



Commission on the Status of Women

A N N U A L R E P O R T

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Pamela Cook, Chair of the Commission on the Status of Women

Commission on the Status of Women Annual Report 2003–2004

The Year In Review

THE COMMISSION on the Status of Women continued to focus on increasing the number and percentage of tenured and tenure-track women faculty at the University, and especially on increasing the

number of female faculty in the science and engineering disciplines where they are underrepresented. This is the third year that the Commission has focused on this issue and we are pleased that significant change is occurring in several of the colleges. Specifically,

College of Arts and Sciences We applaud a significant change in the College of Arts and Sciences during the past two years. In 1999, 2000 and 2001 all of the tenure and tenure-track faculty hired in the math and science departments of the College were male; eight of the eighteen new hires in these same departments for the 2002 and 2003 years were women. These female hires comprise forty-four percent of the hires in 2002 and 2003 and this increase is a significant accomplishment. We hope this trend continues in the years ahead.

College of Engineering The College of Engineering continued to fund a part-time (faculty) position to improve the climate and opportunities for women in engineering. This enabled the College to initiate a successful mentoring program for undergraduate women engineers by pairing them with professional women in the region. In addition, speakers and workshops provided special support and programming for women graduate students and faculty. Most important, five of the nine tenure/tenure-track faculty hired by the College this year were women. With the hiring of five new women faculty, the total number of tenure/tenure-track women in the college reaches eleven. This is a milestone because it represents a significant

increase in women faculty in the College and a commitment to increase the representation of women in the engineering disciplines.

These are important gains for women, and we need to assure that, once hired, there is support for women faculty on campus. New faculty need the opportunity to pursue their scholarship and research and to progress through the academic ranks. The Commission is especially appreciative of the support given by the academic deans and the Provost that, not only encourages women to consider faculty positions at Delaware, but to remain and grow at our University. We, enthusiastically, endorse the memorandum sent by the Provost on an annual basis that reminds search committees of the desirability and benefits of searching broadly when new faculty positions become available. Finally, we believe working closely with the Commission to Promote Racial and Cultural Diversity will further our common goal of assuring that faculty hiring at the University remains as diverse as possible.

Commissions Work Together

The Commission on the Status of Women and the Commission to Promote Racial and Cultural Diversity held a groundbreaking joint meeting this year. We anticipate this will be the beginning of a yearly tradition. Both Commissions have agreed on promoting policies and practices that make hiring and employment practices at the University as open and understandable as possible. To this end, the Commissions plan on publishing a recruitment brochure for use by search committees and department chairs and to distribute the recently published “Family Friendly Policies” brochure more broadly on campus. The goal is to have materials available that make it abundantly clear that the University provides a welcoming environment for women and minorities and that there are well-understood policies in place for assuring faculty growth and development.

WISE

The Women in Science and Engineering committee (WISE) of the Commission continued to work productively under the leadership of Dr. Pat DeLeon. This year, the Committee’s membership was expanded to include representation from the administrative ranks: the deans of the College of Agriculture and Natural

Table 1
FULL-TIME TENURED AND TENURE-TRACK FACULTY
 FALL 1994 THROUGH FALL 2003

| Fall | Full Professors | | | Associate Professors | | | Assistant Professors | | | Total | | |
|--------------------------|-----------------|-------------------|--|----------------------|-------------------|--|----------------------|-------------------|--|-------------|-------------------|--|
| | Male (N) | Female (N) (%) | | Male (N) | Female (N) (%) | | Male (N) | Female (N) (%) | | Male (N) | Female (N) (%) | |
| 1994 | 306 | 44 12.6 | | 213 | 100 31.9 | | 89 | 60 40.3 | | 608 | 204 25.1 | |
| 1995 | 308 | 50 14.0 | | 214 | 100 31.8 | | 87 | 61 41.2 | | 609 | 211 25.7 | |
| 1996 | 311 | 52 14.3 | | 221 | 102 31.6 | | 92 | 51 35.7 | | 624 | 205 24.7 | |
| 1997 | 321 | 66 17.1 | | 215 | 96 30.9 | | 94 | 49 34.3 | | 630 | 211 25.1 | |
| 1998 | 307 | 71 18.8 | | 215 | 100 31.7 | | 88 | 50 36.2 | | 610 | 221 26.6 | |
| 1999 | 305 | 79 20.6 | | 210 | 101 32.5 | | 90 | 51 36.2 | | 605 | 231 27.6 | |
| 2000 | 322 | 81 20.1 | | 203 | 101 33.2 | | 97 | 58 37.4 | | 622 | 240 27.8 | |
| 2001 | 320 | 81 20.2 | | 203 | 101 33.2 | | 103 | 50 32.7 | | 626 | 232 27.0 | |
| 2002 | 323 | 88 21.4 | | 201 | 100 33.2 | | 109 | 50 31.4 | | 633 | 238 27.3 | |
| 2003 | 318 | 88 21.7 | | 197 | 101 33.9 | | 112 | 63 36.0 | | 627 | 252 28.7 | |
| Change, 1994- 2002 | 12 | 44 9.1 | | (16) | 1 1.9 | | 23 | 3 (4.3) | | 19 | 48 3.5 | |

