William Paterson

Women's Experience Task Force

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Gamin Bartle, Interim CIO, Information Technology, Task Force Co-Chair

Sharmila Pixy Ferris, Professor, Communication Department

Carol Frierson-Campbell, Professor, Music Department

Gigi Mohamad, Assistant Professor, Education Leadership and Professional Studies, Task Force Co-Chair

Jenny Nesenjuk, Assistant Director & Employer Relations Lead, Career Development Center

Maureen O'Brien, Junior, Communication Studies Major

Acknowledgements

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Executive Summary

In spring 2022, President Richard Helldobler invited members of the campus community to be part of a Task Force to study the women's experience for students, faculty and staff at William Paterson University. In addition to analyses of the Campus Climate Survey data from 2019-2020 as well as the William Paterson Fact Book (2022-2023) and an AFT Preliminary Pay Equity Summary, the Task Force gathered and analyzed feedback from over 350 women students, faculty, and staff on campus. We also considered women's initiatives at our IPEDs peer institutions and scholarly research on women in academia.

Feedback was gathered through a survey of all members of the William Paterson community who identify as women (they will be referred to as "women[1]" throughout the report), through student, faculty, and staff focus groups, and from a "Dining Hall Walkaround," during which students were asked the same questions used in the student focus group about their experiences as women at William Paterson. Based on analysis of the combined feedback, the Task Force formulated recommendations which fell into three categories. [We note that the recommendations from our findings mirror Maslow's Hierarchy of Needs. [*See A. Maslow, 1943, "A Theory of Human Motivation" in Psychology Review.*]

- Safety and Well-being
- Physical and Mental Health and Wellness
- Personal and Professional Development for Women

Below, we summarize findings, first focusing on quantitative findings, followed by qualitative findings, and concluding with the recommendations from our Task Force based on our findings.

Quantitative Findings

Quantitative data is gathered from the William Paterson Fact Book, the Task Force administered survey, and the 2019-20 Campus Climate Survey data

1. Women make up the majority of the WP community

According to the 2022-2023 William Paterson Fact Book, women make up 55% of employees (faculty and staff) at the University and 60% of the total student population. Six out of ten members of the President's Cabinet are women. The gender makeup of the William Paterson Board of Trustees is six women, eight men, and one gender not specified. While women do not make up the majority of the Board, their presence at 40% is notable.

2. There are salary inequities between men and women at WPU

Salary inequities do exist at William Paterson, but it is worth noting that the inequities at WP are in line with national trends. As AAUP2 notes, salaries for full-time women faculty members are approximately 81.2 percent of men's, with women earning $79,368 and men earning $97,738 on average. The salary

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[1] In this report, the word 'women' is used rather than 'female' as the latter may not reflect trans or cis-gender males who are now woman-identified. Similarly, the word 'men' is used rather than 'male' throughout the document. The exception is when we are quoting survey respondents or focus group participants.

gap is comparable among tenured or tenure-track faculty members, with women earning 82.4 percent of what men earn on average. The salary gap for non-tenure-track women faculty members, 87.6 percent, is slightly narrower but still far from parity.

3. There is a feeling of differential treatment

One of the survey questions asked women participants if they felt treated differently than the men on campus. Thirty-eight percent answered "Yes," and 62% answered "No". The highest count of those who answered "Yes" was among those with a Doctorate degree who worked > 4 years at WPU, followed by those with a master's degree who worked >4 years at WPU.

4. The majority of women on campus are satisfied with the overall campus climate

After dividing the data by gender and analyzing women's responses, we found that among women participants, about 76% reported either "Generally satisfied" and "Very satisfied", 16 % were "Neither satisfied nor dissatisfied", and about 8% were "Generally dissatisfied" and "Very dissatisfied". This data is extracted from the 2019-20 Campus Climate Survey data

5. The majority of women on campus have a sense of belonging at WPU

After dividing the data by gender and analyzing women's responses, we found that among women participants, about 67% reported "Generally satisfied and Very satisfied", 19% reported "Neither satisfied nor dissatisfied", and about 14% reported "Generally dissatisfied" and "Very dissatisfied". This data is extracted from the 2019-20 Campus Climate Survey data

6. The majority of women on campus are comfortable sharing views about diversity and equity at WPU

After dividing the data by gender and analyzing women's responses, we found that among women participants, 69% reported "Very comfortable" and "Somewhat comfortable" sharing views about diversity and equity. 19% reported Neither comfortable nor uncomfortable", and 12% reported "Very uncomfortable" and "Somewhat uncomfortable". This data is extracted from the 2019-20 Campus Climate Survey data

7. One third of undergraduate women are not aware that the retention of historically marginalized students, faculty, and staff is an institutional priority.

A cross-analysis of the level of agreement on the statement that the retention of historically marginalized students, faculty, and staff is an institutional priority with the role at WPU revealed that 35% of the undergraduate women students and 31% of the total sample "neither agree nor disagree",

which could mean that more outreach efforts are needed to emphasize the institution's work to retain historically marginalized populations.

Qualitative Findings

These findings are combined from the Task Force Survey, the Dining Hall "Walkaround," and the three focus groups.

1. Women differ in opinion about equal treatment

Many women, especially students, felt that they are treated equally, or the same as, men. Some faculty and staff respondents felt they are treated differently, for example men are listened to more than women in meetings, women are given more administrative tasks, women are more burdened as mothers and "home keepers" than men, wages and expectations are different between genders, some men on campus interact differently with women than with men, and women have to struggle harder [than men] to maintain authority in the classroom.

2. Women face a variety of challenges and obstacles

Descriptions of challenges and obstacles coalesced around themes such as feeling safe on campus (unlit parking lots, lack of campus police presence around campus at night) , gender inequity (pay inequities, workload – especially administrative tasks), communication and respect ("mansplaining," lack of respect from men students, promotions given to men) academic support (men professor judging a woman student by her looks, belittling women in class), issues around being working parents (expectations for women to be primary childcare givers, inconsistencies in childcare-related remote work flexibility), and other institutional challenges (salary inequity, sexual harassment).

3. Many support systems are available and used by women

Many areas on campus were mentioned as positive sources of support, including Academic Foundations, ACE-Net, Admissions, the Career Center, the Center for Diversity and Inclusion, and the Educational Opportunity Fund Program (EOF).

4. More programming and services for women are still needed

Requested programming and services included mentoring programs for women, programs that educate about preventing and reporting sexual violence, women's and LGBTQA+ safety and support programs, more ACE-Net programming, self-defense training, help with responding to microaggressions and sexual harassment, mentoring, and free sanitary products. Several women lamented the closing of the Women's Center and the resultant loss of women's programming and events and would like to see it re-opened.

5. Women's experiences highlight their concerns and support systems

When asked about their experiences, women described a wide variety of concerns, including about sexual assault and violence and university responses, childcare and workload, inequities between women and men with respect to acknowledgement and treatment, feeling overworked and under-recognized, and work-life balance (One staff member said, "There is no work-life balance here.").

Women also described getting support from other women on campus, both colleagues and friends, feeling supported by their professors, advisors, and Will. Power.101 facilitators, as well as managers and department chairs.

Women's Experience Task Force Recommendations

1. Safety and Well-Being (sense of physical and mental well-being) for Students, Faculty and Staff
   a. More and better lighting and security cameras in the parking lots, around academic buildings (especially Power Arts and 1600 Valley Road) and around residence halls.
   Response: We can explore better lighting in parking lots, especially at Power Arts and 1600 Valley Road. I will ask the VP for Finance and Administration to undertake a larger conversation about cameras. It is always a delicate balance between the right to privacy and having community members feel safe.
   b. Visible University Police and Safe Walk Escort Service presence, especially at night.
   Response: We will work with the University Police to have a walking presence as evening classes dismiss and see who we might better utilize the Safe Walk Escort Service through better signage with QR codes to request service.
   c. Increased awareness for sexual assault survivors about where and how to get help and transparency on what to expect when they report. This could be strengthened with a survey or other follow-up analysis of sexual assault survivors to determine how to improve feelings of safety and well-being.
   Response: We will work with the Center for Health and Wellness to undertake a survey to determine findings.
   d. Training for students, faculty and staff: self-defense, dating safety, and consent.
   Response: We will investigate what training is currently provided. We do provide some of this through our summer professional development program.
   e. Mandatory annual in-person/live online training for the prevention of sexual harassment/violence/assault prevention for faculty, staff, and students.
   Response: Mandatory training is always problematic given our collective bargaining agreements, but we will certainly take this under advisement.
2. Physical and Mental Health and Wellness (fosters sense of belonging, maybe persistence/feeling valued)
   a. Provide more /better lactation rooms with easier access for nursing mothers.
   Response: William Paterson is compliant with the federal standards regarding lactation rooms, and we meet the standards for what is required both in terms of access, signage, and equipment. It is not feasible to provide rooms in every building on campus.
   b. Institute a consistent flexible policy across campus for staff who have to care for sick children, aging parents, or other relatives. This includes flexible remote work as long as all work responsibilities can be met.
   Response: We will continue to improve our remote work/flex policies to better address this concern. There is a feeling among managers that if you are caring for sick children, parents etc., that is unreasonable for someone to meet job expectations.

    c. Take deliberate overt actions to support students who are working parents. (flexible/online class meetings, weekend classes, childcare on campus)
Response: I believe William Paterson currently provides all of these options, and we have a federal grant to provide reduced cost childcare for our students.

    d. Offer a week-long day camp for the children of faculty and staff between the beginning of the fall semester and the start of public schools.
Response: We will explore this opportunity through the Division of Continuing and Professional Education.

    e. Offer empowerment/assertiveness programming including training on how to respond to microaggressions and sexual harassment.
Response: This training is provided during our summer professional development program.

    f. Offer Professional/Personal development workshops on work/life balance, working and student parents' issues; provide incentives for managers to allow staff to take part.
Response: Again, I believe this is offered through LinkedIn Learning as part of our summer development program. Managers are required to allow staff to take part every Wednesday morning in the summer.

    g. Reinstate the Wellness Coordinator position which was eliminated from the Health and Wellness Center.
Response: This is not financially viable at this time.

