was cited by 67% of the women.

#### Women's Attitudes

Apparently, most of the faculty respondents do not sense inequity either with regard to their opportunities for professional growth (61%) or to their opportunities for attending meetings and conferences (66%). The administrative women were less positive on these issues (42% and 50%, respectively).

Many of the women (27%) feel that they do not have equal opportunities for advancement within the University. While 48% of the faculty expressed direct satisfaction in this regard, only 33% of the administrative women replying agreed.

Most of the respondents (58%) do not know how their salaries compare with those of their male colleagues. Since comparative salary data for men and women are not readily available to the faculty and administrative staff, their lack of information on the subject is not surprising.

The majority of the faculty women (66%) do not feel that their assigned work load is greater than that of their male colleagues. Although only a few administrators (8%) judged theirs as greater, 50% do not know whether this is the case or not. In view of the fact that most administrators function in unique capacities within the University, it is understandable that they lack a basis for comparison of work loads. This situation is in direct contrast to the generally standardized system of teaching assignments among the faculty.

In judging the attitudes of their male colleagues toward them, most (61%) characterized these as being friendly to them as people and as colleagues, although fewer faculty (56%) than administrators (75%) feel this way. A greater number of faculty (23%) than administrators (8%) feel that their male counterparts are friendly to them as people, but not as colleagues. On the other hand, the

respondents' view of the attitudes of their female colleagues is strongly one of friendliness and collegueship (85%).

Many of the women (57%) do not know whether the fringe benefits provided by the University are adequate for their needs. More expressed satisfaction (28%) in this regard than the contrary (15%), however, although several suggested the need for child care facilities.

Apparently, most of the respondents (67%) lack information about the career counselling and placement assistance received by Suffolk students. Similarly, 59% do not know whether equally qualified students are encouraged to attend graduate schools, regardless of sex.

Both faculty and administration women strongly favor offering courses about women (70%) and programs geared to attract more female students to Suffolk (68%).

Although 39% of the faculty women feel that their opinions are given as much attention as those of men in faculty or staff meetings, 42% disagreed that this was the case. Most of the administrators (54%) had no opinion on this matter and some commented that the question did not apply.

A majority of the faculty respondents (61%) agreed that women are less likely to be hired for a faculty or administrative position than comparably qualified men, and a significant number (42%) do not believe the University is making serious efforts to recruit more women in these capacities. In both cases, over half of the administrators expressed no opinion.

Over half of all respondents (53%) do not know whether there are adequate channels for handling complaints of sex discrimination at Suffolk, although there was a significant faculty response to the contrary (44%).

Women in both categories agreed that the University needs to improve the status of women (59%) and that more women should be appointed to high level administrative positions (89%). Strong endorsement (71%) was given to the institution of half-time, tenure-eligible faculty positions.

### Recommendations: Faculty and Administration

The Committee's recommendations for improving the status of women in the faculty and administrative areas are listed below. Supportive data and detailed justifications relating thereto are found in the pertinent sections of Part III of the Report.

1. An immediate effort should be made to equate the percentage of women on the Board of Trustees with the percentage of women students in the University.
2. The need for women in high administrative positions must be recognized and more women must be appointed to such positions as vacancies occur and new positions are created.
3. There is a potential basis for conflict in merging the functions of the Personnel Office & Equal Employment Opportunity Office. In order to facilitate effective administration and to better fulfill the University's affirmative action policies, these functions should be separated and the positions filled by two full-time employees.
4. A positive commitment must be made by the University to increase the number of women in other policy-making positions by appointing more women as faculty Department Chairpersons.
5. The Law School must develop definitive criteria and requirements for appointment, reappointment and promotions. These criteria should be made known and available to all Law School faculty members.
6. The promotional opportunities for women faculty should be reviewed by the Committee on Promotion, Tenure and Review with specific attention to the criterion of possession of the doctorate degree for promotion to the rank of Associate Professor in the College of Liberal Arts and Sciences.
  - a. Although appointment and retention at the rank of Assistant Professor is not precluded by lack of a doctorate degree (See Appendix A), one of the present criteria for promotion to the rank of Associate Professor is that the person should ordinarily possess the doctorate degree. Insistence on the possession of the terminal degree in a university whose faculty is primarily responsible for excellence of classroom teaching is misplaced. Scholarly research and publication, for which the terminal degree may be more relevant, is difficult and unnecessary for faculty whose teaching load consists of four courses per semester. The Committee therefore recommends that emphasis on possession of a terminal degree be balanced with emphasis on stimulating teaching.



- b. All departments should evaluate the pattern of promotion of their faculty. In instances where women faculty have not been promoted to the rank of Associate Professor solely due to the lack of a terminal degree, but other promotion criteria have been satisfied, it is suggested that those faculty members should be considered for promotion to the rank of Associate Professor and thus become eligible for tenure once the requirement for years of service has been satisfied.
  - c. Normally a person may not serve as an Assistant Professor for more than six year, but since the possession of a doctorate degree is not a requirement for appointment or retention for less than six years at the rank of Assistant Professor, the failure to acquire such a degree should never preclude retention for less than six years as an Assistant Professor where other retention criteria are satisfied.
  - d. All faculty should be made aware of the established criteria for retention, promotion and tenure when hired. When these criteria are changed, either by rule or in practice, all faculty members should be informed in writing and:
    - (1) The new criteria for retention, promotion or tenure should not be applicable to those persons hired when other criteria were in effect.
    - (2) However, should faculty members hired before the new criteria became effective voluntarily agree to comply with the new criteria, they should be afforded a paid leave of absence sufficient to accomplish the requirements of the new criteria. For example, leave might be granted to complete a doctoral thesis where that is appropriate.
7. The University's efforts to recruit more faculty women must be intensified, especially in the College of Business Administration and those departments of the College of Liberal Arts and Sciences in which women are underrepresented.
8. Data on average faculty salaries by rank, sex and department should be published and made available to the faculty.
9. The salaries of all faculty should be examined in detail with particular attention to the salaries of women in those ranks of the College of Liberal Arts and Sciences and the Law School for which the data suggest inequities. Adjustments should be made wherever inequities exist. Due to the crucial importance of this issue, the Committee recommends that the University retain a consultant to devise a statistical method which would allow both men's and women's salaries to be analyzed to determine inequities and to

suggest remedies. Such information and recommendations should be made available to the faculty and administration.

10. The procedure by which faculty salary increases are determined should be clearly defined, particularly by the Law School which at this time has no published criteria on which increases are based. Further, a procedure should be devised to allow faculty members to appeal a salary increase which they feel is inequitable.
11. The procedure by which administrative salaries and salary increases are determined should be defined. A procedure should be devised to allow staff members to appeal a salary increase which they feel is inequitable.
12. A more balanced committee structure should be effected in the Colleges and Law School by appointing (a) women to those committees on which there are none and (b) more women to those on which they are underrepresented.
13. A policy of part-time employment for which salaries and benefits are pro-rated on the basis of work load and responsibilities should be instituted.
14. A University faculty-administration grievance board composed of equal number of men and women faculty and/or administrators should be formulated. Its procedures should be published and made available to the faculty and administration.

Office and Clerical Staff

### Office and Clerical Staff Composition

There are five grades of office and clerical employees, each differing in degree of responsibility and supervision, skills required and salary.

Overall, women constitute 92.7% of the office and clerical staff, but the proportion of women in each grade decreases at each subsequently higher level. Table XV contains the distribution of men and women in each grade and salary information related thereto. The description of each grade is contained in Appendix C.

### Wage and Salary Policy

The University maintains a wage and salary program for office and clerical personnel based upon the duties and responsibilities of the position. Each employee's starting salary is determined by the pay grade and salary range assigned to the position and the employee's related work experience. Annual raises are given those employees whose performance over the preceding year have been evaluated as satisfactory or better. The University's Wage and Salary Policy and Performance Evaluation Policy are contained in Appendix D. As evidenced by the mean salary figures given in Table XV, the salary distribution for grades 3-6 falls within the lowest third of the salary range for those levels.

### Promotions

All employees in good standing are eligible for consideration for promotion. The criteria considered are merit, quality of work performance, initiative, ability to perform and carry out the duties and responsibilities of the new position and seniority of service. See Appendix D for the University's Promotion Policy for office and clerical personnel.

### Grievance Procedures

Grievances of the office and clerical staff may be settled by their department heads and/or the Personnel Officer. If the employee is dissatisfied with the decision of the department head, he/she may request a review by the Grievance Review Board. Complaints regarding discrimination, working condition, discipline and discharges may be so arbitrated. See Appendix D for a description of the University policy.

### Part-Time Office and Clerical Personnel

With the exception of part-time positions which are designated solely for students, there are four part-time clerical positions. Two of these positions are currently filled, both by women. These employees work one-half a regular work week (17 1/2 hours) or less and are not eligible for benefits.

Table XV

## Suffolk University

Full-Time Office and Clerical Staff Composition by Grade and Sex and Salary Data<sup>1,2</sup>

2-1-75

Grade	Total	Men		Women		Salary Range \$/week	Mean Salary \$/week	Increment \$/week	Differential of Mean Salary <sup>3,4</sup> \$/week
		#	%	#	%				
3	7	0	0	7	100.0	100-133	107.00	5.50	0
4	20	1	5.0	19	95.0	111-147	118.00	6.00	+7.20
5	36	2	5.6	34	94.4	123-172	130.00	7.00	+7.60
6	15	2	13.3	13	86.7	131-188.75	151.00	8.25	-1.00
7	4	1	25.0	3	75.0	139-200	174.00	10.00	-1.00
Totals	82	6	7.3	76	92.7				

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<sup>1</sup>Compiled from data supplied by the Personnel Office.

<sup>2</sup>Salary data based on 1974-75 salaries.

<sup>3</sup>A plus sign indicates that, relative to men, women are paid more, on the average.

<sup>4</sup>A minus sign indicates that, relative to men, women are paid less, on the average.

## Office and Clerical Staff Questionnaire

### Introduction

The attitudes and concerns of the office and clerical staff were solicited by distributing a questionnaire to 84 full- and part-time employees during the Spring of 1974. Completed questionnaires were received from 35 women and 3 men for an overall return of 45%. A copy of the questionnaire with the summary of responses is contained in Appendix E.

Most of the questionnaire respondents (74%) listed their jobs as secretarial, 24% as clerical, 2% data processing. The average period of employment at Suffolk University is two years with an annual salary raise of \$10.00. The majority (53%) indicated that they had done comparable work outside of Suffolk.

Generally, responses rated tuition and insurance benefits, holidays and sick leave provided by the University as good. However, some employees feel that more vacation time should be made available and that tuition benefits should be extended to include immediate family. The majority (95%) do not have need for a day care center, by 58% would like one established.

### Areas of Dissatisfaction

Several major grievances were expressed by these employees, the most basic being the concern over low wages. Seventy-one percent (71%) stated that higher salaries/grade should be established. Some of the complaints arise because of the relatively small differences in the minima and in the increments between successive grades, thus little incentive is provided for advancement. Other complaints specify past occasions when increases in the salary ranges for each grade did not result in commensurate increases for existing personnel. Consequently, some experienced employees find that their salaries do not properly reflect their years of service. It is felt that these complaints justify an overall salary review for office and clerical employees that would include (1) the establishment of an official policy guaranteeing salary adjustment when salary ranges are increased, (2) increases in annual increments, (3) an increase in the minima between grades and (4) consideration of a policy giving experienced employees higher annual raises.

Dissatisfaction with the promotional opportunities available to them was expressed by 76% of the questionnaire respondents. Although employee requests for job reevaluations will in most cases lead to a review, rarely does such a review result in a promotion to a higher grade. The standards of each grade may need to be reassessed bearing in mind that an employee may satisfy the criteria of a higher grade without appropriate recognition, and with a view toward expanding the opportunities for employees to achieve higher grades and higher salaries. It is also difficult for office and clerical personnel to gain advancement into the administrative level. As administrative openings have arisen, the University

usually recruited individuals from outside rather than from among its existing staff. This is one factor which contributes to the generally low morale of these employees.

The University should give serious consideration to the creation of more openings in the higher salaried grades and the establishment of a new secretarial/administrative assistant level. Such position could entail the supervision of several secretaries and would be especially appropriate for the overseeing of several small departments located on the same floor. In addition these positions might involve more responsibility for specific programs in certain disciplines, which some secretaries currently assume without receiving appropriate recognition and compensation.

Many of the questionnaire respondents (45%) characterized their work load as heavy. In the Colleges the average number of faculty members assigned to one departmental secretary is approximately 8; in the Law School, 4. The secretarial work attributed to part-time Lecturers is not always included in determining the overall load. A thorough review of each department's work demands is necessary and adjustments in the number of full- or part-time secretaries and/or work-study students with typing skills should be made in those departments with heavy work loads.

The scarcity of equipment is a problem encountered by many secretaries. There are only five mimeograph machines in the University and all departments have access to a specific one. If the assigned machine is in use at the time needed by a secretary, it is sometimes difficult to gain access to another and a great deal of time is lost in the process. More equipment centrally located is needed.

All (100%) of the respondents stated that they would like a procedure implemented for annual reviews and 84% would like to see a systematic attempt at orientation for new clerical and secretarial personnel. Since distribution of the questionnaire, the Personnel Office has instituted a formal annual review procedure. In addition to the annual review, a process should be established whereby employees can express their view on the structure and content of their work load. Although basic information is provided to new employees at orientation meetings, it is felt that a supplementary secretarial handbook is needed. This should include procedural information regarding requisitions and the placing of long-distance calls, location and operation of office equipment (mimeo, ditto, xerox), equipment available in the Instructional Materials Center and other job related details.

Many of the office and clerical employees feel that they are not accorded proper respect by their supervisors, some of whom give the impression that a secretarial or clerical position is a demeaning one. Fifty-eight (58%) of the respondents stated that they are asked to run personal errands and more than half of them are unhappy about doing so. Clearly, some secretaries will accede to supervisors' requests that are of a personal nature because they are afraid of refusing. A University policy that delineates the limits of a secretary's job responsibility must be established and rigorously maintained.

Contrary to the situation at other institutions, whether they are small companies or large corporations, very few staff functions and activities are available at Suffolk. A significant majority of the employees who responded to the questionnaire (71%) expressed dissatisfaction in this regard. Local travel agencies could be contacted to arrange group activities such as discount ski weekends, camping weekends and summer vacation trips. Discount theatre nights could also be made available to employees. This type of activity would give more solidarity to the Suffolk community and raise morale.

In conclusion, the high turn-over rate and low morale of office and clerical employees can be attributed to many factors including low salaries, limited promotional opportunities, the lack of respect associated with these positions, heavy work loads and lack of staff functions. The University must recognize the importance of these employees to the smooth functioning of the institution and encourage experienced secretaries to remain within the institution by implementing much needed reforms.



Recommendations: Office and Clerical Staff

Based on an analysis of the responses to the office and clerical staff questionnaire and information supplied by the Personnel Office and from personal interviews, the Committee recommends the following:

1. An overall salary review must be undertaken by a consultant retained by the University. This should include consideration of (1) the establishment of a policy guaranteeing salary adjustments to existing personnel when salary ranges are increased, (2) increasing the minima between grades and (3) the establishment of a policy giving experienced employees higher annual increments.
2. The standards of each grade must be reassessed.
3. More openings in the higher salaried grades should be created.
4. A new secretarial-administrative assistant level should be established.
5. The work loads of individual departments should be reviewed and additional full- or part-time personnel should be hired where appropriate.
6. More office equipment should be purchased.
7. A process should be established whereby employees can express, on an annual basis, their views on the structure and content of their work load.
8. A policy must be instituted that prohibits using secretaries for personal errands.
9. A committee of secretarial and administrative personnel should be established for the purpose of writing a secretarial handbook and organizing staff functions.
10. Elected representatives of the office and clerical staff should be included in administrative staff meetings.
11. Tuition benefits should be specified to allow office and clerical employees a total of 30 semester hours per academic year, the distribution of which may be left to the discretion of the employee and the supervisor. There should be no restrictions on the number of lunch hours to be used for this purpose.
12. Tuition benefits should be extended to include members of the immediate family.

Building Service and Security Staff

## Building Service and Security Staff Composition, Salaries and Benefits

Currently there are two women (6.1%) in the Building Service Department and no women in the Security Department.

The Building Service Department is under a bargaining agreement. Contained in the contract is a clause which states:

To give emphasis to their intent and desire to comply fully with their obligation under existing applicable laws relating to discrimination on the basis of race, color, religion, country of national origin, sex or age, the parties hereby agree to incorporate these obligations as part of this Agreement.

Salaries are negotiated through the union contract and are equal in each classification regardless of sex.

Benefits such as vacation, holiday and sick time are also negotiated through the union contract and are equitably administered. Building Service employees are eligible for the same insurance benefits as other University employees.

The Union contract contains a grievance procedure to settle "grievances which may arise concerning the interpretation and application of the Agreement." The grievance procedure does not specifically refer to the settlement of discriminatory issues.

There is no leave of absence policy for temporary disabilities including maternity.

The Security Department is not under a bargaining agreement. With minor differences, the benefit program for the Security personnel is the same as that of the secretarial and clerical personnel.

### Recommendations: Building Service and Security Staff

1. Over the past two years, the Building Service and Security Department has attempted to recruit women for all areas but has found it difficult to find interested women. It is recommended that the Department intensify its efforts to recruit women.
2. It is recommended that the union grievance procedure be amended, or another adopted, to allow for the airing of grievances regarding discriminatory issues.
3. Although there is no formal leave of absence policy for maternity or other temporary disabilities for Building Service employees, leaves for these purposes have been granted by the administration. It is recommended that an appropriate policy to cover leaves of absence for temporary disabilities including maternity be developed.