NOTE: Faculty counts include department chairpersons.

Prepared by the Office of Institutional Research and Planning, 8/5/04

Resources, the College of Arts and Sciences, and the College of Engineering. This provided added support for a number of WISE activities.

First, whenever requested by search committees, WISE members meet with women considering faculty positions in the sciences, mathematics, and engineering to encourage their candidacies.

Second, WISE will be sponsoring two special events during the 2004-2005 year to empower women faculty, as well as educate the general campus community. **Dr. Virginia Valian**, author of *Why So Slow*, will offer workshops and a lecture in the fall semester and **Dr. Rita Colwell**, former Director of the National Science Foundation, will present a lecture at the Women of Excellence program in the Spring of 2005.

Last, WISE recommended to the deans that a program be instituted to recognize academic departments within their respective colleges that have made exemplary strides in attracting, hiring, and supporting women faculty. Starting this year, selected departments will

receive special support for graduate assistants in recognition of these efforts.

Commission-Sponsored Activities

The Commission continued to host a number of support activities throughout the year and will do so again in 2004–2005. These include:

- **Promotion and Tenure Workshop for Faculty**

The Center for Teaching Effectiveness and the Provost's Office annually sponsor a workshop to assist faculty preparing for the tenure and promotion process. Topics include assistance in putting a dossier together, helping faculty gain an understanding of the role of external reviewers, and dealing effectively with the University's tenure and promotion procedures. CSW members play an integral role in the workshop presentation.

- **Women of Promise Dinner**

The annual Women of Promise Dinner honors undergraduate women students. This year, the keynote speaker was **Professor Mary Donoghue-Galvin**, full

