

Report of the Task Force

on the

Status of Women

at

Middlebury College

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TASK FORCE ON THE STATUS OF WOMEN AT MIDDLEBURY

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| CONTENTS | Page |
|--|------|
| Working Methods | 1 |
| The Good News | 1 |
| The Status of Women at Middlebury, 1996-7 | 4 |
| I. Women in Authority: the Importance of Role Models | 4 |
| a. The Administration | 4 |
| b. The Faculty | 7 |
| c. The Staff | 9 |
| II. Working Conditions and Families at Middlebury | 11 |
| a. "Down Time" for Committee Work | 11 |
| b. Partner Employment Issues | 12 |
| c. Parental Leave Policies--Faculty and Staff | 12 |
| d. Day Care | 14 |
| III. The Women's Studies Program | 15 |
| IV. Student Life | 17 |
| Social Life | 17 |
| a. Social Houses | 18 |
| b. Entertainment Options | 18 |
| c. Changing Attitudes | 19 |
| d. Residential Life | 19 |
| e. Campus Safety | 19 |
| f. Women of Color | 20 |
| g. Gay/Lesbian/Bisexual Student Concerns | 21 |
| h. Sexual Assault Policy | 21 |
| i. Athletics and Fitness | 22 |
| j. Eating Disorders | 23 |
| k. Women and Leadership | 23 |
| Conclusion | 25 |
| Recommendations: a Summary | 27 |

PROLOGUE

Middlebury College is currently striving to put into practice the vision expressed by the administration in its statement of 1994. It pledges to make Middlebury, "Nothing less than the college of choice for the very strongest students--*the* college of choice." To do this, we have to be able to appeal to the best and the brightest of all students, and we should remember that at least half of those will be young women. The College's 'vision statement,' as it is known, states that by 2004, "we should be competing successfully for students against those schools with whom we now have the greatest overlap of applicants and acceptances and the least success in competing for matriculants. In 1994, those institutions were Amherst, Williams, Dartmouth and Princeton."¹ All of these are former all-male schools, and have had varying degrees of success in integrating women into their institutions. In competing successfully with them, one of our greatest drawing cards could and should be that our long tradition of coeducation makes Middlebury a particularly comfortable environment for women. In order to capitalize on this important selling point, we first have to be sure it is true. If we find that we have not yet reached our goal, we must make the necessary adjustments.

The report which follows has one precedent. A Committee on Attitudes Towards Gender was appointed by President Olin Robison in the Fall of 1988, "to review the status of women and, to study more broadly, the status of gender on campus." Faculty, staff and students undertook an exhaustive eighteen month examination of these issues, and produced a report that was enlightening, controversial and thought-provoking. Through the use of questionnaires, the Committee sought to assess the status of women and men at the College and to educate the campus about the gender biases in our midst. The Report of the Special Committee on Attitudes toward Gender issued its findings in March 1990, concluding with a series of recommendations to help the College to redress some of the more glaring omissions and inequities that had been identified. President Robison was supportive of its role, "as the basis for discussion and action" on campus.

The original 'Gender Report,' as it came to be called, was undertaken in the aftermath of an incident in which a mutilated female mannequin was hanged from the front of a fraternity house during a party at the close of the 1987-88 school year. The event was a major turning point for the College, for it made it difficult to ignore that a campus culture had developed that was too often lacking in maturity, sensitivity and respect toward the female half of our community. The Gender Report represented the College's first

¹ "A Vision for Middlebury College," Office of the President, Middlebury College, 1994.

courageous attempt at self-evaluation on these issues, and as such it was a watershed in our institutional history.

As we approach the 200th Anniversary of the College's founding, it seems an appropriate time to evaluate how women are faring at Middlebury College. For this reason, the Student Affairs Committee of the Board of Trustees asked that a task force be set up to review our progress since 1989-90 and to make new recommendations regarding women's issues at Middlebury. A committee composed of students (chosen in consultation with the SGA), faculty and staff began meeting in the winter of 1995-96 to assess our progress. We hope that our report will stimulate campus-wide discussion and action to keep us moving forward in these areas of concern.

WORKING METHODS

The 1996 Task Force on the Status of Women began with an examination of the recommendations of the 1990 Gender Report. We wanted to know how many of those recommendations had been carried out, how many had not and whether the latter were still relevant. We then outlined continuing areas of concern and issues that had not been addressed in the previous report. Our conclusions can be found in the new recommendations at the end of this document. Many faculty members--both men and women--offered their insights and recommendations. Students have provided a unique perspective on what it is like to be a woman in our academic departments, residences, dining halls, fitness facilities and many other places. The staff has been very forthcoming about how their working conditions affect their family lives. Everyone showed a desire to be positive and productive. Their help is greatly appreciated.

THE GOOD NEWS

In the second volume of his history of Middlebury College, David Stameshkin has written that, "One of the most remarkable changes at Middlebury between 1915 and 1990 was the development of a more truly coeducational college."¹ He surveys the highlights of women's quest for parity at the College, including the abolition of the 'women's campus,' the waning of fraternity influence, efforts to recruit more female faculty and administrators, and greater financial support for women's athletics.

Stameshkin argues that Middlebury's student life was traditionally more male-dominated than that of many similar coeducational institutions in New England in the late-19th and 20th Centuries. (And this despite the well-documented fact that for decades Middlebury's women students were generally more academically distinguished than its male students because many of Vermont's brighter men attended all-male colleges elsewhere in New England). As late as 1966, a study sponsored by the National Institute of Mental Health called Middlebury "a masculine college run primarily by men with women in the background."² We may have had further to go than many similar schools that also had long histories of coeducation. This is not said to minimize the important progress that has been made at Middlebury. Much was done to advance women's place at the College during the Armstrong and Robison years, when the 'separate but equal' men's and women's campuses were joined and women's roles in campus government enhanced.

¹ David M. Stameshkin, The Strength of the Hills: Middlebury College, 1915-1990, Middlebury College Press, University Press of New England (Hanover, NH, 1996), p. 316.

² Ibid., p. 317.

Middlebury College has undertaken far-reaching institutional changes in the 1990s, many of which have had a positive impact on gender relations. A great deal of progress has been made since the publication of the original Gender Report. The following recommendations contained in that report have been carried out in full or in part.

* The College now has a Women's Center, Chellis House, which serves as a meeting place for women students, faculty and staff. Men are also welcome and comfortable there. It is an excellent facility, containing faculty and administrative offices, a library, a kitchen, a seminar room and social space. The Women's Center receives heavy use and has been very successful. This term, for example, classes are being held in Chellis House every day of the week. Faculty and administrative offices draw a steady stream of visitors in the morning and afternoon. Chellis House's seven student monitors can be found there working on special projects each afternoon. The House is regularly booked by student groups four nights out of seven every week, and is usually in use the other nights as well. Students use the kitchen to cook dinner a minimum of three nights per week. The Alison Fraker Library is used almost continuously every late afternoon and evening, with students doing research and studying. Students often show movies at night, now that the College has provided a television and VCR. Faculty and staff regularly book the space to hold special events. Recently, for example, the students of the CFC hosted the March meeting of the Middlebury chapter of the AAUW, giving present and former students a chance to talk about the concerns of women today. The Women's Studies Administrator juggles the schedules for these many events, and encourages people all over campus to use this space. It is difficult to find a time when Chellis House is not busy.

* The Women's Studies Program has been created and strengthened. Fifteen tenured faculty members have attended meetings or taught classes in Women's Studies, and another twenty junior faculty members have also been involved this year. The program has done well, in spite of the limitations it has had to endure. The chair has rotated among tenured women carrying great responsibilities in their own departments. Despite this, and having no faculty of their own, they have managed to offer WS 400 and an interesting variety of courses every year. WS 200 has now been approved, and will be offered annually beginning next year. WS 400 has eleven students this term, engaged in intensive junior work. The program currently has five majors, five concentrators and three minors. This gives Women's Studies an equal or greater number of majors than Chinese, Classics, East Asian studies, Northern Studies, Literary Studies and Dance--some of whom have faculty of their own.

* The 1990 report cited inequitable status and pay for women and men in comparable positions. Middlebury has made progress in the compensation

area by instituting a formal Wage and Salary program in the spring of 1992. The 'benchmark system' compares all staff positions at the College to the external market, based on the region from which talent is normally drawn. The College has established benchmarks for each job to ensure that its compensation is appropriate to the labor market. Employees have found this system to be more equitable, although there is room for improvement.

* The College has replaced fraternities with social houses and the Commons system--a move that is widely believed to have created more harmonious and equitable relations between the sexes among the student body. This was recommended in the 1990 Report through its support for the Majority Recommendations of the Report of the Task Force on Student Social Life.

