

**Report on the Status of Women
at
Northern Illinois University**

Prepared by

The Presidential Commission on the Status of Women

For

John G. Peters, President

2007

Revised April 2008

**Contributors from the Presidential Commission on the Status of Women,
Subcommittee on Research included:**

**Lesley Rigg (*Chair 2006-2008*)
Janet Rintala (*Chair 2004-2006*)
Barbara Burrell
Virginia Cassidy
Deborah Haliczer
Celeste Latham
Amy Levin
Shannon McCarragher
Sue Ouellette
Regina Rahn
Deborah Smith-Shank**

Unless stated, the figures and tables presented in this report were based upon data compiled by the Office of Institutional Research, Northern Illinois University, under the direction of Dan House. All other data sources are specifically referenced within the text of the document.

This report was a collaborative effort and we thank all of those people who contributed, who collated data, read and critiqued the many versions. We would like to thank the Office of Institutional Research for supplying data and analysis, and Carolyn Craddock for finalizing the document.

Report on the Status of Women at Northern Illinois University

Since 1981, the NIU Presidential Commission on the Status of Women has been charged with advising the president on issues and concerns related to the status of women at NIU. Commission members serve on behalf of the whole university community, in a spirit of independence and impartiality. This report on the current status of women on our campus is intended to be a snapshot only, and we recognize that these data represent a static account of a constantly changing dynamic environment within which women work. Recent reports such as the AAUP, *Faculty Gender Equity Indicators* (2006), stress a renewed debate regarding opportunities for women's advancement as faculty at American colleges and universities, and policies and practices enabling women working in university settings to balance career goals with family responsibility. Since this commission represents all women on campus we have strived within this report to represent the full spectrum of contributions women make at NIU. Snapshot evaluations of women across campus in 1994-1995, 1999-2000, and 2004-2005 are presented in detail with more current data presented where available. The goals of this report are: to provide a comprehensive data set on the status of women at NIU; to compare the current snapshot of NIU briefly with other institutions, both regionally and nationally; to highlight some of the support activities available to women; and to recommend some areas within which the university may wish to develop support activities, further progress, or initiate discussion.

The ACE Agenda Recommendation Review Report of January 2000 recommended that the university develop a comprehensive and candid annual status report. Specific requests of that report included that:

- The status report should include information on the number and proportion of women hired in tenure-track faculty positions; the number and proportion of women hired in staff positions; the number and proportion of women promoted; the number and proportion of women leaving employment at the university and reasons why; and other relevant topics.
- The Office of Institutional Research compiles a data book annually that contains many of these statistics. Other relevant studies conducted annually include the Faculty Utilization Report, EEO staff survey forms, and the IBHE Underrepresented Groups report. Exit interviews are in place for civil service employees, and faculty exit interviews are being put in place. The commission requests copies of all such annual reports so that its membership may remain well informed.
- In addition, the annual status report should track the progress the university is making in hiring women faculty in proportion to the percentage of women in the national pool of available candidates. Hiring progress remains a local and nationwide concern. Campus evidence may be found in the reports listed above. As the number of graduates increases, the size of the pool of candidates for our positions should grow as well. The commission notes that a mentoring system allowing the university to "grow its own" (based on similar plans in the department formerly known as leadership in educational policy studies and at other institutions) would also enlarge the pool of candidates. The commission recognizes that this would involve changing the policy that precludes hiring NIU graduates.

In keeping with this charge and to stimulate the collection and dissemination of information on the status of women on the NIU campus, the Presidential Commission on the Status of Women has

reviewed data on the presence of women among employment and student groups at NIU from 1998 through 2007. This report presents the findings from this review.

Northern Illinois University

NIU is located in DeKalb, Illinois, a community of 35,000, in a primarily urban fringe/agricultural area approximately 65 miles west of Chicago. In addition to drawing students from rural Illinois, the university attracts enrollment from the western suburbs of Chicago, where much industry and technology is centered, and from Chicago itself. As the NIU website states, NIU is located in one of the most dynamic regions of the country. NIU considers itself a comprehensive teaching and research institution with a diverse and international student body of more than 25,000. There are seven degree-granting colleges, with a total of 55 undergraduate majors, and 75 graduate programs, including 10 Ph.D. programs. The Student to Faculty Ratio is 17 to 1 with ninety one percent of our students coming from Illinois, and 862 international students from 88 nations. Of the total enrollment at NIU, 54 percent are women and 26 percent ethnic minorities (as of 2008). Many students come from the first generation in their family to attend college. NIU is classified under the Carnegie Foundation for the Advancement of Teaching as a research-high activity university.

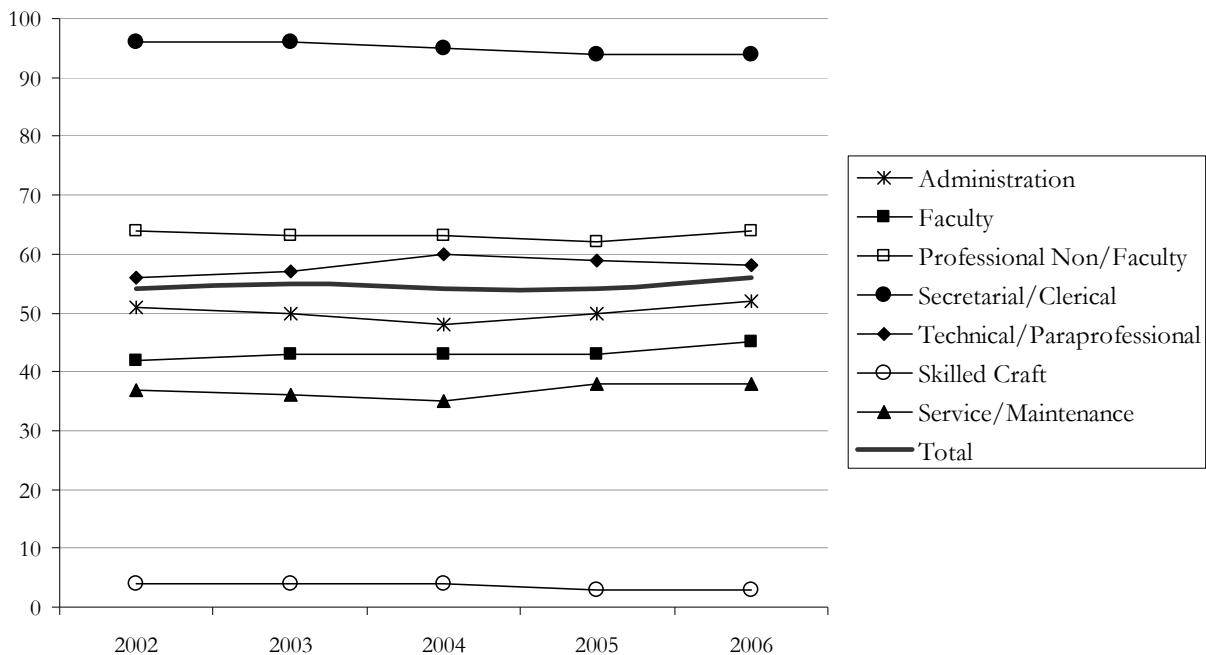


Figure 1. Percent of Full-Time Women Employees at NIU based upon the Equal Employment Opportunity Commission (EEOC) definition and Headcount, 2002-2006. Note: employment categories will not necessarily match those used in the remainder of the report.

Overall the proportion of full-time women employees at NIU was 56 percent in 2006, representing a 2 percent increase since 2002, when the total was 54 percent. Based upon the Illinois Board of

Higher Education data (December, 2007, State of Illinois board of Higher Education "*Report to the Governor and General Assembly on Underrepresented Groups in Illinois Higher Education*"), the overall increase in Illinois for all female employees during this time period was 3.2 percent. The highest percentage representation of women at NIU is within the category of secretarial or clerical, based upon the EEOC headcount, while approximately just over 40 percent of the full-time faculty are women. On campus, women represent the greatest proportion of paraprofessional and non-faculty positions, while they are underrepresented within the administration and skilled craft categories (Figure 1). The remainder of the report will examine women at NIU in regards to the categories as recognized by the Office of Institutional Research; civil service, administration, faculty, and students.

Women in Civil Service Positions at NIU

In 2007, according to the State Universities Civil Service System Annual Report (SUCSS 2007), NIU had 2,256 Civil Service employees and based upon the 2001-2007 period (Figure 2) women have tended to be just over or just under 60 percent of the civil service employees of the university. In 2007, at the state level, 62.3 percent of all Civil Service employees were female, 72.4 percent Caucasian, 16.9 percent African-American, 5.5 percent Hispanic, and the remainder "other" (SUCSS 2007). NIU, in terms of the proportion by gender, is closely aligned with the state averages; we have not specifically addressed ethnicity in this report.