Table 2

PROPORTION OF FEMALE STUDENTS AND FULL-TIME FACULTY BY DEPARTMENT
FALL 2003

| | Undergraduate Students | | | Graduate Students | | | Full-Time Faculty Non-Tenure Track | | | Full-Time Faculty Tenure Track | | |
|---|------------------------|---------------|--------------|---------------------|--------------|--------------|---------------------------------------|--------------|--------------|-----------------------------------|--------------|--------------|
| | Total # Students | # Females | % Females | Total # Students | # Females | % Females | Total # Faculty | # Females | % Females | Total # Faculty | # Females | % Females |
| Agriculture & Natural Resources | | | | | | | | | | | | |
| Animal Science & Food Sciences | 311 | 267 | 86% | 26 | 9 | 35% | 3 | 1 | 33% | 16 | 4 | 25% |
| Bioresources Engineering | 94 | 9 | 10% | - | - | - | 1 | 0 | 0% | 8 | 0 | 0% |
| Entomology & Applied Ecology | 127 | 69 | 54% | 23 | 10 | 43% | 2 | 0 | 0% | 7 | 1 | 14% |
| Food & Resource Economics | 75 | 33 | 44% | 36 | 24 | 67% | 5 | 2 | 40% | 15 | 3 | 20% |
| Plant & Soil Science | 65 | 30 | 46% | 51 | 27 | 53% | 4 | 1 | 25% | 24 | 6 | 25% |
| Miscellaneous (GAG, OR, NRM, & NRQ) | 46 | 23 | 50% | 16 | 8 | 50% | - | - | - | - | - | - |
| COLLEGE TOTAL | 718 | 431 | 60% | 152 | 78 | 51% | 15 | 4 | 27% | 70 | 14 | 20% |
| Arts & Sciences-Humanities | | | | | | | | | | | | |
| Art | 353 | 247 | 70% | 29 | 13 | 45% | 3 | 0 | 0% | 12 | 6 | 50% |
| Art Conservation | 30 | 28 | 93% | 30 | 26 | 87% | - | - | - | 3 | 2 | 67% |
| Art History | 59 | 49 | 83% | 69 | 53 | 77% | 1 | 1 | 100% | 12 | 6 | 50% |
| English & University Writing Center | 802 | 547 | 68% | 69 | 44 | 64% | 9 | 6 | 67% | 45 | 15 | 33% |
| Foreign Languages & Literatures | 182 | 151 | 83% | 40 | 28 | 70% | 31 | 28 | 90% | 27 | 13 | 48% |
| History | 515 | 202 | 39% | 76 | 42 | 55% | 1 | 1 | 100% | 30 | 8 | 27% |
| Museum Studies | - | - | - | - | - | - | - | - | - | 3 | 1 | 33% |
| Music | 180 | 113 | 63% | 12 | 8 | 67% | 4 | 1 | 25% | 21 | 7 | 33% |
| Philosophy | 46 | 10 | 22% | - | - | - | - | - | - | 15 | 3 | 20% |
| Theatre | 35 | 19 | 54% | - | - | - | - | - | - | 13 | 5 | 38% |
| Total - Humanities | 2,202 | 1,366 | 62% | 325 | 214 | 66% | 49 | 37 | 76% | 181 | 66 | 36% |
| Arts & Sciences-Natural Sciences | | | | | | | | | | | | |
| Biological Sciences | 845 | 529 | 63% | 47 | 28 | 60% | 7 | 6 | 86% | 29 | 5 | 17% |
| Chemistry & Biochemistry | 250 | 129 | 52% | 152 | 56 | 37% | 2 | 1 | 50% | 32 | 5 | 16% |
| Computer & Information Science | 325 | 34 | 10% | 105 | 24 | 23% | 2 | 0 | 0% | 18 | 4 | 22% |
| Geography | 102 | 44 | 43% | 38 | 23 | 61% | - | - | - | 12 | 3 | 25% |
| Geology | 43 | 23 | 53% | 19 | 7 | 37% | - | - | - | 8 | 1 | 13% |
| Mathematical Sciences | 162 | 92 | 57% | 43 | 17 | 40% | 16 | 6 | 38% | 29 | 4 | 14% |
| Physical Therapy | - | - | - | 64 | 46 | 72% | 1 | 1 | 100% | 8 | 3 | 38% |
| Physics & Astronomy | 65 | 21 | 32% | 72 | 15 | 21% | - | - | - | 19 | 2 | 11% |
| Total - Natural Sciences | 1,792 | 872 | 49% | 540 | 216 | 40% | 28 | 14 | 50% | 155 | 27 | 17% |
| Arts & Sciences-Social and Behavioral Sciences | | | | | | | | | | | | |
| Anthropology | 64 | 40 | 63% | - | - | - | 1 | 1 | 100% | 9 | 2 | 22% |
| Black American Studies | - | - | - | - | - | - | - | - | - | 2 | 0 | 0% |
| Communication | 488 | 347 | 71% | 18 | 14 | 78% | 3 | 1 | 33% | 11 | 6 | 55% |
| Early American Culture | - | - | - | 21 | 19 | 90% | - | - | - | 1 | 0 | - |
| Linguistics | - | - | - | 29 | 18 | 62% | - | - | - | 7 | 3 | 43% |
| Political Science & Inter. Relations | 641 | 356 | 56% | 35 | 17 | 49% | 4 | 3 | 75% | 20 | 6 | 30% |
| Psychology | 861 | 672 | 78% | 49 | 29 | 59% | 3 | 2 | 67% | 24 | 5 | 21% |