* Educational programs on student alcohol abuse, rape and sexual harassment have been developed, implemented, updated and strengthened by the Director of Health Education. One important development in this area has been the College's adoption of a model sexual harassment policy and complaint resolution procedure. The Director of Health Education has developed and provides a comprehensive training program for designated contact people--faculty, staff and students who serve as Community Relations Advisors for sexual harassment concerns. Extensive harassment prevention education for new staff employees has also been instituted.

* Middlebury has made progress in equalizing the treatment of men and women athletes under Title IX. While men and women are not yet completely equal in funding, great strides have been made toward that goal.

* The Middlebury College Board of Trustees recently elected its first woman Chair, Claire Gargalli. The total number of women on the Board has also grown since 1990. At that time, there were 8 women and 18 men, plus 8 emeriti Trustees, 2 of whom were women. In the 1996-7 school year, there are 11 women and 16 men on the Board, plus 12 emeriti Trustees, one of whom is a woman. This sends an important message to the campus and the wider world that our Board of Trustees is ready and willing to recognize ability regardless of gender.

The recommendations that have been carried out in the early years of the McCardell administration have been wide-ranging, substantive and fruitful. It would be difficult for anyone to argue that gender relations at Middlebury are anything like those prevailing during the low point of the spring of 1988. A successful Women's Center, a burgeoning Women's Studies program, greater regularization of job descriptions and salaries, model educational prevention programs and a fraternity-free social environment for the students have made a repeat of the harassment incidents of the 1980s far less likely.

THE STATUS OF WOMEN AT MIDDLEBURY, 1996-7

The Task Force has identified a number of concerns for women in our institutional life. We hereby offer a summary of the areas faculty, staff and students have mentioned most often as those in which a dialogue needs to be maintained and action taken. Any such outline is necessarily subjective, but our work is offered in the hope of providing useful information, stimulating discussion and inspiring initiatives for further progress. It is important to acknowledge that the areas highlighted below have all been addressed in the past. However, we believe more can and should be done to make Middlebury the 'college of choice' for women as well as men as we begin the College's third century.

I. Women in Authority: the Importance of Role Models

Middlebury College has been coeducational for over a century, and the gender composition of the student body has been approximately 50-50 for nearly thirty years. Despite these facts, gender inequities still appear in the composition of the administration, faculty and staff. As a coeducational institution, we have an obligation not only to provide our female students with an equal education, but also to demonstrate by example to male and female students that our institution believes in women's leadership abilities. This must be shown at all levels of the College by presenting role models of women who exercise power in the administration, across the curriculum and in top level supervisory positions on the staff. The following section of the report examines how we are doing in this respect and suggests ways of enhancing our performance.

a. The Administration

The most disheartening fact for female--and many male--administrators, faculty, staff and students is the lack of women in the upper echelons of the Middlebury administration. During the 1996-7 school year, the top nine administrators at Middlebury are all men: the President, the two Executive Vice-Presidents and all six Vice-Presidents. (Although it should be noted that Executive Vice President Clara Yu is on leave, and will be returning). The Associate Dean of the Faculty, Bethany Ladimer, comes next in the hierarchy, but is not of vice-presidential or full dean status.

The senior staff officially consists of twenty-three people, of whom only four are women in the 1996-97 academic year: Betsy Etchells, Ann Crumb, Ann Hanson and Bethany Ladimer. The situation is even more striking in that the administration was so recently constituted. The Committee recognizes that not all women who have been offered administrative jobs have chosen to accept them. However, we should try to understand why this

might be the case. It is the position of the Committee that there is a great reservoir of female administrative potential at Middlebury that has gone untapped.

How do we compare, in this respect, with other schools like Middlebury? We performed a survey of fourteen comparable colleges in September 1996, to determine the gender distribution of top administrators.³ After adjusting for our unique administrative nomenclature, it appears that only three other schools out of fourteen have no female administrators among the top nine positions: Williams, Bowdoin and Washington & Lee. Eleven others have found many distinguished women leaders to serve in their administrations. Five schools have women presidents: Oberlin, Bryn Mawr, Smith, Mount Holyoke and Wellesley. At Carleton, the Dean of the College, Associate Dean of the College and Chief Financial Officer are women. Amherst--long a men's college--has women in the positions of Dean of the Faculty and Treasurer. Swarthmore--ranked number one in liberal arts colleges by *U.S. News and World Report* has women in at least half of its top jobs, including Provost, Dean of the College, Treasurer, Assistant Treasurer, Vice President for External Affairs, Director of Development and more.

We are also out of step with what is happening in Vermont in this respect. The American Council on Education's Office of Women in Higher Education recently reported that Vermont's record in hiring women for high-level academic jobs is particularly strong. A total of 30% of all college presidents in Vermont are women, well above the national average of 16%. The same pattern appears to hold true for women in other executive positions at Vermont colleges. It is disappointing that Middlebury adds so little to this picture at the higher administrative level.⁴

The fact that so few women advance into the upper levels of administration at Middlebury raises concerns. While it could be argued that this is simply the result of choosing the best individual for a given job, this must be questioned when the 'right person' is almost always a man. In a certain sense, all of life is a series of individual choices; yet those choices create patterns. When the majority of the choices lead to the hiring of men, we are faced with a pattern that becomes self-perpetuating. The days when men could presume to know what is best for women, without including them in top-level discussions, should be long gone.

Middlebury's administrators have traditionally come from the ranks of the faculty. Successive Middlebury administrations have argued that, "There

³ The colleges surveyed were taken from our most recent listing of comparable colleges: Amherst, Bates, Bowdoin, Bryn Mawr, Carleton, Mount Holyoke, Oberlin, Smith, Swarthmore, Trinity, Washington & Lee, Wellesley, Wesleyan and Williams.

⁴ Kelly Collar, "CEO's in Higher Education: Does Vermont Offer More Opportunities for Women?" in Vermont Women in Higher Education Newsletter, October, 1996, p. 1-2. Women presidents can be found at Castleton State, Lyndon State, Landmark College, Community College of Vermont, Bennington College and, beginning in 1997, the University of Vermont.

isn't a big enough pool of talent to draw from yet because so few women are tenured." There are currently twenty-seven tenured women faculty--a not inconsiderable number. On the other hand, it becomes clear in speaking to administrators at other colleges that current trends are for College administrators to come from the faculty in only two or three jobs--often provost, Dean of the Faculty or another administrative post in charge of curriculum. Most college administrators are being brought in from outside, and this is how many of the top women administrators at other schools were hired.

Recommendations:

* Middlebury must make a commitment to putting substantial numbers of women in positions of genuine power and authority in the upper administration of the College. Our ultimate goal should be to achieve roughly equal numbers of talented male and female administrators at the levels of vice president, dean and program director.

* The College has done a good job of hiring women in middle management positions that have high visibility with our students--Chaplain, Career Planning & Placement (now known as the Career Services Office), and Student Activities, to name a few. But it is the position of the Committee that women must also be hired in the top levels of administration. There must be no 'glass ceiling' for women at Middlebury. The only way to prove that this is not the case is by hiring women in top administrative positions.

* The Task Force recommends that the process of selecting upper level administrators be formalized. For any job, applications and nominations could be sought, and ads could also be placed to attract outside candidates. Ideally, there would be a final roster of at least three candidates--including both insiders and outsiders--who would undergo formal interviews, conducted by a search committee made up of the President and members of the administration. Until a greater gender balance has been achieved, it is hoped that this roster would always include strong women candidates.

* The administration should hold a senior staff retreat on the subject of how to hire more women in top administrative positions. There are people on campus now with expertise in the areas of identifying suitable candidates and making administration an attractive option to them. Mary Hurlie, the Assistant Director of Human Resources for Staff Development, would be a good person to organize this.

* The administration needs to look more closely at the pool of tenured women faculty here at Middlebury when searching for potential administrators. They should cast their net more widely in identifying

potential in-house candidates and seek to address whatever factors have made able women reluctant to serve.

* In lieu of in-house female candidates, the College should seriously consider actively recruiting exceptional women administrators from outside of Middlebury. Many of Middlebury's most talented women administrators have been lured away to other institutions. It is time for us to recruit and hire some of the best and the brightest for our own.

b. The Faculty

A recent study by Martha West, in the journal Academe, found that in 1920, 26% of full-time faculty at American colleges and universities were women. By 1991, that number had risen to 31% of full-time faculty, "an increase of 5 percent over seventy-five years!"⁵ This tiny rise in the percentage of women who are full-time faculty does not correspond to the number of women who are receiving doctorates. West found that among U.S. citizens receiving doctorates in 1993, 47% went to women.