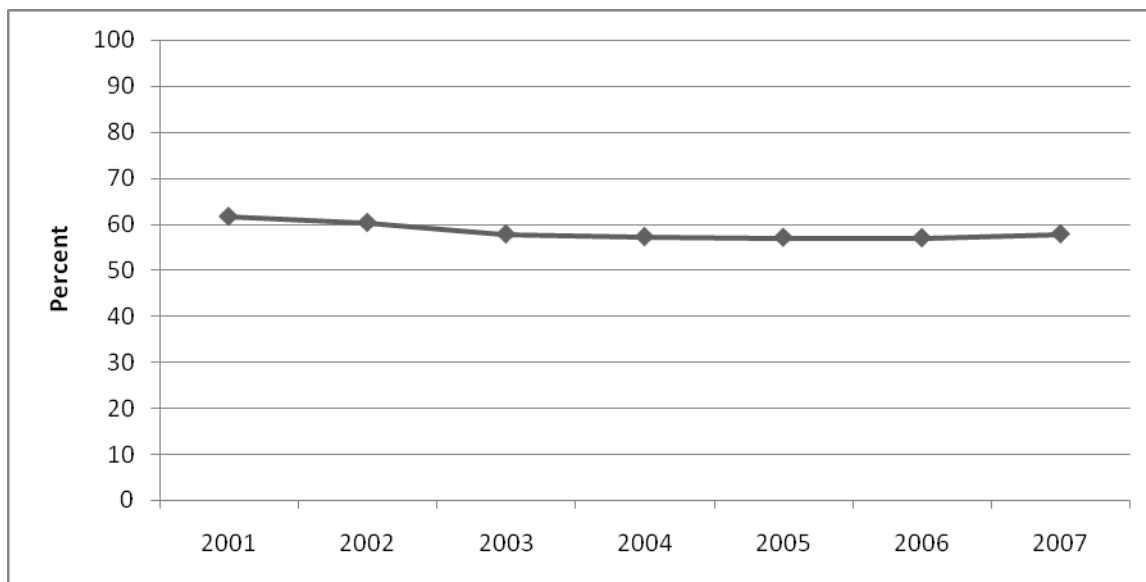


Figure 2. Percent of Women in Civil Service Positions at NIU, 2001-2007 (Source: Office of Institutional Research, Northern Illinois University)

Current Activities for Women in Civil Service Positions

- In early 1995, the "Secretarial Task Force" was established to inform the administration of issues/concerns that impact the secretarial workforce at NIU. Thirteen years later, the group has become a valuable resource for not only secretaries on campus but many other administrative professionals as well. Although the mission remains the same, the Council (now referred to as the "Administrative Professionals Advisory Council" or "APAC")

continues to fulfill the mission through various projects, programs and enhancements. Listed below of some of the resources that are available through the APAC as well as projects that were instituted by the Council:

- Established and currently maintaining an e-mail account where administrative professionals can confidentially query the APAC so that issues can be brought forward at monthly meetings.
 - Monthly distribution of “Items to Share” through the e-mail account. The “Items to Share” includes information discussed at the monthly meetings.
 - Requested and received approval for additional Human Resource Services drop boxes on campus.
 - Offered various workshops and seminars for Excel, short cut keys, communication, dealing with difficult people, and time management.
 - Established and currently maintaining campus Notary Public listing.
 - Established “Mentor Packet” for newly hired administrative professionals. The packet includes our “Who to Call”, “Special Offerings” and “Helpful Website” lists. Council members are assigned as “Mentor of the Month” and are responsible for contacting new employees and following up with them after a couple of weeks so that they are aware that the APAC is available if they need assistance.
 - Received administrative approval to have the CPS/CAP recognized as a professional certification for additional compensation.
 - In conjunction with the Office of Environmental Health & Safety, offers seminars for CPR and First Aid.
- Some of the less formal activities on campus include:
 - While not organized in a formal fashion, some units facilitate gatherings of the women on staff, at local restaurants, after work to promote networking and support, for example in athletics one of the staff members is currently organizing such activities.
 - Informal monthly gathering of Latina SPS to discuss professional issues over lunch.

Recommendations for women in civil service positions;

- Assess the potential for accommodation (i.e. merit raises) in regards to skill acquisition.
- Actively recruit qualified women to open employment positions
- Identify/support opportunities to develop leadership/management skills in female civil service employees.
- Develop mentoring efforts (formalize) within disciplines and university wide
- Identify opportunities to apprise women of personnel policies of particular relevance to them (e.g., FMLA, and contraceptive prescription coverage)
- Expand research and data collection for this group in particular given their importance to the university in terms of support functions.
- Increase distribution of information on Women’s Networking Luncheons sponsored by the commission

Women in Northern Illinois University Administration

Source: NIU Undergraduate Catalogs (1994-2007) and NIU Website (accessed April 2008)

The Board of Trustees is comprised of seven members appointed by the governor to six-year terms and one student member elected to serve a one-year term. Of the seven gubernatorial appointments, there are currently, as of 2008, five men and two women. There has always been at least one woman member serving on the Board of Trustees, but never more than two. In June 2005, Barbara Giorgi Vella was elected chair of the Board of Trustees; the first woman to lead NIU's independent governing board since its inception in 1996. In 2007, Cherilyn G. Murer (elected to the board in 2005), was the second woman to be elected chair. Additionally, of the ten student members elected to the Board, only one has been woman.

Snapshot evaluations of the senior administrative staff in 1994-1995, 1999-2000, and 2004-2005 show no net change in the numbers of women in the five or six senior administrative staff positions. There has been no more than one woman at any time. Reorganizations have resulted in a varying number of positions over time, but women have not occupied more than 20 percent of those positions in the years evaluated. NIU has never had a woman president, while nationally in 2006, 23 percent of all colleges were led by a woman president (American Council on Education, *On the Pathway to Presidency*, 2008), that percentage decreases to 16 percent when only doctorate granting institutions are examined.

The second level of administration consists of associate and assistant vice provosts and vice presidents. Reorganizations and reclassifications have resulted in a varying number of these positions over time. In 1994-1995, there were seven positions at this level, three of which were filled by women (43 percent). By 1999-2000, there were fifteen positions at this level, with six being filled by women. This resulted in a net increase of three women at this level, but a slight decrease in percentage (40 percent). In 2004-2005, there were fourteen persons in these positions, five of whom were women (36 percent). This resulted in both a net and a percentage decrease.

The deans of the colleges and Graduate School (eight individuals) were exclusively men during 1994-1995 and 1999-2000. Four of the eight positions were open and filled during that time, but none of the positions was filled by women. In 2004-2005, two of the colleges had women deans; both of these are colleges that have traditionally been associated as women's career areas (the College of Education and the College of Health and Human Sciences). Currently there are nine deans with the addition of a dean-level position in the University Libraries. The appointment in 2006 of a woman as dean in the College of Business, revised the number of women to three of the nine dean positions, which indicated a significant increase since 1994-1995. In 2007, the Dean of the College of Education stepped down and the position was not filled by another woman, leaving currently two of the nine positions filled by women. Nationally, only 19.3 percent of all college dean positions at doctorate-granting institutions are held by women (American Council on Education, *On the Pathway to Presidency*, 2008), and NIU has 22.2 percent women at this level of college administration.

The associate and assistant dean positions have shown very little change over the ten-year period under review. Women occupied five of the fifteen positions in 1994-1995 and 1999-2000, and six of the fifteen positions in 2004-2005.

An overall assessment of changes in the administrative structure of Northern Illinois University suggests very little change with the exception of the level of deans of the colleges and Graduate School. At the Board of Trustees level, no more than 25 percent of the membership has been women. At the senior administrative level, the trend is similar, consistently at approximately 20 percent. The second level of administration had the highest number and percentage of women at the beginning of this time period (three women and 43 percent); by 2004-2005, the number of positions at this level had doubled to fourteen, with a net increase of only two women, resulting in a net percentage decrease at this level to 36 percent. The associate and assistant dean positions show essentially no change (five of fifteen positions in 1994-1995 and six of fifteen positions in 2004-2005). Additionally, in 2004-2005, four of the six were in traditional women's fields (education, health and human sciences, and the library). The greatest increase in the involvement of women has been at the level of dean. There were no women in dean positions in the first two periods (1994-1995 and 1999-2000), but by 2004-2005 there were two; with the appointment of a woman as dean of the College of Business, and loss of the College of Education dean in 2007, two of the nine dean positions remained filled by women. With the exception of the assistant and associate dean positions, there has been no more than 33 percent of each group filled by women.

The numbers and percentages of department chairs (or equivalent) have increased during this period; women fill about one-third of the chairs and directors positions of academic units (as of 2007). In the first two time periods, the colleges with the most women chairs were in education and health and human sciences; the 2006-2007 data also show three women chairs in the College of Business. All three of these colleges currently have women deans. During these three snapshot years, there were no women chairs in the Colleges of Engineering and Engineering Technology and Visual and Performing Arts. Of the twenty departments in the College of Liberal Arts and Sciences, there were three women chairs in the first two years above and five in 2006-2007, as listed in the undergraduate catalogs.

Table 1. The Number of Women and Men in Chair and Director Positions in Academic Units*

Gender	1996-1997	2001-2002	2006-2007
Number of Men	31	32	26
Number of Women	7	8	14
Percentage of Women	18	20	35

*Source: NIU Undergraduate Catalogs (1994-2007)

Current activities for women in administration at NIU;

- Faculty Development and Instructional Design Center runs the New Faculty Forum for all new faculty hires (each fall) and is also doing an ongoing orientation program for all new chairs (topics deal with personnel issues, strategic planning, budget, etc).