PART IV

SUFFOLK UNIVERSITY STUDENTS

## Admissions

### College of Liberal Arts and Sciences

The Admissions Office is staffed by a male director, a male assistant to the director, a female transfer counselor and three female secretaries. The percentage of women applicants to the day division has increased slightly over the last two years, but the percentage of women actually enrolled has fluctuated over the past three years with no significant trend towards permanently increasing the number of women students. From the one set of figures available for the evening division it is impossible to draw any conclusions.

The admissions director takes an active role in recruiting students to the colleges and has visited co-educational, all male and all female high schools. The director states that the same standard for SAT scores is used to select both male and female applicants, although the average score of male and female students as separate groups is not available.

From the figures appended on degrees awarded (Table XVIII) it can be seen that women students are severely underrepresented in several departments, particularly business, mathematics, the natural sciences, government, economics and history.

### Recommendation

The Committee urges most strongly that achieving roughly equal numbers of men and women in all departments should be one of the outstanding priorities of the University. To this end, the admissions director should concentrate heavily on recruiting more women students to Suffolk. He should also work directly with the heads of the departments that have historically failed to attract female students, with a view to devising a plan to encourage women to enter these fields. Data should be compiled in such a way that average SAT scores of men and women as separate groups are readily available. An admissions officer should be hired who will take an active role in recruiting women to Suffolk.

### College of Business Administration and Graduate School of Administration

Admission to the programs in the College of Business Administration and the Graduate School of Administration is handled through the College Admissions Office. It is only in the present year that figures reflecting the percentage of women who applied, were accepted and enrolled in the Business School, are available, and of course the Public Management and Administration Program only started this year, thus for these programs comparative data is not available. The number of degrees awarded in the Business School (Table XIX) over the past four years, however, reflects no increase in the number of female students completing the programs since 1971. Comparative figures are available indicating the percentage of women enrolled in the B.S.B.A. day program and these figures reflect a continuing increase in the number of female students enrolled,

although women are still very much in the minority. It is clear too that a greater percentage of the women applicants are accepted than the men applicants, presumably because they are better qualified.

#### Recommendation

Active recruiting to attract women to the business and public management programs must be one of the first concerns of the business school faculty and the admissions director. A person should be hired with specific responsibility for recruiting women to the business programs. Data on the number of women who apply, are accepted, and enroll, must be kept and be readily available.

#### Law School

The Law School Admissions Office is staffed by a male director and two female secretaries. Over the three years investigated the number of women applicants and students enrolled has continued to increase. In all three years the percentage of women enrolled exceeded the percentage of women applicants. (See Table XX.) The admissions director states that the same academic and LSAT criteria are used in the selection of men and women students, although average grade point and LSAT scores for men and women as separate groups were not available. It can only be supposed, therefore, that women applicants were, on the whole, better qualified than their male counterparts.

The admissions director takes an active role in recruiting students to the law school and has visited a number of campuses, some of which were co-educational institutions, some men's colleges and some women's colleges. To the extent that the number of women enrolled reflects the implementation of a non-discriminatory policy towards women, the admissions office has had some success. The percentage of women enrolled in the law school falls considerably below the percentage of women enrolled in three other law schools in the vicinity but is slightly above the percentage enrollment in two other greater Boston law schools. (See Table XXI.)

#### Recommendation

The admission's director should continue his active recruiting on behalf of women and every effort should be made to continue the increase in the number of women students at the law school. Data should be compiled in such a way that the average grade point and LSAT scores of men and women as separate groups are readily available.

#### Attrition

Attrition rates in the Colleges (Table XVI) show a large loss of students during the first year, with a significant but declining loss during subsequent years. Figures showing the attrition rates of men and women students separately are not available.

### Recommendation

Figures should be kept to show the attrition rates of men and women students separately. Every effort should be made to discover the reasons for all student withdrawals from school. If generalized reasons for women students' attrition are apparent, programs should be devised to achieve maximum student retention.

Table XVI

Feshman Attrition in the Colleges<sup>1</sup>

<u>Entering Class</u>	<u>Enrolled after one year</u>
1970	62% (Attrition = 33%)
1971	65% (35%)
1972	78% (22%)
1973	69% (31%)

  

<u>Entering Class</u>	<u>Enrolled after two years</u>
1969	48% (-52%)
1971	51% (-47%)
1972	65% (-35%)

  

<u>Entering Class</u>	<u>Enrolled after three years</u>
1968	42%
1970	44%
1971	49%

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<sup>1</sup>Data supplied by the Admissions Office of the Colleges.



Table XVII

Admissions: College of Liberal Arts and Sciences<sup>1,2</sup>

## Day Division Freshmen

Year	Total # Applicants	# Women Applicants	% Women Applicants	Total # Students Accepted	# Women Accepted	% Women Accepted	Total # Students Enrolled	# Women Enrolled	% Women Enrolled
1972	1410	NA <sup>3</sup>	-	1098	NA	-	347	103	29.7
1973	1189	341	28.7	1024	317	31.0	332	87	26.2
1974	1075	352	32.7	980	323	33.0	326	106	32.5

Evening Division Freshmen<sup>4</sup>

1974	-	-	-	-	-	-	33	19	57.6
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<sup>1</sup>Data supplied by the Admissions Office of the Colleges.<sup>2</sup>Data applies to Fall term of each year.<sup>3</sup>Figures not available.<sup>4</sup>Data for 1972 and 1973 not available.

Table XVIII

Degrees Awarded at Suffolk University by Subject and Sex<sup>1</sup>

Major Area of Study	1970-1971				1971-1972				1972-1973				1973-1974			
	Bachelors		Masters		Bachelors		Masters		Bachelors		Masters		Bachelors		Masters	
	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W
<u>Business &amp; Management</u>																
Business & Commerce	11	0	92	0	10	1	162	1	12	0	189	6	5	0	161	4
Accounting	36	1	-	-	34	2	-	-	65	4	-	-	59	7	-	-
Banking & Finance	5	1	-	-	23	2	-	-	25	0	-	-	22	4	-	-
Bus. Mngmt & Adm	80	1	-	-	84	3	-	-	90	4	-	-	61	2	-	-
Marketing	55	1	-	-	54	9	-	-	49	3	-	-	40	1	-	-
Bus. Adm/Sec. Ed.	-	-	-	-	-	-	-	-	-	-	-	-	2	1	-	-
Total	187	4	92	0	205	17	162	1	241	11	189	6	189	15	161	4

continued. . .

Table XVIII continued

Degrees Awarded at Suffolk University by Subject and Sex<sup>1</sup>

Major Area of Study	1970-1971				1971-1972				1972-1973				1973-1974			
	Bachelors		Masters		Bachelors		Masters		Bachelors		Masters		Bachelors		Masters	
	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W
<u>Education</u>																
Education, General	-	-	-	-	-	-	-	-	-	-	8	9	-	-	7	4
Elementary Ed.	7	22	5	11	4	28	2	11	7	29	1	7	25	7	24	18
Secondary Ed., General	8	7	35	6	-	-	29	12	-	-	25	3	-	-	5	10
Soc. Found. (Phil. & Soc.)	-	-	-	-	-	-	5	4	-	-	9	6	-	-	25	10
Counseling Guidance	-	-	21	15	-	-	6	15	-	-	30	22	-	-	29	20
Reading Education	-	-	4	7	-	-	18	12	-	-	5	6	-	-	5	18
Mathematics Education	-	-	-	-	-	-	-	-	2	1	-	-	-	-	-	-
Science Education	-	-	-	-	-	-	-	-	3	0	-	-	-	-	-	-
Business Education	7	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total	22	31	65	39	4	28	60	54	12	30	78	53	25	7	95	80
Journalism	9	3	-	-	15	7	-	-	12	3	-	-	22	8	-	-

continued. . .

Table XVIII Continued

Degrees Awarded at Suffolk University by Subject and Sex<sup>1</sup>

Major Area of Study	1970-1971				1971-1972				1972-1973				1973-1974			
	Bachelors		Masters		Bachelors		Masters		Bachelors		Masters		Bachelors		Masters	
	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W
<u>Languages</u>																
French	1	4	-	-	-	3	-	-	2	5	-	-	3	5	-	-
Spanish	2	2	-	-	2	12	-	-	1	0	-	-	-	1	-	-
German	1	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total	4	6	-	-	2	15	-	-	3	5	-	-	3	6	-	-
<u>Letters</u>																
English	19	13	-	-	11	12	-	-	14	14	-	-	12	11	-	-
Speech	-	-	-	-	-	-	-	-	3	2	-	-	1	1	-	-
Philosophy	9	0	-	-	-	-	-	-	7	1	-	-	5	3	-	-
Humanities	-	-	-	-	-	-	-	-	1	1	-	-	1	3	-	-
Total	28	13	-	-	11	12	-	-	25	18	-	-	19	18	-	-
Mathematics	2	0	-	-	5	1	-	-	4	2	-	-	4	0	-	-

continued. . .

Table XVIII continued

Degrees Awarded at Suffolk University by Subject and Sex<sup>1</sup>

Major Area of Study	1970-1971				1971-1972				1972-1973				1973-1974			
	Bachelors		Masters		Bachelors		Masters		Bachelors		Masters		Bachelors		Masters	
	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W
<u>Natural Sciences</u>																
Physics	2	0	-	-	-	-	3	1	1	0	-	-	1	0	2	0
Chemistry	8	1	2	0	5	3	-	-	3	0	2	0	9	2	-	-
Biology	13	5	-	-	9	9	-	-	16	6	-	-	14	10	-	-
Total	23	6	2	0	14	12	3	1	20	6	2	0	24	12	2	0
<u>Social Sciences</u>																
Economics	4	0	-	-	9	-	-	-	-	-	-	-	8	0	-	-
History	17	1	-	-	1	-	-	-	14	4	-	-	18	1	-	-
Government	36	3	-	-	27	5	-	-	37	5	-	-	44	5	-	-
Sociology	7	15	-	-	13	15	-	-	28	8	-	-	36	35	-	-
Psychology	22	10	-	-	19	12	-	-	33	13	-	-	26	15	-	-
Total	86	29	-	-	69	32	-	-	112	30	-	-	132	56	-	-

continued. . .

Table XVIII continued

Degrees Awarded at Suffolk University by Subject and Sex<sup>1</sup>

Major Area of Study	1970-1971				1971-1972				1972-1973				1973-1974			
	Bachelors		Masters		Bachelors		Masters		Bachelors		Masters		Bachelors		Masters	
	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W
<u>Interdisciplinary Studies</u>																
Bio. & Physical Science	12	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hum. & Social Science	2	0	-	-	-	-	-	-	0	2	-	-	-	-	-	-
Gen. Lib. & Science	-	-	-	-	-	-	-	-	2	1	-	-	-	-	-	-
Total	14	6	-	-	-	-	-	-	2	3	-	-	-	-	-	-
<u>Grand Total</u>	375	98	159	39	325	124	225	56	431	108	269	59	418	122	258	84

continued. . .

Table XVIII continued

Degrees Awarded at Suffolk University by Subject and Sex<sup>1</sup>

Major Area of Study	1970-1971				1971-1972				1972-1973				1973-1974			
	J.D.		L.L.M.		J.D.		L.L.M.		J.D.		L.L.M.		J.D.		L.L.M.	
	M	W	M	W	M	W	M	W	M	W	M	W	M	W	M	W
Law	335	21	1	-	378	27	-	-	476	29	2	1	512	39	3	-

continued. . .

Table XVIII continued

## Degrees and Awards Based on Less Than 4 Years of Work Beyond High School

Major Area of Study	1970-1971		1971-1972		1972-1973		1973-1974	
	M	W	M	W	M	W	M	W
Bus. & Com. Tech Gen.	2	0	-	-	2	0	4	1
<u>Public Service</u>								
Recreation & Soc. Work Related Tech.	0	9	-	-	0	6	3	2
Police, Law Enforcement, Corrections Technologies	1	0	-	-	1	0	-	-
<u>Total</u>	1	9	-	-	1	6	3	2
<u>Grand Total</u>	3	9	-	-	3	6	7	3

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<sup>1</sup>Data supplied by the President's Office. With minor alterations, format corresponds to Higher Education General Information Survey, Department of Health, Education and Welfare.



Table XIX

Admissions: College of Business Administration and Graduate School of Administration<sup>1</sup>

## B.S. in Business Administration Program, Day Division

Year	Total # Applicants	# Women Applicants	% Women Applicants	Total # Students Accepted	# Women Accepted	% Women Accepted	Total # Students	# Women Enrolled	% Women Enrolled
1972	561	NA <sup>2</sup>	-	422	NA	-	198	15	7.6
1973	407	NA	-	321	NA	-	210	22	10.5
1974	625	86	13.8	457	78	17.1	217	35	16.1

## B.S. in Business Administration Program, Evening Division

1972	103	NA	-	80	NA	-	70	NA	-
1973	90	NA	-	87	NA	-	70	NA	-
1974	105	30	28.6	98	29	29.6	82	22	26.8

## Master in Business Administration Program, Day Division

1972	164	NA	-	122	NA	-	66	NA	-
1973	135	NA	-	96	NA	-	46	NA	-
1974	155	15	9.7	111	15	13.5	52	4	7.7

continued. . .

Table XIX continued

## Master in Business Administration Program, Evening Division

Year	Total # Applicants	# Women Applicants	% Women Applicants	Total # Students Accepted	# Women Accepted	% Women Accepted	Total # Students Enrolled	# Women Enrolled	% Women Enrolled
1972	165	NA	-	112	NA	-	202	NA	-
1973	202	NA	-	157	NA	-	140	NA	-
1974	229	21	9.2	184	19	10.3	141	11	7.8

Public Management and Administration Program, Day Division<sup>3</sup>

1972	-	-	-	-	-	-	-	-	-
1973	-	-	-	-	-	-	-	-	-
1974	37	8	21.6	35	7	20.0	30	6	20.0

Public Management and Administration Program, Evening Division<sup>3</sup>

1972	-	-	-	-	-	-	-	-	-
1973	-	-	-	-	-	-	-	-	-
1974	44	12	27.3	43	12	27.9	38	11	28.9

<sup>1</sup>Data supplied by the Admissions Office of the Colleges<sup>2</sup>Figures not available.<sup>3</sup>Program initiated in 1974.

Table XX

Admissions: Law School<sup>1,2</sup>

Year	Total # Applicants	# Women Applicants	% Women Applicants	Total # Students Enrolled	# Women Enrolled	% Women Enrolled
1972	3800	450	11.8	677	83	12.3
1973	4000	620	15.5	595	119	20.0
1974	4200	880	21.0	590	149	25.3

<sup>1</sup>Data supplied by the Law School Admissions Office.

<sup>2</sup>Data applies to Fall term of each year.

Table XXI

Percentage of Women Enrolled in Law Schools in Greater Boston Area<sup>1</sup>

	% Women Enrolled in Entering Class			
	1974-1975	1973-1974	1972-1973	1971-1972
Boston College Law School	31	27	20	-
Boston University Law School	30	27	28	-
Harvard Law School	22	17	15	-
New England School of Law, Day	23	22	13	-
Evening	25	32	7	7
Northeastern University Law School	51	52	46	-
Suffolk University Law School, Day	23	19	11	-
Evening	28	28	12	10

<sup>1</sup>Data supplied by the Admissions Directors of the respective schools except Suffolk.  
Data for Suffolk supplied by the Registrar's office for the Spring semester 1975.

## Financial Aid

### College of Liberal Arts and Sciences and College of Business Administration

The College Financial Aid Office is staffed by one male dean and one female secretary. The figures supplied by the office include federal aid distributed to law students for all years except 1974-1975, (See Table XXIII,) so that it is impossible to know precisely what percentage of federal financial aid women in the colleges received. In many of the federal aid categories the percentage of women receiving aid exceeds the percentage of women enrolled, but as these figures include the Law School where, in the current year 1974-1975, women appear to receive a greater bite of the financial aid pie than men, it may be that the discrepancy is wholly accounted for by the Law School input. Similarly in many of the Suffolk aid categories women receive a larger proportion than men. The discrepancies in both aid categories may be accounted for by such factors as the financial or scholastic backgrounds of the aid recipients. An investigation of such factors is beyond the scope of this report.

### Recommendation

If the pattern of financial aid distribution is the result of a policy designed to encourage the full participation of women in the educational process, then such a policy should be continued. The financial aid director should compute the percentage of aid received on a departmental basis. Where women fail to receive at least an equal proportion of the aid, the reasons for such disproportions should be investigated and rectified if necessary. In departments that have historically failed to attract women more financial aid should be available for women in order to encourage increased participation in these fields. Furthermore, the Development Office should intensify its efforts to attract additional funds from external sources to be used for women students.

### Graduate School of Administration

Each year, beginning in 1974-1975, the Graduate School of Public Administration awards two full-tuition scholarships (\$1600 each). The two Department Chairpersons decide who should receive the funds. Four full-tuition Graduate Fellowships and three service scholarships (\$1600 each) are also awarded to full-time MBA degree candidates. One service scholarship is awarded to the elected president of the MBA Association and the other two service scholarships are awarded to candidates selected by the Dean of the Business School and his administrative assistant. The Department Chairpersons recommend candidates to receive the four graduate fellowships. From the figures supplied it appears that women have been receiving a fair proportion of the funds available (Table XXIV).

### Recommendation

Serious consideration should be given to setting aside specific funds for women graduate business students in order to attract

women to these programs that have historically attracted very few women.

#### Law School

The Financial Aid Office is staffed by one female director. Until this year, 1974-1975, the College Financial Aid Office handled federal aid to law students and Suffolk funds were administered by the Deans of the Law School. The financial aid records for the Law School before the current year appear as part of the College financial aid data. The records for Suffolk funding before the current year are incomplete or unavailable. The only comprehensive figures available for the law school separately are those for the current year compiled by the newly appointed director of financial aid (Table XXV). From these figures it can be seen that in almost every category the percentage of women receiving aid exceeds the percentage of women in the academic class.