Men had traditionally been awarded a higher percentage of doctorates, so it is not surprising that gender parity has not yet been reached on the faculty. However, since the proportions of men and women receiving doctorates is now virtually equal, it can be hoped that our faculty will come to a similar state over the course of the next few years. It is no longer possible to argue that there are 'not enough' talented young women scholars to go around, and it is imperative that we make Middlebury an attractive and congenial place for them.

The numbers suggest that we are on the right track in many respects. The percentage of women faculty has grown considerably since 1979. The gender gap is still large at the tenured levels of associate and full professors, but there has been a steady improvement. The percentage of the tenured faculty who are women has gone up by 13%, and at the associate professor level the percentage of women is up by 15.6%. [See Table 1]. At first glance, we appear to be approaching parity at the assistant professor level. However, when the number of assistant professors is broken into those who are tenure track and those who are on term appointments, the tenure track professors have a male majority (55%-45%) while the non-tenure track professors have a female majority (54%-46%). [See Table 2]. Women are in the majority only in the jobs of instructors and lecturers.

While we strive to reach gender parity on the faculty, it must also be stressed that students need to see women teaching across the curriculum. We can feel justifiably proud of the gains of women on the faculty as a whole, but there are still many departments that are largely taught by men. [See Table 3].

⁵ Martha S. West, "Women Faculty: Frozen in Time," Academe (July-August 1995), p. 26-29.

Table 1
Rank and Gender Distribution of Middlebury College Faculty, 1979-1996

| Rank | 1996-1997 | | | 1989-1990 | | | 1984-1985 | | | 1979-1980 | | | 1979-1996 Change in % Female |
|------------------------|-----------|-----|-------------------|-----------|-----|-------------------|-----------|-----|-------------------|-----------|-----|-------------------|------------------------------------|
| | Male | Fem | Percent Female | Male | Fem | Percent Female | Male | Fem | Percent Female | Male | Fem | Percent Female | |
| Total Faculty | 163 | 98 | 37.5% | 157 | 63 | 28.6% | 147 | 45 | 23.4% | 140 | 36 | 20.5% | 17.0% |
| Full Professors | 81 | 16 | 16.5% | 69 | 7 | 9.2% | 62 | 5 | 7.5% | 55 | 2 | 3.5% | 13.0% |
| Assoc. Profs | 19 | 11 | 36.7% | 23 | 5 | 17.9% | 23 | 5 | 17.9% | 15 | 4 | 21.1% | 15.6% |
| Assists Profs | 38 | 35 | 47.9% | 45 | 28 | 38.4% | 44 | 16 | 26.7% | 48 | 13 | 21.3% | 26.6% |
| Instructs/Lects | 19 | 31 | 62.0% | 20 | 22 | 52.4% | 18 | 19 | 51.4% | 22 | 17 | 43.6% | 18.4% |

Sources: Middlebury College Office of Academic Affairs and Middlebury College 1990 Special Committee on Attitudes Towards Gender Report

Table 2

GENDER DISTRIBUTION FOR 1996-97 MIDDLEBURY FACULTY

| | TT/Term | Total | Male | Percent Male | Female | Percent Female |
|--------------------------------|---------------------|------------|------------|--------------|-----------|----------------|
| Total Teaching Faculty* | | 258 | 160 | 62% | 98 | 38% |
| Full Professors | Total | 94 | 78 | 83% | 16 | 17% |
| | Tenure track | 88 | 73 | 83% | 15 | 17% |
| | Term | 6 | 5 | 83% | 1 | 17% |
| Associate Professors | Tenure track | 30 | 19 | 63% | 11 | 36% |
| Assistant Professors | Total | 73 | 38 | 52% | 35 | 48% |
| | Tenure track | 47 | 26 | 55% | 21 | 45% |
| | Term | 26 | 12 | 46% | 14 | 54% |
| Instructors | Total | 26 | 10 | 38% | 16 | 62% |
| | Tenure track | 10 | 4 | 40% | 6 | 60% |
| | Term | 16 | 6 | 38% | 10 | 62% |
| Lecturers | Term | 24 | 9 | 37% | 15 | 63% |
| Asst. in Inst. | Term | 10 | 5 | 50% | 5 | 50% |
| Artist-in-Residence | Term | 1 | 1 | 100% | | 0% |

*Counts full and part-time, those in administration and on leave and those abroad; does not count Physical Education faculty, or those faculty in the administration who are not teaching in 96-97

Table 3
 Distribution of National Doctoral Degrees Conferred by Sex and Field of Study in 1992, Compared with Middlebury College Faculty in 1996.

| Major/Field of Study | National Doctor's Degrees Conferred 1992 | | | Doctor's Degrees Conferred 1986 | | Middlebury College Faculty 1996 | | |
|--------------------------------------|--|-------|---------|---------------------------------|-------|---------------------------------|-------|---------|
| | Men | Women | % Women | Men | Women | Men | Women | % Women |
| | | | | | | | | |
| American Civilization | 3 | 9 | 75.0 | 6 | 2 | 25.0 | | |
| Art | 14 | 25 | 64.1 | 7 | 2 | 22.2 | | |
| Biology | 398 | 273 | 40.7 | 8 | 6 | 42.9 | | |
| Molecular Biology and Biochemistry | | | | | | | | |
| Molecular Biology | 111 | 77 | 41.0 | | | | | |
| Biochemistry | 448 | 244 | 35.3 | | | | | |
| Chemistry and Biochemistry | | | | | | | | |
| Chemistry | 1,623 | 638 | 28.2 | 8 | 3 | 27.3 | | |
| Biochemistry | 448 | 244 | 35.3 | | | | | |
| Chinese | 7 | 1 | 12.5 | 3 | 3 | 50.0 | | |
| Classical Studies | 34 | 26 | 43.3 | * | * | * | | |
| Classics | 33 | 25 | 43.1 | 2 | 2 | 50.0 | | |
| East Asian Studies | 5 | 5 | 50.0 | * | * | * | | |
| Economics | 674 | 205 | 23.3 | 12 | 1 | 7.7 | | |
| English | 388 | 561 | 59.1 | 12 | 5 | 29.4 | | |
| Environmental Studies | 208 | 62 | 23.0 | * | * | * | | |
| French | 34 | 64 | 65.3 | 2 | 8 | 80.0 | | |
| Geography | 105 | 45 | 30.0 | 5 | 1 | 16.7 | | |
| Geology | 334 | 72 | 17.7 | 4 | 2 | 33.3 | | |
| German | 37 | 49 | 57.0 | 4 | 3 | 42.9 | | |
| History | 451 | 239 | 34.6 | 10 | 7 | 41.2 | | |
| International Politics and Economics | | | | * | * | * | | |
| Political Science | 389 | 140 | 26.5 | | | | | |
| Economics | 674 | 205 | 23.3 | | | | | |
| Italian | 5 | 8 | 61.5 | 2 | 2 | 50.0 | | |
| Japanese | 1 | 1 | 50.0 | 3 | 3 | 40.0 | | |
| Literary Studies | 55 | 85 | 60.7 | * | * | * | | |
| Mathematics and Computer Science | | | | | | | | |
| Mathematics | 623 | 185 | 22.9 | 5 | 3 | 37.5 | | |
| Computer Science | 689 | 116 | 14.5 | * | * | * | | |
| Music | 136 | 102 | 42.9 | | | | | |
| Philosophy | 199 | 67 | 25.2 | 3 | 3 | 50.0 | | |
| Physics | 1,051 | 159 | 13.1 | 5 | 1 | 16.7 | | |
| Political Science | 389 | 140 | 26.5 | 11 | 1 | 8.3 | | |
| Psychology | 659 | 916 | 58.2 | 6 | 4 | 40.0 | | |
| Religion | 120 | 57 | 32.2 | 6 | 2 | 25.0 | | |
| Russian | 0 | 4 | 100.0 | 3 | 2 | 40.0 | | |
| Sociology/Anthropology | | | | | | | | |
| Sociology | 272 | 264 | 49.3 | 3 | 2 | 40.0 | | |
| Anthropology | 138 | 122 | 61.6 | 2 | 1 | 33.3 | | |
| Spanish | 47 | 98 | 67.6 | 4 | 6 | 60.0 | | |
| Teacher Education | 381 | 440 | 53.6 | 1 | 1 | 50.0 | | |
| Theatre, Dance, and Film/Video | | | | | | | | |
| Theatre | 47 | 29 | 38.2 | 5 | 3 | 37.5 | | |
| Dance | 0 | 3 | 100.0 | | | | | |
| Film/Video | 2 | 3 | 60.0 | | | | | |

Sources: ¹US Department of Education, National Center for Education Statistics, IPEDS "Completions" survey, ²USOE/NCES/CES, "Degrees and Other Formal Awards Conferred." Middlebury figures include all full-time faculty, whether in a permanent or a one-year position.