Recommendations to promote women in administration at NIU;

- Identify/support opportunities to develop leadership/management skills in tenure-track women faculty with an interest in administrative and research roles (e.g., American Council on Education seminars and fellowships, Summer Institute for Women in Higher Education Administration (Bryn Mawr), Higher Education Resource Service (HERS) New England Management Institute for Women in Higher Education Administration (Wellesley)

- Expand mentoring efforts (formalize) within disciplines and university wide
 - NIU women currently in leadership roles serve as professional development mentors (e.g., hold monthly luncheons/meetings to discuss aspects of preparing for administration)

Women in Northern Illinois University Faculty

According to the AAUP Faculty Gender Equity Indicators 2006, Report (West and Curtis 2006, AAUP, Washington, www.aaup.org), women are still struggling to be admitted to the top faculty ranks in colleges and universities even though it has been 34 years since Congress passed Title IX which prohibits discrimination in education based upon sex. At NIU, the overall number of faculty declined from 742 to 706 between 2001 and 2004. The declining trend was reversed in 2005 when the number of faculty climbed to 794. In the fall of 2007 the number had marginally declined to 785 individuals. Between 2001 and 2007 the number of assistant professors increased slightly from 220 to 229; the number of associate professors increased from 293 to 335; and the number of professors declined from 229 to 221.

Overall when looking at snapshot of 2003, NIU exceeds both the national and state averages for full-time female faculty (Figure 3). NIU has a greater percentage of full-time women faculty when compared to other 4 year institutions for the United States as a whole (full-time faculty and instructors) and Illinois (See Figure 3). In 2005/06 women were 37.8 percent of full-time faculty members with tenure at public institutions according the Chronicle of Higher Education, (<http://chronicle.com/weekly/almanac/2007/>), while if only public doctoral institutions are examined the proportion women drops to 26 percent (AAUP 2006). The proportion of female faculty at NIU with tenure in fall of 2006 was 35.7 percent (based upon data from Institutional Research).

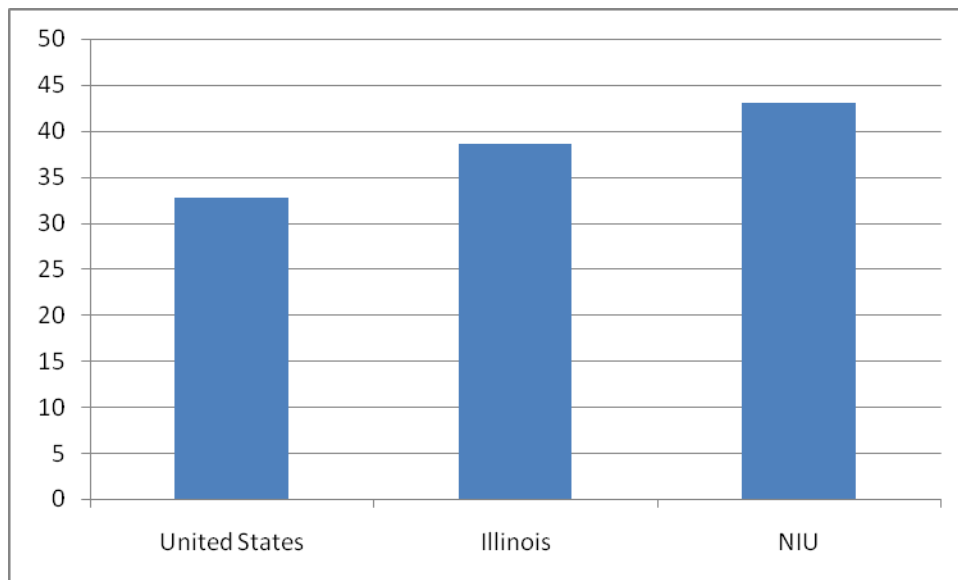


Figure 3: Proportion of full-time women faculty at 4 year institutions for the United States and Illinois compared to NIU. (Source: IBHE Data Book on Illinois Higher Education, Table VII-10, Fall 2006.)

The percentage of NIU full professors who were women, according to the Office of Institutional Research, increased from 20.5 percent in 2001 to 24.2 percent in 2004 and 27.2 percent in 2007 (Figure 4). This percentage increase, from 2001 to 2004, occurred because the number of men within the rank declined from 182 to 144. The number of women professors in 2001 was 47 and the number in 2004 was 46, while 2007 saw an increase in numbers for both men and women with 161 men and 60 female professors (Figures 4 and 5). Women have averaged approximately 40 percent of the associate professors from 2001 to 2007 with a high of 43.5 percent in 2007 (Figure 4). While the percentage gain seems small, it is important to note that this increase reflects a gain of 26 new female associate professors at NIU between 2001 and 2007, while during the same time period only 16 new male associate professors were added (Figure 5). From 2001 to 2007 women have represented approximately 52 percent of the assistant professors (Figure 4).

During this same period, women were the majority of instructors, 63 percent (Figure 6). According to the AAUP (2006), NIU is overrepresented in terms of non-tenure track full-time instructors. NIU in 2006 had 61.8 percent of the non-tenure track full-time instructor positions held by women, while the national average for public doctoral institutions was 53.5 percent (AAUP 2006).

Figures 4 through 6 provide an overview of women’s presence in the NIU faculty from 2001 to 2007.

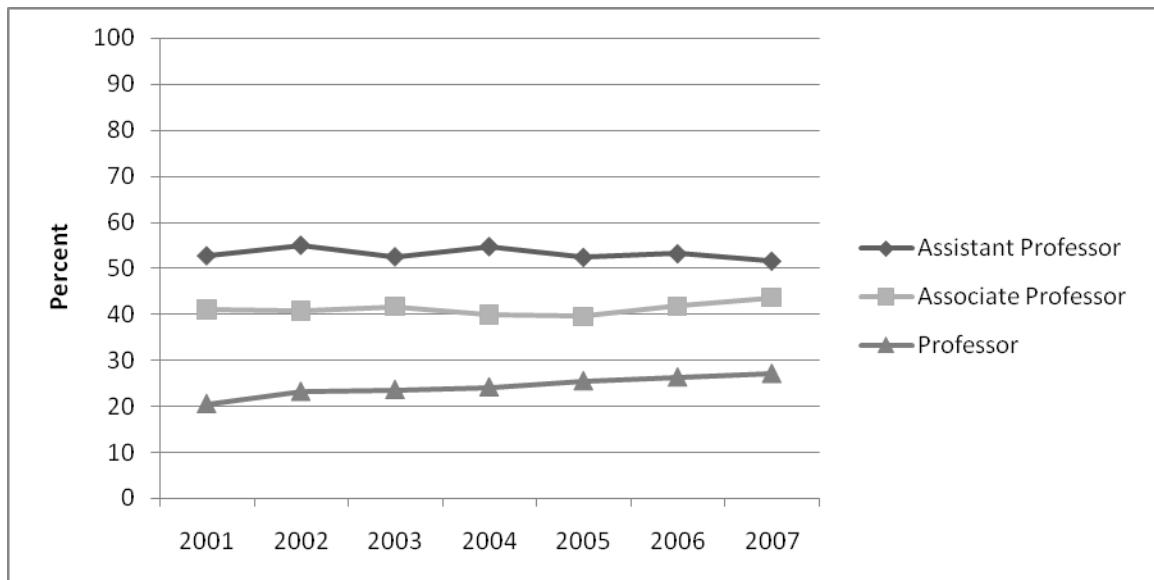


Figure 4: Women in faculty positions at NIU, 2001-2007 (Source: Office of Institutional Research, Northern Illinois University).

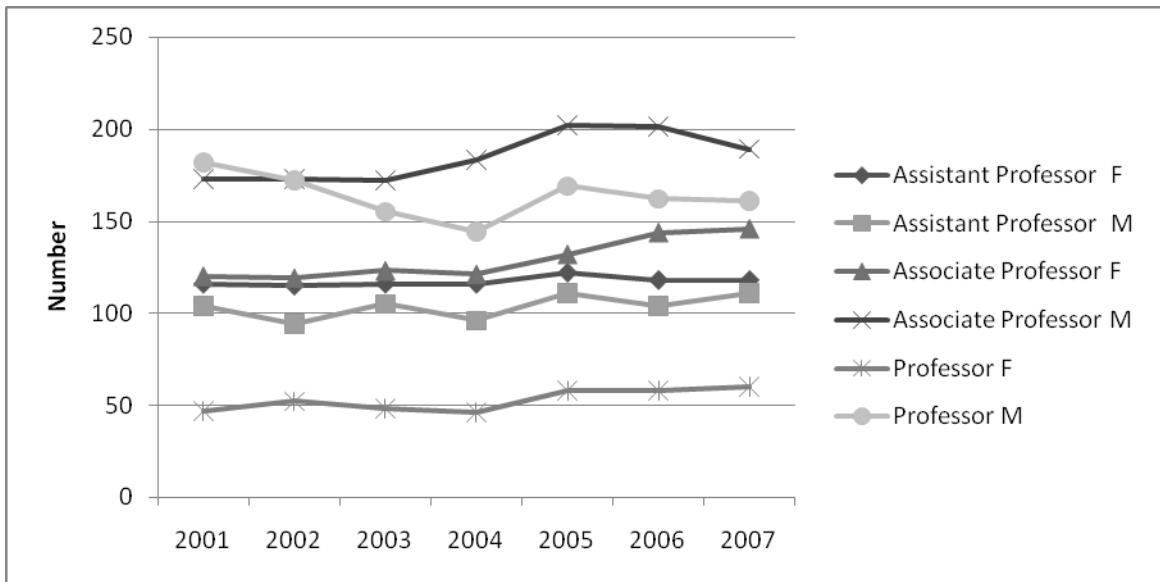


Figure 5: Number of faculty by rank and sex at NIU, 2001-2007 (Source: Office of Institutional Research, Northern Illinois University).