3. Personal and Professional Development for Women (sense that all work, including service, is valued; transparent opportunities for career advancement; support for student persistence, graduation, and employment or continued education)

    a. Recognize in the tenure process those faculty who perform service/ "invisible" work for their students, departments, colleges, and the university.
Response: I am unclear what this means but would like to know more.

    b. Encourage academic and administrative managers to model appropriate work-life balance (i.e., delay delivery of evening or weekend emails until next workday, etc.)
Response: We can certainly work to do more in this area.

    c. Offer mentoring programs for women in or aspiring to leadership, and requirements that managers allow staff to spend time with mentors.
Response: ACE-Net is a good source for mentoring, but allowing people time away from work would be problematic unless it is a formal fellowship (ACE Fellowship, EAB Fellowship, HERS Institute etc.). Look into formalizing GEM (Growth Enabled Mindset) program which was piloted on our campus.

    d. Create a culture of succession planning so that women staff have more opportunities for promotion.
Response: I will ask HR to conduct a study of women staff promotions to see if there is a gender inequality issue here.

    e. Re-open the Women's Center or make it a more prominent part of the Center for Diversity and Inclusion; provide more women's programming; create a "women-specific" safe space to talk about women's issues, seek advice, etc.

Response: This programming was incorporated into the Center for Diversity and Inclusion and will remain a key source of support and resources for women on our campus.

Our recommendations focus on addressing women student, faculty, and staff success at William Paterson by improving women's safety and well-being, physical and mental health and wellness, while strengthening personal and professional development.

Introduction

In spring 2022, President Richard Helldobler invited members of the campus community to be part of a Task Force to study Student, Faculty, and Staff Women's Experience at William Paterson. President Helldobler gave the Task Force the following charge:

> The Women's Task Force is to assess the needs and obstacles faced by this population of faculty, staff and students at WP. The outcome of the Task Force is to provide recommendations in the form of a report to the Chief Diversity Officer that might help this population have a better sense of belonging and to be successful here at William Paterson. Success for students should be defined as having a sense of belonging, persistence, graduation, and employment. Success for faculty and staff should be defined as having a sense of belonging, feeling valued in their work and seeing opportunities for career advancement.

> We followed a four-pronged approach to data collection and analysis.

1. A survey of all people at William Paterson who identify as women, a series of focus groups (students, faculty, and staff) and a "Dining Hall Walkaround" that explored the perceptions and experiences of women students.
2. An examination of statistical trends documented by the WP Office of Institutional Effectiveness.
3. Exploration of initiatives implemented by other institutions of higher education that identify benchmarks to measure successful programs that would promote the ideals of success that are listed above for this population;
4. Analysis the work done in the Campus Climate Survey (2019-2020) to ascertain issues this population felt saliant as a starting point, based on the data set.

Made up of students, faculty, and staff, the Women's Experience Task Force explored this topic during the summer and fall of 2022 and the winter of 2023. Over this time period, the Task Force conducted a survey of all people who identify as women on campus, held student, faculty, and staff focus groups, did a "Dining Hall Walkaround," and initiated a gender salary equity analysis with HR. The Task Force analyzed the results of these efforts to determine recommendations for the improvement of women's experience at WP. We focused on the outcomes listed in our charge:

- Success for students should be defined as having a sense of belonging, persistence, graduation, and employment.
- Success for faculty and staff should be defined as having a sense of belonging, feeling valued in their work and seeing opportunities for career advancement.

In essence, what would a more woman-friendly William Paterson offer our students, faculty, and staff?

According to the 2022-2023 William Paterson Fact Book, women make up 55% of employees (faculty and staff) at the University, and 60% of the total student population. Six out of ten members of the President's Cabinet are women. The gender make-up of the William Paterson Board of Trustees is six women, eight men, and one gender not specified. While women do not make up the majority of the Board, their presence at 40% is significant. It should be noted that women serving on the Board can have advantages for women across campus.

> ...the prevalence of women board members may have a critical impact on institutional environment and culture, whether by offering women students greater opportunities to access successful women mentors, providing more diverse academic perspectives in the classroom, or combating stereotypical views of women. (Rubin, Ciarimboli & Coco, 100)

We feel that majorities in all but one of these areas make it clear that women's voices should be heard at all levels of the institution.

The Task Force examined gender data in the William Paterson 2022-2023 Fact Book and the AFT Preliminary Pay Equity Summary (Appendix 4) to determine differences between women and men students with respect to admissions, acceptance rates, enrollment and graduation/degrees granted rates, and between men and women employees (faculty and staff) regarding gender salary, and time in position.

Gender Analyses of Students and Employees
Students

At William Paterson, women students' acceptance rates are higher than men's, averaging 4.8 higher in 2018-2022, but yield rates are lower, averaging 4.2% lower in 2018-2022 (See Table 1, below). The lower yield rates are of concern as they indicate more women students go to other universities, but the acceptance rates are borne out by the data on entering students, where women students greatly outnumber men students. 73% percent of entering students in 2018 were women, and that number has risen over the past 4 years, with women making up 76% of entering students in 2022 (See Table 2, below).

Table 1: Admissions Funnel by Gender

Admissions Funnel by Gender

Term	Completed App	Admitted	Enrolled	Acceptance Rate	Yield
⊟ **Fall 2022**					
Female	4281	3981	438	93%	11%
Male	2762	2466	363	89%	15%
Unknown	20	18	5	90%	28%
⊟ **Fall 2021**					
Female	4996	4760	561	95%	12%
Male	3128	2876	434	92%	15%
Unknown	2	2	1	100%	50%
⊟ **Fall 2020**					
Female	5730	5390	740	94%	14%
Male	3579	3054	523	85%	17%
Unknown	0	0	0	-nan(ind)	-nan(ind)
⊟ **Fall 2019**					
Female	5678	5300	857	93%	16%
Male	3658	3251	680	89%	21%
Unknown	4	3	0	75%	0%
⊟ **Fall 2018**					
Female	4948	4680	948	95%	20%
Male	3202	2926	756	91%	26%
Unknown	0	0	0	-nan(ind)	-nan(ind)

Table 2: Entering Students by Gender

Entering Students by Gender

Gender	Fall 2018 Enrolled	Pct	Fall 2019 Enrolled	Pct	Fall 2020 Enrolled	Pct	Fall 2021 Enrolled	Pct	Fall 2022 Enrolled	Pct
Female	482	73%	477	72%	564	73%	695	73%	790	76%
Male	177	27%	185	28%	210	27%	251	27%	247	24%
Unknown			1	0%					1	0%
Total	**659**	**100%**	**663**	**100%**	**774**	**100%**	**946**	**100%**	**1038**	**100%**

The data on gender of accepted and entering students is borne out by national data, which shows that among students, gender plays a strong role. According to the National Center for Education (NCES) data[1], women students made up 58 percent of total national undergraduate enrollment (9.2 million students), and men students made up 42 percent (6.7 million students) in Fall 2020. NCES notes that 2020 was the first year in which fall enrollment may have been affected by the coronavirus pandemic, and notes that in 2020 women enrollment was 2 percent lower than in 2019, while men enrollment was 7 percent lower. However, NCES also stated that between 2020 and 2030, women enrollment is projected to increase by 6 percent (from 9.2 million to 9.8 million students), and men enrollment is projected to increase by 11 percent (from 6.7 million to 7.4 million students). This data is supported by Statista, which notes that 39.1 percent of women in the United States had completed four years or more of college in 2021. (https://www.statista.com/statistics/184272/educational-attainment-of-college-diploma-or-higher-by-gender/)

This data was supported by a disparity in men and women graduation rates. The women 4 year graduation rate was 37.1% for Fall 2012 – 2018 while men 4 year graduation rate was 29.4 for the same time period. Women – 2017-18 through 2021-22 average: 61.4%. Put another way, from 2017-18 through 2021-22 the average men degree completion was 38.6%, while the average women degree completion was 62.4%. (See Tables 3a, 3b and 3c below.)