| Sociology and Criminal Justice | 720 | 375 | 52% | 50 | 33 | 66% | 2 | 1 | 50% | 27 | 12 | 44% |
| Women's Studies* | 20 | 20 | 100% | - | - | - | 2 | 2 | 100% | 1 | 1 | 100% |
| Total - Social and Behavioral Sciences | 2,794 | 1,810 | 65% | 202 | 130 | 64% | 15 | 10 | 67% | 102 | 35 | 34% |
| Miscellaneous-Arts & Sciences | | | | | | | | | | | | |
| Bartol Research Institute | - | - | - | - | - | - | - | - | - | 13 | 0 | 0% |
| Economics - Arts & Sciences | 35 | 6 | 17% | - | - | - | - | - | - | 2 | 1 | 50% |
| Liberal Studies | 9 | 6 | 67% | 67 | 42 | 63% | - | - | - | - | - | - |
| Miscellaneous (BMSC & NRQ) | - | - | - | 19 | 11 | - | - | - | - | - | - | - |
| COLLEGE TOTAL | 6,832 | 4,060 | 59% | 1,153 | 613 | 53% | 92 | 61 | 66% | 453 | 129 | 28% |
| Business & Economics | | | | | | | | | | | | |
| Accounting | 351 | 147 | 42% | 42 | 17 | 40% | 9 | 5 | 56% | 17 | 4 | 24% |
| Business Administration | 1,333 | 567 | 43% | 422 | 140 | 33% | 6 | 2 | 33% | 30 | 9 | 30% |
| Economics | 159 | 46 | 29% | 69 | 24 | 35% | 2 | 1 | 50% | 25 | 3 | 12% |
| Finance | 231 | 73 | 32% | - | - | - | 2 | 1 | 50% | 13 | 2 | 15% |
| Miscellaneous (EMB & NRQ) | - | - | - | 7 | 1 | 14% | - | - | - | - | - | - |
| COLLEGE TOTAL | 2,074 | 833 | 40% | 540 | 182 | 34% | 19 | 9 | 47% | 85 | 18 | 21% |
| Engineering | | | | | | | | | | | | |
| Chemical Engineering | 298 | 89 | 30% | 129 | 39 | 30% | - | - | - | 21 | 2 | 10% |
| Civil & Environmental Engineering | 281 | 69 | 25% | 84 | 27 | 32% | - | - | - | 20 | 0 | 0% |
| Electrical & Computer Engineering | 287 | 26 | 9% | 144 | 25 | 17% | - | - | - | 21 | 0 | 0% |
| Mechanical Engineering | 301 | 46 | 15% | 74 | 12 | 16% | - | - | - | 21 | 2 | 10% |
| Materials Science | - | - | - | 64 | 18 | 28% | - | - | - | 7 | 2 | 29% |
| Miscellaneous (BMSC & NRQ) | - | - | - | 64 | 13 | 20% | - | - | - | - | - | - |
| COLLEGE TOTAL | 1,167 | 230 | 20% | 559 | 134 | 24% | - | - | - | 90 | 6 | 7% |
| Health & Nursing Sciences | | | | | | | | | | | | |
| Health, Nutrition, and Exercise Science | 683 | 428 | 63% | 73 | 57 | 78% | 10 | 4 | 40% | 33 | 14 | 42% |
| Medical Technology | 114 | 82 | 72% | - | - | - | 3 | 2 | 67% | 4 | 4 | 100% |
| Nursing | 669 | 626 | 94% | 67 | 61 | 91% | 9 | 8 | 89% | 21 | 19 | 90% |
| Miscellaneous (BMSC & NRQ) | 2 | 0 | - | 4 | 4 | 100% | - | - | - | - | - | - |
| COLLEGE TOTAL | 1,468 | 1,136 | 77% | 144 | 122 | 85% | 22 | 14 | 64% | 58 | 37 | 64% |
| Human Services, Education, & Public Policy | | | | | | | | | | | | |
| Consumer Studies | 483 | 420 | 87% | - | - | - | 1 | 1 | 100% | 13 | 11 | 85% |
| School of Education | 862 | 783 | 91% | 378 | 283 | 75% | 28 | 24 | 86% | 43 | 22 | 51% |
| School of Urban Affairs | - | - | - | 200 | 124 | 62% | 14 | 7 | 50% | 11 | 2 | 18% |
| Hotel, Restaurant Management | 324 | 205 | 63% | 12 | 8 | 67% | 6 | 1 | 17% | 7 | 1 | 14% |
| Individual & Family Studies | 283 | 274 | 97% | 60 | 51 | 85% | 8 | 7 | 88% | 12 | 8 | 67% |
| CHEP/Interdisciplinary Studies | 130 | 112 | 86% | - | - | - | - | - | - | - | - | - |
| English Language Institute | - | - | - | - | - | - | 12 | 9 | 75% | - | - | - |
| COLLEGE TOTAL | 2,082 | 1,794 | 86% | 650 | 466 | 72% | 69 | 49 | 71% | 86 | 44 | 51% |
| Marine Studies | - | - | - | 103 | 51 | 50% | 0 | 0 | 0% | 35 | 3 | 9% |
| University Studies | 1,467 | 700 | 48% | - | - | - | - | - | - | - | - | - |
| Intercollegiate Athletics | - | - | - | - | - | - | 4 | 1 | 25% | 2 | 1 | 50% |
| NEWARK CAMPUS | 15,808 | 9,184 | 58% | 3,301 | 1,646 | 50% | 221 | 138 | 62% | 879 | 252 | 29% |
| UNIVERSITY PARALLEL | 620 | 367 | 59% | - | - | - | 16 | 6 | 38% | - | - | - |
| CONTINUING EDUCATION | 1,392 | 767 | 55% | - | - | - | - | - | - | - | - | - |
| UNIVERSITY GRAND TOTAL | 17,820 | 10,318 | 58% | 3,301 | 1,646 | 50% | 237 | 144 | 61% | 879 | 252 | 29% |