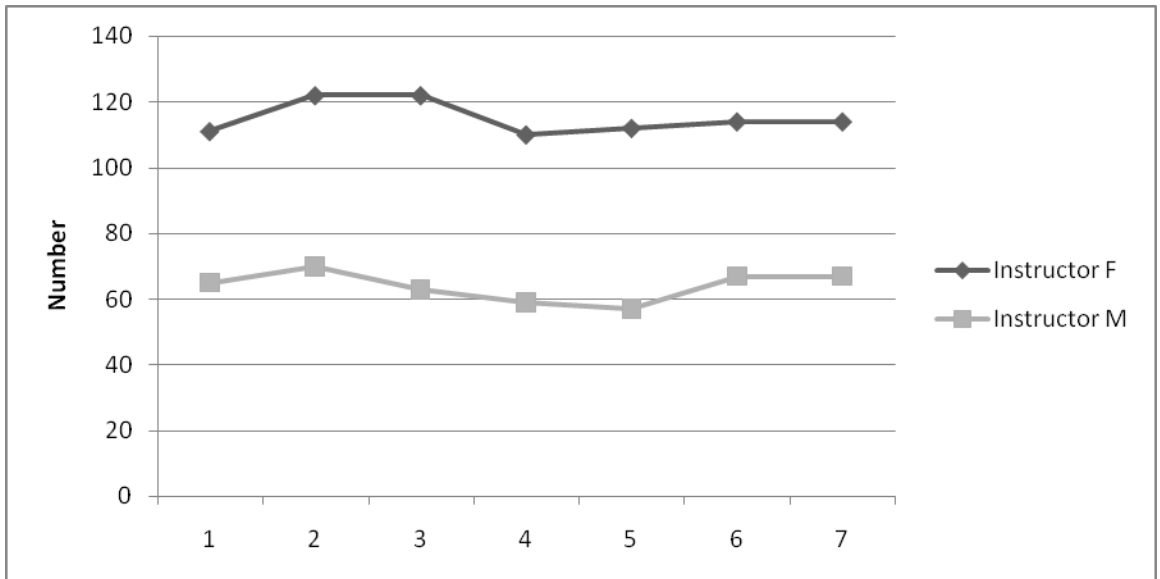


Figure 6: Number of women and men instructors at NIU, 2001-2007 (Source: Office of Institutional Research, Northern Illinois University).

Overall, based upon the four equity indicators presented in the AAUP 2006 report on gender equity, NIU ranks favorably across most indicators, and is especially well situated in regards to the number of full-time and part-time employed women, and women on the tenure track (See Table 2). However the salary of women at the professor level is one area within which NIU ranks in the lower percentiles. The average salary for the State of Illinois in 2007 for women full professors was

\$87,900 per year, while male full professors earned on average \$100,600. At NIU the average salary in 2007 for women full professors was \$80,400 per year, while male full professors at NIU earned on average \$88,400 (Source: Survey of salaries of full-time instructional faculty, 2006-2007, Integrated postsecondary Education Data System – IPEDS).

Table 2: Results of the AAUP Faculty Gender Equity Indicators 2006 Comparison of NIU with Public Doctoral Universities. Data supplied by the Office of the Provost, NIU, December 2007.

<u>Equity Indicator</u>	<u>Status</u>	<u>Ranking Among Doctoral Publics</u>	
		<u>(Rank out of 152)</u>	<u>Centile</u>
Indicator 1 Employment Status	Full-time	14	91 %
	Part-time	27	82 %
Indicator 2 Tenure Status	Non-Track	18	88 %
	Tenure-Track	7	95 %
	Tenured	16	89 %
Indicator 3 Full Professor		19	88 %
Indicator 4 Average Salary	Professor	66	57 %
	Associate	28	82 %
	Assistant	5	97 %
	All	24	84 %
Average of Indicators		22	85 %

***Women Faculty in Math, Sciences, and Engineering
(Following STEM Focus for PCSW in 2007/08)***

The College of Liberal Arts and Sciences (CLAS) is the largest of the colleges within NIU. Within the college, the Departments of Biological Sciences, Chemistry and Biochemistry, Computer Science, Geography, Geology and Environmental Geosciences, Mathematical Sciences (and the Division of Statistics within the department), and Physics offer strong graduate and undergraduate programs. As of fall 2007, female undergraduates comprised 55 percent of Biology majors, 37 percent of Geology and Environmental Geoscience majors, 30 percent of Geography majors, 45 percent of Chemistry majors, 41 percent of math majors, 20 percent of Physics majors, and only 8 percent of Computer Science majors (Source: CLAS Fall 2007). According to the Chronicle of Higher Education (The Chronicle Almanac, 2007-8; <http://chronicle.com/weekly/almanac/2007/nation>), nationally, 59 percent of all Biology and 37.5 percent of Geology and Environmental Geoscience undergraduate degrees go to women. In this regard NIU mirrors the national trends. But, despite high percentages of females in some of the science majors at NIU, the number of faculty women in the departments is disproportionately small.

Table 3: Number and percent of male and female professors by rank within CLAS departments at NIU as of Fall 2007. (Statistics based upon departmental websites and confirmed by Departmental Chairs).

Department in CLAS (total faculty)	Assistant			Associate			Full		
	M	F	Total	M	F	Total	M	F	Total
Biological Sciences (30)	2	0	2	13	3	16	8	4	12
Chemistry and Biochemistry (18)	4	0	4	9	1	10	4	0	4
Computer Science (12)	0	3	3	5	1	6	3	0	3
Geography (12)	2	2	4	4	2	6	2	0	2
Geology & Env. Geosciences (14)	1	1	2	3	1	4	8	0	8
Mathematical Sciences (41)	3	1	4	13	4	17	18	2	20
Physics (19)	3	0	3	9	0	9	4	3	7
Totals Overall for CLAS	15	7	22	56	12	68	47	9	56
Percent females by rank		32			18			16	

Source: NIU Departmental Website Faculty listings.

In the past seven years, the College of Liberal Arts and Sciences hired 10 females and 24 men in mathematics and science departments. The openings resulted from the loss of 24 professors (21 men, 3 women) and the creation of 10 new faculty lines. It is important to note that least five women were hired into newly opened positions and that two women were hired into lines that had previously been filled by males. Even though the Department of Physics boasts a woman chair, she is one of only three females in a department of 19, with no women at the assistant or associate level (Table 3). Since 1997, there has never been more than one female chair in mathematics and science at any given time, and for several years, there were none. Even fewer women from affected departments have moved into higher levels of administration. The websites of comparable institutions from a list compiled by the Illinois Board of Higher Education, such as Rutgers and Bowling Green State University, show similar percentages of women in the sciences at the associate level. The picture for women full professors is more varied, with some institutions comparing more favorably (Rutgers, 26 percent), and others less favorably (University of Nevada-Reno, 4 percent). Yet many benchmark institutions are more successful in recruiting women in the sciences compared to NIU; at New Mexico State 38 percent of the assistant professors in the sciences are females, and at Bowling Green, 45 percent are females.

The location of our university 65 miles from Chicago contributes to these difficulties. In dual career couples, it is common for one person to commute a minimum of two hours daily, restricting her/his availability for family responsibilities, administration, or research outside normal working hours. Projects with Fermi and Argonne laboratories bring some faculty members' research collaborators close by, but others' "local" colleagues are 60 to 100 miles away. Meeting with collaborators therefore creates further inroads in family time. Anecdotal evidence suggests that the number of commuting professors is increasing, and this restricts the pool of those available to supervise graduate research involving evening and weekend laboratory hours. NIU female professors also report that they are expected to fulfill higher service expectations than male peers, if only to ensure female representation on committees. These responsibilities consume research time. Females from underrepresented populations face a double burden.

In the College of Engineering and Engineering Technology 8 percent of all faculty are women. There are no women at the rank of associate professor, two at the rank of assistant professor, and

one at the rank of professor (Table 4). When data from the College of Liberal Arts and Sciences and the College of Engineering and Engineering Technology are combined they reveal that only 14 percent of all professors at NIU in the STEM (science, technology, engineering, and math) fields are women (Figure 7).

Table 4: Number and Percentage of Men and Women Professors by Department and Rank within the College of Engineering and Engineering Technology, Fall 2006*

Department	Assistant		Associate		Full	
	M	F	M	F	M	F
Mechanical Engineering	2	0	6	0	3	0
Electrical Engineering	1	1	1	0	8	0
Industrial and Systems Engineering	2	1	3	0	0	0
Technology	4	0	4	0	2	1
Total	9	2	14	0	13	1
Percentage of women		22.2		0		7.7

*Source: NIU Departmental Website Faculty listings.

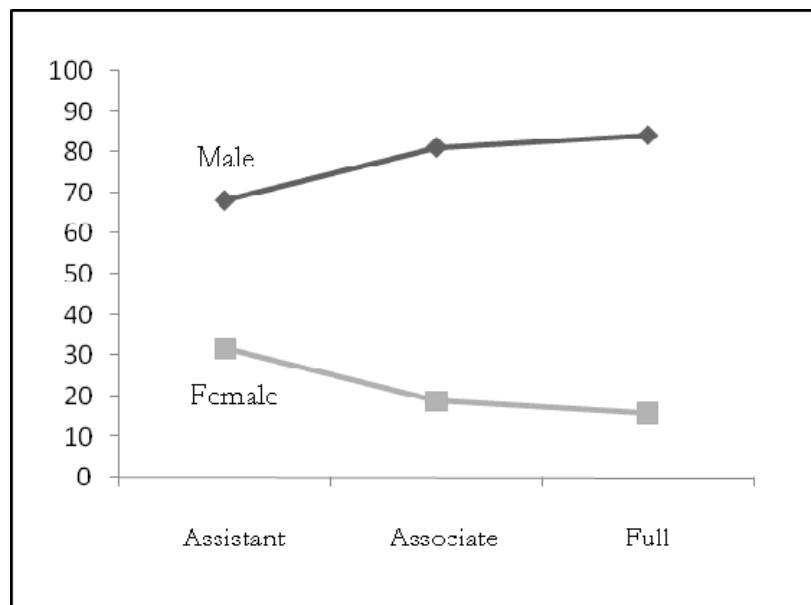


Figure 7: The Proportion of Women and Men Professors by Rank in the STEM Fields, 2006
(Source: NIU Departmental Website Faculty listings)

Current selected activities for women in faculty positions at NIU;

- Faculty Development and Instructional Design Center runs the New Faculty Forum for all new faculty hires (each fall).
- Some units have a monthly or weekly publishing circle such as the School of Family, Consumer and Nutrition Sciences (FCNS). Although not exclusive to women, since the school is female dominated it is generally women who show up. The goal is to critique and revise manuscripts to be sent out to refereed journals.