The discrepancy in the aid allocation may be accounted for by a number of factors such as the financial or scholastic background of the aid recipients or the willingness of women to borrow against expected earnings. An investigation of such factors is beyond the scope of this study.

#### Recommendation

The financial aid director should attempt to analyze the reasons for the relatively light use of National Direct Student Loans by women and, if a remedy is required, seek its implementation.

Table XXII

Financial Aid Awarded by Suffolk University<sup>1</sup>1972-1973

	<u>Males</u>				<u>Females</u>				<u>Total</u>	
	Number	Amount	Average Award	% Total	Number	Amount	Average Award	% Total	Amount	Number
Trustee Scholarships	118	\$44,050	\$373	57%	87	\$39,910	\$459	43%	\$83,960	205
Disadvantaged Scholarships	16	\$18,776	\$1,174	32%	34	\$32,452	\$954	68%	\$51,228	50
Miscellaneous Funds	15	\$9,450	\$630	75%	5	\$3,000	\$600	25%	\$12,450	20
Service Scholarships	58	\$34,031	\$587	67%	28	\$17,928	\$640	33%	\$51,959	86
Totals	207	\$106,307	\$514	57%	154	\$93,290	\$606	43%	\$199,597	361
	(15% of enrolled males)				(32% of enrolled females)					

continued....

<sup>1</sup>Data supplied by the Financial Aid Office of the Colleges

TABLE XXII continued

## Financial Aid Awarded by Suffolk University

1973-1974

	<u>Males</u>				<u>Females</u>				<u>Total</u>	
	Number	Amount	Average Award	% Total	Number	Amount	Average Award	% Total	Amount	Number
Trustee Scholarships	102	\$39,150	\$384	57%	76	\$35,190	\$463	43%	\$74,340	178
Disadvantaged Scholarships	8	\$9,343	\$1,168	31%	18	\$19,043	\$1,058	69%	\$28,386	26
Miscellaneous Funds	17	\$13,630	\$802	68%	8	\$7,220	\$903	32%	\$20,850	25
Service Scholarship	78	\$45,786	\$587	64%	44	\$23,672	\$538	36%	\$69,458	122
Totals	205	\$107,909	\$526	58%	146	\$85,125	\$583	42%	\$193,034	351
	(15% of enrolled males)				(28% of enrolled females)					

continued....



Table XXII continued

## Financial Aid Awarded by Suffolk University

1974-1975

(as of 12-31-74)

	<u>Males</u>				<u>Females</u>				<u>Total</u>	
	Number	Amount	Average Award	% Total	Number	Amount	Average Award	% Total	Amount	Number
Trustee Scholarships	105	\$48,150	\$459	57%	79	\$41,400	\$524	43%	\$89,550	184
Disadvantaged Scholarships	5	\$7,100	\$1,420	13%	33	\$45,975	\$1,393	87%	\$53,075	38
Miscellaneous Funds	20	\$15,050	\$753	67%	10	\$8,300	\$830	33%	\$23,350	30
Service Scholarship	51	\$38,330	\$751	57%	38	\$27,420	\$721	43%	\$65,750	89
Totals	181	\$108,630	\$600	53%	160	\$123,095	\$769	47%	\$231,725	341
	(18% enrolled males)				(29% of enrolled females)					

continued....

Table XXII continued

## Financial Aid Awarded by Suffolk University

1974-1975

(as of 12-31-74)

	<u>Males</u>				<u>Females</u>				<u>Total</u>	
	Number	Amount	Average Award	% Total	Number	Amount	Average Award	% Total	Amount	Number
National Direct Loans	132	\$73,700	\$558	67%	64	\$35,800	\$559	33%	\$109,500	196
Economic Opportunity Frants	24	\$12,700	\$529	75%	8	\$6,100	\$763	25%	\$18,800	32
College Work Study Program	15	\$11,300	\$753	52%	14	\$8,160	\$583	48%	\$19,460	29
Totals	171	\$97,700	\$571	67%	86	\$50,060	\$588	33%	\$147,760	257
	(13% of enrolled males)				(15% of enrolled females)					

Table XXIII

Federal Financial Aid Awarded in the College of Liberal Arts and Sciences,  
College of Business Administration and the Law School<sup>1</sup>

	<u>Males</u>		<u>Females</u>		<u>Total</u>
	Number	%	Number	%	Number
<u>1973-1974</u>					
National Direct Student Loans	177	71%	73	29%	250
Economic Opportunity Grants	38	59%	26	41%	64
Work Study Jobs	92	77%	27	23%	119
	276	71%	110	29%	386
	(21% of enrolled males)		(21% of enrolled females)		
<u>1972-1973</u>					
National Direct Student Loans	218	72%	85	28%	303
Economic Opportunity Grants	70	64%	40	36%	110
Work Study Jobs	70	67%	35	33%	105
	306	70%	130	30%	436
	(22% of enrolled males)		(27% of enrolled females)		
<u>1971-1972</u>					
National Direct Student Loans	156	73%	59	27%	215
Economic Opportunity Grants	62	61%	39	39%	101
Work Study Jobs	116	64%	65	36%	181
	285	69%	125	31%	410
	(20% of enrolled males)		(26% of enrolled females)		

<sup>1</sup>Data supplied by the Financial Aid Office of the Colleges.

Table XXIV

Financial Aid Awarded in the Graduate School of Administration<sup>1</sup>Business Administration Program

<u>1974-1975</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>
Number receiving aid	6	3	9
Average amount of aid received	\$1,200	\$1,333	\$1,244
<u>1973-1974</u>			
Number receiving aid	6	2	8
Average amount of aid received	\$1,400	\$700	\$1,225
<u>1972-1973</u>			
Number receiving aid	7	1	8
Average amount of aid received	\$1,200	\$1,400	\$1,050

Public Administration Program

<u>1974-1975</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>
Number receiving aid	3	1	4
Average amount of aid received	\$800	\$800	\$800

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<sup>1</sup>Data supplied by the Office of the Dean of the Graduate School of Administration.

TABLE XXV

Financial Aid Distribution According to Sex and Class in the Law School: 1974-1975<sup>1</sup>

<u>Item</u>	<u>Class</u>	<u>Sex</u>	<u>Number</u>	<u>% Women</u>	<u>% Women in Class</u>
Scholarships (\$300 per person)	1975	Men	56		
		Women	10	15.1	10.0
	1976	Men	44		
		Women	17	27.8	12.2
	1977	Men	17		
		Women	7	29.1	20.0
	1978	Men	4		
		Women	2	33.3	25.3
Summer Work-Study (\$1,200 per person)	1975	Men	22		
		Women	4	15.5	10.0
	1976	Men	8		
		Women	6	42.3	12.2
Fall Work-Study (\$400 per person)	1975	Men	1		
		Women	1	50.0	10.0
	1976	Men	4		
		Women	5	55.5	12.2

<sup>1</sup>Data supplied by the Law School Financial Aid Office.

continued...

TABLE XXV continued

## Financial Aid Distribution According to Sex and Class in the Law School: 1974-1975

<u>Item</u>	<u>Class</u>	<u>Sex</u>	<u>Number</u>	<u>% Women</u>	<u>% Women in Class</u>
National Direct Student Loans (\$200 per person)	1975	Men	11		
		Women	1	8.5	10.0
	1976	Men	17		
		Women	8	30.0	12.2
	1977	Men	22		
		Women	4	15.5	20.0
	1978	Men	4		
		Women	1	20.0	25.3
ABA Loans (\$1,500 per person)	1975	Men	5		
		Women	2	28.5	10.0
	1976	Men	11		
		Women	3	21.4	12.2
	1977	Men	3		
		Women	2	40.0	20.0
	1978	Men	0		
		Women	1	100.0	25.3

## Curriculum

The suggestion that any department should introduce courses either about women or specifically incorporating topics of particular interest to women tends to be met with several responses; first there is a reluctance to accept outside suggestions which may be viewed as infringements upon academic freedom; secondly, there is the assertion that knowledge must be based upon neutral principles; thirdly, there is an insistence that the current curriculum is designed to serve the needs of all students; and fourthly, there is a cry of lack of materials.

Those departments teaching the humanities, social sciences, business or law should readily recognize that the role or classification of women throughout the history of their particular subjects has had a profound effect upon the shape of their subject matter. Even in the pure sciences it should be recognized that the choice of subjects studied or research pursued can have a profound impact upon perpetuating the precepts of a discriminatory society. The four courses about women currently listed in the catalog are excellent examples of the recognition of the role of women in society and of how the perception of women has shaped the direction of much study and research in what have been traditionally been thought of as neutral fields.

English 4.34 -- Thinking About Women. An investigation primarily of twentieth century women poets, novelists, diarists and essayists. An attempt to isolate habits of mind and feeling, attitudes toward the self, others and the sensual world, as well as forms of language that may be uniquely female. Selected outside readings at the discretion of the instructor.

History 4.96 -- Women in American History. This course examines the position and influence of women in the United States from the colonial period to the present. It explores the images of women and the reality of women's lives in the areas of work, politics, education, sexuality, and the family.

Psychology 2.5 -- Psychology of Women. This course examines closely in historical and contemporary contexts knowledge gathered by behavioral scientists concerning the genetic determinants of female behavior and the female function in various social roles. While the impact made by psychoanalytic theory is emphasized, consideration is given to future directions and life styles opening up for women in the U.S. and other nations.

Sociology 2.9 -- Women in Contemporary Society. A critical analysis of theory and research related to the socialization, roles and social participation of women in contemporary society.

Other schools in the Boston area have further useful examples of courses in the humanities, social sciences, business and law exploring the role of women, for example:

Courses about women offered at Boston University's Metropolitan College English Department:

Feminism, Education, and Literature Through reading some novels, plays, essays, and the documentary history, class focuses on the broad question: why, how, and for what should women be educated? Readings include essays by contemporary feminists and educators like Florence Howe and Adrienne Rich, as well as classic feminist statements by Mary Wollstonecraft, John Stuart Mill and Harriet Taylor Mill, and Virginia Woolf; plays by Ibsen, Strindberg, Shaw, and Hellman; novels portraying the education or indoctrination of women by Charlotte Brontë, Mary Shelley, Sylvia Plath, Mary McCarthy, Muriel Spark, Alix Shulman, and Sandra Hochman. Individual projects encouraged on such topics as: Histories of individual women's schools or feminist educators; developing feminist approaches to literary criticism and the teaching of writing; devising non-sexist curricula for literature classes in high school or college; assessing the effects of co-education on modern women's self-image and "success."

History Department:

History of Women in the United States Study of women's role in American society through study of such topics as women and the economy, women and the family, women and education, women and reform, and feminism.

Law Department:

Women and the Law The Law and how it has institutionalized the traditional image of women, as well as how it can be a force for social change. Topics of study include abortion, prostitution, rape, employment rights, domestic relations, welfare, the Equal Rights Amendment, and the courts.

Courses about women offered at Simmons College

Economics Department:

Women and the Economy Women as consumers, producers, factory owners and entrepreneurs, considering the special circumstances of women not only in the professions and paid employment, but also as unpaid housewives and volunteers. The transition of women's roles as economies mature will be examined with particular reference to the impact of social legislation upon women's economic progress.



History Department:

Women in American History An analysis of women's economic and social roles from colonial times to the present as well as an analysis of politically-oriented women's rights movements and recurring feminism. Each student will research a topic in depth and discussion will center on developing a historiography of women in America.

Management Department:

Behavioral Implications for Women in Management The study of interpersonal behavior and career development of women in managerial work. Considerable emphasis placed on the psychological, sociological, anthropological, and semantic difficulties that arise in didactic relationships and their meaning for women in management positions in the organizational setting. Study of current research findings on these issues as well as on career development for women in business. A major interviewing project, intensive readings, case analysis, and class discussion.

Sociology Department:

Sociology of Women Socialization and sex role development of females compared with males. Social class, ethnic, and racial aspects of being female. Women in literature and the mass media. Strategies for change in the motivation and education of women in the pursuit of equality.

Courses about women offered at the University of Massachusetts at Boston

English 205 Women and Men in Nineteenth Century Literature A study of men and women and their relationships in 19th century literature, mainly British, with special emphasis on the issues of feminine sexual identity and female sexual stereotypes and the social position of women as these are treated in popular culture and serious literary works.

English 440 Contemporary Women Poets Poetry by contemporary women writers, with some attention to earlier writers and to relevant historical, sociological, and psychological materials.

Anthropology 355 Sex Roles and Relationships Cross-cultural variation in economic, political, and parental roles of women and men in preliterate and non-Western societies with special reference to the causes and consequences of this variation.

Art 373 Images of Women in Art A lecture course dealing with the various ways women have been portrayed in painting, sculpture, and prints. Topics will deal with both the positive and negative aspects of women's conventional roles. Woman as allegory and portraits of women will be examined as well as the historical situation of the woman artist.

Classics 287 Women in Greek and Roman Literature, Reflections of a Divided Society Readings in English translations of works of Greek and Roman Literature dealing with women and their place in society.

Economics 292 Women's Work This course will examine the question of discrimination in the labor force from a perspective which emphasizes women's dual work role, inside and outside the home. The process of industrialization, which led to an increasing proportion of total production taking place outside the home will be studied in order to assess its impact on women and in order to provide a background to a study of sex segregation and wage discrimination in the current labor force. Theoretical questions on the relationship between women's oppression and the nature of the economic system as a whole will be discussed throughout.

French 271 The Feminine Presence in French Literature Selected literary texts from the Middle Ages to the 20th Century by men and women writers whose work shows significant consciousness of the formalization of gender roles in art and society, with specific emphasis on the evolution of various feminine roles as related to the social and literary context. No knowledge of French required, English translation. May fulfill part of the language requirement.

German 275 Images of Men and Women in German Literature The course will investigate changing roles of attitudes toward, and myth about the sexes as reflected in German literature from the Middle Ages to the present.

History 361 History in Industrial Capitalist Society General social history of women and the institutions that governed their lives - the family, sexual and reproductive practice, child-raising practices, the social organization of work and control over the means of production.

History 362 History of Feminism The political and cultural rebellion of women in England and America from the late 18th century to the present, including the contemporary women's liberation movement. Women's rights movement, the Socialist and Communist Movements, abolitionist struggle and the Civil Rights Movement.

Humanities 383 The Image of Women in Literature Archetypes and stereotypes of women in works by such writers as Chaucer, Shakespeare, Flaubert, Hawthorne, James, Ibsen, Chekhov, Hemingway, Faulkner, Mailer, and Lessing.

Philosophy 287 Equality The notion of equality between people with particular reference to two prominent forms of social inequality, sex and class. Connection of equality to respect, self-respect, and dignity. Conceptions of a society in which everyone is equal. Issues of status, prestige, and social valuing and their relation to a person's valuing of himself or herself. Readings: Mills "The Subjection of Women", Sennett and Cobb "The Hidden Injuries of Class", De Tocqueville, "Democracy in America", contemporary philosophers such as John Rawls, B.A.O. Williams, Descriptions of Egalitarian Societies, Israeli Kibbutz, China, writings from the Women's Liberation movement.

Sociology 382 Social Psychology of Sex Roles - Man and Women in Society An analysis of the male and female roles in society with consideration of biological and psychological factors. Attention to socialization processes which reflect society's functional definition of acceptable and deviant sex roles.

Spanish 383 Women in Spanish Literature The changing image of women throughout the centuries.

Theater Art 481-E Women in Theatre Course explores contributions of women to theatre - as dramatists, actresses, and in other capacities - from the beginning of drama to the present day. Emphasis will be placed on women playwrights and plays will be staged and studied primarily through readings, acting, and designing of productions. Historical perspective of women in theatre will be provided by lectures and oral reports. Opportunities for women in present day theatre will be explored through informal talks with professional women from the Boston theatre community.

Whose Image - The Image of Black and White Women in the 20th Century To enable students to become familiar with the range of images black and white women have had in this society, as shown in literature and life; to assess the power to these images in individual and social life; to assess transformations in images as they relate to assumptions about the meaning of sex-roles in human life.

Also offered in various departments under directed studies programs are:

The Arts of Love in Medieval Literature  
Psychology of Women  
Women in Antiquity  
Freshman English - Introduction to Women's Liberation  
Black Women Writers of the Twentieth Century

## Courses about women offered at Wellesley College

### French Department:

As Women See Themselves Women in contemporary French society as seen by the present generation of women writers, from Simone de Beauvoir to Françoise Mallet-Joris and others. The course will take, as a starting point, the major patriarchal characterizations found in Balzac's Le Lys dans la Vallée and Flaubert's Madame Bovary. Background material drawn from men and women thinkers, past and present.

### Psychology Department:

The Psychological Implications of Being Female Consideration of some of the changing patterns in the behavior of women, including literature in the area of sex differences. Some of the following topics will be examined: theoretical formulations of the psychology of women; case studies; results of research on sex differences in humans and animals; social determinants of sex-stereotyped behavior.

### Extra-departmental:

Contemporary Women: An Interdisciplinary Perspective The course will draw on several disciplines to aid students in orienting their thinking about the nature of women and their actual and possible positions in modern society. Lectures by Wellesley faculty members and others with special expertise in biology, economics, history, philosophy, political science, psychology, and sociology will contribute insights toward a better understanding of contemporary women. In addition to weekly lectures, the course will include weekly discussion groups.

The catalog of the Second Berkshire Conference on the History of Women is reproduced as Appendix F in order to provide an example of the vast breadth of topics that have been researched and written about in this one area of the humanities.