Table 3a: Graduation Rates by Gender

Retention and Graduation
Cohorts 2012 - 2022

Cohort	N	Return 1Yr	Graduated 2Yr	Return 2Yr	Graduated 3Yr	Return 3Yr	Graduated 4Yr	Return 4Yr	Graduated 5Yr	Return 5Yr	Graduated 6Yr	Return 6Yr	Graduated 7Yr	Return 7Yr	Graduated 8Yr
Fall 2012	630	78.6%	0.0%	69.7%	0.8%	67.3%	35.4%	29.7%	57.5%	6.5%	61.0%	2.7%	62.4%	2.2%	63.5%
Fall 2013	659	81.6%	0.0%	72.4%	0.9%	68.1%	41.0%	26.7%	59.0%	6.5%	63.6%	2.1%	65.3%	0.6%	65.7%
Fall 2014	626	77.3%	0.2%	66.6%	0.8%	65.3%	42.0%	23.2%	58.5%	5.8%	61.7%	3.5%	63.1%	1.4%	63.9%
Fall 2015	688	76.6%	0.1%	66.4%	1.3%	61.8%	36.5%	24.6%	54.2%	5.8%	57.6%	3.5%	59.3%	1.2%	
Fall 2016	717	80.9%	0.7%	68.1%	2.4%	64.7%	43.2%	21.8%	59.0%	4.9%	62.1%	2.4%			
Fall 2017	659	70.7%	0.0%	59.2%	0.6%	56.1%	32.2%	21.2%	46.1%	6.8%					
Fall 2018	947	70.4%	0.0%	58.7%	1.2%	52.3%	29.1%	22.1%							
Fall 2019	852	75.6%	0.1%	57.6%	1.2%	52.0%									
Fall 2020	731	67.4%	0.0%	55.7%											
Fall 2021	558	72.4%													
Fall 2022	434														

Table 3b: Graduation Rates by Gender

Retention and Graduation
Cohorts 2012 - 2022

Cohort	N	Return 1Yr	Graduated 2Yr	Return 2Yr	Graduated 3Yr	Return 3Yr	Graduated 4Yr	Return 4Yr	Graduated 5Yr	Return 5Yr	Graduated 6Yr	Return 6Yr	Graduated 7Yr	Return 7Yr	Graduated 8Yr
Fall 2012	602	70.9%	0.0%	57.1%	0.3%	53.2%	22.3%	26.9%	38.9%	9.3%	43.2%	4.0%	45.0%	3.0%	46.3%
Fall 2013	630	71.4%	0.0%	60.3%	0.3%	54.3%	27.0%	26.7%	44.1%	7.1%	46.7%	4.8%	48.7%	2.4%	50.2%
Fall 2014	541	71.5%	0.0%	57.5%	0.6%	55.3%	30.7%	21.1%	43.8%	7.6%	48.1%	3.5%	49.5%	0.7%	50.5%
Fall 2015	639	73.6%	0.0%	62.0%	0.8%	57.3%	28.2%	26.6%	43.0%	8.5%	48.7%	3.1%	50.2%	1.6%	
Fall 2016	655	72.8%	0.0%	61.4%	0.3%	57.1%	28.9%	25.6%	44.7%	8.4%	49.0%	4.0%			
Fall 2017	652	69.3%	0.0%	58.9%	0.2%	53.1%	25.5%	22.7%	41.6%	6.7%					
Fall 2018	751	67.9%	0.0%	51.8%	0.5%	44.6%	22.4%	20.9%							
Fall 2019	677	69.7%	0.0%	55.5%	0.4%	48.6%									
Fall 2020	520	67.5%	0.0%	50.6%											
Fall 2021	431	70.3%													
Fall 2022	367														

Table 3c: Degrees Granted by Gender

Students Awarded Degrees/Certificates by Gender

Gender	2017-18		2018-19		2019-20		2020-21		2021-22	
	Count	Pct	Count	Pct	Count	Pct	Count	Pct	Count	Pct
Female	1515	60%	1387	61%	1509	62%	1358	60%	1646	64%
Male	1012	40%	873	39%	930	38%	897	40%	913	36%
Unknown	3	0%	3	0%	1	0%				
Total	**2530**	**100%**	**2263**	**100%**	**2440**	**100%**	**2255**	**100%**	**2559**	**100%**

The data on graduation rates illustrate an important point: attrition appears to be a real concern for women students at William Paterson University. Although, in considering total enrollment, women students still outnumbered men's. While women enrolled students increased by 2.5 % between Fall 2018 and Fall 2022, and men enrolled students decreased by 3%, attrition for women students is significant. As Table 4 (below) demonstrates, attrition of women students is noteworthy with total enrollment of women students in 2018 at only 55% (compared to 73% entering women students in the same year), while total enrollment of women students in 2022 was 60% (compared to 76% entering women students in the same year).

Table 4: Total Student Enrollment by Gender

Enrolled Students by Gender

Gender	Fall 2018 Count	Fall 2018 Pct	Fall 2019 Count	Fall 2019 Pct	Fall 2020 Count	Fall 2020 Pct	Fall 2021 Count	Fall 2021 Pct	Fall 2022 Count	Fall 2022 Pct
Female	4820	55%	4788	56%	4598	58%	4269	59%	3989	60%
Male	3910	45%	3795	44%	3373	42%	2949	41%	2608	39%
Unknown	5	0%	22	0%			1	0%	7	0%
Total	**8735**	**100%**	**8605**	**100%**	**7971**	**100%**	**7219**	**100%**	**6604**	**100%**

The reasons for women student attrition can perhaps be illuminated by the data from the survey and focus groups conducted by this Task Force, as will be discussed elsewhere in this report.

In addition to concerns about attrition, research shows that women aren't as successful as men post-graduation. Outcomes of education show that women, while successful in college, do not attain higher positions and salaries (as men do). This can perhaps be explained by Status Attainment Theory, which suggests that socioeconomic equality results in differences across individuals' background characteristics, such that persistent inequality based on such things as gender and class stem from certain groups not having comparable opportunity to successfully compete for higher-status positions (Williams & Wolniak, 11). Moreover, "a large body of evidence asserts that choice of major and career explains much of the difference between men and women in higher education outcomes, particularly earnings" (Williams & Wolniak, 14). We believe that women's attrition as well as post-graduation success can be reduced by implementing the recommendations suggested in this report, especially mentoring for our women students.

Employees (Faculty and Staff)

At William Paterson, when considering all employees including faculty, staff and administrators, women outnumber men, with 55% of all employees being women and 45% being men. This number has changed very little since 2018, with a 1% decrease in men employees from 2018 to 2022 and a corresponding 1% increase in women employees. (See Tables 5a and 5b below)

Table 5a: Full Time Employees by Gender

Full Time Employees by Gender*

	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	N	%	N	%	N	%	N	%	N	%
Female	616	54%	611	55%	603	55%	550	55%	492	55%
Male	522	46%	508	45%	493	45%	456	45%	398	45%
Unknown							1	0%	1	0%
Total	**1138**	**100%**	**1119**	**100%**	**1096**	**100%**	**1007**	**100%**	**891**	**100%**

Table 5b: All Full-Time Employees by Occupational Category

Full Time Employees by Occupational Category*

|	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	N	%	N	%	N	%	N	%	N	%
Instructional Faculty	403	35%	391	35%	377	34%	353	35%	287	32%
Archivists, Curators, and Museum Technicians	3	0%	2	0%	2	0%	1	0%	2	0%
Business and Financial Operations Occupations	62	5%	71	6%	63	6%	48	5%	43	5%
Community and Social Service Occupations, Arts, Design, En	99	9%	97	9%	100	9%	98	10%	104	12%
Computer, Engineering, and Science Occupations	73	6%	72	6%	73	7%	67	7%	62	7%
Healthcare Practitioners and Technical Occupations	9	1%	9	1%	9	1%	9	1%	10	1%
Librarians	12	1%	12	1%	13	1%	13	1%	11	1%
Library Technicians	9	1%	8	1%	8	1%	9	1%	7	1%
Management Occupations	51	4%	54	5%	65	6%	57	6%	55	6%
Office and Administrative Support Occupations	216	19%	205	18%	196	18%	175	17%	157	18%
Other Teachers and Instructors	5	0%	4	0%	4	0%	4	0%	4	0%
Postsecondary Teachers	1	0%							8	1%
Service Occupations	195	17%	194	17%	186	17%	173	17%	141	16%
Total	**1138**	**100%**	**1119**	**100%**	**1096**	**100%**	**1007**	**100%**	**891**	**100%**

Faculty and staff data bears examining because of gender and salary discrepancies. Faculty data appears to have parity with the data for all employees, with 55% of faculty being women and 45% men (see Table 6 below). There are, however, some key differences. These differences include the fact that more tenure track and non-tenure track faculty are women. Specifically, among tenured faculty are 51.7% women and 48.3% men, while among tenure track faculty 66.7% women and 33.3% men, and among full time non-tenured faculty 68.3% are women and 31.7% are men.