NOTE: Faculty counts include department chairpersons. Prepared by the Office of Institutional Research and Planning, 08/05/04

*Editor's Note: Women's Studies is an interdisciplinary program. As a result, many of its majors are double majors. If one counts double majors, Women's Studies had 73 majors.

professor of engineering and a former researcher at Bell Laboratories (Lucent Technologies). Dr. Donoghue-Galvin provided insights about her career path and the challenges she faced in pursuing an academic career. All in attendance were captivated by her enthusiasm and her dedication.

• **Trabant Award Reception**

The Commission hosted the annual Trabant Award reception. This year's recipient was **Dr. Lori Pollock** of the Department of Computer and Information Science. Dr. Pollock was cited for her outstanding contributions in improving the educational climate for women in computer science at both the local and national levels. In his letter of nomination, Professor Paul Amer commended Dr. Pollock stating that she "devotes extensive effort to mentoring female graduate students and encouraging them to set high goals for themselves." He also noted that Dr. Pollock has been a mentor for female undergraduate students through the Computing Research Association's Distributed Mentoring Program. Other national contributions to women's equity include her work on National Science Foundation Grants, service on committees to celebrate and mentor women in computing, and chairing numerous workshops addressing women's issues.

• **Women of Excellence**

The annual Women of Excellence program is held each spring to honor the University's women graduate students. **Professor Sue Rosser**, Dean of the Ivan Allen School at Georgia Institute of Technology, addressed the gathering about reducing institutional barriers identified by women scientists and engineers. Dr. Rosser is the author of a number of books, including the much heralded *The Science Glass Ceiling: Academic Women Scientists and the Struggle to Succeed*. She formerly served as a senior program officer for women's programs at the National Science Foundation.

• **New Faculty Luncheon**

The Commission annually sponsors a luncheon for new faculty women in concert with the Office of Women's Affairs and the Women's Studies Program. The luncheon marks the start of a yearlong mentorship program that pairs new women faculty with CSW faculty members. It is hoped that the mentoring relationship will encourage new faculty to embark on a long and prestigious career at the University.

Lori Pollock, then associate professor of Computer and Information Sciences, pictured with President Emeritus E. Arthur Trabant. Dr. Pollock was honored with this year's E. Arthur Trabant Institutional Award for Women's Equity.



On left, Professor Sue Rosser, dean of the Ivan Allen School at Georgia Institute of Technology, spoke at the Fourth Annual Women of Excellence Lecture on April 5, 2004; on right, Mary Donoghue-Galvin, professor, Materials Science, spoke at this year's Women of Promise Dinner honoring women undergraduate students.

Faculty Recommendations

1. Develop a brochure that describes the University of Delaware's "best practices" used by academic departments and colleges to encourage the hiring of women and faculty of color.
2. Update the "Family Friendly Policies" brochure and distribute it to vice presidents, deans, department chairs, and search committee chairs on a regular basis.
3. Work collaboratively with the Commission to Promote Racial and Cultural Diversity and the Administration to increase the number of women and persons of color in leadership positions at the University, e.g. vice presidents, deans, department chairs.