### Recommendation

1. The present offerings in most departments at Suffolk University do not exhibit sufficient knowledge of or attention to the role of women or the impact that the perceived role of women has had upon the department's subject matters. The Curriculum Committee should be charged with examining the possibility of offering courses geared to these issues, possibly on an inter-disciplinary basis.
2. Business and government management programs must take into account the intellectual and professional leadership within the business community to insure that the discriminatory

content and attitudes towards women inherent in traditional management study are offset through curriculum opportunities which seek to increase the ability of women to function as managers. The curriculum should also be reviewed to insure that male students are equipped to work in and promote an environment that provides equal opportunity for women.

3. All departments should vigorously review their curriculum to insure that it gives adequate attention to the role of women and that it exhibits clear recognition of the impact that the perception of women has had on the subject matter in question. Where inadequacies are discovered, faculty members should be encouraged to develop new courses.

## Part-Time Day Program in Law

The Committee has not investigated the demand for, or the feasibility of, a part-time day program in law, but it has noted that such a program has been established on a small scale at New England School of Law.<sup>1</sup> It seems likely that there are a number of women, especially those with children, who might find a part-time day program the only possible way to pursue a law degree. See for example "A Proposal for Establishment of a Part-Time Law Program" submitted by the Women's Committee to the New England School of Law Faculty, December 19, 1973, available from the New England School of Law.

### Recommendation

The President should request the Dean of the Law School to investigate the feasibility of a part-time day program.

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<sup>1</sup>Information on the New England School of Law, Special Part-Time Day program as supplied by that Law School.

### Purpose of Program

Acting on the suggestion of the Women's Committee, New England Law School created a special part-time day program for people, both male and female, who have child care responsibilities which would prevent them from attending Law School as either full-time day or part-time evening students. By attending school on a part-time basis, such people may be able to arrange schedules which are more compatible with their child-care responsibilities.

Applicants for this special program must establish that it would be a severe hardship for them to enroll in our standard day or evening programs. Only degree candidates will be admitted.

### Description of Program

Each special student who is accepted designs his or her own schedule with the direction of the Faculty Coordinator of the Program. In order to meet requirements for graduation set by both New England and the American Bar Association (which is the accrediting agency for all law schools), a part-time student must complete a minimum of 81 credits of academic work and be in residence at least eight hours of credit a semester; a student who carries a lighter load is considered only partially in residence and thus must spend a correspondingly longer period in school. A student who carries the minimum of eight hours of credit each semester thus establishes sufficient residency (as distinct from academic credit) to be graduated in four years; one who carries fewer hours must be in residence for a longer period.

### Tuition and Fees

Most special students carry approximately the same course load as part-time students in the evening division. As a result, they pay

same tuition and fees. If a student carries fewer than eight credits, then the tuition may be reduced pro rata, but the basic fees are not reduced.

#### Application

An applicant to our special program must complete the standard application form and attach it to a statement that consideration for special part-time status is desired and the circumstances which justify it. It is necessary, therefore, for all such applicants to submit all the required supporting information, such as law board scores and recommendations. Students beginning their legal education can be enrolled only in September of any academic year; applications must be submitted before April 1st.

## Student Services

### Health Care

The Health Center is located on the first floor of the Archer Building and is staffed by two nurses and a doctor who is available on a part-time basis. The nurses work alone, one during the day and the other dealing with the problems of the evening students. Students receive a flyer advertising the Health Center at the beginning of the academic year.

The Health Center concerns itself with first-aid for the students. It has a program each fall, offering influenza shots for members of the University. Immunological injections are also available for travel abroad. The majority of patients who come to the Center for advice or counseling are referred to other facilities. The referral takes into account the student's home location and financial needs. For example, some students are referred to doctor's offices directly; others are referred to the various Boston area clinics.

The Center's facilities are so restricted that they necessarily prohibit the treatment, examination, or even the testing of most patients. The Health Center does offer Wasserman tests for premaritals but refers most patients with medical problems to the Mass. General walk-in clinic for testing. The part-time staff doctor, a qualified urologist, is available for a limited form of examination. Usually, however, the student is referred to her own doctor for continuing treatment. There is no pregnancy testing available and there is no dispensing of birth control pills or devices. Information concerning birth control is provided, however, and women in need of pregnancy counseling are generally referred to the Women's Center in Cambridge, among other places.

### Recommendation

The Health Center, as it present exists, is clearly inadequate to provide any but the most perfunctory of services. It appears to operate as a helpful referral service for those who use it. Most other universities in the Boston area have comprehensive health services available with a large staff of doctors, nurses, paraprofessionals and support staff. (Table XXVI) This Committee has not been able to undertake a study of the precise health needs of the Suffolk Community but is of the opinion that the present Health Center, through no fault of its own, cannot begin to meet those needs. Our evaluation has arisen in the context of examining facilities for women at the University but, of course, an adequate Health Center is necessary for all University members.

1. The Committee strongly recommends that the President appoint a committee to evaluate the health needs of the Suffolk Community and devise a plan which will furnish adequate health care to the community.



2. At a minimum the University should immediately provide:

- (a) A qualified gynecologist who will be furnished with on-campus facilities for internal examinations and be able to prescribe birth control devices.
- (b) Facilities for annual pap-smear test.

#### Department of Psychological Services

This department consists of two male and one female psychologists, one female psychometrist, one male consulting psychiatrist, one male part-time group specialist, one female reading specialist and one male and one female practicum counselors. All department members are extremely well qualified and would be very helpful to women students in any capacity. Suffolk students, male or female, should feel comfortable in going to Psychological Services for help in examining their life styles, and if they so decide, in changing or modifying those life styles. Women students receive excellent support in helping them better understand themselves and their potentials. In areas of particular interest to women, such as birth control and abortion counseling, this department provides an excellent source of support and referral advice. In dealing with women students, the consciousness of this department cannot be faulted, they are presently updating and expanding their occupational information section for women and are in the process of compiling a listing of support services and activities of particular interest to women in the Boston area.

#### New Directions

This student service is now under the direction of the Department of Psychological Services, but still remains student oriented and is staffed by students. They list a large selection of reference materials dealing with various support agencies in the area. They can be helpful to women students as a referral for birth control and related sexual advice. They do not offer counseling services. A copy of a brochure for Charles Circle Clinic is available from the Clinic at 99 Cedar Street, Boston 02114. This is the clinic to which women are referred, and as this clinic offers gynecological examinations and Pap tests, some arrangements could be reached with this clinic that would enable Suffolk students to have yearly or twice-yearly Pap tests, at a nominal charge, perhaps using part of each women students health fee to defray the costs. This simple but important test is often neglected by student-age women and the University would be performing a valuable service should it make an attempt to rectify this situation.

#### Advisor to Women

The position of Advisor to Women is filled by a full-time faculty member who teaches a reduced load of three courses to enable her to act as advisor to women. Thus the position is equivalent to the

teaching of one course. This post was created to provide special service to women students at the University. It was to be a place where they could be sure to receive support and factual information concerning career choices, course selections, personal problems, etc. Ideally this post would also serve as a source of information for the entire faculty about the needs, desires and dissatisfactions of women students. Although the position was created to provide advocacy for women, the supportive structures for such a position do not exist.

#### Coordinator of the Women's Program: A New Post

It has been previously recommended by other groups that the post of Advisor to Women be abolished and the funds used instead to hire a part-time coordinator of the Women's Program. The Committee concurs with this recommendation. Perhaps that position could be filled by someone with a background in counseling. That would fulfill one of the original objectives of the Advisor to Women position, although the Psychological Services Department already does an effective job in the area of counseling women.

The coordinator of the Women's Program should be available to meet with students and faculty a specified and posted number of hours each week. She would assume full responsibility for the Women's Program, taking into account the wishes and desires of the women students and faculty, and would have two student assistants to help with the planning and detail work. At present this program is run mainly by faculty people who have other duties and this hampers the program's effectiveness and cohesiveness.

The coordinator should be given an office near a lounge-resource center which would serve as a place where women could go to exchange ideas and gather information and support. Ideally, some reference material that is particularly relevant to women should be available, such as listings of activities of interest in the Boston area. It is the feeling of many that there is a great need for a place where women might come to explore alternatives and choices in their life style. Women seeking change and opportunity for growth have often been discouraged in the past because of the difficulty in getting together with people having the same goals and awarenesses. If a place is located for this lounge, it would be a positive statement to the women in the Suffolk Community that the School and its administrators were sensitive to their particular needs.

#### Transfer Counselor

This position is competently filled and women students who interact with this counselor are pleased with the advice that is given and the way they are treated.

#### Library Materials and Facilities

Until two years ago there was noticeable lack of library books written by and for women and almost a complete absence of those

presenting a feminist viewpoint. For the last two years a person has been designated in charge of ordering books with funds allocated to the Women's Committee. She has made a commendable effort to build a good library of Women's Literature. Each department should bear some of the financial burden and include books of particular interest to women or enlarge their existing women's section. This would speed the process of gathering a representative sample of women's accomplishments in the various fields. If, for example, the English Department would be responsible for ordering novels and poetry, then perhaps the Women's Committee could concentrate on getting some of the more clearly feminist publications and a few of the excellent research and resource materials that are emerging.

#### Recommendation

For recommendations concerning a Psychological Services Program for continuing education women, see the section on continuing education for women students.

1. The Office of Advisor to Women should be abolished and part-time Coordinator for the Women's Program Committee should be hired with the existing funds.
2. A lounge-resource center for women should be given space in an area that is accessible to all women students, faculty and staff.
3. Some arrangement should be made with Charles Circle, Preterm, or another quality clinic in the area so that Suffolk students, faculty and staff would have available gynecological services and other testing facilities not provided on campus.
4. Each department should allocate a part of its library budget to purchase books and materials exploring the role of women in the particular discipline. Students should be informed of the purchases and encouraged to make use of the materials.

#### Athletic Department

The Athletics Office, which is responsible for the direction and development of student athletic programs, is staffed by three full-time men and one part-time woman. Until recently Suffolk had no specific program for women, but thanks to the new H.E.W. guidelines and the persistent efforts of women students and faculty, a woman was recently hired as a part-time administrative officer. She has proved extremely interested in the types of sports that women at Suffolk want and is anxious to set up programs that provide the best selection possible. Some of the suggestions are tennis, swimming, team sports (volleyball), crew, and karate. A twice-weekly karate class for women is currently meeting on Tuesday and Thursday afternoons from 4:00 to 5:30 p.m. This should prove to be a popular

addition to the list of student activities at Suffolk. The new staff member has also located tennis courts to be used by Suffolk students and is working at facilitating the acquisition of "Y" cards, etc. for students.

#### Recommendations

As women in the colleges now constitute about 30% of the student body, the part-time woman athletic officer should be hired on a full-time basis, or two part-time officers should be employed. Extensive efforts should also be made to locate permanent athletic facilities for women students.

Figures on the precise allocation of funds made to the men's and women's athletic programs are not yet available as this is the first year that the women's program has operated, but clearly there is not a pro-rata distribution of funds to the programs. Men are able to participate in inter-collegiate team sports, such as basketball, baseball and tennis, whereas there are no inter-collegiate women's teams. Funds for athletics should be distributed on a pro-rata scale based on the percentage of women currently enrolled in the colleges. A part of the funds allocated to women students should be used to facilitate participation in inter-collegiate team sports.

#### Delta Sigma Pi

Delta Sigma Pi is a business fraternity with a chapter at Suffolk University. It is the only fraternity that pursues both academic as well as social activities. Women are excluded from its membership. The fraternity awards the Delta Sigma Pi Scholarship Key, promotes the closer affiliation between the commercial world and students in business administration, and operates a national alumni placement service whose objectives are to assist alumni members in obtaining promotions in the business world upon acquiring professional experience. Professors promote the fraternity during classroom hours and urge the male students to join the organization, but female students are informed that they are not permitted to join.

The President of the fraternity is a member of the Business School Committee of the Board of Trustees representing undergraduate students by virtue of his office. After it was pointed out to the Dean of the Business School that women were thus automatically excluded from serving on that Committee, the Dean appointed a woman to the Committee as an accredited person, to represent undergraduate women in the College of Business Administration.

#### Recommendation

An association that, among other activities, promotes academic pursuits and offers career counseling and placement services but excludes women from its membership is inconsistent with the highest goals of an educational institution. The Committee therefore

strongly recommends that the fraternity should no longer be allowed to use the facilities of the University. This would include the office in the Ridgeway Lane Building, classrooms in the University itself, promotion of the fraternity by the faculty during classroom hours, and informative displays on the bulletin boards.

The establishment of a business sorority open to women in the Business School with purposes similar to Delta Sigma Pi would not be viewed as an acceptable solution. There is presently only one full-time women faculty member in the Business School, few women business school students, and comparatively few women holding important positions in the business world. A business sorority could not, therefore, achieve the same stature as the fraternity at the present time, nor could it be as effective in providing placement services. Moreover, the segregation of women business students from male students in academic, placement and social pursuits can only be viewed as perpetuating and encouraging the traditional exclusions of women from the business world.

Table XXVI

Survey of Health Facilities Provided by  
Universities in the Greater Boston Area<sup>1</sup>

Boston University Health Services is staffed by:

Medical/Surgical Department

4 full-time doctors  
4 part-time doctors  
4 gynecologists (available by appointment)  
1 orthopedic surgeon  
1 registered nurse  
1 licensed practical nurse  
1 gynecological nurse  
1 general nurse  
1 administrator  
4 secretaries  
plus student help with filing

Mental Health Department

1 three-quarter time psychiatrist  
6 part-time psychiatrists  
1 full-time psychiatric social worker  
3 full-time psychologists  
Several graduate student psychologists  
1 secretary

(Counseling services are also provided at the University)

Northeastern University Health Services is staffed by:

Medical/Surgical Department

9 full-time doctors  
3 part-time doctors  
11 full-time nurses  
2 part-time nurses  
1 director of the infirmary  
2 associate directors of the infirmary  
1 supervisor of X-ray and 1 X-ray technician  
2 laboratory technicians  
1 medical assistant  
1 physiotherapist  
1 psychologist  
6 secretaries

For psychiatric care the University is affiliated with the College Mental Health Clinic, a private non-profit organization, which provides intensive long-term psychiatric care on an out-patient basis. (Counseling and testing services are also provided at the University.)

Table XXVI continued

The University of Massachusetts (Boston Campus) is staffed by:

Medical/Surgical Department

1 full-time doctor  
3 part-time doctors (internist)  
1 part-time gynecologist  
2 full-time nurses  
1 part-time nurse  
2 secretaries  
1 receptionist

Mental Health Department

1 part-time psychiatrist  
2 part-time psychologists

Human Sexuality Center

1 full-time director  
Several work-study student assistants

(Counseling services are also available at the University).

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<sup>1</sup>Data supplied by the Health Services of the respective Universities

## Placement

There are two placement offices at Suffolk University, both of which offer job placement services to students. The college office is located in the Archer Building and is staffed by a male director, two female secretaries and a male professor of education who occasionally consults with the director. The Law School office is located at Charles River Plaza and is staffed by a male director, one female secretary and a male clerk-typist.

All firm or agencies recruiting on campus through the college placement office are required to sign a statement to the effect that they support and practice equal employment opportunity. As far as the director knows, there have been no complaints of discrimination.

The law placement office does not explicitly require prospective employers to subscribe to the practice of equal employment opportunity, though the director is confident that the employers do follow such policies. There have been two complaints of sex discrimination since the present director took over. He handled both complaints himself by interviewing the student and calling the employer. In both cases the complaint was found to be groundless. The director stated that if any employer was found to have practiced discrimination, he would ask the Dean to deny the employer interviewing and information privileges, at least until the employer gave satisfactory assurances that its policy had been changed.

A set of questionnaires was sent to the Director of Graduate and Undergraduate Placement and the Director of Law Placement requesting information for the time period from September 1971 to the present. A compilation of the questions and responses follows:

Question (1) What actual services have been offered by the Placement office?

(a) Graduate and Undergraduate

"Services range from distributing applications and career information literature, forwarding candidate's credentials to prospective employers at the candidate's request, arranging interviews, conducting simulated interviews and job preparation seminars, and counseling individual students and alumni who are seeking job changes. On campus recruiting by potential employers is also available."

(b) Law

"Open and confidential listings are maintained with regard to part-time and full-time legal opportunities and attorney positions. Total information is given to students in the case of open listings. When a listing is confidential the resumes of interested



and/or qualified' applicants are forwarded to the employer."

Question (2) How many students have used these services?

(a) Graduate and Undergraduate

September 1971 - June 1972

female	male	total	% of women using place- ment services
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-	-	134	-
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September 1972 - June 1974

126	496	622	20.2%
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(b) Law

-	-	3813	-
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Question (3) How many students have been sent for interviews? Please show breakdown as to sex noting type of job and whether full or part-time.

(a) Graduate and Undergraduate

September 1971 - June 1974

female	male	total
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Figures Not Available

(b) Law

September 1973 - June 1974

-	-	1120
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Question (4) How many resumes have been forwarded to prospective employers? Please show breakdown as to sex noting type of job and whether full-time or part-time.

(a) Graduate and Undergraduate

September 1971 - June 1974

"The policy is to advise the registrant of the job opportunity, who will then either make an appointment or forward a resume to the prospective employer."

(b) Law  
 September 1973 - June 1974

female	male	total
-	-	697

Question (5) How many students have been placed? Please show breakdown as to sex, noting: type of job, job title, starting salary, and opportunities for advancement.

(a) Graduate and Undergraduate  
 September 1971 - June 1974

female	male	total
Figures Not Available		

(b) Law  
 September 1973 - June 1974

-	-	87
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The law placement director sent out a questionnaire to recent graduates requesting similar information. He received 105 responses of which 87 had been placed, not necessarily through the Placement office.

Question (6) Please list prospective employers who have been invited to interview at Suffolk.