Table 6: Faculty by College and Gender

Fall 2022 Full Time Faculty by College and Gender*

	AH		BU		ED		SH		Total	
	N	%	N	%	N	%	N	%	N	%
Female	73	54%	12	32%	26	76%	46	57%	157	55%
Male	61	46%	26	68%	8	24%	35	43%	130	45%
Total	134	100%	38	100%	34	100%	81	100%	287	100%

This is in line with national trends, which show that in 2022 49.8% of college professors are women, while 50.2% are men. (https://www.zippia.com/college-professor-jobs/demographics/). See Table 7, below.

Table 7: National Data on College Professors by Gender

- Male, 50.2%
- Female, 49.8%
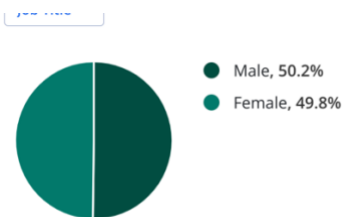
Although there are more women faculty, salary equity is problematic, as evident in the data provided by the AFT Preliminary Pay Equity Summary. Men faculty have higher salaries than women faculty at the Full and Associate Professor levels. (See Table 8a, below) although the AFT Preliminary Pay Equity Summary points out that men's are at an average of 15.7 years in role while women's are at an average of 12.4 years in role. (See Table 8b, below.)

Table 8a: AFT Salary Data by Gender

Group Title	Women	Men
	Average of Annual Salary(Yearly 12 Months)	Average of Annual Salary(Yearly 12 Months)

Professor	$153,144	$156,228
Associate Professor	$120,750	$116,916
Assistant Professor	$92,385	$104,630
Instructor	$68,545	$68,545
Non Tenured Teaching Professional	$68,974	$74,967
Librarian	$102,127	$113,249

Table 8b: AFT Data by Gender and Length of Employment

Women	Men
Average of Years in Role	**Average of Years in Role**
20.2	20.5
13.0	13.0
4.7	4.7
3.3	0.3
3.5	6.7
10.6	17.8
11.8	16.0

Salary inequities do exist at William Paterson, and it is worth noting that the inequities at WP are in line with national trends. As AAUP[2] notes, salaries for full-time women faculty members are approximately 81.2 percent of men's, with women earning $79,368 and men earning $97,738 on average (see figure 3 in Table 9 below). The salary gap is comparable among tenured or tenure-track faculty members, with women earning 82.4 percent of what men earn on average. The salary gap for non-tenure-track women faculty members, 87.6 percent, is slightly narrower but still far from parity.

Table 9: National Trends in Faculty Salary in 2001 by Gender

FIGURE 3

Full-time women faculty members earn less than men, on average.

Average Salary

All Full-Time Faculty — Men: $97,738 — Women: $79,368

Tenured or Tenure-Track — Men: $107,713 — Women: $88,851

Non-Tenure-Track — Men: $76,456 — Women: $66,974

■ Men ■ Women

Note: This figure represents non-profit, degree-granting postsecondary institutions only (*N* = 2,774).
Source: IPEDS HR survey component, 2018–19 provisional release. Data compiled by the AAUP Research Department.

Methodology

To explore the experiences of people on campus who identify as women, we first had to pinpoint our target population. We decided, based on our charge, that our target population was people who identified as women including students, faculty, and staff on campus during the 2022-2023 academic year. We also recognized the need to be attentive to diversities—for instance, pronoun preferences—within the data. To query the experiences of this population, the Task Force decided on a mixed-methods approach. The Task Force requested and received the data collected for the Campus Climate Survey administered in 2019-2020 to analyze data reported by women. We collaboratively designed a survey with both open and closed questions. We distributed the survey via email with the target audience of anyone at WP—faculty, staff, or student—who identified as a woman. 310 people responded to the survey.

Climate Survey (2019-2020)

Data related to the overall climate satisfaction level, sense of belonging experience, level of comfort sharing views about diversity, and a cross-analysis of the level of agreement of whether retention of historically marginalized students, faculty, and staff is an institutional priority with the role of the participants at WPU.

As shown in Table 10 below, among women participants (N=1343), about 76% reported either "Generally satisfied" and "Very satisfied", 16 % were "Neither satisfied nor dissatisfied", and about 8% were "Generally dissatisfied" and "Very dissatisfied".

Table 10

Climate satisfaction level - Overall campus climate

		Gender Woman	%
Climate satisfaction level - Overall campus climate	Very dissatisfied	17	1.3%
	Generally dissatisfied	94	7%
	Neither satisfied nor dissatisfied	212	15.8%
	Generally satisfied	684	50.9%
	Very satisfied	336	25%
Total		1343	100%

Table 11 shows data related to the overall sense of belonging experience. Among the participants (N= 1351), about 67% reported "Generally satisfied and Very satisfied", 19% reported "Neither satisfied nor dissatisfied", and about 14% reported "Generally dissatisfied" and "Very dissatisfied".

Table 11

The extent to which you experience a sense of belonging or community at this institution

Climate satisfaction level		Gender Woman	%
- The extent to which you experience a sense of belonging or community at this institution	Very dissatisfied	30	2.2%
	Generally dissatisfied	153	11.3%
	Neither satisfied nor dissatisfied	257	19%
	Generally satisfied	573	42.4%

	Very satisfied	338	25%
Total		1351	100%

Table 12 shows the level of comfort sharing views about diversity and equity at WPU, among women participants (N= 1355), 69% reported "Very comfortable" and Somewhat comfortable," 19% reported Neither comfortable nor uncomfortable", and 12% reported "Very uncomfortable" and "Somewhat uncomfortable".

Table 12

Overall, how comfortable would you be sharing your views on diversity and equity at this institution

Diversity and Equity		GenderWoman	%
Overall, how comfortable would you be sharing your views on diversity and equity at this institution	Very uncomfortable	39	2.9%
	Somewhat uncomfortable	125	9.2%
	Neither comfortable nor uncomfortable	258	19.0%
	Somewhat comfortable	444	32.8%
	Very comfortable	489	36.1%
Total		1355	100.0%

A cross-analysis of the level of agreement on the statement that the retention of historically marginalized students, faculty, and staff is an institutional priority with the role at WPU revealed that 35% of the undergraduate women student (N= 804) and 31% of the total sample (N=1295) neither agree nor disagree, which could mean that more outreach efforts are needed to emphasize the institution's work to retain historically marginalized populations (See Table 13)

Table 13

Institutional support agreement level - Retention of historically marginalized students, faculty, and staff is an institutional priority

Gender			Undergraduate student	Graduate student	Faculty	Staff/Admin	Other	Total
Woman	Institutional support agreement level - Retention of historically marginalized students, faculty, and staff is an institutional priority.	Strongly disagree	15	3	8	9	3	38
		Disagree	38	9	20	26	2	95
		Neither agree nor disagree	283	46	19	51	3	402
		Agree	300	61	40	76	5	482
		Strongly agree	165	45	26	39	3	278
	Total		801	164	113	201	16	1295

Task Force Survey: Design and Process

The workgroup sent a survey to the WPU community seeking participants who identify as "women". The survey consisted of 5 demographic questions about ethnicity, level of education, and the number of years worked at WPU and 5 qualitative questions about the experience on campus, challenges faced as a woman, support systems, and recommendations of programs of services needed. Three hundred and ten responses were received and analyzed.

Quantitative Questions

Ethnic origin of respondents showed 55% were White (N= 171), 15% were Hispanic, Latina, or Spanish origin (N=46), 15% were Black or African American (N=47), 9% were Asian (N=27), 3% were Middle

Eastern or North African (N= 8), less than 1% were American Indian or Alaska Native (N=1), and 3% identified as "other" (N=10) which included mixed ethnic origins and those who prefer not to answer the question.

For the level of education, 28% had a Doctorate degree (N= 88), 28% had a master's degree (N= 86), 12% had a bachelor's degree (N= 36), 11% had an Associate degree (N= 34), 20% had some college credit (N= 63), and 1% had Trade/technical/vocational training (N= 3).

For the number of years worked at WPU, 48% worked for four or more years (N=150), 8% worked for three to four years (N=25), 7% worked for two to three years (N= 23), 11% worked for one to two years (N= 35), and 25% worked for less than a year (N= 77).

When asked if they felt treated differently than their men counterparts on campus, 38% of respondents answered "Yes" (N=118), and 62% answered "No" (N= 192). The highest count of those who answered "yes" was among those with a Doctorate degree and worked > 4 years at WPU (N=46), followed by those with a master's degree and worked >4 years at WPU (N= 15) (see Table 14).