Both male and female students need to see women teaching in every discipline. No one should graduate from Middlebury who has not been taught by women faculty in their major field.

For years, one reason given for not hiring women in certain male-dominated areas was that there were not enough women to go around in some fields. A national analysis of doctoral degrees conferred by sex and field of study shows that there is seldom any validity to this argument. [Table 3]. Many of the fields showing a small percentage of women are those that have far greater numbers overall, so that it should not be difficult to find excellent women candidates for jobs at Middlebury. For example, in 1992, only 28.2% of Chemistry Ph.D.s went to women, but there were 638 of them, whereas 75% of those getting Ph.D.s in American Civilization were women, but that only translated into 9 new Ph.D.s.

There are no fields in which the numbers and the percentages of women Ph.D.s would render it impossible for Middlebury to attract first-rate female candidates. In analyzing the table department by department, the most striking results come in those larger departments whose hiring of women is still lagging far behind the number of women Ph.D.s being produced in their discipline. Interestingly, lower-than-expected numbers of women have been hired in somewhat male-dominated disciplines such as political science and economics, but the same imbalances can be found in some disciplines that have long been producing large numbers of female Ph.D.s, like art, English and music. Our students major in subjects across the curriculum, and a better distribution of the female faculty would provide mentors for students in these traditionally 'male' fields. [For a gender breakdown of Middlebury's 1996 graduates, see Table 4].

Women faculty are making progress at the crucial bridge from assistant to associate professor, though they are still not promoted through the ranks at quite the rate of men. When the figures from 1989-90 at assistant rank are compared with those of 1996-97 at associate rank, the ratio of women from one rank to the next is .39, while the comparable rate for men is .42. These figures show a small improvement for women--and the opposite for men--since the earlier Gender Report, where the ratio for women was .32 and the ratio for men was .48. While individual cases of highly-regarded women not being promoted have led to a great deal of concern among women in the junior faculty, the facts suggest that, in general, women faculty are progressing through the ranks in almost equal percentages.

In summary, Middlebury is making good progress toward attracting and retaining women faculty, but more needs to be done. It is particularly important that women be added to those departments where they are consistently under-represented.

Recommendations

* Middlebury needs to reiterate its commitment to hiring and promoting women faculty across the curriculum. It is not enough that the

Table 4
1996 Middlebury Graduates By Major and Sex

| Major | Males | Females | Percent Female |
|------------------------------------|-------|---------|----------------|
| American Civilizations | 5 | 6 | 54.5% |
| American Literature | 2 | 6 | 75.0% |
| Art | 8 | 12 | 60.0% |
| Biology | 16 | 17 | 51.5% |
| Chemistry and Biochemistry | 6 | 10 | 62.5% |
| Chinese | 2 | 0 | 0% |
| Classical Studies | 1 | 0 | 0% |
| East Asian Studies | 3 | 2 | 40.0% |
| Economics | 30 | 11 | 26.8% |
| English | 17 | 36 | 67.9% |
| Environmental Studies | 16 | 21 | 56.8% |
| French | 4 | 11 | 73.3% |
| Geography | 6 | 11 | 64.7% |
| Geology | 5 | 4 | 44.4% |
| German | 11 | 9 | 45.0% |
| History | 33 | 20 | 37.7% |
| Independent Scholar | 1 | 1 | 50.0% |
| Northern Studies | 0 | 1 | 100.0% |
| International Politics & Economics | 21 | 14 | 40.0% |
| Italian | 2 | 6 | 75.0% |
| Japanese | 2 | 4 | 66.6% |
| Literary Studies | 0 | 3 | 100.0% |
| Mathematics & Computer Science | 13 | 3 | 18.8% |
| Molecular Biology & Biochemistry | 4 | 5 | 55.5% |
| Music | 6 | 2 | 25.0% |
| Philosophy | 9 | 1 | 10.0% |
| Physics | 10 | 0 | 0% |
| Political Science | 25 | 13 | 34.2% |
| Psychology | 17 | 28 | 62.2% |
| Religion | 5 | 4 | 44.4% |
| Russian | 5 | 5 | 50.0% |
| Russian/Eastern European Studies | 2 | 4 | 66.6% |
| Sociology/Anthropology | 15 | 18 | 54.5% |
| Spanish | 19 | 22 | 53.7% |
| Theatre | 8 | 9 | 52.9% |
| Dance | 0 | 4 | 100.0% |
| Film/Video | 6 | 7 | 53.8% |
| Women's Studies | 0 | 5 | 100.0% |

*Information obtained from commencement program; both departments of joint and double majors are recorded.

total numbers of women faculty go up. Women need to be represented in every department of the College.

* One practice we believe may be conducive to hiring more women is a reversal of the policy of bringing in only one job candidate before making an offer. Departments may be more likely to hire a female candidate if they are able to see several candidates before making a decision. A tenure track position is a major investment on the College's part, and two or three candidates should be brought to campus for each job. We support the decision to allow several departments to bring in multiple candidates this year, and hope that the College will continue to encourage those departments that are short of women to bring in more women candidates by widening their candidate pools.

* A number of faculty mentioned that they believe our greatest problem in increasing the numbers of women on the faculty is in retention. Why are women choosing to leave Middlebury? The only way to answer this is through the institution of confidential, voluntary exit interviews to determine why women (and men, for that matter) are leaving the College. These interviews should be conducted by someone regarded as neutral and the information collected would be statistical rather than personal, so that departing faculty would be encouraged to speak frankly.

c. The Staff

Working conditions for staff women have improved somewhat since the 1990 Gender Report, though dissatisfactions remain. The percentage of female staff department heads remains low at 23%. (Unfortunately, the College's computer system cannot tell us a comparable figure for 1990). This is important, because department heads have the power to control budgets and set agendas and goals for each department. The College has shown a great deal of improvement at the next level down from staff department heads, with 58% of those who supervise supervisors being female and 52% of those who supervise employees being female.

The Wage and Salary program--known as 'benchmarks'--was instituted in the spring of 1992 to systematize conditions of employment by setting salaries according to prevailing rates in the job pool from which employees are hired. (For some positions the pool might be Addison County, while for higher level positions it might be New England). In speaking to CAOS, the group of employees made up of administrative associates and assistants, many feel the current system is better than the previous lack of a system, but there is room for improvement. Unhappiness remains over how employees' levels of expertise are translated into the benchmark system. The Program does not address issues of comparable worth, which are both national and local.

Campus-wide, some female staff express the fear that there is little room for career advancement for staff women at the College. We need to find out whether more 'advancement from within' is needed, so that existing employees who wish to do so can hope to assume more responsibility as time goes on.

Recommendations

* The Task Force recognizes that it cannot do justice to all of the concerns of the staff women of Middlebury in this report. We recommend that the Staff Council undertake the commissioning and oversight of a separate committee to look into gender issues among the staff.

* The College should set an example to the staff and students by hiring more women as department heads.

* The College should continue to support all efforts to help women employees reach their full leadership potential. The new Assistant Director of Human Resources for Staff Development in the Human Resources department should be given whatever resources she needs to assist in this effort. The College should also sponsor at least one staff woman each year to attend the HERS leadership program in Boston, the Institute of Educational Management at Harvard or similar professional development programs.

* The Middlebury College Staff Council officers do not currently meet with the Administration on an annual basis to review the staff salary structure, including looking at gender bias. We recommend that the Staff Council review the staff salary structure with the Director of Human Resources to see whether gender bias exists here.

* The Staff Council and Human Resources should continue to explore ways of bringing the principles involved in comparable worth into play on campus. We recognize that this is a national problem, but the College must keep working to redress traditional gender-based inequities across the staff.

* Confusion and dissatisfaction over the benchmark system should be addressed.

* The College should do more to encourage the advancement of capable female employees within our administrative structure.

*** Flex Time**

The College should formally adopt a flex-time system for employees in positions where greater control of work hours is possible on the part of

employees. Flex-time is particularly attractive to those with family obligations, because it helps to reduce overtime hours and late afternoon work time. Some departments across the campus have already introduced flex-time for their staffs, but it should be a campus-wide option in those jobs where it is possible. For example, campus security has to cover the campus at all times, and so could not use flex-time. An administrative assistant, on the other hand, might be able to begin work earlier in the morning so that (s)he could leave earlier in the afternoon. It may also be best to determine 'core hours' for some jobs, and then let hours outside of those times be flexible.