(a) Graduate and Undergraduate  
 "Over 700 letters have been sent out extending an invitation to companies, both prospective and potential employers, to conduct on-campus recruiting this academic year, and to keep us advised of any job opportunities throughout the year."

(b) Law  
 The law director provided a comprehensive listing of firms and agencies located throughout the country who received invitations to conduct job interviews.

Question (7) Please list potential employers to whom information about Suffolk University is sent.

(a) Graduate and Undergraduate

Same as question (6).

(b) Law

Same as question (6).

Question (8) Please list particular companies, firms, or agencies which have traditionally drawn upon Suffolk graduates for their personnel.

(a) Undergraduate and Graduate

The placement director indicated that such information is not immediately available and that to prepare such a listing would require considerable time.

(b) Law

The law placement director indicated that this information is unavailable at this time.

It should be noted that no Law School statistics are available for the time prior to September 1973. It should also be noted that, although a breakdown between graduate and undergraduate students was requested, it was not supplied. Furthermore no particularized job information has been provided by either office. Both placement directors indicated that a great amount of difficulty is involved in obtaining such information. The paucity of statistics makes it impossible to know whether the placement offices are (a) doing an effective job generally or (b) doing an effective job in securing employment for women students.

#### Recommendations

1. Comprehensive statistics should be kept by the placement offices concerning the use made of the office by male and female students; the number of job interviews arranged for male and female students; the types of job available; the starting salaries offered to male and female students; the jobs actually secured by male and female students, both through the placement office and through other channels; and the starting salaries actually received by male and female students.
2. All prospective employers using the informational and interviewing facilities of the law placement office should be required to sign a statement to the effect that they support and practice equal opportunity.

3. A definite procedure should be devised for handling student complaints of employer discrimination. This procedure should be publicized so that students and employers are aware of the policy against discrimination and the procedure for handling complaints.
4. As positions become available serious consideration should be given to hiring placement directors with particular responsibility for counseling women job applicants<sup>1</sup> and developing job opportunities for women. Such a placement officer should have expert knowledge in these areas. The present directors should also devote a substantial portion of their time to developing job opportunities for women students.

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<sup>1</sup>See also recommendations in the section on Continuing Education for Women Students.

## Continuing Education for Women Students

There is no developed criteria for establishing who is a continuing education student at Suffolk. The University offers a part-time (or full-time) program for women (or men) who work in the evening or have family responsibilities. This program is advertised in the catalog and in the local newspapers at the beginning of each semester but has yet to attract more than a handful of students. However, one of Suffolk's contributions to the community is that it educates many students who might be broadly characterized as continuing their education. For purposes of this Report, some or all of the following criteria are useful in identifying continuing students.

1. They tend to be older than the traditional college student;
2. Most have had work experience and many continue to work;
3. Many have families, and may be heads of households;
4. They may have come from less advantaged backgrounds;
5. They are often part-time students;
6. They are often returning to school after an absence.

There is no data available to indicate what percentage of students at Suffolk University meet some or all of the above criteria, but we have two rather important indications. The evening division 1974-1975 contains as many students as the day division, and most evening division students are de facto continuing education students or returning to school after time spent away. One of the counselors in Psychological Services has characterized the Suffolk student body as about half continuing education.

The projected decline in the numbers of post-adolescent traditional students entering institutions of higher education across the nation has provoked administrators and educators to think in terms of encouraging mature persons to enter degree programs. The focus of this Report is the special needs of mature women returning or entering higher education and the extent to which these needs are reflected in university structures. The issue is whether these students have needs which would constitute a basis for separate programming and service development. The information from area universities and colleges indicates that they do.

### Recommendation

In order to better understand the student body population, it is recommended that registration material include questions which will help identify the continuing education population. The most crucial question pertains to the length of time between the student's secondary school experience and entrance into an institution of higher education

A. The most important needs of this constituency center around re-entry problems and require skill development and supporting services, such as the following:

1. Writing workshops: Translating thoughts onto paper can be difficult for people who, though having much valuable experience, have spent time away from school. Special workshops for writing and communication skills have been developed for mature women at several universities in the area, such as Tufts and Boston State. There are remedial reading and writing services available at Suffolk, but more are needed for this specific population.
2. Finances: It is difficult for women who are working to take more than 2 courses, yet progress on a degree is very slow at that rate. Any university that takes seriously the needs of continuing education students must make stipends available for the students who need them. Suffolk University has available a small fund for evening division students, most of whom are de facto continuing education students. The sum available last year was \$1600. There are also scholarships available for disadvantaged students for which continuing educational students are eligible.
3. Lack of sense of community: There is no way in which this population can meet for purposes of sharing common problems and support, and for building any identification with other students. A lounge or near-by apartment can facilitate meeting those needs. Such an apartment was procured at Tufts and served those purposes well. Although there is chronic space problems at Suffolk University, it is clear that the allocation of space indicates some priority be given to the needs of older students.
4. Faculty insensitivity: The most compelling problem confronting inner city women in higher education programs is that of faculty sensitivity. Faculty ignorance about and sensitivity to the inner-city adult student and the resultant inability to develop responsive teaching methods and curricula remain the primary source of the tensions and difficulties encountered by these students.<sup>1</sup>

Other supporting services for Continuing Education students which are lacking at Suffolk include the following:

5. Day Care: This problem, which is examined in detail in the following section, is one of the most pervasive problems of mature women students. The demand for such services may not presently appear urgent at Suffolk precisely because the mature women finds the lack of day care facilities a barrier to continuing her education.

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<sup>1</sup>See "Boston Conference on Higher Education for Urban Women - Pre-Conference Report," Feb. 23 and 24, 1973, Boston University, for excellent recommendations regarding re-training faculty to meet the learning demands of adult students. Pages 105-121 are particularly relevant. Available from Women's Inner-City Educational Resource Service, Inc., 90 Warren Street, Roxbury, MA 02119, 440-9150.

6. Orientation: There is need for slow pacing in the process of re-entry, contact with other older students, adequate counseling and evaluation of transfer credit, especially when that means giving credit for past work experience.
7. Counseling: The counseling services available at Suffolk are good, but there are no programs which are directed toward the mature women, who have very specific problems:
  - a. Having to support a family while going to school;
  - b. Finding someone to take care of her children;
  - c. Re-ordering priorities so that time is found to study and still get household chores done;
  - d. Learning to cope with added pressures of term papers and examinations;
  - e. Finding herself torn between needs of her family and expectations imposed by academic objectives;
  - f. Financial stress.
8. Interpersonal Groups for mature women: A seminar given for credit which specifies this population and which is offered through Psychological Services would encourage women to reflect upon their educational process in a supportive environment with others who share her specific problems.

B. Having indicated the rationale for separate programs and services for women continuing education students, the following section contains proposals for specific programs to be instituted to support academic work of mature women.

1. Day Care: See the following section.
2. Credit for Life Experience: A set of criteria should be developed for administering credit for experience prior to entering the university. In some cases undergraduate courses could be by-passed by women with demonstrated skills. A faculty committee should be constituted to develop and administer the criteria.
3. Continuing Education Seminar organized under the direction of the Deans of the Evening Division: There are two possible models for a seminar for credit:
  - a. Interpersonal Group: to reflect upon the stress and expectation involved in re-entry, and to provide a supportive and homogeneous setting for continuing education.
  - b. Goal setting: To participate in vocational testing and interest testing, research of specific careers, goal setting in general, in a manner to facilitate integration of personal goals with higher education programs.

4. Assertive Training to be administered by either Psychological Services or the Speech and Communications Department or the Psychology Department: Confidence building for women who have problems peculiar to re-entry. Such training can be provided by trained counselors, in a situation such as either of the two models for a continuing education seminar.
5. Writing workshops, specifically for continuing education women, to be organized by the English Department and/or the Director of Remedial and Developmental Reading.
6. Faculty workshops to be designed by the Committee on Continuing Education or another appropriate body which shall report to the full faculty: Mature women often have in their experience models of pedagogy which rely on authoritarian interaction between faculty and students and rote learning. Through a continuing education seminar students can be encouraged to develop and articulate their own learning needs. On the other side, however, faculty must be made aware of specific needs of this constituency and be prepared to deal creatively with the classroom material and expectations.
7. Placement: Placement services are crucial for women returning to school. They often need to work while in school, and placement in a field related to their eventual career goals is beneficial to their future job opportunities and promotion. Placement should be made available through work-study programs, and regular field placements. The Dean of the Evening Division should designate a full-time assistant with specific responsibility for advising continuing education students of the availability of work-study opportunities and organizing the programs pertaining to continuing education generally. Such a coordinator could also, by giving pre-admissions counseling, help students prepare their petitions for prior learning experience to be presented to the faculty committee on evaluation for credit.<sup>1</sup>

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<sup>1</sup>For additional duties relating to Day Care, see section on Day Care.



## Day Care

With the recent decline in the enrollment of adolescents in institutions of higher education and with the upsurge of mature women returning to school or to work, the need for university or employer sponsored day care facilities has become apparent. A recent study indicates that 22 percent of students in the colleges and universities in 1973 were older part-time or continuing education students. The report also points out that the shift to older college students is more marked for women than for men.<sup>1</sup> Universities will find that this changing student population has different needs from those filled by current student support services. Day care services are vital to the parent returning to school. Often the decision of a parent to choose a particular college or university will depend not only upon the programs offered, the tuition and the location of the University, but also upon the availability of reliable and economical day care facilities.

Currently there is increased demand for mature women students in the non-traditional areas of study such as business and law. This demand for students may be reflective of efforts by business to employ an increasing number of women in higher level management positions. Suffolk, with its Law School and graduate programs in Business Administration and Public Administration, is in a good position to prepare women students for these positions in business and government. Day care facilities are necessary for mature women (and men) who plan to enter graduate programs.

Women are also entering the labor market in greater numbers. Currently 39 percent of the workforce in the U.S. is female. One out of ten of these women is a head of a household.<sup>2</sup> As has been demonstrated in a previous section,<sup>3</sup> there is a need for more women in administrative and faculty positions at the University. A day care facility would be instrumental in recruiting more qualified women to professional positions at Suffolk. Likewise University sponsored day care services would allow present women employees to retain their positions at the University for a longer period of time if they knew proper day care facilities were available.

A day care facility, besides being a device for the recruitment of more women students and employees, would also provide an educational opportunity for university students. It is highly possible that students from the Education, Sociology and Psychology

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<sup>1</sup>Boston Sunday Globe, February 2, 1975. From "Social and Economic Characteristics of Students. October 1973," U.S. Bureau of Census.

<sup>2</sup>Women Workers Today, Women's Bureau, U.S. Dept. of Labor, Washington, D.C., Rev. 1974, pp. 147.

<sup>3</sup>See recommendations, Faculty and Administration.

Departments could assist in the day care center for field work placements. This type of arrangement would provide the students with a valuable educational experience and the day care center with a partial staff.

#### Recommendation

The Committee feels that good day care facilities are one of the most vital needs of women if they are to have the freedom to pursue an education or to enter the labor market.

Since day care and continuing education are so closely entwined it is recommended that a Co-ordinator for Continuing Education be engaged on a full-time basis and that in addition to the duties outlined in the Section on Continuing Education the Co-ordinator should be responsible for a study of the best way to meet the day care needs of the University's students and employees. The study should include not only the needs of the present staff and students, but also the needs of the projected staff and student population.

There appear to be several methods of administering a day care facility. Each of these methods is complex and should be studied carefully. The feasibility of the plans outlined below should be investigated and a report should be presented to the President and the Trustees:

1. A Day Care Center sponsored solely by the University for the use of Suffolk University students and employees only.
2. A co-operative Day Care Center sponsored by Suffolk, another nearby college or interested parties in the area.
3. An agreement with presently established Day Care Centers in the area to provide care for children of Suffolk students and employees. The University would have to work out some method of payment with the Day Care Center, i.e. partial payment for each child, an agreement to partially subsidize the Day Care Center.
4. Scholarships, based upon need, established for children of students or employees to attend a day care facility of the parent's choice.

APPENDICES

Appendix A

Retirement, Tenure, Promotions and Professional Growth  
and Development Policies for the College Faculties

Source: Faculty Handbook of the College of Liberal  
Arts and Sciences and College of Business  
Administration, pp. 24-28.

Retirement

The normal age for retirement is sixty-five years.

At the recommendation of the Department Chairman and the Dean, and with the approval of the Board of Trustees, faculty members over the age of sixty-five may have their appointments continued on a year to year basis.

Tenure

The Board of Trustees on April 6, 1966, adopted the following criteria to determine eligibility for Tenure:

- 1) Members of the Faculties of the Colleges and the Faculty of the Law School, who have served in the rank of Associate Professor or Professor at Suffolk University for a period of three years, shall be eligible.
- 2) Members of the Faculties of the Colleges and the Faculty of the Law School, who have served for a period of seven years on the Faculty of Suffolk University, upon promotion to the rank of Associate Professor or Professor shall be eligible.

The attainment of tenure status is not automatic. The eligible faculty member, if recommended by his Department Chairman, the Faculty Committee on Promotion, Tenure and Review, and his Dean, may be granted tenure on recommendation of the President by vote of the Board of Trustees.  
(Also see section 2-21)

Promotions

Promotions are based upon the recommendations of department chairmen, the Faculty Committee on Promotion, Tenure and Review, and of the Dean and are subject to approval by the President and the Board of Trustees.

Generally the following criteria are annually reviewed:

1. Organization of instructor's courses
2. Preparation for each class
3. Teaching skill
4. Enthusiasm and interest in his courses
5. Examinations
6. Scholarship
7. Cooperative spirit
8. Creation of student interest
9. Relationship with students
10. Time given to student conferences
11. Attention to administrative duties (such as grade reports, department meetings)
12. Creative and scholarly publication or research

The above categories are all considered but are not arbitrarily weighted. The contribution of all aspects of a scholar's professional life, within and without the University, shall be legitimate and real considerations in judging his relative qualification for promotion, tenure, and salary increase; primary responsibility for such judgement rests with his Dean, following consultation with the department chairman and, in the case of promotion, with the Faculty Committee on Promotions, Review, and Tenure. The Dean's recommendations are subject to the review and approval of the President and the Board of Trustees.

#### Professional Growth and Development

It is assumed that every member of the faculty is committed to the principle of continuing professional growth and development. Such growth would include graduate study at least to the doctoral degree, pursuit of informal learning through study of the literature of his field, research and publication, where practical, and participation in meetings of learned societies.

Policy Regarding Qualifications For Faculty Appointments  
and Reappointments

(Adopted by the Committee on Promotion, Tenure, and Review-  
December 1970)

Instructor

To qualify for appointment to this rank, the candidate must ordinarily have the Master's or equivalent degree and plans for the proximate completion of the doctorate or of a program leading to an equivalent terminal qualification (such as M.B.A. degree and C.P.A. certificate, or M.B.A. degree and J.D. degree). A prospective Instructor should give promise of future achievement in scholarly and stimulating teaching as well as in university service, or in research and publication. Each year, the Department Chairman will evaluate the performance of the Instructor in terms of the criteria described in the sections on Promotions and Professional Growth and Development in the Faculty Handbook (Section 2-13), prior to recommending reappointment, non-reappointment, or promotion and prior to making recommendations about salary.

Ordinarily, no one will be continued in the full-time rank of Instructor beyond five years; therefore, if an Instructor is not promoted to a higher rank within that time, his association with Suffolk University will generally be discontinued.

Assistant Professor

Appointment or promotion to the rank of Assistant Professor ordinarily requires the possession of the earned doctorate or an equivalent terminal degree or possession of a Master's degree plus three or more years of full-time teaching experience at the College level (or other appropriate professional experience) and evidence of diligent work beyond the Master's degree towards the doctorate or equivalent terminal qualification. A prospective Assistant Professor must also have given evidence of progress toward achievement in scholarly and stimulating teaching as well as in university service, and/or in research and publication. Each year, the Department Chairman will evaluate the performance of the Assistant Professor in terms of the criteria described in the sections on Tenure, Promotions, and Professional Growth and Development (sections 2-12 and 2-13) in the Faculty Handbook, prior to recommending reappointment, non-reappointment, or promotion and tenure and prior to making recommendation about salary.

Normally, no one will be continued in the rank of full-time Assistant Professor beyond six years unless the doctorate or an equivalent qualification in his field of specialization has been completed.

Ordinarily, the association of a faculty member with Suffolk University will not be continued beyond the sixth year unless the doctorate or an equivalent qualification has been completed.

#### Associate Professor

The prospective Associate Professor must ordinarily possess the doctorate or an equivalent terminal degree and have demonstrated professionally recognized achievement in scholarly and stimulating teaching as well as in university service, and/or in research and publication. Each year, the Department Chairman will evaluate the performance of the Associate Professor in terms of the criteria described in the sections on Tenure, Promotions and Professional Growth and Development in the Faculty Handbook, prior to recommending reappointment, non-reappointment or promotion and/or tenure for non-tenured Associate Professors; prior to recommending continuation or promotion for tenured Associate Professors; and prior to making a recommendation about salary. The rank of Associate Professor is a senior rank.

#### Professor

The prospective Professor must ordinarily possess the doctorate or an equivalent terminal degree and must have demonstrated academic or other professional achievement to a distinguished degree. Each year, the Department Chairman will evaluate the performance of the Professor in terms of the criteria described in the sections on Tenure, Promotions and Professional Growth and Development in the Faculty Handbook, prior to recommending reappointment, non-reappointment, or tenure for non-tenured Professors and prior to making a recommendation about salary.

2-15

#### General Promotion and Tenure Policy

(Adopted by the Committee on Promotion, Tenure and Review - December 1970)

Promotion in rank and the granting of tenure are based upon the recognition of past academic achievement, the judgement that this achievement will continue in the future,



and the determination that the granting of promotion or tenure fits into the plans and goals of the department, school or college, and Suffolk University. Length of service within a particular rank and adequate performance of regular duties do not of themselves constitute a sufficient basis for promotion.