Table 14: Summary of Perceived Treatment by Gender and Highest Degree

Do you feel you are treated differently than your men counterparts on campus – in relation to the highest degree or level of school completed and the duration of work at William Paterson University								
5. How long have you worked at William Paterson University?			What is the highest degree or level of school you have completed?						
			Some college credit, no degree	Trade / technic c/ vocation training	Associate degree	Bachelor's degree	Master's degree	Doctorate degree	Total
<1 year	6. treated differently	Yes	3	0	2	5	1	2	13
		No	19	1	18	13	12	1	64
	Total		22	1	20	18	13	3	77
1 - 2 years	6. treated differently	Yes	5		2	1	5	1	14
		No	8		7	2	1	3	21
	Total		13		9	3	6	4	35

									Total
2 - 3 years	6. treated differently	Yes	6		0	1	2	2	11
		No	4		2	2	3	1	12
	Total		10		2	3	5	3	23
3 - 4 Years	6. treated differently	Yes	3	0	1	2	5	1	12
		No	4	1	2	1	4	1	13
	Total		7	1	3	3	9	2	25
> 4 years	6. treated differently	Yes	3	0		4	15	46	68
		No	8	1		5	38	30	82
	Total		11	1		9	53	76	150
Total	6. treated differently	Yes	20	0	5	13	28	52	118
		No	43	3	29	23	58	36	192
	Total		63	3	34	36	86	88	310

Open-ended Questions

Open-ended questions in our survey yielded data that we analyzed qualitatively. The themes that emerged included the following:

- Distribution of work, workload, and of rewards/recognition
- Appropriateness of interactions with faculty, staff and students
- Safety on campus
- Experiences of micro-aggression
- Whether gender is important on campus, and the most important gender-related issues
- Issues related to mental and physical health (including work-life balance, family, parenting, Covid)

The survey results, particularly findings from question eight below, suggest that women appreciate and make use of numerous sources of support at William Paterson. There are, however, several areas of concern ranging from physical and psychological safety to belonging to equitable treatment. As can be seen in our recommendations, the Task Force believes that it is important to maintain and strengthen these services.

Survey results suggest that women's experiences may be different across campus for a variety of reasons. Some women noted issues of gender discrimination that "intersected" with categories such as age, race, and religion (e.g., wearing hijab). But other women reported generally positive experiences where they did not face or even perceive gender bias. This suggests that experiences may, in fact, differ across campus depending on the departments and offices in which women work and/or study.

Question 6: Do you feel you are treated differently than your men counterparts on campus? (86 responses)

Twelve participants indicated they were treated differently than men, while 47 said they were not treated differently. The remaining participants reported that they were online only (and therefore weren't impacted), didn't interact with men, were in women-dominated departments, didn't have a men counterpart, or answered with "n/a." Those who felt they are treated differently than men answered that:

- Men are listened to more than women in meetings;
- Women are given more (unacknowledged and unrewarded) administrative tasks;
- Men students treat women differently than men faculty and staff;
- Women are more burdened as mothers and "home keepers" than men;
- Wages and expectations are different;
- Women may not have experienced differential treatment themselves but have seen it happen in their unit;
- Some men on campus interact differently with women than with men;
- Women were treated differently when they were newly employed at WP, but the treatment has improved over the years; and
- Women have to struggle harder [than men] to maintain authority in the classroom

Question 7: What are some of the challenges that you, as a woman face and/or have overcome during your journey at WP? (310 responses)

Responses to this question coalesced around themes such as safety on campus, gender inequity, communication and respect, academic support, issues around being working parents, and other institutional challenges.

Safety on Campus: Women students, faculty and staff are concerned about walking to their cars in the dark. They would like to see more and better lighting in the parking lots and more campus police and Safe Walk Escort Service presence. Several respondents, mainly students, mentioned harassment by men students and that their reports of this were not taken seriously or followed up on. These students suggested that men students are allowed to get away with bad behavior.

Gender inequity: Women feel they are tasked with more service and administrative work than men counterparts, for example, noting that students come to them for advising and mentoring because they are seen as more compassionate and helpful than men in their departments, while not being compensated or recognized for this work. Tower and Latimer (2016) call this kind of work "institutional housekeeping:"

> While this work is critical to the functioning of a unit (e.g., searches, admissions, or advising/mentoring students), institutional housekeeping activities are less likely to be

significantly rewarded by the promotion system. Critical reflection reminds us to ensure the promotion system values institutional housekeeping, and we advocate that it be equitably distributed. (Tower and Latimer, 2016)

One reason why women do more service work than men is highlighted by Seto and Bruce (2013) who say, "In regard to service, women have been known to have difficulty in saying no, with resultant excess service responsibilities taking time from research pursuits." (Seto & Bruce, published online, no page numbers.) Since publishing is held in higher regard than service, and men tend to publish more than women, too much service negatively impacts women getting tenure.

This inequity in workload was highlighted in a recent article in the Chronicle of Higher Education. Raphael Walker writes: "A recent by the American Council on Education points the way [toward a solution to the problem of inequity in faculty workload]. The researchers propose 'six conditions linked to equitable workloads': transparency, clarity, credit, norms, context, and accountability." Keeping these six conditions in mind, Walker goes on to conclude with a proposed solution: "The goal is to match faculty members' responsibilities with their strengths, and factor in their out-of-work obligations so that everyone can contribute maximally and fairly." https://www.chronicle.com/article/faculty-workloads-are-unequal-that-must-change

There were responses about other inequities, including pay inequity. The most succinct of these was: "Being paid less and doing more." Staff members mentioned "disproportionately fewer promotion opportunities," while faculty highlighted that the tenure clock does not stop when they have a child. Dahlvig and Longman (2020) state that "family responsibilities often interrupt the tenure process for female academics, placing them further behind their male counterparts in the progression toward advanced leadership." (Dahlvig & Longman, 2020, 41) Women feel they are judged as incompetent and held to higher standards, while men are not. Some women reported that their complaints about "toxic and aggressive" treatment by men, and stated their complaints have been "ignored or minimized." This behavior, which is present in staff and faculty areas, was described as "aggression or misogynistic behaviors which are rampant at the department level."

Communication and Respect: Some respondents feel that they are not respected by men/men students and sometimes other women, that they are exposed to "mansplaining," and that they are deemed less capable in their jobs than men. There are microaggressions, such as being called by their first names while men are referred to by their titles and last names. Women feel that they are sometimes not heard, and sometimes not even seen. For example one respondent wrote "...they [men] look right past us and only speak to the men" in the room.

Academic Support: One student wrote that her academics were impacted negatively because her (male) professor "judged [me] immediately or viewed [me] in specific way ... only by [my] looks." Another student wrote "I have also had to deal with [a] teacher belittling me for my ability to eloquently answer questions but don't see the same belittling toward male students who talk at the same level and amount."

Issues Around Being Working Parents: Women students, faculty, and staff mentioned this as a challenge in their studies and work at William Paterson. Students with children have trouble balancing their studies, childcare, and work. As for faculty, Seto and Bruce (2013) posit that "women tend to be the main caregivers of both children and aging parents, leaving male colleagues with more time to work

on their tenure/careers." (Seto & Bruce, online document with no page numbers) One staff member noted successfully navigating a challenge as follows: "The challenge was flexibility in my schedule to care for young children. Thankfully my position allowed for a flexible work schedule." Based on other comments, treatment of women with children is inconsistent across campus.

Other Institutional Challenges: This is a catch-all category that covers a variety of things women felt challenged by. A student wrote of a safety challenge and added her opinion on the institution's response:

> Women on campus are frequently harassed. When students report sexual harassment or stalkers, the campus seems to look away. Our campus promotes safety but does not abide by such protocols.

Salary is also an institutional issue, as several respondents called out differences in salaries between men and women for the same work, as well as mentioned at least one department in which women were promoted with no raise, while men were promoted with raises. Human Resources conducted an AFT Preliminary Pay Equity Summary (Appendix 4), which pointed out that, "While the overall average salary adjusted to 12 months is higher for the men ($124,838 to $111,013), it is in correlation to the longer average length of time in role.   Men are at an average of 15.7 years in role while women's are at an average of 12.4 years in role."

Question 8: What are some of the WP support systems that have impacted your experience? (310 responses)

Fifteen women said that the standalone Women's Center was an important support area for them, and several lamented its closing. For example:

> I was very disappointed to see the end of the Women's Center, which for more than 30 years focused on programming for women. That's a real loss. I have found women on this campus to be very supportive of other women...they are often the "doers" who get things done.

Other formal support areas mentioned as having a positive impact on women's experiences are:

- Academic Foundations
- ACE-Net
- Admissions
- Career Center
- Center for Diversity and Inclusion
- Educational Opportunity Fund Program (EOF)
- English Department
- Financial Aid
- First Year Mentorship Program
- Health and Wellness Center (especially counseling services)
- Honors College
- Information Technology
- Library
- Pioneer Pantry

- School of Continuing and Professional Education
- Social Justice Project
- Title IX
- Writing Center

Informal support from colleagues and fellow students garnered 76 (out of 310) responses. One responded with "Terrific women colleagues -- and supportive men colleagues," showing that her support is not gender-based. A student answered that women her sorority were a great support, while another said, "I had professors who were supportive and encouraging." Fifteen students mentioned professors – specifying women professors at least once -- as positive supporters: "Most of the professors are open to help and they are easy going."

Fifty respondents answered that the institution itself supported them, showing some overlap with the formal support areas listed above. LinkedIn Learning, which is provided by William Paterson for the entire university community, was noted as a good support. A student respondent wrote "Faculty and staff are accommodating and care for their students deeply." The institution offering online and hybrid courses is helpful to students as they have more time for other life responsibilities if they don't have to drive to campus. Students reported support from their advisors. Staff reported supportive supervisors, and faculty mentioned supportive department chairs. Remote work was praised. One specific comment connected technology advances with remote work:

> The remote environment has helped tremendously to make working at home more achievable. Online submission systems for faculty and staff RTP (retention, tenure & promotions), as well as other systems have made it such that committee members do not have to physically be in the Provost's office to review physical binders. They can do this at their convenience in their homes.