- The School of Nursing and Health Studies has a formal mentoring program for new assistant professors. They are assigned to a tenured faculty member when they are hired. The purpose is to provide guidance for tenure and promotion.
- The College of Education has a program called the College Leadership Educational Opportunity (CLEO). It was designed to provide training and mentoring opportunities for female faculty at the Associate level interested in leadership growth, ie, potential for chairs, assoc. deans and so on. There are meetings, all day workshops, summer institutes, and the opportunity to travel to workshops outside of Illinois.
- The College of Education has for many years acknowledged outstanding teaching, service, and scholarship at a year-end awards ceremony, which is very nice recognition. The college has an informal mentoring program organized for new hires by one of the associate deans and department chairs and a regular Sabbatical Workshop each year. And there is a required new faculty course that meets once a week for the year, with a one class released load attached, so faculty get up to speed on university operations, technology integration, NCATE policies, and so on, and talk about common research interests and methods.
- The College of Business co-sponsors speakers when possible including the keynote speakers for the 2007 and 2008 Women's History Month. All faculty, including female faculty have access to travel funds and most have taken advantage of them for domestic and international travel. The college also supports instructors to attend conferences when they are relatively close. Some faculty are faculty associates with Women's Studies and will speak at the PCSW luncheons, as well as to female high school students at the Conference for Young Women each fall.

Current activities for women in faculty positions at NIU in STEM areas;

- A group of women in mathematics and science have met monthly for lunch for approximately three years, organized by a Physics faculty member.
- A distinctive feature of our campus has been the on-going commitment to and involvement of the Women's Studies program in issues pertaining to gender and STEM. The Women's Studies program has for over twenty-five years actively recruited associates from faculty in mathematics and science, and these associates have received opportunities for mentorship and networking.
- Affirmative action workshops required of all faculty members and chairs' workshops on recruiting more diverse faculty have also been part of the university's efforts in this area; in fall 2007, the dean of CLAS also sponsored a session on recruiting diverse faculty at the chairs' annual retreat.
- Increased upper level support for institutional transformation in mathematics and science is apparent in the fact that the provost and the vice president for research sponsored two retreats for women faculty in mathematics and science in 2007. The retreats were intended to promote networking; research collaborations leading to publication and external funding; course development; mentorship for STEM faculty and students; and discussions of work/life issues for women in STEM. Even though the first retreat was held during finals week in May, approximately 25 women attended, and nineteen completed evaluations. Despite the brevity of the retreat (three hours), 17 of the women said they "agreed" or "strongly agreed" with the statement: "The retreat energized me and made me feel more positive about my work at NIU." Three more women responded that they felt "neutral," and a retiree noted that it was not applicable.

Recommendations

- Actively recruit qualified women to tenure-track positions
- Ensure adequate support for women's research/artistry programs
- Identify/support opportunities to develop leadership/management skills in tenure-track women faculty with an interest in administrative and research roles (e.g., American Council on Education seminars and fellowships, Summer Institute for Women in Higher Education Administration (Bryn Mawr), Higher Education Resource Service (HERS) New England Management Institute for Women in Higher Education Administration (Wellesley))
- Expand mentoring efforts (formalize) within disciplines and university wide
 - NIU women currently in leadership roles serve as professional development mentors (e.g., hold monthly luncheons/meetings to discuss aspects of preparing for administration)
- Determine if specific professional support/development groups would be helpful in the attainment of tenure/promotion (e.g., writing groups for research interests with tenured faculty serving as facilitators with remuneration)
- Identify opportunities to apprise women of personnel policies of particular relevance to them (e.g., stop-the-tenure-clock, contraceptive prescription coverage)
- Collect and track more detailed personnel data on time in rank for faculty and time-to-degree and persistence for students
- Increase distribution of information on Women's Networking Luncheons sponsored by the commission
- Share the results of this research with appropriate constituencies: provost, deans, chairs, Student Association, Human Resource Services (others)

Women Students at Northern Illinois University

Nationally in 2004-2005, 57.7 percent of all degrees conferred at 4 year institutions, according to the *Chronicle of Higher Education* (Chronicle Almanac 2007/8), went to women. For the State of Illinois in the fall of 2006, 53.8 percent of all enrolled students in public universities were women and 54 percent of the graduating class for the 2005-2006 academic year, were women (*IBHE Data Book on Illinois Higher Education*, 2007). Northern Illinois University tracks the state average very closely with 54.4 percent of our undergraduate student body which earned degrees in 2005-06, being women. Figure 8 shows the percentage of NIU students who were women from 1986 through 2004 at the undergraduate level, the graduate level, and among the professional students. The data show that women have been a slight majority of undergraduate students throughout this time period with a slight downturn in the percentages when the data is extended to 2007 (Figures 9 and 10). Women accounted for approximately 60 percent of graduate students throughout this time period, and their representation among professional students has grown from less than one-third to a majority. The graduating class of 2005-2006 from NIU consisted of 57 percent women at the master's level and 63 percent of the doctoral students were women, but the trend from 2001 to 2007 shows a slight decline in the proportion women earning those degrees (Figures 9 and 10). Regardless of the recent trend in the proportion of women, NIU exceeds the state average in terms of graduating female doctoral students as only 46.8 percent of all doctorates from public universities in the state of Illinois went to women in 2005-06 (*IBHE Data Book on Illinois Higher Education*, 2007).

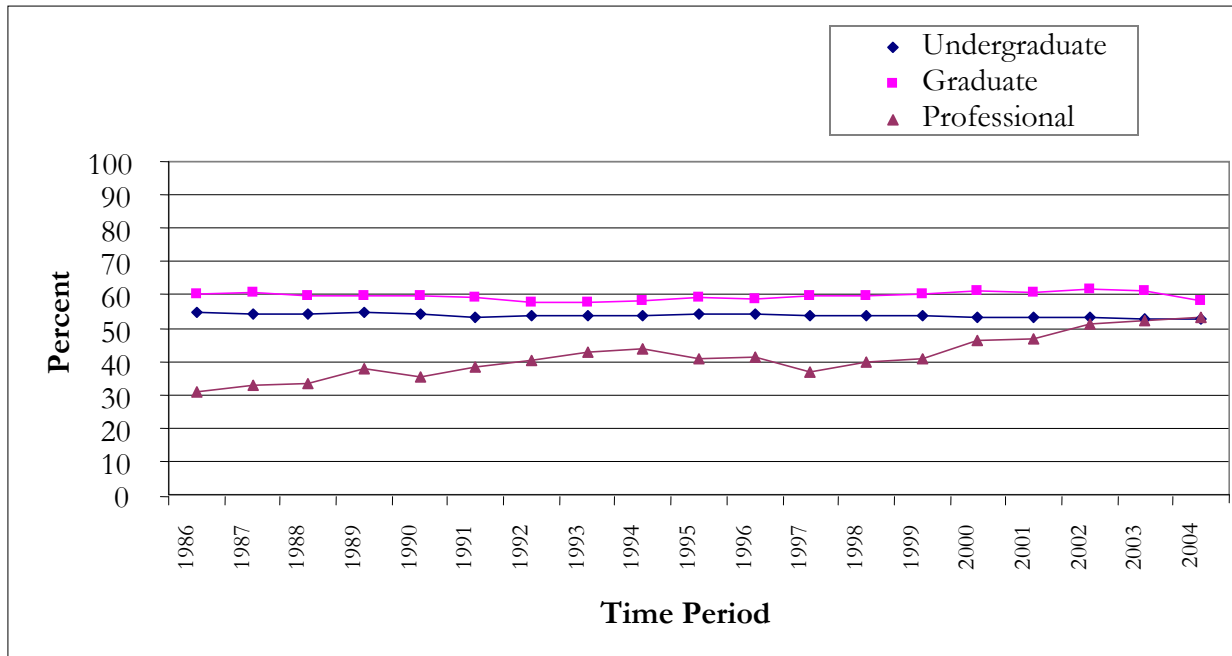


Figure 8. Enrollment of Women in NIU Undergraduate, Graduate, and Professional Programs, 1986-2004

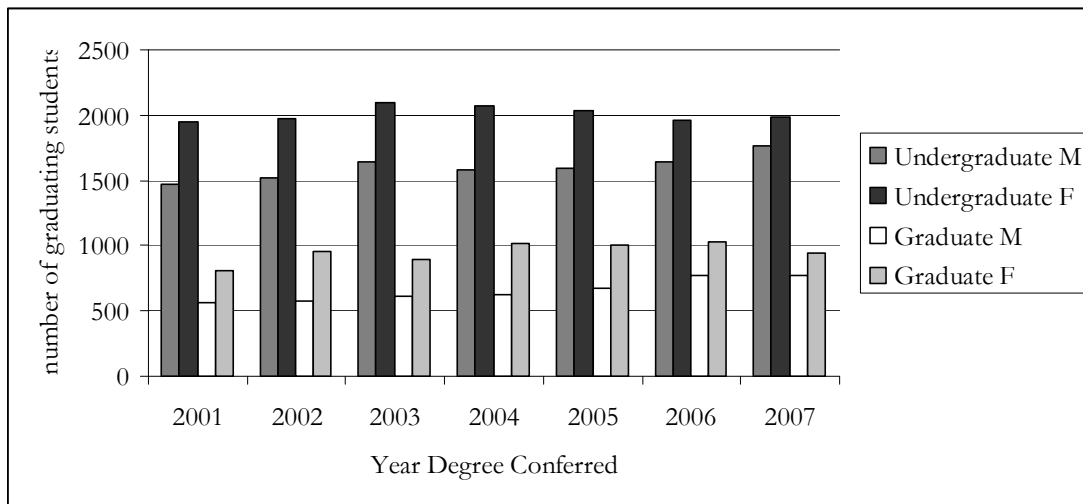


Figure 9. Degrees awarded to Women and Men at both the Undergraduate and Graduate Level at NIU, 2001-2007.