Decisions granting tenure create an enduring contract between the faculty member and the University. For this reason, such a decision must be on the basis of the most informed judgment that can be made. The decision may be based upon long range projections of department, college and University growth and goals, probable changes in emphasis in department, college and University programs.

All promotion and tenure proceedings are confidential in nature, and all participating in the process shall refrain from discussion outside of formal sessions of the Committee on Promotion, Tenure, and Review. The restriction does not preclude full consideration and discussions prior to a recommendation being made to the Department Chairman, Committee, or Dean, but all participating shall recognize the basic confidentiality of all discussions.

Appendix B

Faculty and Administration Questionnaire

Tabulation of Responses

Committee on the Status of Women  
Faculty and Administration Questionnaire<sup>1</sup>

1. Please indicate your present position:<sup>2</sup>

(1)  $\frac{28}{(13)}$  Administration      (2)  $\frac{72}{(33)}$  Faculty

2. Please indicate whether you are employed full or part time.

(1) 83 Full Time      (2) 17 Part Time

3. How long have you been employed at Suffolk?

(1) 39 less than 2 years      (2) 24 2-5 years  
(3) 24 6-10 years      (4) 13 more than 10 years

4. Please indicate your age level.

(1) 33 under 30  
(2) 46 30-45  
(3) 22 over 45

5. Are you married?

(1) 67 Yes      (2) 33 No

6. Do you have children?

(1) 35 Yes      (2) 65 No

If you answered yes, are any of them under 5 years of age?<sup>3</sup>

(1)  $\frac{50}{(17)}$  Yes      (2)  $\frac{50}{(83)}$  No

7. Do you provide the major (50% or more) source of income for (check one)

(1) 35 yourself      (2) 33 your family      (3) 33 neither

8. Please indicate the highest educational level you have completed.

See detailed tabulation.

1. Unless otherwise indicated, the figures shown are percentages of the total responses to each question.
2. The figures in parenthesis represent actual number of responses.
3. The figures in parenthesis are percentages of total respondents to questionnaire.

9. Are you currently working toward any further educational qualification or degree?

(1) 28 Yes      (2) 72 No

If yes, please specify

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10. If you have a doctorate, how long have you held it?

(1) 57 less than 5 years

(2) 24 5-10 years

(3) 19 more than 10 years

11. Did you have any previous job related experience or teaching experience in a college or university before coming to Suffolk?

(1) 67 Yes      (2) 33 No

If yes, explain briefly

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12. Do you feel you receive the same salary as your male colleagues who have the same level of education and experience?

(1) 22 Yes      (2) 20 No      (3) 58 Don't Know

13. Do you feel you have the same opportunities for advancement as do your male colleagues?

(1) 44 Yes      (2) 27 No      (3) 29 Don't Know

14. Do you feel you have as many opportunities for professional growth as do your male colleagues?

(1) 56 Yes      (2) 22 No      (3) 22 Don't Know

15. Do you feel you have as many opportunities to attend professional meetings, conferences, etc. as do your male colleagues?

(1) 61 Yes      (2) 32 No      (3) 7 Don't Know

16. Do you feel that your assigned work load is greater than that of your male colleagues?

(1) 16 Yes      (2) 59 No      (3) 25 Don't Know

17. How would you characterize the attitude of the majority of your male colleagues toward you?

(1) 61 friendly to you as a person and as a colleague  
(2) 2 respectful to you as a colleague but not friendly  
(3) 20 friendly to you as a woman but not as a colleague  
(4) 6 tolerant  
(5) 4 condescending  
(6) 8 other (specify) \_\_\_\_\_

18. How would you characterize the attitude of the majority of your female colleagues toward you?

(1) 85 friendly to you as a person and as a colleague  
(2) 2 respectful to you as a colleague but not friendly  
(3) 4 friendly to you as a woman but not as a colleague  
(4) 0 tolerant  
(5) 0 condescending  
(6) 9 other (specify) \_\_\_\_\_

19. Do you feel that the administration needs to improve the status of women at Suffolk?

(1) 59 Yes      (2) 2 No      (3) 39 Don't Know

If you answered yes, please give some suggestions for specific actions that should be taken.

See following summary.

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20. Do you feel that the fringe benefits presently provided by the University adequately meet the needs of women employees?

(1) 28 Yes      (2) 15 No      (3) 57 Don't Know

Suggestions for additional benefits:

See following summary.

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21. As far as you know, do female students receive as much career counselling and placement assistance as do male students?

(1) 24 Yes      (2) 9 No      (3) 67 Don't Know

Suggest specific actions for improvement:

See following summary.

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22. As far as you know, are female students encouraged to attend graduate schools or apply for professional positions to the same extent as equally qualified male students?

(1) 26 Yes      (2) 15 No      (3) 59 Don't Know

23. Do you favor offering courses about women?

(1) 70 Yes      (2) 30 No

24. Do you favor instituting programs specifically geared to attract a greater number of female students to Suffolk?

(1) 68 Yes      (2) 32 No

If you answered yes, please suggest some specific programs.

See following summary.

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Please check the response which best describes your view about each of the following statements.

25. It is more difficult for a woman to receive a faculty or administrative appointment at Suffolk University than for an equally qualified male.

(1) 30 strongly agree      (2) 24 agree      (3) 35 no opinion

(4) 11 disagree      (5) 0 strongly disagree

26. In faculty or staff meetings women's opinions are given as much attention as those of men.
- (1) 5 strongly agree      (2) 34 agree      (3) 30 no opinion  
(4) 23 disagree      (5) 9 strongly disagree
27. More women should be appointed to high level administrative positions.
- (1) 55 strongly agree      (2) 34 agree      (3) 11 no opinion  
(4) 0 disagree      (5) 0 strongly disagree
28. The University is making serious efforts to recruit more women for faculty and administrative positions.
- (1) 2 strongly agree      (2) 14 agree      (3) 52 no opinion  
(4) 25 disagree      (5) 7 strongly disagree
29. At Suffolk University there are adequate channels available for handling complaints of sex discrimination.
- (1) 0 strongly agree      (2) 9 agree      (3) 53 no opinion  
(4) 27 disagree      (5) 11 strongly disagree
30. Suffolk University should make available half-time faculty positions. (These positions would have associated with them eligibility for tenure, faculty rank, fringe benefits, promotions, and salaries prorated according to teaching load).
- (1) 49 strongly agree      (2) 22 agree      (3) 20 no opinion  
(4) 4 disagree      (5) 4 strongly disagree

---

Please use the space below to make any comments or suggestions.

See following summary.

## Summary of Suggestions<sup>1</sup>

### Suggestions for improving the status of women at Suffolk (question #19):

Appoint more women to high level administrative positions. (12)  
Recruit more female students. (4)  
Publish average salaries for men and women. (3)  
Appoint more women as department chairpersons. (3)  
Equal pay for equal work. (3)  
Recruit more women faculty. (2)  
Institute system of promotions, tenure and salary increases based on teaching excellence rather than degree held. (2)  
Review salaries and status of women administrators. (2)  
Improve communications between women at all levels. (2)  
Appoint a Dean of Women.  
Review status of women in clerical areas whose work expectancy and output is of professional category level.  
Review of faculty committee appointments.  
Appoint more women as committee chairpersons.  
Increase visibility of women in University PR material.  
Give positive recognition to the intellectual accomplishments of women.

### Suggestions for additional fringe benefits (question #20):

Child care facilities (5)  
Maternity leave (3)<sup>2</sup>  
Improved insurance benefits for pregnancy and childbirth (2)  
Athletic facilities

### Suggestions for improving career counselling and placement assistance for female students (question #21):

Positive female role modeling  
Review of admissions requirements for female students  
Life planning workshops  
Job readiness seminars  
Full-time career counselor  
More personal encouragement of female students in general  
More personal encouragement of female students to enter medical, dental, legal, business and science fields.

### Suggestions for programs geared to attract more female students to attend Suffolk University (question #24):

Continuing educations programs  
Courses in the humanities and social sciences should give equal attention to the role of women and men.  
Active recruiting of minorities in Boston  
More health-oriented programs  
More recruitment of women in Business  
Encouragement of women in all areas of education by Department of Education.

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<sup>1</sup> Figures in parenthesis refer to number that made the suggestion.

<sup>2</sup> Suffolk has maternity leave policy.



Courses in consumership and biology of women  
Child development courses in both Education and Psychology  
Departments  
Institute special student category so that day students can  
take less than full-time load and still be in degree category.

General Comments:

Some questions were not applicable to the administrative group.  
Some part-time personnel and new appointees expressed difficulty  
in answering parts of the questionnaire.  
Part-time faculty salaries are too low.  
Opportunity for professional growth limited by children.  
Department members need to work cooperatively and not as rivals.  
Women hired as faculty and administrators are frequently more  
qualified than men in similar positions.  
Some department chairmen have discriminatory attitude toward  
women.

Tabulation of Responses to Faculty and Administration  
Questionnaire by Group and Overall <sup>1</sup>

QUESTIONS	RESPONSES	FAC	ADM	ALL
1. Position	(1) Administration	-	-	28
	(2) Faculty	-	-	72
2. Type of employment	(1) Full Time	82	85	83
	(2) Part Time	18	15	17
3. Years at Suffolk	(1) < 2	45	23	39
	(2) 2-5	15	46	24
	(3) 6-10	27	15	24
	(4) > 10	12	15	13
4. Age level	(1) under 30	24	54	33
	(2) 30-45	52	31	46
	(3) over 45	24	15	22
5. Are you married?	(1) Yes	73	54	67
	(2) No	27	46	33
6. Do you have children?	(1) Yes	42	15	35
	(2) No	58	85	65
...are any of them under 5 years of age? <sup>2</sup>	(1) Yes	43	100	50
	(2) No	57	0	50
7. Do you provide the major source of income for ...	(1) yourself	33	38	35
	(2) your family	33	31	33
	(3) neither	33	31	33
8. Highest educational level completed	doctorate <sup>3</sup>	61	8	46
	masters	36	62	43
	bachelors	3	15	7
	no degree	0	8	2
	unspecified degree	0	8	2
9. Are you currently working toward any further educa- tional qualification or degree? <sup>4</sup>	(1) Yes	24	38	28
	(2) No	76	62	72
10. If you have a doctorate, how long have you held it?	(1) < 5 years	60	0	57
	(2) 5-10 years	20	100	24
	(3) > 10 years	20	0	19

1 Unless otherwise indicated, the figures given are percentages of the total responses to each question. Blanks have been omitted.

2 The number of positive responses corresponds to 17% of all respondents to the questionnaire.

3 Includes equivalent professional degree, e.g., J.D. and Ed.D.

4 The number of positive responses corresponds to 52% of non-doctorates.

QUESTIONS	RESPONSES	FAC	ADM	ALL
11. Did you have any previous ... experience ... before coming to Suffolk?	(1) Yes	79	38	67
	(2) No	21	62	33
12. Do you feel you receive the same salary as your male colleagues ... ?	(1) Yes	27	8	22
	(2) No	21	17	20
	(3) Don't Know	52	75	58
13. Do you feel you have the same opportunities for advancement as do your male colleagues?	(1) Yes	48	33	44
	(2) No	24	33	27
	(3) Don't Know	27	33	29
14. Do you feel you have as many opportunities for professional growth as do your male colleagues?	(1) Yes	61	42	56
	(2) No	24	17	22
	(3) Don't Know	15	42	22
15. Do you feel you have as many opportunities to attend professional meetings ... as do your male colleagues?	(1) Yes	66	50	61
	(2) No	31	33	32
	(3) Don't Know	3	17	7
16. Do you feel that your assigned work load is greater than that of your male colleagues?	(1) Yes	19	8	16
	(2) No	66	42	59
	(3) Don't Know	16	50	25
17. How would you characterize the attitude of the majority of your male colleagues toward you?	(1) friendly ... as a person & as a colleague	56	75	61
	(2) respectful but not friendly	3	0	2
	(3) friendly ... as a woman but not as colleague	23	8	20
	(4) tolerant	5	8	6
	(5) condescending	5	0	4
	(6) other	8	8	8
18. How would you characterize the attitude of the majority of your female colleagues toward you?	(1) friendly ... as a person and as a colleague	85	85	85
	(2) respectful but not friendly	3	0	2
	(3) friendly ... as a woman but not as colleague	3	8	4
	(4) tolerant	0	0	0
	(5) condescending	0	0	0
	(6) other	9	8	9

QUESTIONS	RESPONSES	FAC	ADM	ALL
19. Do you feel that the administration needs to improve the status of women at Suffolk?	(1) Yes	61	54	59
	(2) No	3	0	2
	(3) Don't Know	36	46	39
20. Do you feel that the fringe benefits ... provided ... adequately meet the needs of women employees?	(1) Yes	30	23	28
	(2) No	15	15	15
	(3) Don't Know	55	62	57
21. ... do female students receive as much career counselling as do male students?	(1) Yes	21	31	24
	(2) No	12	0	9
	(3) Don't Know	67	69	67
22. ... are female students encouraged to attend graduate schools ... to the same extent as equally qualified males?	(1) Yes	30	15	26
	(2) No	21	0	15
	(3) Don't Know	49	85	59
23. Do you favor offering courses about women?	(1) Yes	70	69	70
	(2) No	30	31	30
24. Do you favor instituting programs ... to attract a greater number of female students to Suffolk?	(1) Yes	69	67	68
	(2) No	31	33	32

For questions #25-30, SA = strongly agree; A = agree; NO = no opinion; D = disagree; SD = strongly disagree.

25. It is more difficult for a women to receive a faculty or administrative appointment at Suffolk University than for an equally qualified male.	(1) SA	39	8	30
	(2) A	21	31	24
	(3) NO	24	62	35
	(4) D	15	0	11
	(5) SD	0	0	0
26. In faculty or staff meetings women's opinions are given as much attention as those of men.	(1) SA	3	8	5
	(2) A	36	31	34
	(3) NO	19	54	30
	(4) D	29	8	23
	(5) SD	13	0	9
27. More women should be appointed to high level administrative positions.	(1) SA	65	31	55
	(2) A	19	69	34
	(3) NO	16	0	11
	(4) D	0	0	0
	(5) SD	0	0	0
28. The University is making serious efforts to recruit more women for faculty and administrative positions.	(1) SA	3	0	2
	(2) A	13	15	14
	(3) NO	42	77	52
	(4) D	32	8	25
	(5) SD	10	0	7

QUESTIONS	RESPONSES	FAC	ADM	ALL
29. At Suffolk University there are adequate channels available for handling complaints of sex discrimination.	(1) SA	0	0	0
	(2) A	6	15	9
	(3) NO	50	62	53
	(4) D	31	15	27
	(5) SD	13	8	11
30. Suffolk University should make available half-time, tenure-eligible faculty positions.	(1) SA	56	31	49
	(2) A	22	23	22
	(3) NO	13	39	20
	(4) D	3	8	4
	(5) SD	6	0	4

Appendix C

Office and Clerical Staff Grade Descriptions

## Office and Clerical Staff

### Grade Descriptions

#### Grade 3

Under supervision, performs routine clerical work which may require the use of the typewriter or other simple office equipment. Work generally requires some judgment or initiative.

#### Grade 4

Under standard procedure as prescribed by supervisor, plans and performs some routine and some diversified work. May have personal and telephone contact with students, prospective students, faculty and administration to provide routine information. May have access to some confidential information such as student records. Requires specialized learned skills as typing or operation of office equipment.

#### Grade 5

Under standard procedure as prescribed by supervisor, plans and performs skilled clerical tasks. Generally responsible for the day-to-day operation of the office. Has personal and telephone contact with students, prospective students, faculty and administration to provide routine information. May have access to confidential information such as student records, exams, wages and salaries. Requires specialized learned skills such as typing, shorthand, and operation of office equipment.

#### Grade 6

Under general supervision of a major department head such as a Dean, plans and performs diversified duties which require the use of a wide range of procedures and the exercise of judgment. Discretion and occasional use of independent action are necessary to perform duties satisfactory. Has personal and telephone contact with students, administrators, faculty members, members of the Board, the alumni and other persons which may require tact. Has access to confidential information such as student records, wages and salaries, and future plans. May supervise assisting employees or student helpers. Good secretarial skills are necessary.

#### Grade 7

Under general supervision of the President or Vice President, performs a variety of secretarial and administrative duties. Work is highly important and confidential. Within limits of standard practice, exercises independent action and judgment in the analysis of facts or circumstance surrounding individual problems or transactions to determine what action should be taken. Has access to confidential information such as wages and salaries, and general university plans. Has personal and telephone contact with students, administrators, faculty members, members of the Board, alumni and other persons which may require tact. May supervise assisting employees or student helpers. Requires highly proficient secretarial skills.

Appendix D

Wage and Salary, Performance Evaluation, Promotion and  
Grievance Policies for the Office and Clerical Staff

Source: Personnel Handbook



SUFFOLK UNIVERSITY

PERSONNEL POLICY  
FOR  
OFFICE AND CLERICAL

SECTION WAGE AND SALARY POLICY

SUBSECTION \_\_\_\_\_

EFFECTIVE DATE July 1, 1974

page 1 of 2 page(s)

GENERAL POLICY

The University maintains a wage and salary program for office and clerical personnel. The program is based upon the duties and responsibilities of the position. Positions are evaluated on the following criteria:

1. Training
  - a. Education
  - b. Experience
2. Initiative
  - a. Complexity of Duties
  - b. Supervision Received
3. Responsibility
  - a. Errors
  - b. Contacts with Others
  - c. Confidential Data
4. Job Conditions
  - a. Mental or Visual Demand
  - b. Working Conditions
5. Supervision (where applicable)
  - a. Character of Supervision
  - b. Scope of Supervision.