Another example is a women faculty member who showed appreciation for maternity leave: "The ability, through our AFT contract, to take maternity leave for several months and be afforded job protection was HUGE." Other respondents mentioned flexibility in their jobs as being important for work-life balance.

Question 9: What other services, events and programs would you like to see WP offer? (310 answers)

Several respondents offered concrete requests and suggestions for services, events and programming that would be helpful for women's success.

Ten responses had different requests for institutional support, including:

- Enforcement of quiet hours in residence halls
- Scholarships for graduate students
- Women's and queer safety and support programs
- Childcare on campus for students who are mothers
- Outside investigations into gender bias practices
- Mentorship programs for women
- Faculty writing (or wellness) days

There were eleven responses about support for women's physical and mental health, including:

- Programming for the support of trans and non-binary people
- Safety services for women walking on campus at night
- Programs that educate on the sexual violence (against women)
- Events on reproductive rights, trans rights, women's rights, using expertise that exists on campus
- Fire prevention awareness training in the residence halls
- Accommodations for disabled members of the WP community, including regular elevator maintenance
- Free sanitary products

In addition to safety comments that came up in other categories, respondents gave ten further comments on safety, including:

- Lighting on the track for people who run at night.
- More frequent/visible police patrols on campus
- Mask mandate
- "Serious approach to Title IX and stricter lessons on things like assault and harassment".
- Workshops about violence against women, and how other people can help the survivors.
- Cultivate WP as an environment of safety for domestic violence survivors.

Question 9 elicited many more suggestions, such as expanding ACE-Net programming to provide more networking opportunities, women-to-women mentoring, support for students who are also parents, programs supporting stress relief, work/life balance, improving Title IX support, cultivating respect for faculty and women in general, reopening the Women's Center, holding women's empowerment events such as panels, conferences, or events to acknowledge women's successes, increasing resources and support for new parents/mothers, establishing a get moving/stay fit program to encourage people to go outside or walk the track/ around campus or maybe even chair yoga on their breaks, creating an anonymous critique/feedback form for the university, and bringing back the wellness coordinator (position was eliminated). Two respondents asked for a service for "walking buddies" to escort them across campus at night. While these suggestions are diverse, they demonstrate a pattern in needed supports.

Question 10: Please share a story from your time at WP that illustrates your experience as a woman on this campus and how it does or does not differ from your perception of men's experiences. (310 responses)

The final question in our survey elicited 310 responses. Several from students were concerning, such as the responses about sexual violence, as evidenced by these examples:

> I have multiple friends who have been raped and or sexually assaulted in campus, even after they reported it nothing was done and the accused students still go to school here. One of my friends even dropped out because of this.

> I have heard a handful of women students speak about getting sexually assaulted and/or stalked, and the college did not take them seriously and the campus police did nothing to reprimand the aggressor or keep the victim safe.

As the survey was anonymous, it is impossible to follow up with the women who wrote these comments. For context, we reviewed the "Report on Results of 2017 Survey on Sexual Violence" from 2017 (Appendix 4). This climate survey focused on sexual violence and university responses to it. A full complement of support services is available to any students who experience sexual violence, including the William Paterson Sexual Harassment Policy, the Title IX Grievance Policy for Sexual Harassment Complaints, the Student Sexual Misconduct and Non-Discrimination Policy, a Sexual Assault Brochure, and the Counseling, Health and Wellness Center.

Three challenges related to sexual violence on campus are underreporting and, in some cases, lack of patience with the process on the part of the survivor. In keeping with national trends, only a small percentage of assault survivors of all genders report the incident. "Our data indicate that, of the students experiencing sexual assault, 9.9% reported it to an administrator/faculty/staff, 7.2% reported it to a 'crisis center or health center' on campus, and 4.6% reported it to campus police." (2017 William Paterson Campus Climate Survey on Sexual Violence, p. 3) There is also the possibility, although there is no evidence of this at WP, of a gap as described by Garcia, Wienski, Cote and Silva (2020): "While federal regulations like Title IX, the Clery Act, and the White House Task Force to Protect Students from Sexual Assault require institutions to establish educational resources, quick response times, and the tracking of crime data on or around campus, gaps remain in the accountability for training and enforcement of these regulations on college campuses." (Garcia, Wienski, Cote, & Silva,2020, p. 146)

William Paterson faculty and staff offered a variety of stories about their experiences as women. Two comments from faculty highlight the difficulties of working through the pandemic, and one administrator's apparent feeling about children and success at work illustrate this:

> During the height of the pandemic when I was working to juggle my courses, scholarship & service as well as having my children learning remotely online, I felt unheard. I was often encouraged to appreciate the fact that we had no choice but to be home and should appreciate that time with family. We should take time for ourselves and pick up a new hobby. I understand the intent was good, but it completely negated working mothers who now had a host of more work on their hands. I found it extremely frustrating to hear from male colleagues regarding how productive their writing and scholarship was during this time. The pandemic had massive implications for working mothers and it continues to have ramifications. I feel as though these need to be acknowledged.

> My associate dean told me not to have children or my career would be ruined. I doubt any man has ever had that said to them. It sowed a great feeling of distrust between me and this male superior and our working relationship was never positive.

These comments reflect perceived inequities between acknowledgment and treatment between men and women faculty on campus.

Staff members reported inequities as well as a perceived inherent power differential, as these examples illustrate:

> There were no AVP's in a certain department, just directors. … [A] VP promoted 2 females from director to AVP without a salary increase. That was not the case with male counterparts. When a female interviewed for a position, she rightly requested a higher salary which was not approved.

However, when a male who interviewed for another job in the same department asked for a higher salary, it was granted. The explanation at the time was he had a family and had to support them.

I was asked out by a fellow employee via my wpu email. I feel that this is not something men have to deal with while at work.

These comments are representative of student responses:

The professors in my experience do not have a gender bias, offer help to all that seek it, and explain their subject material without being offensive/biased.

As a woman, I feel safe being on campus only if I have a self-defense item on me. Many of my female classmates feel the same. I know for a fact that men do not have to worry about being in danger just by walking through campus. Many men don't take Title IX seriously either because other men have gotten away with their harassment and abuse.

Two responses to this question highlighted solutions. One response included this remark: "Dwelling on differences weakens, rather than strengthens us." Another respondent advocated preempting discrimination through assertiveness:

I personally [think] women need to learn how to take space and be assertive. Society (men included) targets those they feel they can step on and disrespect. In many opportunities those who have been targeted have felt the need to stay quiet or "take" the abuse because they fear the repercussions. The minute we show that it does not matter, and we are willing to risk it by speaking up and fighting back is the minute those who feel that they can take advantage won't - - there is no reward in meekness. I see this as an issue not just for women but also for men, empowerment and confidence can go a long way.

The Women's Task Force was gratified to have so many people who identify as women complete the survey. Overall, these respondents were passionate about women's issues, often shared very personal stories to help us understand their situations and offered numerous thoughtful suggestions on how to support all women – actually, people of all genders – in the William Paterson Community.

Focus Groups and Informal Feedback

Faculty Focus Group

On Thursday, December 8, Gigi Mohamad and Carol Frierson-Campbell facilitated a 1-hour focus group interview with faculty who identify as women. We recruited two from each College but due to scheduling difficulties, there were a total of five faculty participants representing four Colleges. Participants' names are not reported for purposes of confidentiality. Focus groups provide rich data that allow us to gain an in-depth understanding of the issues.

Prior to scheduling the meeting, Drs. Mohamad, Ferris, and Frierson-Campbell crafted questions that explored the themes that emerged in the narrative data from our survey of women on campus:

- Distribution of work, workload, and of rewards/recognition
- Appropriateness of interactions with faculty, staff and students including experiences of micro-aggression
- Safety on campus
- Consideration of whether gender is important on campus, and the most important gender-related issues
- Issues related to mental and physical health (including work-life balance, family, parenting, Covid)

To be mindful that sensitive issues could arise, we required all participants in the faculty focus group to agree via email to the following statement:

As a voluntary participant in the Women's Task Force Faculty Focus group, I consent to having our meeting recorded and transcribed, understanding that any identifying information will be removed from the data during analysis. I agree to keep all communications that arise during this meeting entirely confidential. I also agree not to disclose, copy, distribute, or otherwise communicate personal details about any issues that arise during this meeting.

- **The first question addressed whether and how participants felt their work on campus was recognized.**

"Invisible work" was one of the first themes to arise from the focus group regarding this question. For example, one participant said:

> I will say some of the INVISIBLE work that that I have felt personally...but students often feel (which is nice) that that they can share their issues with me but it is; it does feel like emotional dumping of which is a large load to bear, especially in the first semester.

We found that the notion of invisible work resonates with the concept of institutional housekeeping (Tower and Latimer, 2016). This comment was amplified by other participants:

> And we want to relate to our students, right. You know, you want them to feel like they can talk to you and that when things happen that you can help, like figure out again, what's happening in the classroom and how to help manage things, but at the same time, there's just this time that I'm not doing other parts of my job.