4. Faculty searches:
 - a. Increase funding for advertising so that departments can search more broadly and, in doing so, secure a more diverse applicant pool.
 - b. Distribute President Roselle's letter of commitment to diversify the faculty to all department chairs, and to all faculty.
5. Encourage academic deans to advance the interests of women faculty considering administrative careers. In those colleges developing special programming geared toward improving the climate for and supporting women faculty and faculty of color reduced load could be made available to faculty willing to take on such assignments.
6. Establish a "Women in Science and Engineering Program" based on national models. To do so effectively, a commitment must be secured for full time staff support.
7. Meet annually with the Commission to Promote Racial and Cultural Diversity and discuss issues of common interest.

Student Activities

The **Women's Student Caucus (WSC)** was very active during the 2003–2004 school year. The interest of the WSC spanned a number of areas. First, the group was concerned with the accessibility of information on sexual assault that appears on the University's website. The caucus suggested that the website be revamped accordingly. The caucus also suggested that sexual assault educational programming be addressed during DelaWorld, the program that orients new students to the University.

With respect to programming for women, the WSC hosted a coffee hour in the fall so that graduate women students could meet one another and, in the spring, WSC organized two events for **Women's History Month**. The first was a concert by singer/songwriter **Ruth Gerson**; the second event, "**Blue Hen Women**," was a photographic exhibit documenting the history of women at the University of Delaware. In addition, the WSC staffed a kiosk and distributed surveys to determine students' concerns about issues on campus. The results indicated that students are particularly interested in knowing more about sexual assault and having resources more readily available to help combat sexual harassment. In addition, the survey revealed that a number of students want general information about

women's advocacy, counseling resources on campus, and related issues. These interests will be addressed by the caucus during the 2004-2005 school year.

Ways of increasing student participation in the WSC were also addressed. Caucus members will distribute information about WSC at the Center for Teaching Effectiveness's training session for new graduate students and also at Student Activities Night. These initiatives will occur at the start of the fall semester and hopefully encourage greater student participation in WSC activities.

Student Recommendations:

- Enhance University websites so that specific keywords prompt pertinent information regarding issues related to women.
- Provide fall programming focusing on sexual assault education for all new students.

Around Campus

The Commission and the Office of Women's Affairs (OWA) continued to collaborate with Women's Studies and other units across campus during the 2003-2004 academic year. A record twenty-nine papers were presented at the **Geis Student Research on Women Conference**, sponsored by the OWA, CSW, Women's Studies, and the Greater Philadelphia Women's Studies Consortium. In addition, eight Temple University student films were presented and discussion followed with the student filmmakers. **Sexual Assault Awareness Week**, a collaborative effort with University offices and student organizations, brought several nationally acclaimed speakers to campus including Jean Kilbourne, Katie Koestner and Brett Sokolow, and Aishah Shahidah Simmons.

Women's Studies

Women's Studies celebrated its 30th anniversary during the 2003-2004 academic year highlighted by several events. A public lecture featured **Jennifer Baumgardner** and **Amy Richards** speaking on their acclaimed book, *Manifesta: Young Women, Feminism, and the Future*. "Women in War and Conflict" was the subject of a four part film and lecture series in the spring. The Women's Studies program currently offers 108 courses. Student enrollments continue to be at a very high level, with approximately 3500 students enrolled in courses.

COMMISSION ON THE STATUS OF WOMEN 2003–2004 ROSTER

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Associate Dean for
Women's Programs,
Engineering & Professor
Dept. of Mathematical
Sciences

Acting Chair (Spring 2004)

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Jessica Schiffman
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Melanie Ross (Chair, Women
Student Caucus)

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Multicultural Programs

Staff

Dana Brittingham
Secretary
Women's Affairs

Caroline Smith
Graduate Assistant Student
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Women's Intercollegiate Athletic Program

Three hundred and forty-seven women participated in twelve intercollegiate sports during the 2003-2004 year. In the Colonial Conference, the women's rowing team placed first, the field hockey and softball teams placed second, and the basketball team tied for third. The participation of women in intercollegiate sports is at its

highest level to date, i.e. 49.3%. Scholarship funding is also at its highest percentage, with 48.5% of budgeted University support available for distribution to female student athletes. The addition of a third full-time coach to the women's basketball program has provided needed assistance and fulfills a University commitment to gender equity.

All cover photographs were taken at this year's Women of Promise dinner that was held on November 11, 2003.