II. Working Conditions and Families at Middlebury

Many women choose to go into academic life with the belief that it is a profession uniquely suited to combining work and family, only to find that the opposite is true. Academic career paths mean that many women hear the biological clock ticking most loudly just when the greatest pressures to publish, maintain high teaching standards and perform committee work hit their peak before tenure. While all professional women with families face pressures, many of those academics face are unique. Academics can only job hunt in one season of the year. It is virtually impossible to take more than a few weeks off for child rearing if a woman is in a tenure track job. In academics, there is almost no provision for moving back and forth between full and part-time work at different stages of life. (Once you are off a tenure track, it is nearly impossible to get back on). It is the only profession in which a young woman's whole career can rest on one decision. Achieving tenure requires seven years of a huge commitment to research, teaching and community service right at the age when most people would be starting their families. How many other professional women have to fear that having a child might cost them their whole careers? (Or that having a career might cost them the possibility of having children?)

Women in academics face numerous obstacles, and while many of these are not unique to Middlebury--and some are not unique to women--the College has everything to gain from finding ways of making the faculty's working conditions as reasonable as possible. And while the working conditions of staff women are somewhat different, many of them share similar concerns. The acknowledgment and redressing of some simple conditions of employment would go a long way toward making both women and men more satisfied with their jobs at Middlebury.

Recommendations

a. "Down Time" for Committee Work

* Many faculty and staff--both male and female--find the burden of late afternoon committee work difficult to mesh with the demands of child rearing. Wesleyan has recently addressed this problem by instituting "down

time," a period reserved for committee work in the middle of the day. They now begin their Tuesday and Thursday classes earlier, leaving 1-1/2 hours free at lunch time for departmental and committee meetings.

- * We all know that committees with a fixed ending time also run more efficiently. The Task Force strongly recommends that such a period be instituted at Middlebury during the mid-day.

- * We also recommend that faculty College committee work be limited to one elected or appointed committee per faculty member. This should not be taken as an encouragement to disband any committees, but only as an incentive to distribute the committee work more equitably. As things stand, a small group of faculty members makes up a large proportion of committee members.

b. Partner Employment Issues

Middlebury has lost some first-rate faculty and staff because of the lack of employment opportunities for their partners. We must be realistic about the fact that the College is located in an isolated rural environment, and act accordingly. Studies have shown that female academics are more apt to have academic partners than are male academics. For partners of Middlebury faculty and staff--whether academics themselves or not--moving to rural Vermont can be a daunting prospect. The College could help to remedy this by:

- * Making a commitment to hiring qualified partners whenever possible.

- * Assigning someone in Human Resources to act as an employment liaison for incoming partners, helping them to make career contacts in the region.

- * Creating a consortium with other colleges and universities in the area so that all can pool information on academic and administrative jobs in the region. (This might be done easily on the Internet).

c. Parental Leave Policies--Faculty and Staff

Middlebury College currently has nothing called parental leave for faculty or staff, though policies are in place to cover childbirth for women in both groups. Members of the Task Force have spoken to at least half of the faculty women who have had children in the past few years, and found widespread dissatisfaction with our policy of using disability leave for faculty parental leaves. The College's current policy of working things out on an individual basis stems from good intentions, and has in fact allowed some

women to take more time off from teaching than the six paid weeks stipulated in the Handbook. However, this has led to feelings of inequity among the female faculty, since individual circumstances and departmental needs may make it harder for some women to ask for, or receive, "extra" time off. Women faculty expressed a strong desire for a parental leave policy that is separate from the disability policy, imposed uniformly and clearly understandable by anyone reading the Handbook.

Staff also fall under the provisions of the Family and Medical Leave Act, and so are entitled to have their jobs held for them while they take twelve weeks off with or without pay, depending on their accumulated sick and vacation leave balances. While the colleges with which we like to compare ourselves all have different parental leave policies for faculty and staff, most mandate some paid leave for staff. Smith and Oberlin give staff eight weeks paid leave and Mount Holyoke gives six weeks paid, all with the option of more unpaid time up to twelve weeks or more.

Faculty and staff parental leaves are not a big budget item. The Vice President for Academic Affairs reports that there are usually one or two faculty parental leaves each year. In the past year there have been eight staff parental leaves, and that is regarded as a higher than normal number. Even with more female employees, this will never be particularly expensive item, and a great deal of good will could be had for very little.

The following elements should be included in the new parental leave policies:

- * Among the fourteen comparable schools surveyed, only two call parental leave 'disability' leave. The College should join with the majority who use the terms 'parental' leave, while retaining disability leaves for other purposes.

- * The Family Leave Act requires that any woman giving birth get a minimum of twelve weeks off afterwards. All women faculty giving birth should receive one semester off at full pay. For these purposes, winter term cannot be regarded as a semester. Anyone giving birth after Oct. 1 or before February 1 will automatically receive winter term off in addition to the term in which they have their babies. Anyone giving birth from May 15 through August 31 will receive fall term off.

- * The same conditions will apply for those faculty and staff adopting children. Parental leaves should be available to men and women, and in the case of spouses who are both on the faculty, the leave can be split between the two parents at their discretion.

- * Any faculty member taking a parental leave before tenure will have the option of setting the tenure clock back by one term per child. Notice of this intention must be given before the end of the parental leave.

* Faculty or staff members who are faced with extreme medical circumstances due to complications of pregnancy will receive the minimum benefits outlined in this policy plus additional help under the disability clauses of the Handbook.

* The College should also provide a clear parental leave policy for staff members. The conditions under which the staff take parental leaves are different from those of the faculty, because staff members accrue vacation and sick leave while faculty do not. The Task Force members would like to see as much of the staff's mandated twelve week leave paid as possible. At the same time, if twelve weeks of paid leave were given to the staff, many staff would be able to extend their parental leaves with sick days and vacation days beyond twelve weeks, so that their paid leaves would be longer than those that have been requested for the faculty. We recommend the following formula for staff parental leaves. Any staff member who has been employed by the College for at least one year would be eligible for parental leave. Staff people would use their accumulated sick days at the beginning of the leave, with the College paying their salaries for the remaining time up to eight weeks. After this, employees could apply their accumulated vacation time toward their twelve week leave.

d. Day Care

The use of the Advantage program to help toward day care expenses is a good start, but having spoken to a majority of the parents who currently have children in day care, most of them appreciate it but find it does not begin to address the soaring costs of quality child care.

Among the colleges with whom we like to compare ourselves, there is a strong trend toward on-campus day care centers. The fourteen colleges surveyed on this issue answered as follows:

- 9 Provide day care on campus
- 2 Are affiliated with day care centers just off campus
- 3 Provide no day care alternative

The Colleges that are offering day care generally provide the space, maintenance and utilities on campus, and gear their programs to the rhythms of the College calendar. (They function year-round, and the child care providers are working when most people at the College are working). Most are governed by boards of parents who hire the staff and set the policies, though in some cases this function is performed by the College. The usual policy is to give preference to the children of faculty and staff, but to allow children from the community as space permits. Some colleges subsidize day care costs either by outright grants (Smith pays 25%), sliding fee scales or Advantage-style programs.

Middlebury has traditionally had an unofficial relationship with Otter Creek Child Center, but within the past few years we have made the decision not to accept a gift of the building for the College's use as a campus-controlled day care center. We recently gave Otter Creek the use of \$75,000 of the College's endowment (of which the College maintains control), but College faculty and staff receive no preference in the competition for spaces or special attention to the College's schedule. Otter Creek, an excellent facility, is currently able to enroll only a small number of those who apply. Newly hired faculty are at a particular disadvantage, as Otter Creek is often fully enrolled for the academic year by the previous March. And while the College faculty has long used Otter Creek, its fees are too high for the vast majority of staff members to be able to afford to use it. Fewer than half a dozen staff have children there at present, and most of them are from the upper end of the staff pay scale. As the College faculty and staff expand, the need for day care will only increase.

* On-campus day care is a particularly valuable perquisite in attracting female (and male) faculty and staff, and also sets an important example for our students. The facility should be conveniently located, open year-round, sensitive to the College calendar and financed by a sliding fee scale so that it would be affordable for both faculty and staff. Members of the local business community have recently mentioned their interest in starting a day care facility and would like to explore this with the College and other local businesses. Possible discussion may focus on a joint facility which would spread the costs and liabilities more widely as well as forge bonds between the College and the community. The Task Force recommends that the College establish a committee of faculty, staff and human resources professionals to explore the possibility of setting up such a joint venture at this auspicious time.

III. The Women's Studies Program

The Women's Studies program at Middlebury is very healthy, considering its current structural limitations. As was mentioned above, it currently has at least 35 faculty members who teach courses and/or attend meetings of the program, as well as thirteen student majors, minors or concentrators. Women's Studies program is generally perceived to be both an academic program and the home base for women's activities on campus. These dual roles have led to some confusion in the public mind about the academic program and an overburdening of responsibilities within the program.