Representation was another issue that arose. A participant noted that because the "high level people" in her College (chairs, dean and associate deans) are men, they are the ones that do most of the talking in college level meetings. The women mostly take notes. And as a result, "We assume that we need to take on more in order to be visible in order to be recognized in order to be legitimized."

- **The second question asked about connections between gender and the appropriateness or inappropriateness of interactions on campus with faculty, staff and students, including micro-aggression.**

Microaggression was a theme that arose during the discussion around this question. One woman suggested that a "sensitivity chip" was missing in men colleagues who impose unpaid labor on

untenured women faculty. Another spoke up to say that she was careful to protect newly hired women faculty for that reason.

The notion of invisibility came up again in the context of nonengagement:

> You know, when you talk there are there are particular white men professors who just don't engage with you, who don't respond to you, who don't even think you have anything concrete or good to say or will let you speak but, you know, "we've given you a moment to speak, but that's it. We're not going to engage with your ideas...."

> And so you just walk past they just walk past with you so that INVISIBLE icing of the self and the bodies of others is a constant experience. They don't have to be dramatic in the sense of saying something openly, which they might initially say, you know, outside of your earshot, but this is what concrete material experience is, for, at least what I have experienced and what I've seen others experience, particularly women of color.

Another participant called such experiences "that *little T of trauma* that comes being a woman in these academic spaces." For instance,

> I will hear men, colleagues, say "I don't want to get too close to you because I know that women are sensitive now." You know, blaming the "me too" movement on women having bad attitudes or being tale-tellers. Like, well, I used to be able to meet with women in my office with the door closed, but I can't anymore *because of women*.

An early-career participant mentioned having men students challenge her authority by calling her by her first name and asking about her marital status in the middle of class.

Another participant mentioned a recent experience with a men faculty member in her department "saying something extremely inappropriate in a department meeting." It was gender related but didn't fall under the definition of sexual harassment, so HR wasn't sure how to classify it, which meant that there was no resolution. This made department meetings and hallway encounters very uncomfortable. She said:

> And so, you know, I thought I went through the chain, and nothing happened. Now I didn't follow up because it just like, I don't have time. We're teaching more than ever and all this other workload stuff. And so I have an issue with multiple male colleagues in my department, and nothing happens. It doesn't matter.

Another participant mentioned another case where a woman had been treated inappropriately, even threatened, and felt that the "chain of command" was not able to provide them safe passage or a consequence to the person giving the threats.

- **The third question queried safety on campus: whether participants felt physically safe, and/or had experienced or heard about instances of sexual harassment.**

Faculty who taught evening sessions in the Valley Road building and Power Art Center noted concern about the lack of obvious security around those buildings late at night. For example:

I teach at night, and it is not well lit from the building to anywhere I park in the parking lot. And so that is a concern of mine every time I leave class that if something could happen, no one would know. Because no one's here.

This was particularly concerning when there was flooding one evening and a faculty member and some students were warned to stay in the Valley Road building through most of the night because of flooded roads.

A faculty member mentioned students smoking marijuana before class and coming in high. In one case a (man) student passed out during class and she couldn't wake him when class was over. She called Campus Police but didn't know what happened after that.

A faculty member with a chronic illness expressed frustration with having her request for accommodation denied, believing gender had to do with it because she felt dismissed. She had to define her disability and allow the office to contact her physician, and her request ultimately was denied. she connected this issue to safety because of the university's masking policy: "There was no messaging about there might be vulnerable populations on campus, that we should be respectful, you know."

Given that WP is an Hispanic Serving Institution, these faculty felt it was important to acknowledge that minority populations may have problematic relationships with police.

One professor noted that she had "heard stories from students who have also expressed dismay with the lack of safety especially in terms of sexual harassment." This led, she suggested, to the feeling "that the university doesn't care to protect faculty and students, especially (but not only) women.

- **The fourth question asked participants to share gender-related experiences (I.e., their identity as a cis or a trans woman or a non-binary person) that have impacted their mental and physical health including work life balance, family, parenting, COVID and so forth.**

More than one participant reported hearing trans faculty or students be "deadnamed" or having misused pronouns, either accidentally or on purpose. For instance, one said:

And I can only imagine it is very hurtful... They're trying to actualize their true identities and then are reminded by other campus communities that that it's not real in a sense.

Participants suggested that there's a bit of "damned if you do, damned if you don't" attitude in some departments around the issue of having children. A cisgender woman without children felt it was a micro-aggression when there was an assumption of "well, she can do this because we know there are no children obligations." On the other hand, a cisgender woman with children felt that the "family leave policy is pretty terrible" because "we don't actually really have one" saying:

So it's really difficult if you are planning because depending on when you have your child depends on what kind of coverage you actually can get. Here, when you can use your sick leave when you can't use your sick leave.

Another participant mentioned "having to explain the reason why I don't have course evaluations during [two pregnancy leaves] because I was having a family...and had to justify, but still feel pressure to publish and do scholarship and research at the same level."

The situation regarding daycare and childcare was described as challenging for faculty as well as students.

- **With the final question we asked participants to tell us the two most important gender-related issues they believed the university as an institution should address.**

Participants suggested that because physical safety is tangible, "the bare minimum is more lighting in the parking lot and more cameras, right?" But other less-tangible safety issues were also concerning.

Another suggestion was to "consider moving certain classes online, so that young (student) mothers could be at home with children. That way "all of their life situations could be taken into consideration with the timing of classes and when they are offered and how they are offered. So the institution can take that into consideration."

Participants agreed that there was a need for representation in matters with those who make decisions. "It's important that decision makers are in tune with how intersectionality impacts each of our lived experiences on campus and actually respond to those concerns in a meaningful way."

They suggested building in "recognition, even incentivization of invisible labor, examining connections between emotional labor and student retention." As one participant noted, "You can't put on your CV: I am the mother professor to students in my major."

Participants agreed that

> "if retention is labor that is equally shared by everybody, then it should also be incentivized, because advising should not have this murky border between visible and INVISIBLE LABOR. You know, I get a 10 pm zoom call request from students and I accommodated because I'm expected to, whereas there are some professors who say no, once I, you know, outside the time, it's not to be done."

Most participants noted the closing of the Women's Center and the Women's and Gender Studies programs as indicative of a lack of support for women's issues. This was also brought up in the survey results so we note it is a significant issue.

The Women's Task Force is grateful to the women-identifying faculty who took the time to share their experiences and ideas regarding women's experiences on the WP campus.

Feedback from "Dining Hall Walkaround"

A Task Force member went to the Dining Hall to ask students about their experiences as women on campus. She spoke with 6-7 tables of women, mostly undergraduates and all of whom gave similar feedback. They all feel supported on campus, as women and as "students in general." They feel comfortable going to their professors for help and are comfortable speaking in class. One mentioned that she had a "male-dominated" class, but that the professor made a point of making it so that women could speak too.

Women reported feeling supported by:

- SABLE and their joint activities with Brothers for Awareness
- HER Campus

- Their facilitators in Will. Power. 101
- Their professors
- Honors College

In general, they reported feeling safe on campus and had never called for an escort from the Safe Walk Escort Service (some didn't know it existed). One mentioned that it is dark on her walk from campus to her dorm "in front of White Hall," so she speed-walks to get through that area. Another said she calls a friend while she is walking and feels safer that way. One commuter student said she always carries pepper spray because "you never know."

Students reported two incidents that they heard had happened to other students:

1. The first was an inappropriate touching experience by a woman student who was touched by a man student. She didn't want to report it because she felt it wasn't a big deal, but someone else reported it to Title IX. When Title IX reached out to her, the student said she didn't want to pursue it. The students reported that Title IX kept trying to work with her on it, and she was upset because she just wanted to put it behind her.
2. The second was about a woman student who was apparently a victim of something (they didn't specify) done to her by a man student. She was apparently kicked off campus, had her financial aid taken away, and was only allowed to take one class per semester after that. She left William Paterson. The students reporting this said that it was completely unfair, as the man student was allowed to stay on campus, and nothing happened to him.

When asked about any gender-based trouble in the dorms, a couple of the students said that the "boys" in their dorm had a phase where they would knock on the women's doors, and one reported her door lock was broken so they opened the door. They said they didn't feel unsafe or threatened, that it was just boys being boys, and that they didn't do this for very long. They said it just wasn't a big deal, more like a prank.

When asked if there were any women's issues they would like to see addressed on campus, they responded:

- "No means No" training for men students
- Vaginal health training
- Self-defense training
- A "women-specific" safe space to talk about women's issues, seek advice, etc.

Student Focus Group

Because some students who were interested in taking part in the Student Focus Group were not available at the time it was scheduled, it was determined that a combination of the Zoom meeting and an online survey would be the best option to gather information from them. Three students participated in the Student Focus Group in a Zoom meeting, which was conducted by Theresa Bivaletz and Gamin Bartle on January 25, 2023 (later than the other focus groups due to challenges in recruiting participants). Students in the focus group were asked to keep the identities of participants, and what

was discussed, confidential. Three students answered the survey with the same questions. They were a mix of graduate and undergraduate students, including one fully online student.