According to the numerical point total of the evaluation, pay grades with appropriate salary ranges are assigned to each position.

ENTRANCE SALARY

Each employees starting salary is based upon the pay grade and salary range assigned to the position and the employees related work experience.

SALARY REVIEWS

Annual salary reviews are effective on July 1. Merit raises are given those employees whose performances over the preceeding year have been satisfactory or better. (see Performance Review Policy)

SUFFOLK UNIVERSITY

PERSONNEL POLICY  
FOR  
  
OFFICE AND CLERICAL

SECTION WAGE AND SALARY

SUBSECTION \_\_\_\_\_

EFFECTIVE DATE July 1, 1974

page 2 of 2 page(s)

REVIEW OF PAY GRADE CLASSIFICATION OF A POSITION

1. Job descriptions may be reviewed periodically.
2. An employee may request such a review of his/her supervisor or the supervisor may make the request directly to the Personnel Officer.
3. The Personnel Officer will ask the employee to complete a job description questionnaire. The supervisor will review the job description questionnaire.
4. The Personnel Officer may discuss the job description questionnaire with the employee and the supervisor to clarify particular points.
5. A job description and evaluation will be written by the Personnel Officer.
6. A copy of the final job description will be approved by the supervisor and the employee.
7. If the position is re-classified, the appropriate salary adjustment will be made.

APPEAL OF A REVIEW OF PAY GRADE CLASSIFICATION

If the employee wishes to appeal the decision of the review of the pay grade classification, he or she may do so.

1. The employee must submit in writing a request for the review. In this request, the employee must set forth the reason he or she believes that he or she is still misclassified.
2. This request will be reviewed by the Vice President and Personnel Officer.

SUFFOLK UNIVERSITY

PERSONNEL POLICY  
FOR  
OFFICE AND CLERICAL

SECTION PERFORMANCE EVALUATION

SUBSECTION Yearly Evaluation

EFFECTIVE DATE May 1, 1974

page 1 of 2 page(s)

GENERAL POLICY

In order to provide the employee with a standard evaluation, a performance evaluation will be completed yearly by the supervisor. This evaluation will be discussed between the employee and the supervisor.

PROCEDURE

1. Evaluation forms will be sent to the supervisor by the personnel officer two weeks before the completion date.
2. Evaluations are to be completed by the supervisor and discussed with the employee.
3. Both the employee and supervisor must sign the evaluation.
4. The form must be returned to personnel office by the date noted on the evaluation form.
5. The evaluation will be filed in the employee's record.

TIME OF EVALUATION

1. Immediately preceding the completion of the probationary period.
2. Yearly, preceding the increase date.

SUFFOLK UNIVERSITY

PERSONNEL POLICY  
FOR  
OFFICE AND CLERICAL

SECTION PERFORMANCE EVALUATION

SUBSECTION Terminal Evaluation

EFFECTIVE DATE May 1, 1974

page 2 of 2 page(s)

A final evaluation will be completed when the employee terminates. This evaluation will be kept in the Personnel Office and used as a reference for prospective employers.

PROCEDURE:

1. Evaluation form will be sent to the supervisor at time of termination.
2. Evaluation is to be completed by Supervisor and forwarded to Personnel Office.
3. At the option of the supervisor this evaluation may or may not be discussed with the employee.

SUFFOLK UNIVERSITY

PERSONNEL POLICY  
FOR  
OFFICE AND CLERICAL

SECTION PROMOTION POLICY

SUBSECTION \_\_\_\_\_

EFFECTIVE DATE May 1, 1974

page 1 of 2 page(s)

GENERAL POLICY

Where qualified or trainable personnel exist within the university, the administration will consider the use of such personnel in meeting its manpower needs. Every effort will be made to develop and utilize present sources of manpower, but when qualified personnel do not exist internally, applicants from the outside will be considered.

DEFINITION OF PROMOTION

Involves a change to a higher job grade. Increased opportunities and responsibilities with a salary increase.

ELIGIBILITY FOR

1. All employees in good standing are eligible for consideration for promotion by the University. Seniority of service, although considered, is not the controlling factor in granting a promotion. Promotion will depend upon merit, quality of work performance, initiative, ability to perform and carry out the duties and responsibilities of the new position. Position information is available in the Personnel Office and is posted weekly on the Personnel Bulletin Board.
2. Advancement possibilities may be discussed with an employee's own department head and in every instance with the personnel officer.
3. All promotions are conditional for a trial period of 90 working days.

WAGE AND BENEFIT POLICY REGARDING PROMOTIONS

1. Salary increase will be at least to the minimum of the new job grade.
2. All presently accrued benefits will be automatically retained in the case of promotion. Additional benefit allotment resulting from a promotion will begin accrual effective on the date of promotion. (e.g. clerical to staff).
3. If an employee fails to meet the demands of the new position within the 90 day trial period, he/she will be demoted to the former

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position and rate of pay provided that a position is available. Every effort will be made to find a comparable position.

4. Any additional benefit allotment attained as a result of promotion will be reduced at the time of demotion if the employee is retained.

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GENERAL POLICY

In order to protect employee and employer rights and to provide a systematic and orderly method of adjusting causes of complaint between the employee and the University regarding conditions of employment, the following formal grievance procedure will be used. (Conditions of employment include all matters relating to discrimination, working conditions, discipline and discharge.) At any step in this procedure, the employee may be accompanied by another employee of his/her own choosing, a supervisor and/or department head. The employee may by pass any or all of the steps and go directly to the personnel officer.

STEP 1 Notify the department head within five working days after the occurrence of the alleged event or within five working days after the aggrieved becomes aware of such event. The employee may present the grievance to the department head either orally or in writing. The department head shall be responsible for discussing the matter thoroughly with the employee and obtaining all pertinent information. If the department head wishes he may consult the Personnel Office.

STEP 2 If the employee is dissatisfied with the decision rendered by the department head he may request that the grievance be reviewed by the Grievance Review Board. This request must be made within two working days after receipt of the department head's decision. The department head shall be responsible for arranging an appointment for the employee with the personnel officer within two working days. The personnel officer will discuss the matter with the employee and arrange for a review by the Grievance Review Board within two days of receipt of the case.

The Board shall consist of one academic chairperson, appointed by the appropriate Dean, one administrative department head, appointed by the Vice President and an employee of the aggrieved employee's own choosing. (Under no circumstances shall the department head be that of the aggrieved employee.) All cases must be presented in writing to the Board. The personnel officer will assist the employee in the presentation.

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STEP 3 The Board shall hear the grievance and make a recommendation to the President for appropriate action. The President shall be responsible for rendering a final decision to the employee verbally and in writing within five working days from the time of the Board's meeting. A copy of his decision, along with any previous reports, shall be forwarded to the personnel officer for filing.



Appendix E

Office and Clerical Staff Questionnaire

Tabulation of Responses

## QUESTIONNAIRE

1. Please list your current job description:
  
2. How long have you worked at Suffolk University?
  
3. How much of an increase in salary have you received since you started working at Suffolk?
  
4. Have you done comparable work outside of Suffolk?  
If so, how did your salary differ?
  
5. Would you like a procedure implemented for annual reviews, job satisfaction, etc?
  
6. Would you like to see a systematic attempt at orientation for new clerical and secretarial personnel?
  
7. What is your opinion of:
  - a. Work Load
  - b. Lack of procedural training
  - c. Insurance coverage
  - d. Tuition benefits

- e. Vacations
- f. Holidays
- g. Sick Leave

8. Are you asked to run personal errands? (Get coffee, lunch, etc.)

Do you mind? Yes \_\_\_\_\_ No \_\_\_\_\_

9. Do you feel that there is an opportunity for advancement at Suffolk?

Yes \_\_\_\_\_ No \_\_\_\_\_ Reason:

10. Do you have a need for child care?

Would you like to see the University provide child care?

11. Would you like to see more staff functions?

12. What would you like most to be changed or added in your job?

a.

b.

c.

We would appreciate it if you would list any grievances that you feel would be helpful to this committee on the reverse side of this form.

Thank you

RESPONSES TO QUESTIONNAIRES DISTRIBUTED TO SECRETARIAL AND CLERICAL STAFF

	<u>Number</u>	<u>%</u>	<u>Response</u>
1. Please list your current job description:	38	74%	Secretarial (1 part-time)
	9	24%	Clerical (1 part-time)
	1	2%	Data Processing
2. How long have you worked at Suffolk University?	32		Total of 69 years 10 months (average = 2 years)
	6		No response
3. How much of an increase in salary have you received since you started working at Suffolk?	32		Total raises equal \$639.75. (average = \$10.00)
	5		No response
4. Have you done comparable work outside Suffolk?	20	53%	Yes
	15	39%	No
	3	8%	No response
If so, how did your salary differ?	21	55%	Not applicable
	1	3%	Less
	5	13%	Same
	11	29%	More
5. Would you like a procedure implemented for annual reviews, job satisfaction, etc.?	38	100%	Yes

continued. . .

	<u>Number</u>	<u>%</u>	<u>Response</u>
6. Would you like to see a systematic attempt at orientation for new clerical and secretarial personnel?	32	84%	Yes
	3	8%	No
	3	8%	No response
7. What is your opinion of:			
a. Work Load:	6	16%	Varies
	4	11%	Light
	10	26%	Just Right
	17	45%	Heavy
	1	2%	No response
b. Lack of procedural training:	22	58%	Need for it
	11	29%	No response
	5	13%	Don't need anything else
c. Insurance Coverage:	20	53%	Good
	10	26%	Adequate
	5	13%	Poor
	2	5%	Does Not Apply
	1	3%	No response
d. Tuition Benefits:	25	66%	Good
	5	13%	Adequate
	5	13%	No response
	3	8%	Excellent
e. Vacations:	21	55%	Good
	8	21%	Adequate
	5	16%	Poor
	2	5%	No response
	1	3%	Does Not Apply

continued. . .

	<u>Number</u>	<u>%</u>	<u>Response</u>
f. Holidays:	25	66%	Good
	8	21%	Adequate
	4	11%	Poor
	1	2%	No response
g. Sick Leave:	24	63%	Good
	8	21%	Adequate
	5	13%	Poor
	1	3%	Does Not Apply
8. Are you asked to run personal errands? (Get coffee, lunch, etc.)	22	58%	Yes
	15	39%	No
	1	3%	No response
Do you mind doing errands?	15	39%	Yes
	12	32%	No
	1	2%	No response
9. Do you feel that there is an opportunity for advancement at Suffolk?	9	24%	Yes
	29	76%	No
10. Do you have a need for child care?	36	95%	No
	1	3%	Yes
	1	2%	No response
Would you like to see the University provide child care?	22	58%	Yes
	13	37%	No response
	2	5%	No

continued. . .

	<u>Number</u>	<u>%</u>	<u>Response</u>
11. Would you like to see more staff functions?	27	71%	Yes
	6	16%	No
	3	8%	Neutral
	2	5%	No response
12. What would you like most to be changed or added in your job?	27	*71%	Higher salary/grade
	10	26%	More Respect
	8	21%	Better salary review
	8	21%	More equipment
	7	18%	More office help
	6	16%	Lack of supervision in summer
	2	5%	New boss

\* % of total indicated that item

Appendix F

Catalog of the Second Berkshire Conference on the  
History of Women



THE SECOND BERKSHIRE CONFERENCE

ON THE

HISTORY OF WOMEN

SPONSORED BY RADCLIFFE COLLEGE

OCTOBER 25-27, 1974

**Chair:** Mary Maples Dunn, Bryn Mawr College  
President, Berkshire Conference

**FRIDAY, OCTOBER 25:** Registration: 1:00 - 3:00 p.m.  
Agassiz Living Room, Radcliffe Yard

**OPENING SESSION:** *WOMEN'S HISTORY IN  
TRANSITION*  
3:00 p.m.  
Science Center

**Introduction:** Mary Maples Dunn, Bryn Mawr College  
**Welcoming Remarks:** Matina Horner, President, Radcliffe College  
**Chair and Comment:** Gerda Lerner, Sarah Lawrence College  
**Papers:** Carroll Smith-Rosenberg, University of  
Pennsylvania  
Natalie Zemon Davis, University of  
California, Berkeley

**COCKTAILS:** 6:00 - 7:00 p.m.  
The Schlesinger Library and Radcliffe  
Institute  
3 James Street

**DINNER:** 7:00 p.m.  
Cronkhite Graduate Center  
6 Ash Street

**EVENING SESSION:** *SON ET LUMIERE: IMAGES OF  
WOMEN*  
9:00 p.m.  
Science Center

*The Inside, the Surface, the Mass:  
Some Recurring Images of Women.*  
Helene E. Roberts, Fogg Museum,  
Harvard University

*The Big Tease: Women in Film,  
1930-1945.*  
June Sochen and Joyce S. Schrager,  
Northeastern Illinois University

(Information sheets giving the location of sessions will be available at the  
Agassiz Living Room on Friday, October 25.)

SATURDAY, OCTOBER 26

I - 8:30 - 10:30 A.M.

- A. WOMEN'S RECORDS: THE HISTORIAN'S ROLE IN MAKING  
THEM AVAILABLE**  
**Chair:** Eva Moseley, Schlesinger Library, Radcliffe College
- Panel:** Anne Farnam, Museum of Fine Arts, Boston  
Shonnie Finnegan, University Archives, SUNY, Buffalo  
Andrea Hinding, Social Welfare History Archives Center,  
University of Minnesota  
Mary-Elizabeth Murdock, Sophia Smith Collection,  
Smith College
- B. HELPING THE POOR ACROSS CLASS BARRIERS**  
**Chair:** Sally Kohlstedt, Simmons College
- The Consumers' League.*  
Allis Wolfe, City University of New York  
*Who Helped the Immigrant Woman?*  
Lucille O'Connell, Bridgewater State College
- Comment:** Allen F. Davis, Temple University  
Nancy Weiss, Princeton University
- C. WOMEN AND THE MONASTIC LIFE**  
**Chair and comment:** Elizabeth T. Kennan, Catholic University
- Roswitha of Gandersheim.*  
Donna L. Boutelle, California State University,  
Long Beach  
*Women in the Monastic Life in the Twelfth and  
Thirteenth Centuries: The Case of the Paraclete.*  
Mary Martin McLaughlin, Millbrook, N.Y.
- D. WOMEN AND MEDICINE**  
**Chair:** Ann Douglas, Department of English, Columbia  
University
- Religious Influences on the Science of Elizabeth  
Blackwell.*  
Nancy Sahli, University of Pennsylvania  
*Women, Health and Hygiene.*  
Elisabeth Lightbourn, Temple University  
*The Woman Physician and Female Sexuality.*  
Virginia Drachman, SUNY, Buffalo
- Comment:** John Blake, National Library of Medicine
- E. CHANGING THEORIES OF FEMINISM IN THE UNITED  
STATES**  
**Chair:** Jeannette Cheek, Schlesinger Library

*The Woman Suffrage Movement of the 1860's and 1870's.*  
Ellen C. DuBois, SUNY, Buffalo  
*Radical Feminism of the 1910's.*  
Mari Jo Buhle, Brown University  
*The Women's Liberation Movement of the 1960's and 1970's.*  
Sara M. Evans, University of North Carolina,  
Greensboro

Comment: Mary P. Ryan, SUNY, Binghamton

**F. WOMEN AND THE HISTORICAL PROFESSION:  
LOOKING AHEAD**

Chair: Sandi Cooper, Richmond College, CUNY

Panel: Berenice Carroll, Department of Political Science,  
University of Illinois, Urbana-Champaign  
Mollie Davis, Queens College  
Joan Moon, California State University, Sacramento  
Joanna Zangrando, National American Studies Faculty  
Eleanor Straub, American Historical Association

**G. CHANGING PATTERNS OF FAMILY AND WORK**

Chair: Jill K. Conway, University of Toronto

*Women, Work and the Family: Women Operatives in  
the Lowell Mills, 1830-1860.*

Thomas Dublin, Columbia University.

*Women's Time, Family Time and Industrial Time:  
An Analysis of the Relationship of Work Careers  
and Family Conditions of Women Workers in  
Manchester, New Hampshire, 1910-1940.*

Tamara K. Hareven, Clark University

Comment: Herbert Gutman, City College, CUNY  
Elizabeth Ewen, University of Rochester

**H. WOMEN'S EDUCATION IN THE 18th AND 19th CENTURIES:  
THE MEANS TO WHAT ENDS**

Chair: Patricia Albjerg Graham, Radcliffe Institute

*Salonières and Bluestockings: Educated Obsolescence  
or Germinating Feminism.*

Evelyn Bodek Gordon, The Community College of  
Philadelphia

*Women's Education in France During the Second  
Empire.*

Sandra Horvath, Georgetown University

*Female School Governance: The Steppingstone to  
Political Participation.*

Kay Hodes Kamin, Rosary College

Comment: Joan Burstyn, Douglass College

**I. WOMEN ON THE FRONTIER**

Chair: Lois Banner, Douglass College and Radcliffe Institute

*Women's Consciousness on the Oregon Trail.*

Amy Kesselman, Portland State University

*Mary Elizabeth Lease: Popular Campaigner.*

Dorothy Rose Blumberg, New York City

Comment: Julie Roy Feffrey, Goucher College

SATURDAY, OCTOBER 26:

II - 11:00 - 1:00

**A. HEALTH CARE AND THE WOMAN PATIENT**

Chair: Judy B. Litoff, University of Maine, Orono

*Midwives and Man-Midwives in Nineteenth-Century  
America.*

Dorothy Wertz, NEH Fellow, and Richard Wertz,  
Massachusetts Institute of Technology

*Female Patients in Four Boston Hospitals of the 1890's.*

Laurie Crumpacker, Boston University

*The French Revolution and Health Care for Women.*

Dora B. Weiner, Manhattanville College

**B. RENAISSANCE WOMEN IN "MALE" ROLES: 1364-1536**

Chair: Maryanne C. Horowitz, Occidental College

*Christine de Pizan (1364-1430): The Problem of the  
Studious Woman.*

Susan Groag Bell, University of Santa Clara

*The Dynastic Woman at Work: Germaine de Foix as  
Viceroy of Valencia, 1507-1536.*

Danila Cole Spielman, Haverford, Pa.