How do we compare to Women's Studies programs among our peer institutions? In a survey of the fourteen schools footnoted on page 5, above, we found that ten had Women's Studies or similar programs, three had

departments and only one had neither.⁶ There were minor differences in the nomenclature used to describe these departments and programs. Amherst calls its department Women and Gender Studies, while Bryn Mawr's is named Feminist and Gender Studies. All eleven others use the name Women's Studies. Every college calling its program Women's Studies lists courses in gender theory and gay/lesbian/bisexual topics under the designation of Women's Studies, as we do here at Middlebury.

The survey shows that we are falling behind in providing faculty whose appointments are designated as Women's Studies positions. Of the thirteen schools with such programs or departments, eleven had faculty members who had either a full or a half-time appointment in Women's Studies. Oberlin has two tenure-track, full-time positions in Women's Studies. Smith, Mount Holyoke, Trinity and Wellesley all have one full-time faculty member and other half-time appointments shared with other departments. Williams, Bowdoin, Amherst, Bates, Wesleyan and Carleton have appointments that are shared between Women's Studies and other departments. Williams, for example, has three faculty members who have half-time positions in Women's Studies, with their other half-appointments being in the English, Political Science and Philosophy departments.

Recommendations

*** Create Faculty Positions in Women's Studies**

In order for Women's Studies to have stable leadership and consistent course offerings, it must have faculty members who are appointed to the program itself, as is the case at most of our peer institutions. Currently, faculty who wish to offer Women's Studies courses that do not fulfill departmental requirements must be released from regular departmental rotations in order to do so. It is therefore difficult for the program to offer the same courses, or the same number of courses, from one year to the next. Many students who wish to major in Women's Studies have been discouraged from doing so by the unpredictability of course offerings, which makes schedule planning difficult.

In light of the expansion, it seems like a good time for the College to show its commitment to the Women's Studies program. An increment in Women's Studies could be split to hire two faculty members in different departments who would teach half-time in Women Studies. Alternatively, the recently instituted changes in the faculty appointment status system may provide a useful mechanism for faculty already at the College to change their appointments to reflect a commitment to Women's Studies. In any case, an increment awarded to Women's Studies would encourage other departments

⁶ Trinity, Amherst and Wellesley had departments, Washington and Lee had no such designation, and Williams, Bowdoin, Swarthmore, Bates, Bryn Mawr, Smith, Mount Holyoke, Wesleyan, Carleton and Oberlin had programs.

to hire faculty who can contribute to the program, since it might enable them to make a half-time appointment that would not otherwise be possible.

* The College and the faculty need to reiterate their commitment to teaching material on women and gender-related issues across the curriculum. There has been great improvement in this area, but more needs to be done.

*** Regularize the Position of Women's Studies Administrator**

The faculty who teach in the Women's Studies program currently have large burdens within their own departments, and find it difficult to run all of the related programs for women at Chellis House and on the campus at large. The part-time trial position of Women's Studies Administrator has shown that there is a pressing need for a permanent administrator at Chellis House whose job is to coordinate women's events, the Women's Culture Series and the running of Chellis House Women's Research Center. The current Administrator is paid for 17.5 hours per week, but has consistently worked 30-40 hours per week. This position provides a contact person on women's issues for faculty, students, staff and alumni, and the current administrator has been deluged with material, questions and suggestions. There has never before been anyone on campus clearly designated as 'the one to call on women's issues,' and the position has been highly utilized for this purpose. The College should commit itself to a permanent administrator in the job.

IV. Student Life

Social Life

Students, faculty and staff are almost unanimous in their belief that gender relations have improved among the student body since the fraternities became social houses and the commons system was adopted. Some students report that sexism remains in the social houses, with men predominating in setting agendas despite the existence of women in more leadership roles. A substantial minority of women students still regard social house parties as somewhat uncomfortable and potentially dangerous for women because of excessive drinking and sexual harassment. It would be unfair to single out social houses in this respect, however. Unpleasant incidents also take place at parties in dormitories, McCullough, and other venues. However, the College has come a long way on these issues. Partying is still a common occurrence at the social houses and elsewhere on campus, but the level of civility between the genders is much higher. President McCardell, the Dean of Students, the Residential Life committee and many other members of the College community should be given high marks for

their efforts in making the transition from fraternities to social houses as successful as it has been. It is difficult to imagine a repeat of the social scene as it was in the spring of 1988.

A number of the administrators who are directly involved in shaping, administering and overseeing student social life report that a substantial body of students feels that social life on campus is still too concentrated in the five social houses. The greatest complaint is that students who do not want to drink excessively feel they have too few social options. Women students are particularly concerned about this, because they have a stronger sense of personal danger in party situations where high levels of alcohol consumption occur. The commons are helping to alleviate this to some extent, but many women--and men--students would like a greater variety of spaces in which to socialize.

The incidence of stereotypical sexist behaviors outlined in the original Gender Report appears to have declined since the demise of the fraternities, but they have by no means disappeared. The general level of awareness of issues of sexism, gender roles and inequities is still too low on campus. When it comes to issues of stereotyping, gender discrimination on the job, sexual harassment and balancing work and career, some staff at Career Services report that recent alums are sometimes heard to say, "I had no idea what was out there. Why didn't anyone at Middlebury warn me?" We must do more to prepare our students for the wider world in these respects.

Recommendations

a. Social Houses

* All social house leaders are required to be involved in residential life training. This should always include education in issues of alcohol and drug abuse, sexual assault and sexual harassment.

* All pledges should also be required to attend a workshop covering these subjects.

* Quotas on women members must be strictly enforced.

b. Entertainment Options

* More entertainment options are needed between 10:00 p.m. and 2:00 a.m. when social house partying is at its height. The College must continue to seek popular non-drinking social alternatives for students. One suggestion has been a coffee house that would be a comfortable place for students to relax. Another idea is more late night movies at different venues across campus.

c. Changing Attitudes

* The Office of Health Education has made great strides in educating students about alcohol, sexual assault and sexual harassment issues. Some of these programs used to take place during orientation, but many have been squeezed out of that time slot in recent years as orientation has been shortened and its emphasis changed to academic advising. The students on the Task Force believe that education on these important issues of student life should be reinstated to orientation because that is when students are most receptive to such messages.

* Middlebury should be doing more to educate students about sexism, sex-role stereotyping, sexual harassment, sex discrimination beyond Middlebury College and other issues facing students both during their time at the College and beyond the College experience. Bringing more well-known speakers to campus to address these subjects would be an important start, by creating a campus-wide dialogue on gender issues.

* The College's new institutional researcher should undertake a follow-up study of gender attitudes on campus that would update the data from the original Gender Report.

d. Residential Life

* The College should encourage the creation of more academic interest houses (for languages, art, music and so on). They are popular with women--and men--because they tend to provide a gender-neutral common space. We also support the proposed substance-free social house, and hope these possibilities will continue to be considered by the administration and community council.

* More house living options should be created on campus. The building of town houses for groups of seniors (like those that have been provided at St. Michael's College and elsewhere) would foster a sense of post-college responsibility by giving students the experience of living in an apartment while still retaining close ties to campus. They would also provide more adult venues for socializing.

e. Campus Safety

Women students mention repeatedly that they do not feel safe walking on campus after dark. The safe ride program has been a great success, but there is more to be done.

* It is recommended that Middlebury institute a Blue Light system of call boxes around campus. These are emergency phones that connect directly to campus security.

* The campus needs more lighting at night. The student members of the Task Force would be glad to tell the administration and security where women on campus feel afraid to walk.

* There should also be a more accessible escort system. Perhaps the student security patrol, with male and female escort teams, could be paid more for weekends.

f. Women of Color

Middlebury can be a very difficult place for women of color, who sometimes feel marginalized by the pressures of both racism and sexism. It is important that the College remain sensitive to this difficulty. The Women of Color group has experienced frequent changes in faculty and administrative leadership, and some feel this has weakened their position in the community. They have contributed to making the following recommendations:

Recommendations

* The Task Force strongly recommends that the College hire a permanent director for the PALANA [Pan African/Latin American/Native American] center who could lead the Women of Color group and be in charge of programming for women and men at the PALANA house. It is recommended that the person hired have substantial experience and training in this area.

* The College needs to make a special effort to hire women of color for the faculty and staff. The students of the Women of Color group feel a particular need for women role models and advisors here, who would support and give consistency to programs for Women of Color.

* The Women of Color group needs to have its own budget, programming and help in networking with Women of Color groups at other schools. This budget should be run out of the Chellis House, not Student Activities or the PALANA center, in order to promote communication and a sense of common purpose among all of the women of the Middlebury community.

g. Gay/Lesbian/Bisexual Student Concerns

Middlebury College is not yet a comfortable place for many gay, lesbian and bisexual students, faculty and staff. On the other hand, Middlebury must be strongly commended for being one of the first employers in Vermont to extend benefits to domestic partners voluntarily. Our policy on this has been a model for other institutions. Members of MGLBA and OutLoud! have contributed to the following recommendations:

- * The College needs to do more to educate the campus community about diversity issues, including those surrounding sexuality. It is particularly important that training people about issues of sexual orientation be included in first year orientation. It should also be mandatory in the workshop for JCs and residential staff in September, with a follow-up during J-term.