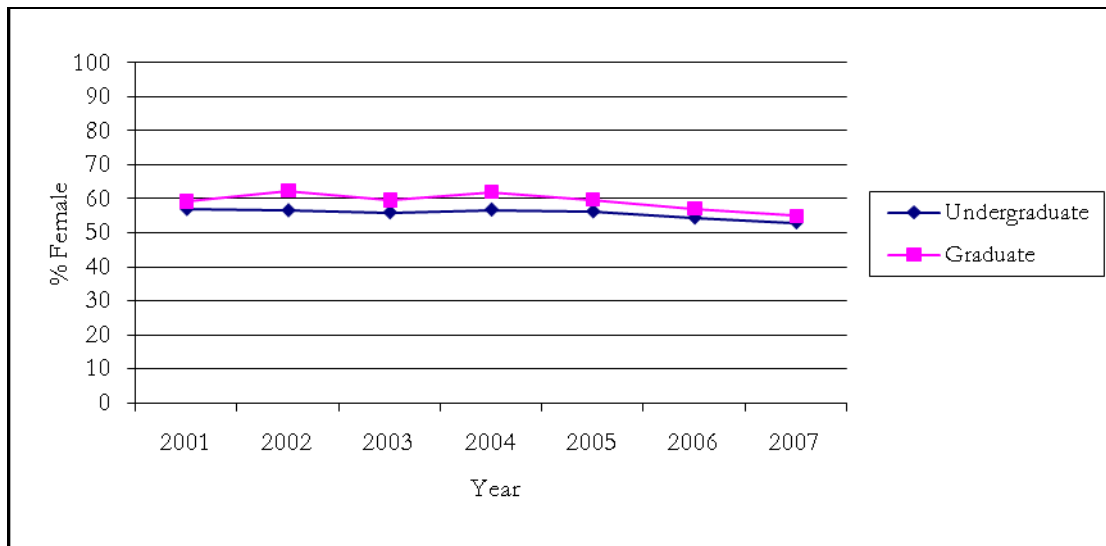


Figure 10. Proportion of the Undergraduate and Graduate Degrees awarded at NIU to Women, 2001-2007.

Snapshot Evaluation of Graduate Degrees (1998-2004)

The College of Business offers four master’s level programs, and overall from 1998-2004 women earned 32 to 42 percent of the degrees awarded¹ (n = 731; μ = 104/year). The overall upward trend has been maintained since 2001.

The College of Education offers graduate degrees at both the master’s and doctoral levels. From 1998-2004 the trend in graduate degrees awarded to women was consistent at 70 to 78 percent (n = 3,075; μ = 439/year). At the doctoral level, 77 percent of the degrees in instructional technology, 55 percent of the degrees in counseling and adult and higher education, and 53 percent of the degrees in educational psychology, educational administration, and curriculum and instruction were earned by women.

The College of Engineering and Engineering Technology offers four master’s level degrees. Between 1998 and 2004 an average of 13 percent of the degrees per year (range = 7 to 21 percent) were awarded to women. For this timeframe a total of 55 degrees (μ = 8/year) were earned by women.

In the College of Health and Human Sciences, 85 percent (a low in 2004) to 95 percent (a high in 2000) of the master’s degrees awarded were earned by women (n = 846; μ = 121/year). This range of achievement by women was consistent between 1998 and 2004.

Data on master’s and doctoral degrees offered in the College of Liberal Arts and Sciences show that 44 to 50 percent of these degrees were awarded to women (n = 1,039; μ = 148/year) between 1998 and 2004. Of the ten doctoral programs in the college, women earned 57 percent of the degrees in

¹ n = number of degrees earned by women and μ = average number of degrees earned by women annually

psychology, 49 percent of the degrees in English, 47 percent of the degrees in chemistry, and 40 percent of the degrees in history. Of the remaining degrees in the sciences, women earned 31 percent (biological sciences), 29 percent (mathematics), 27 percent (physics and political science), and 12 percent (geology) of the degrees. They earned only 16 percent of the degrees in economics.

Women earned 56 to 66 percent of the master's degrees awarded ($n = 301$; $\mu = 43/\text{year}$) in the programs offered in the College of Visual and Performing Arts. This range of achievement by women was consistent between 1998 and 2004.

Figures 11-13 present an overview of women doctorates across the university from 1998 to 2004.