Comment: Carolyn Lougees, Stanford University

**C. WOMEN IN ROME**

Chair and comment: Sarah B. Pomeroy, Department of  
Classics, Hunter College, CUNY

*Women in Cicero's Letters.*

Phyllis Culham Ertman, Department of Classics,  
SUNY, Buffalo

*Women in Domestic Service in the Early Roman  
Empire.*

Susan Treggiari, Department of Classical Studies,  
University of Ottawa

*The Position of Women Under Roman Law in the Late  
Empire.*

Beatrice Green, Department of Classics, Brooklyn  
College, CUNY

**D. LABOR ORGANIZING AND WOMEN'S CONSCIOUSNESS**

Co-chair and comment: Amy Bridges, University of Chicago  
Lillian Robinson, American Studies,  
SUNY, Buffalo

*The Lowell Mill-Women in the 1840's: Consciousness,  
Ideology, and Organization.*

Lise Vogel, Brandeis University  
*Problems of Class and Culture in Organizing Women  
Workers, 1900-1920.*

Alice Kessler-Harris, Hofstra University  
*The Question of Female Consciousness as Seen in the  
Response to the Economy Act of 1932.*  
Sarah Slavin Schramm, Washington, D.C.

**E. COLONIAL WOMEN: SOUTH AMERICA**

Chair and comment: Anne Firor Scott, Duke University

*Women and Society in Colonial Spanish America.*  
Asunción Lavrin, Bryn Mawr College and Columbia  
University

*Women and Society in Colonial Brazil.*  
A.J.R. Russell-Wood, Johns Hopkins University

**F. WOMEN AND RELIGION IN AMERICA**

Chair and comment: Marie C. Caskey, Yale University

*Colonial Women and Religion: Quaker and Puritan  
Compared.*

Mary Maples Dunn, Bryn Mawr College  
*Conversion of Young Women in the Second Great  
Awakening.*

Nancy F. Cott, Cambridge, Massachusetts  
*The Iowa Sisterhood: Women in the Liberal Ministry,  
1870-1900.*

Diane M.W. Miller, Harvard Divinity School

**G. WOMEN IN THE GROWTH OF AN URBAN INDUSTRIAL  
ECONOMY**

Chair and comment: Leslie Moch, University of Michigan

*Daughters, Wives, Mothers, Workers: Peasants and  
Working Class Women in the Transition to an  
Industrial Economy in France.*

Joan Scott and Louise Tilly, University of North  
Carolina and Michigan State University

*Domestic Service in Nineteenth-Century France:  
An Analysis of Traditional Socialization and the  
Process of Modernization and Women.*

Theresa McBride, College of the Holy Cross

**H. WOMEN AS ANARCHISTS IN FRANCE AND SPAIN**

Chair: Emiliana P. Noether, University of Connecticut, Storrs

*Revolutionary Syndicalism and Feminism Among  
Teachers in France, 1880-1920.*

Persis Charles Hunt, Tufts University  
*Conflicts Between Feminism and Syndicalism in Spanish  
Anarchism.*

Temma Kaplan, University of California, Los Angeles

Comment: Munzio Pernicone, Columbia University

**I. BLACK WOMEN IN AMERICA: INTERPERSONAL  
NETWORKS AND SUPPORT SYSTEMS**

Chair and Comment: Robert E. Moore, Afro-American  
Studies, Boston State College

*Black and Female: Role Models for Liberated Women.*  
Elizabeth Pleck and Carol Stack, University of  
Michigan and Boston University

*The Black Family.*  
Andrew Billingsley and Marilyn Greene, Howard  
University

*The Early Mary Church Terrell, 1863-1910.*

Gloria M. White, Northeastern University  
*Black Women in Predominantly White Colleges:  
A Pilot Study.*

Elizabeth Higginbotham, Brandeis University

**J. WORKSHOP ON PSYCHOHISTORY**

Panel: Rudolph Binion, Brandeis University  
Barbara Gerbert, Department of Psychology  
SUNY, Oswego  
Roy Schafer, Department of Psychiatry, Yale University  
Judith Wellman, SUNY, Oswego

**K. ORAL HISTORY WORKSHOP**

Panel: Constance Ashton Myers, College of Charleston  
Jeannette Cheek, Schlesinger Library  
Louise Pettus, School of Education, Winthrop College

**SATURDAY, OCTOBER 26:**

**III - 3:00 - 5:00**

**A. WOMEN IN THE THIRD WORLD**

Chair: Myra Dinnerstein, University of Arizona

*Women in Peril: A Commentary Upon the Life Stories  
of Three Women of East-Central Africa.*

Marcia Wright, Columbia University  
*Women: Index of Social Change in Modern India.*

Karen Leonard, Comparative Cultures, University  
of California, Irvine

*The Feminist Trend in China.*

Alison R. Drucker, University of Wisconsin

Comment: Dorothy Dee Vellenga, Department of Sociology,  
Muskingum College

**B. THE BIRTH CONTROL MOVEMENT IN THE EARLY 20th CENTURY**

Chair: Nancy Williamson, Sociology Department, Brown University

*Race Suicide and the Feminist Response.*

Linda Gordon, University of Massachusetts, Boston

*Margaret Sanger: Social Action as Self-Fulfillment.*

James Reed, Schlesinger Library

*The Planned Parenthood Federation of America:*

*Success as a Self-Limiting Endeavor.*

Ellen Chesler, Columbia University

Comment: Frederick Jaffe, Center for Family Planning, New York City

**C. WORKSHOP: WOMEN IN THE GROWTH OF AN URBAN INDUSTRIAL ECONOMY**

Leaders: Joan Scott, Louise Tilly, Theresa McBride, Leslie Moch

Individuals working on women in peasant and industrial society are invited to present data and methodological experience or questions. Persons planning to participate can get handouts in advance from Joan Scott, University of North Carolina, or at registration.

**D. POPULAR CULTURE**

Chair and comment: Kathryn Kish Sklar, University of California, Los Angeles

*Hymnal of the Housewife: the Ladies Home Journal.*

Lynn Weiner, Boston University

*The Pre-War Dance Craze in America.*

Lewis Erenberg, University of Michigan

*Masculinity, Femininity and the Self-Made Man.*

Judy A. Hilkey, Rutgers University

**E. IMMIGRANT WOMEN IN URBAN AMERICA**

Chair: Barbara Miller Solomon, Harvard University

*From Europe to Urban America: Immigrant Women in 19th-Century Detroit.*

JoEllen Vinyard, Marygrove College

*Immigrant Women in Leadership Roles within American Ethnic Communities, 1890-1924: Three Case Studies.*

Maxine S. Seller, Bucks County Community College

Comment: Laurence Glascoe, University of Pittsburgh  
Carol Groneman, John Jay College, CUNY

**F. WORKSHOP: RESEARCHING THE BLACK WOMAN'S EXPERIENCE**

Moderator: Letitia Brown, George Washington University

Panel: Elizabeth Pleck, University of Michigan  
Carol Stack, Anthropology, Boston University  
Andrew Billingsley, Howard University  
Marilyn Greene, Howard University  
Gloria M. White, Northeastern University  
Elizabeth Higginbotham, Sociology Department, Brandeis  
Cheryl Gilkes, Sociology, Northeastern University  
Nellie McKay, English and American Studies,  
Simmons College  
Wendy Puriefoy, American Studies, Boston University

**G. DEVIANT WOMEN IN EARLY MODERN ENGLAND**

Chair: Wallace MacCaffrey, Harvard University

*Protection or Persecution? The Legal Treatment of Female Sexual Offenders in Elizabethan Herefordshire.*

Carol Z. Weiner, University of Houston and Texas Southern University

*The Role of Women in Activities Against the Law, 1558-1603.*

Martha Ellis François, Northeastern University

*Some Psychological Problems of Seventeenth-Century Englishwomen.*

Michael MacDonald, Stanford University

Comment: Mary S. Hartman, Douglass College

**H. WOMEN IN WORLD WAR II**

Chair and comment: Sheila Tobias, Wesleyan University

*Women in the French Resistance.*

Margaret Rossiter, Eastern Michigan University

*A Reappraisal of American Women in a Men's War, 1941-45.*

Leila Rupp, Bryn Mawr College

**I. THE EMERGENCE OF MEDIEVAL FEMINISM**

Chair and comment: Emily R. Coleman, University of Pittsburgh

*Sexual Equality in Early Christian Thought: The Cult of Virginity.*

JoAnn McNamara, Hunter College, CUNY

*The Role of Nuns in Merovingian and Carolingian Gaul.*

Suzanne Wemple, Barnard College

**J. UNDERGRADUATE RESEARCH IN THE HISTORY OF WOMEN**

Chair: Linda M. Maloney, University of South Carolina

*Women as Adventurers in the Virginia Colony, 1607-1626.*

Susan Ostroff, University of Maine

*Traveling Women in the 19th Century.*

Julie Tonkin, Philadelphia Community College

*The Post Civil War Era: Power, Prestige and Southern Women.*

Sarah Clarkson, University of South Carolina

Comment: Jane Casey, Radcliffe College

Emily Wheeler, Radcliffe College

**K. WOMEN AS WHITE COLLAR WORKERS**

Chair: Dee Garrison, Livingston College

*The Feminization of White-Collar Occupations.*

Margery Davies, Brandeis University

*The "New Woman" Knows How to Type: Some Connections between Sexual Ideology and Clerical Work, 1890-1930.*

Judith Smith, Brown University

*Occupational Segregation: A Case Study of American Clerical Workers, 1870-1930.*

Elyce Rotella, University of Pennsylvania

Comment: Mary J. Oates, Regis College

SUNDAY, OCTOBER 27

IV - 8:30 - 10:30

**A. EFFECTS OF WOMEN'S HISTORY UPON TRADITIONAL CONCEPTIONS OF HISTORIOGRAPHY**

Chair and comment: Gerda Lerner, Sarah Lawrence College

*Women in the Renaissance and in Renaissance Historiography.*

Joan Kelly-Gadol, City College, CUNY

*Toward a Periodization of Women's History.*

Richard Vann, Wesleyan University

*Toward a Re-evaluation of Modern Autonomy from the Perspective of Women's History.*

Renate Bridenthal, Brooklyn College, CUNY

**B. PROSTITUTION: HISTORY AND THEORY**

Chair and comment: John C. Burnham, Ohio State University

*The Prostitute in the Progressive Era.*

Ruth Rosen, University of California, Davis

*The History of the Sociology of Prostitution.*

Marcia Millman, Department of Sociology,  
University of California, Santa Cruz

*The Frontier Prostitute: Myth and Reality.*

Marion Goldman, Department of Sociology,  
University of Oregon

**C. HOMOSOCIAL NETWORKS: LOVE, FRIENDSHIP AND COMMITMENT IN 19th-CENTURY AMERICA**

Chair: Bertram Wyatt-Brown, Case-Western Reserve University

*A Sacred Circle: Men of Mind in the Old South.*

Drew Gilpin Faust, University of Pennsylvania

*The Unholy Tribe: Love, Deviance and Reform in Pre-Bellum America.*

Judith Calucci Breault, University of Pennsylvania

Comment: Ronald Walters, Johns Hopkins University

**D. FEMALE LOYALTIES IN COLONIAL AMERICA**

Chair and comment: Linda Kerber, University of Iowa

*Inheritance and the Position and Orientation of Colonial Women.*

Daniel Scott Smith, University of Illinois,

Chicago Circle

*Eighteenth-Century American Women in War and Peace.*

Mary Beth Norton, Cornell University and Charles

Warren Center, Harvard University

Comment: Carol Berkin, Baruch College, CUNY

**E. WOMEN, EDUCATION AND 'PROGRESS'**

Chair: Ann D. Gordon, School of Education, Northwestern University

*Common Schooling as the Path to Virtue: The First Fifteen Years of Lancaster Industrial School for Girls.*

Barbara Brenzel, Harvard School of Education

*Women in Education in Ante-Bellum America.*

Maris Vinovskis and Robert Bernard, University of Michigan and University of Wisconsin, Madison

Comment: Carl Kaestle, Charles Warren Center, Harvard

University and University of Wisconsin, Madison

Sarah Diamant, SUNY, Binghamton

**F. THE SOCIAL AND LEGAL STATUS OF MEDIEVAL WOMEN**

Chair and comment: Sylvia L. Thrupp, University of Michigan

*Female 'Virtu' in Italy's Rural Renaissance.*

Kathleen L. Casey, SUNY, Binghamton

*Widow and Ward: The Feudal Law of Child Custody in Medieval England.*

Sue Sheridan Walker, Northeastern Illinois University

*Medieval Contributions to the Attrition of Women's Rights: A Tentative Theory.*

Barbara Hanawalt Westman, Indiana University

**G. THE ORIGINS OF FEMINIST CONSCIOUSNESS IN EARLY 19th-CENTURY EUROPE**

Chair and comment: Doris S. Goldstein, Stern College for Women, Yeshiva University

*Women's World - Myth and Reality: The Feminist Press in Lyon, 1838-1848.*

Laura S. Struminger, State University College at  
Fredonia

*Religious Radicalism and Women's Rights in  
Mid-nineteenth Century Germany: The Hamburger  
Hochschule für das Weibliche Geschlecht.*  
Catherine M. Prelinger, Yale University

**H. IMAGES OF WOMEN IN ANCIENT TIMES**

Chair and comment: Marilyn B. Arthur, Brooklyn College

*The Image of Woman in the Period of the Judges.*  
Sonya A. Quitsland, George Washington University  
*Greek Misogyny and the Position of Women in Athens.*  
Frances Coulborn Kohler, University of Pennsylvania

**I. THE EUROPEAN FAMILY IN THEORY AND PRACTICE**

Chair: Louise Dalby, Skidmore College

*Attitudes of the Philosophes toward Population Growth.*  
Nelly S. Hoyt, Smith College  
*Developmental Cycle of Nineteenth-Century Urban  
Families in England.*  
Lynn Lees, University of Pennsylvania

Comment: Tamara K. Hareven, Clark University

**J. WORKSHOP: FEMINISM AND CLASS CONSCIOUSNESS  
AMONG WORKING CLASS WOMEN: SOME HISTORICAL  
VIEWPOINTS**

Panel: Susan Reverby, University of Massachusetts, Boston  
Roslyn Baxandall, SUNY, Old Westbury  
Sarah Eisenstein, Columbia University

SUNDAY, OCTOBER 27

V — 11:00 - 1:00

**A. SEX DIFFERENCES AND BIOLOGICAL THEORY IN THE  
EARLY 20th CENTURY**

Chair: Barbara Sicherman, Radcliffe Institute

*Definitions of Sex Differences and the Development  
of Biological Theory, 1890-1930.*  
Diana Long Hall, Boston University  
*The Feminist Response to Darwinian Definitions of  
Femininity, 1890-1930.*  
Rosalind Rosenberg, Columbia University

Comment: Katherine Ralls, Biology, Smithsonian Institution  
and Radcliffe Institute  
Loren Graham, Columbia University

**B. LIVING PATTERNS OF MODERN AMERICAN WOMEN**

Chair: Heidi Hartman, New School for Social Research

*The Need for a Room of One's Own: Sex Differences in  
Living Arrangements, 1940-1970.*

Frances E. Kobrin, Department of Sociology,  
Brown University

*Social Class Variation in Time Spent in Housework,  
1920-1970.*

Joan Vanek, Department of Sociology, Queens  
College, CUNY

Comment: Janet Zollinger Giele, Harvard University

**C. WORKSHOP ON BISEXUALITY AND HOMOSEXUALITY**

Chair: Artemis March, Radcliffe Institute

Panel: Jonathan Katz, Playwright  
Cynthia Secor, Modern Language Association  
Reesa Vaughter, Department of Psychology,  
Fordham University  
Carroll Smith-Rosenberg, University of Pennsylvania

**D. WORKSHOP: WOMEN AND POVERTY: SOURCES ON  
POOR RELIEF SINCE 1900**

Panel: Ellen Malino James, New School for Social Research  
Blanche D. Coll, U.S. Department of Health, Education  
and Welfare  
Andrea Hinding, University of Minnesota

**E. A SECOND LOOK AT SIMONE DE BEAUVOIR'S  
THE SECOND SEX**

Chair and comment: Sheila Tobias, Wesleyan University

*A Psychologist Looks Back at The Second Sex.*  
Zella Luria, Department of Psychology, Tufts  
University

*The Second Sex: The Institutionalization of Otherness.*  
Hilde Hein, Department of Philosophy, Holy Cross  
College

*The Changing Vocation of Womanhood.*

Kristine M. Rosenthal, Department of Sociology,  
Brandeis University

**F. CLARA ZETKIN AND ADELHEID POPP: THE DEVELOP-  
MENT OF FEMINIST AWARENESS IN THE SOCIALIST  
WOMEN'S MOVEMENT — GERMANY AND AUSTRIA  
1890-1914**

Chair: Claudia Koonz, Holy Cross College

*Clara Zetkin: A Socialist Attempt at Analyzing Women's  
Oppression and Raising Feminist Consciousness Among  
Proletarian Women.*

Karen Honeycutt, Columbia University  
*Adelheid Popp: An Approach to Learning and Teaching  
Socialist Feminism.*

Ingurn LaFleur, Grand Valley State College