- * The greater inclusion of gay and lesbian culture on campus happenings is important. More such content might be included in the Women's Culture Series and the College St. Film Series, and more books, magazines, videos and music by gay/lesbian/bisexual authors and artists need to be added to the College's libraries.

- * Gay/lesbian/bisexual students would like a resource office in McCullough that would house books, magazines, newsletters, internet access and bulletin boards. It could be staffed by students and used as a drop-in place for MGLBA, OutLoud!, the energetic MiddGALA (gay and lesbian alumni association) and the Ally group.

- * The faculty should continue to discuss the feasibility of an interdisciplinary program in 'Queer Studies' that focuses on the social articulation of the gay/lesbian/bisexual experience. It could offer at least one class per semester.

h. Sexual Assault Policy

Middlebury College has never had a separate and formal policy for handling sexual assault on campus. In the past year, students and administrators have been working hard to redress this by formulating a coherent, caring and consistent policy for handling sexual assault cases.

Recommendation

- * The Task Force strongly supports this process, and urges the students who spearheaded this effort, the Community Council, the Dean of Students

office and other interested parties to arrive at solutions to any issues remaining on the table so that a sexual assault policy can be adopted.

i. Athletics and Fitness

Middlebury's record of compliance with Title IX is strong compared to that of our competitors. Still, there are some issues at the gym that need to be addressed. While the numbers of male and female intercollegiate teams are equal, the same cannot be said of the coaching staff. We currently have five full-time women coaches and eleven full-time men. All coaches are in a particularly unprotected position regarding salaries, following neither the guidelines set for the faculty nor the benchmarks established for the staff. Some women students also perceive gender inequities in the recreational exercise areas--particularly the fitness center--arguing that their individual fitness needs are not valued as highly as the needs of male and female intercollegiate sports teams.

Recommendations

* The existing Faculty Athletic Policy Committee, composed of faculty and students, should take a more vital and activist role in monitoring our compliance with Title IX and all aspects of the athletic budget. This is the only way to ensure a system of checks and balances in the administration of athletics at Middlebury.

* The Human Resources department should undertake a study of the salary structures of the athletic departments at our peer institutions, as we have done previously to set faculty and staff salary guidelines.

* The College should make a commitment to increasing the number of full-time female coaches.

* A female advisory committee should be established by the Athletic department as an advocacy group for women's fitness issues, working in conjunction with the Senior Women's Administrator, Head of Intramural and Club Sports and the Director of the Fitness Center.

* The Task Force supports the idea of hiring a fitness educator to work in the Fitness Center as a personal trainer. This person should be competent to provide training and counseling in health, fitness, nutrition to students, faculty and staff.

j. Eating Disorders

Eating disorders are serious issues for many women students. A great deal is being done to identify and help students with anorexia and bulimia through the efforts of the Counseling Service and the Office of Health Education. However, the Task Force finds that there is an on-going need for support in this area.

* The College Counseling Service and Health Center should continue to explore the services and support it is providing for students with eating disorders, making sure that students who need help can get it quickly and confidentially. The addition of a part-time nutritionist is a positive development and should be extended.

* The design of the new dining hall needs to take into account the prevalence of eating disorders on campus. The present dining layout at Proctor creates a great deal of anxiety that exacerbates eating disorders. There should be quiet and more intimate dining options available for those who want or need them. Serving food from numerous small serving stations rather than putting vulnerable students through the pressures of making their food choices in a line where they feel on display would be helpful. The Director of Dining Services should research this subject before final design plans are approved.

k. Women and Leadership

The College could be doing more to foster women students' leadership skills.

Recommendations

* Career Services should do more to facilitate networking among female students and alumni. It might be particularly helpful to bring alumnae to campus to talk to students about career choices, leadership issues, and handling discrimination or harassment in the workplace.

* There is a widespread perception that Middlebury produces fewer women in non-traditional fields like science, mathematics, economics and political science than might be expected. Research should be undertaken to establish whether this is, in fact, the case. If so, what can the College do to encourage more women to go into traditionally male-dominated fields? Perhaps the administration could examine ways of supporting departments in traditionally male-dominated fields to offer particular encouragement to female students.

* If we want to keep attracting top quality students in the wake of the expansion, the College should offer more (non-financial) support to women who want to go into the sciences or other fields where cultural barriers against women traditionally have been strong.

* The College should provide regular funding for leadership programs for women and men, with those for women taking into account their unique issues of upbringing and socialization.

Conclusion

While it could be argued that actions speak louder than words--and actions have certainly been taken in areas of concern to women--the Committee and those who have acted as outside readers on this report believe that the time has come for the College administration publicly to reiterate its commitment to making Middlebury a comfortable, equitable and congenial place for women at all levels at the College. It is important for students, faculty, staff and alumni to hear that the College has not become complacent about issues of such concern to all of her constituents.

It is difficult to maintain our commitment to women's issues when no person or body is mandated to monitor women's progress at this institution. The 1990 Gender Report had recommended that the College establish a standing Committee on Gender Issues to undertake more comprehensive studies of gender relations on campus and to monitor women's issues. It is the position of the present Task Force that the burdens of committee work are currently so onerous that the creation of a new one would be neither feasible nor popular. However, two final recommendations can be made:

* The Task Force recommends that the responsibility for continuing oversight of women's position at Middlebury College be entrusted to the incoming Dean of the Faculty, the Faculty Council, the Staff Council, the Student Government Association and the Women's Studies Administrator. One member of each committee should be chosen by the committee members and publicly designated as the Liaisons for Women's Issues at the beginning of the fall term. It is important that all members of the College community know to whom they should speak about issues of concern to women. The Dean of the Faculty, the Liaisons for Women's Issues and the Women's Studies Administrator will meet to monitor and further the progress of the various recommendations in this report. The Dean of the Faculty will also have primary responsibility for overseeing the Liaisons, collecting statistical information on women's progress at the College, and publicizing it to the broader College community annually.

* The College administration should undertake wide-ranging studies of the position of women at Middlebury at five year intervals until everyone agrees that such monitoring is no longer necessary.

The 1996-7 Task Force on the Status of Women would like to close by saying that the position of women on campus has improved a great deal since the publication of the original Gender Report in 1990. The new perspectives provided in this report are in no way meant to imply a lack of understanding or appreciation of the real and substantive efforts that have been made on behalf of women's issues at Middlebury College, particularly under the

present administration. These improvements represent the collective work of large numbers of committed administrators, faculty, staff and students who care deeply about issues of equity and social justice. As we approach the new century and the College's Bicentennial, it is important that we rededicate ourselves to making Middlebury College the best place it can be for all of its constituents. The recommendations contained here are reflective of the College community's on-going commitment to making Middlebury College an exemplary environment for women and men.

RECOMMENDATIONS

A Summary

Priorities

The Task Force report outlines an ambitious program of recommendations that cannot be accomplished overnight. The discussions that follow the College community's reading of the report will help to clarify priorities campus-wide. In summarizing the recommendations, we would like to state our own sense of those issues that have been most often mentioned as important by the College's faculty, staff and students.

Faculty stress the need for more women in high-level administrative positions and in those departments in which they are under-represented. They would also like to see prompt action on 'down time' for committee work, partner employment issues, incremental positions in Women's Studies, parental leave and day care.

Staff have most often mentioned the need for more women in policy-making positions, enhanced opportunities for advancement, parental leave and day care.

Students place campus safety and the sexual assault policy at the top of their lists of important initiatives, along with the desire for more women role models in the administration and some departments.

The recommendations should be considered a five year plan for making Middlebury the 'College of choice' for students, faculty and staff.

I. Women in Authority: the Importance of Role Models

a. The Administration

1. Middlebury must make a commitment to putting substantial numbers of women in positions of power and authority in the upper administration of the College. We should search the faculty more widely for untapped administrative potential and also considering hiring from outside of the College. Our ultimate goal should be to achieve roughly equal numbers of talented male and female administrators at the levels of vice president, dean and program director.

2. The process for choosing upper level administrators should be formalized, with applications and nominations sought, both internal and external candidates considered and formal interviews conducted. The roster of finalists should always include strong women candidates.