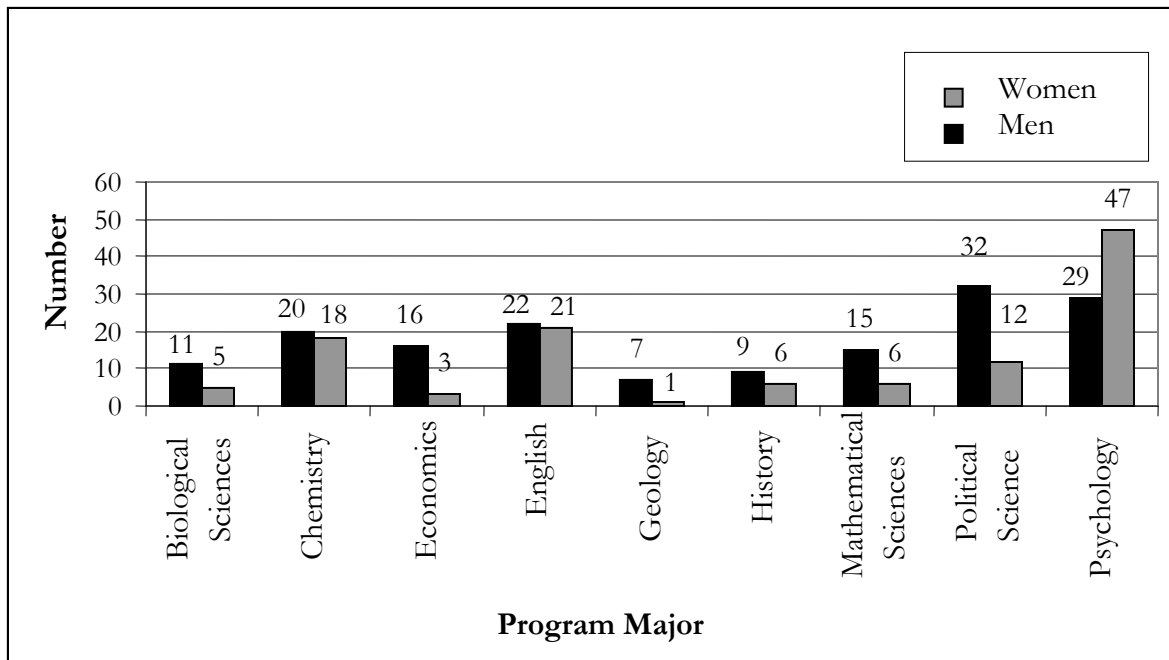


Figure 11. Number of Women and Men Ph.D.s, 1998-2004

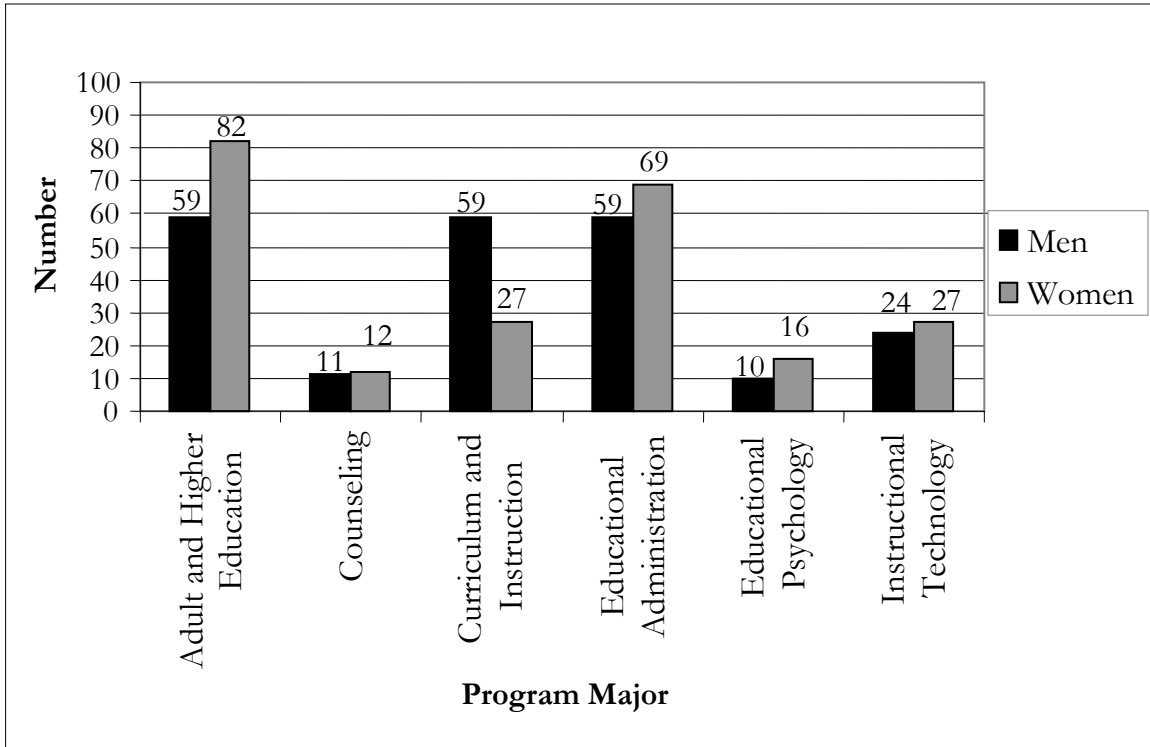


Figure 12. Number of Women and Men Ed.D.s, 1998-2004

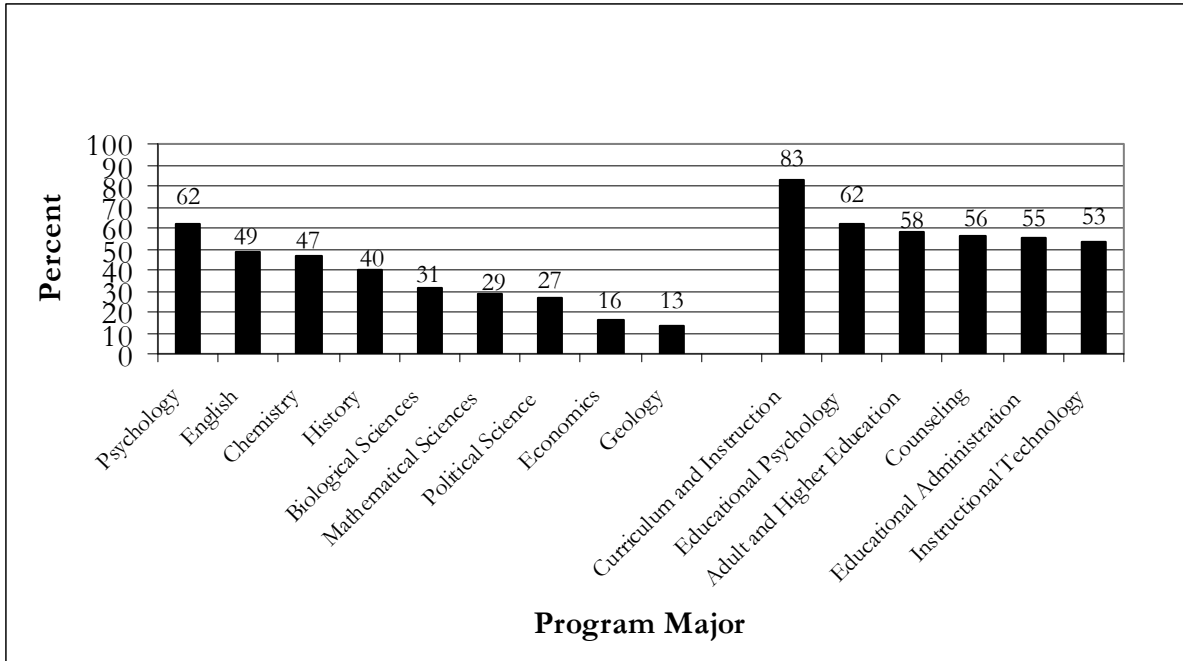


Figure 13. Doctorates Earned by Women, 1998-2004

Snapshot Evaluation of Baccalaureate Degrees (1998-2004)

The data presented in Table 5 show the percentage of women who earned degrees in the undergraduate majors between 1998 and 2004. Consistent with the findings reported for graduate degrees, women are well represented in education and health and human sciences programs, comprising more than 70 percent of these degree recipients. Women also comprise more than 50 percent of the baccalaureate degree recipients from programs in the visual and performing arts, foreign languages, several areas of business, communication studies, journalism, anthropology, sociology, and psychology, as well as the biological sciences. Less than 25 percent of the degrees awarded in engineering and technology and physics and computer science are awarded to women.

Table 5: Percent of Baccalaureate Degrees Earned by Women, 1998-2004

Major	Percent	Major	Percent
College of Engineering & Engineering Technology-Contract Major	100	Communication Studies	57
College of Health and Human Sciences-Contract Major	100	Theatre Studies	55
Early Childhood Studies	98	Accountancy	51
Family and Child Studies	97	College of Liberal Arts and Sciences-Contract Major	50
Textiles, Apparel and Merchandising	96	Studio Art	50
Communicative Disorders	95	Business Administration	48
Nursing	93	Management	48
Special Education	93	Geology and Environmental Geosciences	48
Nutrition, Dietetics, and Hospitality Administration	89	Mathematical Sciences	48
Elementary Education	89	Marketing	45
Art History	86	Kinesiology	43
Public Health	82	Political Science	43
French	78	Music	42
Art Education	74	Chemistry	39
Clinical Laboratory Sciences	73	Operations and Information Management	36
Health Sciences	73	History	35
Psychology	73	Finance	31
Russian	71	Meteorology	31
Spanish	70	Geography	28
Health Education	69	Economics	27
Art	68	College of Education-Contract Major	26
Theatre Arts	67	Industrial Engineering	23
English	65	Physics	21
German	64	Computer Science	19
College of Liberal Arts and Sciences-B.G.S.	62	College of Visual and Performing Arts-Contract Major	17
Journalism	61	Philosophy	16
Anthropology	60	Electrical Engineering	12
Biological Sciences	60	Mechanical Engineering	11
Physical Education	58	Technology	8
Sociology	58		

Current Activities for Women students at NIU

- The Latino Resource Center hosts a student networking group for female students called "de mujer a mujer". *From their website:* De Mujer a Mujer: Latina Assistance Program: Promotes programs specific to the needs of Latinas including support, academic guidance, and leadership opportunities that enhance students' retention and graduation.
- Most of the activities for women students at NIU are organized through either Women's Studies or the Women's Resource Center and since their list of activities is rather extensive they have been given a separate section below.
- Activities focused on women majoring in STEM fields;
 - WIMSE (Women in Math, Science, and Engineering), a student and faculty group, met regularly from 1996 to 1998, bringing in faculty speakers.
 - A residence hall floor offering enrichment programs for women in science has existed since 1999.
 - Curricular efforts include a course on Women and Science, cross-listed between Women's Studies, Biology, and Geography.
 - An NSF grant for women in mathematics from 2001 to 2003 (HRD-0086310) featured a campus advertising campaign to diminish negative stereotypes of women in mathematics. A special calculus I section for women, also part of this grant, has continued at the university's expense.
 - A new course on gender and computing will be offered in fall 2008.
 - Professors who participate in the university's multicultural curriculum transformation institute attend sessions on making their course content and pedagogy more inclusive, thus improving undergraduate education.
 - Faculty have been funded (NSF OEDG Grant) to increase Latina participation in the geosciences by recruiting earth science teachers serving large Hispanic populations for paid field experiences in Northern Illinois and Mexico, and a faculty member from the College of Engineering and Engineering Technology is involved in a program to bring middle school girls into the sciences.
 - Growing administrative involvement is evident in the creation of a university-wide task force on STEM education, which is seeking ways of improving undergraduate programs in the relevant departments, with a particular focus on increasing retention of women and other underrepresented students.
 - The university sponsors two competitive research programs for undergraduates.

Recommendations for Improving the Campus Life for Women Students;

- Develop specific strategies to recruit women to disciplines where they are underrepresented
- Provide mentoring programs and other course-based initiatives for women students in disciplines where they're underrepresented
- Support targeted women in doctoral programs to a greater degree in exchange for a certain number of years of service in a faculty role at NIU
- Conduct seminars/workshops/activities for women graduate students to better prepare them for faculty roles (salary negotiations, start-up funds, expectations for tenure, etc.)
- Provide incentives/support for women to pursue graduate studies
- Work with middle schools to develop interest in science, technology, engineering, and mathematics (STEM) disciplines
- Initiate programming to develop leadership skills among women students
- Share the results of this research with appropriate constituencies: provost, deans, chairs, student affairs, Student Association, Human Resource Services (others)

Special Programs and Units on Campus Dedicated to the Advancement of Women at NIU

1) The Women Studies Program (<http://www.clas.niu.edu/wstudies/>)

The Women's Studies Program is an interdisciplinary academic program housed in Northern Illinois University's College of Liberal Arts and Sciences. Any undergraduate student in the university may earn a minor in Women's Studies by taking 3 core courses and 3 additional courses selected from related electives offered for credit towards a minor (18 hours total). The College of Liberal Arts & Sciences also offers students the opportunity to construct an individualized major in Women's Studies (B.A. or B.S.). At the graduate level students may earn a graduate certificate in Women's Studies, which requires two core courses and two approved graduate-level elective courses (12 hours total).

Selected List of Women's Studies Program Activities:

- **NIU CONFERENCE FOR YOUNG WOMEN:** Sponsored by the College of Liberal Arts and Sciences and the Women's Studies Program, the NIU Conference for Young Women introduces young women in their sophomore through senior years of high school to a variety of career areas, including professions where women have been historically underrepresented. The conference generally includes a panel discussion on career opportunities for women, presentations by NIU faculty on topics related to women's collegiate experiences and career options, and tours of the NIU campus and campus facilities.
- **FACULTY ASSOCIATES' SOCIALS:** The Women's Studies Program hosts 2-3 Faculty Associates' Socials each year, which offer Women's Studies Faculty Associates and Affiliates, as well as other NIU faculty interested in the Women's Studies Program, an opportunity to learn more about the Women's Studies Program, to network and discuss their research.
- **MOTHER'S MEMORIAL SCHOLARSHIP FUND:** The Mothers Memorial Scholarship Fund is the Women's Studies Program's first endowed scholarship. The scholarship honors those who are or act as mothers to members of the NIU community.
- **WOMEN'S HISTORY MONTH:** The Women's Studies Program coordinates NIU's annual celebration of Women's History Month in March, sponsoring and co-sponsoring a wide array of events including speakers, films, concerts, artistic performances, art exhibits, and an essay contest among others. Women's History Month offers an opportunity to celebrate and increase awareness of women's contributions, abilities, and issues.
- **"THIS IS WHAT A FEMINIST LOOKS LIKE!" STICKER DAY:** The Women's Studies Program sponsors the "This is What a Feminist Looks Like!" Sticker Day in order to draw attention to the many ways in which diverse people promote women's rights; to educate the campus community by breaking harmful stereotypes that cast all feminists as white, or female, or politically radical; and to open up the definitions of the word "feminist" to more complicated meanings. This event has drawn national interest.
- **NATIONAL WOMEN'S STUDIES ASSOCIATION:** NIU's Women's Studies Program is an institutional member of the National Women's Studies Association (NWSA). Each year, Women's Studies faculty and students attend and present at the NWSA's annual conference. The conference is the only annual conference in the United States that focuses exclusively on drawing attention to the latest feminist scholarship. The conference offers attendees both networking and professional development opportunities.

- **GRADUATE COLLOQUIUM SPEAKERS:** Each year, the Women's Studies Program with the Graduate Colloquium Committee co-sponsors at least two graduate colloquium speakers that focus on gender related issues. Graduate colloquium events offer Women's Studies graduate students the opportunity to select topics and speakers. Colloquium events also provide graduate students, the university, and general public the opportunity to listen to and interact with top Women's Studies "scholars, artists, professionals, and public figures."
- **FACULTY ASSOCIATES EVENT SERIES:** The Women's Studies Program hosts a variety of Faculty Associates Events each year, including lectures, panel discussions and workshops led by Women's Studies faculty. These events offer Women's Studies faculty the opportunity to share their women's studies related research with students, the university community, and the general public.
- **LIBRARY RESOURCES:** The Women's Studies Program maintains a collection of books, journals, archival materials, and audio/visual resources, which will be of interest not only to Women's Studies students and faculty but also to faculty and students in other disciplines. The Women's Studies Program also offers suggestions and requests to Founders Memorial Library for women's studies and gender studies related materials that would be of interest to students.
- **WOMEN'S STUDIES PROGRAM COURSES:** The Women's Studies Program offers courses which focus on women's experience in the analysis of human culture; examine the contributions and status of women in society; explore the meaning of gender in our lives; and, investigate the impact of race, ethnicity, age, social class, sexual orientation, and other factors on women's experiences.

2) **The Women's Resource Center.** (<http://www.niu.edu/women/aboutus/index.shtml>)

Since 1979, the Women's Resource Center has been the central space on campus for women and men students, faculty, staff, and community members who are passionate about issues of gender equality. The Women's Resource Center staff is dedicated to gender equity and enhancement of the campus climate for women through advocacy, personal development, and social justice programming. We provide a central space on campus where faculty, staff, students, and community can come together around issues of inclusiveness and activism. The Women's Resource Center envisions an environment of mutual respect and equality for women and men on campus and in the community where diversity of age, race, class, sexual orientation, ethnicity, physical and mental abilities, class, and gender are accepted and appreciated. The Women's Resource Center strives to be recognized at the local, regional, and national level for its work in creating gender equity.

Selected List of Women's Resource Center Activities;

- **Educational/Social Justice Programming:**
 - On the second Saturday of each month, we gather students to head out in the community and do a volunteer project with a local non-profit agency. These have been well attended all year - and we usually have between 15 and 20 students that join us for each volunteer day.
 - We have hosted two very successful hip hop events - talking about feminism and hip hop in the fall, which brought together about 400 students during the two-night event; and in the spring, approximately 350 students joined us for a discussion about what messages hip hop sends to young men about what it means to be a man and to "act out" manhood

- **Advocacy**
 - Our staff has provided more than 150 hours of individual advocacy for women regarding gender-related obstacles on campus - including pregnancy issues, sexual assault and interpersonal violence, harassment
- **Space**
 - Our Center provides a meeting space for both local community groups and campus student groups, including Women's Rights Alliance, QYC and others.
- **Collaboration**
 - The Women's Resource Center has co-sponsored events with several different student organizations and on-campus departments to provide programming related to gender issues, including NAACP, EBONY Women, SISTERS, Hip Hop Congress, Prism, Health Enhancement, Housing and Dining, Women's Studies, Center for Governmental Studies, Department of History and the LGBT Resource Center
- **Outreach**
 - The Center has been invited to do more than 20 programs across campus this academic year on gender-related issues, including media literacy, sex education and interpersonal violence, among others

Review of this Reports Recommendations

Based upon the data presented in this report, the Presidential Commission on the Status of Women offer the following set of recommendations:

Overall

- **Creation of a data matrix that can be updated annually. A number of variables which pertain to women at all levels of the university should be formulated and tracked. These NIU data should be compared with IBHE and national data each year. A set of benchmarking and inspirational institutions could be included in the matrix for critical comparison.**

Staff, Faculty and Administration

- Actively recruit qualified women to positions to university positions
- Ensure adequate support for women's research/artistry programs
- Identify/support opportunities to develop leadership/management skills in tenure-track women faculty with an interest in administrative and research roles (e.g., American Council on Education seminars and fellowships, Summer Institute for Women in Higher Education Administration (Bryn Mawr), Higher Education Resource Service (HERS) New England Management Institute for Women in Higher Education Administration (Wellesley)
- Develop and expand mentoring efforts (formalize) within disciplines and university wide, including staff, faculty, and administration.
- Determine if specific professional support/development groups would be helpful in the attainment of tenure/promotion (e.g., writing groups for research interests with tenured faculty serving as facilitators with remuneration)
- Identify opportunities to apprise women of personnel policies of particular relevance to them (e.g., FMLA, stop-the-tenure-clock, contraceptive prescription coverage)
- Assess the potential for accommodation (i.e. merit raises) in regards to skill acquisition for women in civil service.

- Collect and track more detailed personnel data on time in rank for faculty and time-to-degree and persistence for students
- Increase distribution of information on Women's Networking Luncheons sponsored by the commission
- Share the results of this research with appropriate constituencies: provost, deans, chairs, Student Association, Human Resource Services (others)

Students

- Develop specific strategies to recruit women to disciplines where they're underrepresented
- Provide mentoring programs and other course-based initiatives for women students in disciplines where they're underrepresented
- Support targeted women in doctoral programs to a greater degree in exchange for a certain number of years of service in a faculty role at NIU
- Conduct seminars/workshops/activities for women graduate students to better prepare them for faculty roles (salary negotiations, start-up funds, expectations for tenure, etc.)
- Provide incentives/support for women to pursue graduate studies
- Work with middle schools to develop interest in science, technology, engineering, and mathematics (STEM) disciplines
- Initiate programming to develop leadership skills among women students
- Share the results of this research with appropriate constituencies: provost, deans, chairs, student affairs, the Student Association, Human Resource Services (others)

Selected References and Data Sources

Chronicle of Higher Education, various resources including the weekly almanac. *Available from:*
<http://chronicle.com/weekly/almanac/2007/>

Equal Employment Opportunity Commission (EEOC) definition and Headcount, 2002-2006,
<http://www.eeoc.gov/> (data sourced from *Institutional Research*, NIU).

Integrated postsecondary Education Data System (IPEDS) Survey of salaries of full-time instructional faculty, 2006-2007. *IPEDS data sourced from Institutional Research*, NIU.

King, J.E. and G.G. Gomez, 2008, *On the Pathway to Presidency*, Characteristics of Higher Education's Senior Leadership. American Council on Education, Washington D.C.

Northern Illinois University website: <http://www.niu.edu/index.shtml>

Office of Institutional Research, NIU, Director: Dan House.
<http://www.finfacil.niu.edu/InstitutionalResearch/>

State of Illinois Board of Higher Education, December, 2007, "*Report to the Governor and General Assembly on Underrepresented Groups in Illinois Higher Education*".

State Universities Civil Service System (SUCSS) Annual Report 2007, (July 1 2006, June 30 2007). SUCSS, Urbana, Illinois. <http://www.sucss.state.il.us/documents/AnnualReport/FY07.pdf>

West, M.S. and J.W. Curtis, AAUP Faculty Gender Equity Indicators 2006, American Association of University Professors (AAUP), Washington, D.C. Available from:
<http://www.aaup.org/AAUP/pubsres/research/geneq2006>