3. The administration should hold a senior staff retreat on the subject of how to hire more women in top administrative positions, focusing on identifying suitable women candidates and making administration attractive to them.

b. The Faculty

4. The College must reiterate its commitment to hiring and promoting women faculty across the curriculum. Women need to be well represented in every department of the College.
5. One way of recruiting a greater number of women faculty is to bring in more candidates for each tenure track job search. This should be particularly encouraged in departments where women are under-represented.
6. We also need to work harder to retain valuable women faculty members. It is important that we find a way to do confidential exit interviews so that we can better understand whether women leave the College due to unhappiness with the work environment here.

c. The Staff

7. The Staff Council should commission a committee to examine gender issues affecting the staff in more detail.
8. The College should also work to make more of the heads of the staff departments women.
9. The Assistant Director of Human Resources for Staff Development should be helped to provide support for all efforts to help women employees reach their full leadership potential.
10. The Staff Council officers should meet with the Director of Human Resources on an annual basis to review the staff salary structure for gender biases.
11. The Staff Council and personnel should continue to explore ways of bringing the principles involved in comparable worth into play on campus.
12. Confusion and dissatisfaction over the benchmark system should be addressed.
13. The College should do more to encourage the advancement of capable female employees within our administrative structure.
14. More resources should be put into leadership development programs for women staff and administrators.
15. Middlebury should formally adopt a flex-time system for those employees whose jobs permit more flexible hours. A 'core hours' system could be

instituted, with staff members able to determine their own hours outside of the core hours required by their positions.

II. Working Conditions and Families at Middlebury

a. "Down Time" for Committee Work

16. The College should institute a "down time" period for committee work during the middle of the day so that meetings would no longer have to be held in the late afternoon. This would be a great help to the large numbers of parents in the College community.

17. Committee work should also be limited to one elected or appointed committee for each faculty member.

b. Partner Employment Issues

18. Middlebury College should do more to assist in finding employment opportunities for faculty and staff partners. This can be done by hiring qualified partners whenever possible, assigning someone in Human Resources to act as an employment liaison for incoming partners and creating a consortium with other educational institutions in the region to pool information on academic and administrative jobs.

c. Parental Leave Policies--Faculty and Staff

19. Middlebury College should institute a parental leave policy separate from the current disability leave.

20. The faculty parental leave policy should be clear and uniform, necessitating minimal individual negotiations. We propose that all women faculty giving birth receive one full semester off at full pay. For this purpose, winter term cannot be regarded as a semester. Anyone giving birth after Oct. 1 or before February 1 will automatically receive winter term off besides the term in which she has her baby. Anyone giving birth from May 15-August 31 will receive fall term off.

21. The same terms will be available for those faculty adopting children. Parental leave should be available to men and women. In the case of spouses who are both on the faculty, there will be only one leave but it can be split up between the two parents at their discretion.

22. Any faculty member taking parental leave before tenure should have the option of setting the tenure clock back by one term per child. Notice of this intention must be given before the end of the parental leave.

23. Faculty members faced with extreme medical circumstances due to complications of pregnancy will receive the minimum benefits outlined in this policy plus additional help under the disability clauses of the Handbook.

24. The College should also provide a clear parental leave policy for staff members. The Task Force members would like to see as much of the staff's mandated twelve week leave paid as possible. At the same time, if twelve weeks of paid leave were given to the staff, many would be able to extend them much longer through the use of sick days and vacation time. We recommend the following formula for staff parental leaves. Any staff member who has been employed by the College for at least one year would be eligible for parental leave. Staff people would use their accumulated sick days at the beginning of the leave, with the College paying their salaries for the remaining time up to eight weeks. After this, employees could apply their accumulated vacation time toward their twelve week leave.

d. Day Care

25. The administration should establish a committee of faculty, staff and human resources personnel to explore the possibility of setting up a day care facility. It is a particularly auspicious time for this, because members of the local business community have approached us about discussing starting a day care facility with the College and other local businesses. It should be open on a schedule convenient to College faculty and staff, who would pay on a sliding fee scale, according to their means.

III. The Women's Studies Program

26. The College should create a full faculty position in Women's Studies or two half-time positions shared with other departments.

27. The College and the faculty need to reiterate their commitment to teaching material on women across the curriculum.

28. Middlebury should also regularize the position of Women's Studies Administrator to act as on-going liaison for women's issues and events for students, faculty, staff and alumni.

IV. Student Life

a. Social Houses

29. All social house leaders should be required to be involved in residential life training that includes education on issues of alcohol and drug abuse, sexual assault and sexual harassment.

30. All pledges should also be required to attend a workshop covering these subjects.

31. Quotas on women members must be strictly enforced.

b. Entertainment Options

32. More entertainment options are needed between 10:00 p.m. and 2:00 a.m. on weekend nights, as alternatives to the social houses and commons. A more comfortable coffee house is one suggestion. More late night movies is another.

c. Changing Attitudes

33. Education on alcohol, sexual assault and sexual harassment issues should be reinstated to orientation, when students are most receptive to such messages.

34. Middlebury should be doing more to educate students about sexism, sex-role stereotyping, sexual harassment and sex discrimination at and beyond Middlebury College.

35. The College's institutional researcher should undertake a follow-up study of gender attitudes on campus that would update the data from the original Gender Report.

d. Residential Life

36. Middlebury should encourage the creation of more academic interest houses and an alcohol free social house.

37. More house-based living options should be established on campus. The creation of town houses for seniors might foster more adult social interactions.

e. Campus Safety

38. The administration and campus security should work together to institute a campus-wide 'Blue Light' call box security system. These are emergency phones around campus that connect directly to campus security.

39. The campus needs more lighting at night. The administration and campus security should consult with women students to find out where they feel particularly unsafe.

40. The College needs a better escort system, particularly on weekend nights.

f. Women of Color

41. Middlebury should express its commitment to supporting women of color by hiring a permanent director for the PALANA center who could also provide leadership for the Women of Color group.
42. The College needs to make a special effort to hire women of color for the faculty and staff.
43. The Women of Color group should have its own budget, programming and help in networking with Women of Color groups at other schools. This budget should be run out of Chellis House.

g. Gay/Lesbian/Bisexual Student Concerns

44. The College needs to do more to educate the campus community about diversity issues concerning sexuality. This training should be included in first-year orientation, and should be mandatory for all JC and residential staff.
45. The College should provide more support for gay, lesbian and bisexual students, including a resource office in McCullough, more library materials and greater inclusion of homosexual cultural events on campus.
46. The faculty should continue to discuss the feasibility of an interdisciplinary program focusing on the social articulation of gay/lesbian/bisexual experiences, and offering at least one class per semester.

h. Sexual Assault Policy

47. The College must institute a separate and formal policy for handling sexual assault on campus that is coherent, caring and consistent. The students who spearheaded this effort, the Community Council, the Dean of Students office and other interested parties should resolve any remaining issues so that a sexual assault policy can be adopted as soon as possible.

i. Athletics and Fitness

48. The existing Faculty Athletic Policy Committee should take a more vital and activist role in monitoring our compliance with Title IX and all aspects of the athletic budget. This is the only way to ensure a system of checks and balances in the administration of athletics at Middlebury.
49. The College should make a commitment to increasing the number of full-time women coaches.

50. An advisory committee should be established by the Athletic Department to act as an advocacy group for women's fitness issues, working with the Senior Women's Administrator, the Head of Intramural and Club Sports and the Head of the Fitness Center.

51. The College should hire a fitness educator to work with students, faculty and staff at the Fitness Center, teaching them about exercise, eating disorders, nutrition and life-time fitness patterns.

j. Eating Disorders

52. The Health Center and Counseling Service should continue to ensure that all students who need help with eating disorders can get it quickly and confidentially. The position of part-time nutritionist should be extended.

53. The Head of Dining Services should undertake a study to ensure that the design of the new dining hall is sensitive to the needs of students with eating disorders.

k. Women and Leadership

54. Career Services should do more to facilitate networking among female students and successful women alumni.

55. We need to find out whether Middlebury is producing less than its fair share of women in any traditionally male-dominated fields; and to determine what support we can give to women in those fields.

56. The College should be particularly dedicated to giving more (non-financial) support to women in the sciences.

57. The College should provide regular funding for leadership programs for women, both in the student body, on the staff and on the faculty.

Conclusion

58. The responsibility for continuing oversight of the status of women at Middlebury College should be entrusted to the incoming Dean of the Faculty, the Faculty Council, the Staff Council, the Student Government Association and the Women's Studies Administrator. One member of each committee should be chosen by the committee members and publicly designated as the Liaisons for Women's Issues at the beginning of the fall term. It is important that all members of the community know to whom they should speak about issues of concern to women. The Dean of the Faculty, the Liaisons for Women's Issues and the Women's Studies Administrator will meet to monitor and further the progress of the various recommendations in this

report. The Dean of the Faculty will also have primary responsibility for overseeing the Liaison, collecting statistical information on women's progress at the College, and publicizing it to the broader College community annually.

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