1.   **What is your major and why did you choose it? Do you feel your major is gendered, or that your gender identity has influenced your career plans?**

The fully online graduate student chose her major because she wanted to reskill in the workforce and break into a men-dominated field (i.e., Business Analytics). One of the graduate students chose hers (i.e., Psychology and Counseling) because she wants to come up with preventative treatment for "hidden illnesses" (anxiety, etc.), in the Latina population. Her field tends to be made up of women, and her cohort is a diverse group of women, which influenced her decision to come to William Paterson. An undergraduate student in Education and Communication Studies chose these concentrations because she is really interested in those two fields. She reported that these were not really gender-influenced decisions, however she acknowledged that a lot of teachers are women.

The students who participated in the survey answered as follows:

> My major is Liberal Studies with a concentration in history and psychology and Elementary Education. I do feel that my major is gendered. In my 2 education classes this semester every student in it is female. Last semester I had a few males in my class, but not many. I think that gender did influence my career plans. I am a mom of 2 and while my husband worked in his career, I chose to work jobs that allowed me to be home more with my kids. Now that my kids are older I can go back to school. My choice in career was influenced by 2 things. 1 I wanted to still be able to have time with my kids (summer's off and holiday breaks with them) and also work as a para educator at my daughter's school.

> My major is Environmental Science, and I chose this major since I love nature and would love to find every way I can to maintain a sustainable Earth for future generations. I do feel like my major and many science fields are highly [male-dominated], but with coming years I feel it is growing bigger with women. My major was highly influenced by myself and my grandmother. I was always around her growing up and she was a very nurturing woman who loved the earth and has always seen the beauty in the world.

> My major is education. I chose education because I have a learning disability, and I want to help children like myself who struggled in the classroom to feel competent and able. I feel that my major is gendered because education is one of the few female-dominated fields. Most of my classes are majority female, as well as most of my professors. I think my gender influenced my career plans because I do want to have children, and I wanted to choose a career that embraces women who choose to have children and will continue to support them. My older sister is also an educator, and I have always admired her hard work and capabilities.

2.   **How are your experiences in class? Are you able to get help from your professors? Do you feel welcome to speak up in class?**

All six students responded that their professors (men and women) have been very supportive and helpful, they feel welcome to speak up in class, and that their professors would – and did -- give accommodations if needed.

3.   Was it your experience with student life outside of classes? Do you have any stories to share about life in the residence halls? Do you feel your fellow students (any gender) are generally supportive and approachable?

The online student felt that offering online/asynchronous is good for working moms, however the downside is that she doesn't get to meet professors and fellow students in person and make real lasting connections. All of the respondents felt that their fellow students are supportive and approachable. One of the commuter students reported that she isn't really involved on campus, except for having a very good experience with the National Society of Leadership and Success, while another felt "that the WP campus has been very supportive of women in general." She feels unsafe walking to her car in the dark. One of the undergraduate students wrote: "I love where I live. I have a very good group of friends both men and women who I love to spend time with while I'm in my dorm."

4.   We are also interested in learning more about the interactions that you have with members of the campus community. What does an (in)appropriate interaction look like in your role as a student? Please comment on the appropriateness of your interactions with faculty, staff and other students.

Appropriate Actions

While one person pointed out a couple of inappropriate actions, she also said that her interactions with faculty, staff, and other students had been appropriate. The rest of the students reported that they have only experienced appropriate interactions on campus/online.

Several defined appropriate interactions, saying:

> An appropriate interaction looks like talking about school related topics or other non-sexual topics. All of my interactions with faculty, staff and other students have been appropriate. The interactions have been both in person and online.

> An appropriate interaction consists of respectful addressing of name, and speech between one another. These interactions consist of respecting each other's boundaries and values.

> An appropriate interaction for me looks like any other interaction with an adult that I trust. It typically takes place in a classroom or over email where the faculty and I discuss the issues at hand and come to a solution. There are some niceties that will occur such as "how are your children?" or discussing simple details of our lives.

Inappropriate Actions

One student gave two examples of inappropriate interactions. At a seminar on reproductive rights, a man undergraduate student was extremely disruptive and spoke over another participant in the seminar. Another time, the same student was in a psychology seminar and disrespectfully disagreed with everything that was being said.

Several defined inappropriate actions, saying:

Inappropriate interactions would be unwanted physical contact, inappropriate language or derogatory speech toward me. I have not had any inappropriate interactions, but if I did, I would report it to the head of the department if it was faculty and would find a trusted member on campus to talk to if anything escalated more.

An inappropriate action consists of disrespecting a person's thoughts since they differ from yours, or not properly addressing them with the right title or name. Another example is not respecting personal space of each other such as touching a fellow classmate or teacher/student. The handling of inappropriate interactions can be very difficult, but I would make sure that I am in a safe area and would try to think quickly to get myself out of the situation.

An inappropriate interaction would take place in a small office outside of office hours or class time. Matters being discussed would have little or nothing to do with course materials or the issue at hand and would most likely leave me feeling uneasy. I have never had this issue on campus with any faculty or staff. When I am in a situation that I feel is becoming inappropriate I try to leave as soon as I can. If I feel my safety is at risk I will notify the proper channels, such as the department chair or public safety if necessary.

II. Campus Safety

5.   **How safe do you feel on campus? How safe do you feel when interacting with members of the campus community in person and online?** 6. **Any other comments about safety on campus?**

The online graduate student said she went to William Paterson as an undergraduate 10 years ago, and always felt safe walking on campus. A commuter student said that her evening classes are on Zoom, so that she had no worries about walking to her car in the dark. A second commuter reported that her classes all take place during the day, so she feels safe and comfortable on campus.

Students provided three further comments on campus safety:

> I feel very safe on campus. I have not had any instances of harassment or anything to make me feel unsafe.

> For the most part I feel safe on campus. I feel safe when I am in groups rather than alone. I am a member of the women's softball and soccer teams, and very close with the baseball team so for the most part I am always with someone who I trust. I have never called campus police or student patrol.

> I feel completely safe on campus. I feel confident interacting with members of the campus community in person and online because I know that I am in a very safe environment and always have a place to turn to if things become inappropriate. The blue lights on campus make me feel safe because I pass about three on my walk to my car. I feel that if I needed emergency services or an escort that I could use these devices to access them. To feel safe on campus I try to only have one airpod in while I walk to my car. Once I get on campus I feel I am able to have both airpods in and feel safe. I have had to call campus police once because a car had its trunk open for more than an hour with no one near the car, and this just felt unsafe to me. I have never had to call student patrol.

7.   **Have you observed or experienced micro-aggressions at WP?**

All but one student reported that they had not experienced microaggressions at William Paterson. One student described a microaggression she had experienced as follows:

> The only micro-aggression I have dealt with on campus was when I drove my father's car to school. He drives a stick shift sports car, and when I drove it to school one day and put on the parking brake, another student who was getting their items from their car told me "You don't have to put the parking brake on if you put the car in park" and I looked at him confused, to which he responded "If you put the gear shift in P the car won't move." This immediately made me angry. I felt that because I was a woman, he assumed I did not know anything about cars and that I had to be driving an automatic sports car because no woman could possibly know how to drive manual. I decided the best way to handle this without getting worked up was to just say "It's a stick shift" and walk away. He was not satisfied with that, and said "Oh, it was nice of your boyfriend to let you learn." I did not respond to him, and I simply walked away.

III. Gender

8.   **How does the university recognize gender? Is gender important on this campus? Why/why not?**

The students felt that gender is recognized in a positive way on campus, through the presence of gender-neutral bathrooms and because the atmosphere is comfortable for students of all genders. One reported that a student in an online class used the pronouns they/them in the Zoom meetings without any negative repercussions. A graduate student pointed out that her undergraduate institution did not have any LGBT events or programming, and that she appreciates having this kind of programming at William Paterson. Several repeated that they don't feel they have been treated differently based on their gender.

9. **What are the two most important gender-related issues that you believe that the university, as an institution, needs to address? What would meaningful change look like? Is this achievable? Why/why not?**

The students made these suggestions and further comments:

- Bring in a specialist to train people how to handle microaggressions, sexual harassment, etc. in the workforce, adding that it's not if these things will happen, it's when. Book recommendation: *How Women Rise* (Goldsmith & Helgeson), would be great for women or anyone who wants to be an ally for women.
- Online programs help women who work and are moms. "It's very hard to go back to school." Online programs make it very accessible. Having online as an alternative is an equitable factor.
- Nothing really, no gender related issues at all. Everyone here is treated equal.
- Add more police buttons on campus, better lighting on the streets especially by the dorms. With respect to the apartments, there should be safer ways for students to get up the stairs, as well as more parking by the apartments so women don't need to walk up from lot 2 and walk up all of the stairs alone.

- Make more lactation rooms available to students who need them, which are not as hard to find as they are now. I believe this is achievable by simply clearly labeling the lactation rooms and possibly creating more in the student center and other educational buildings.

IV. Health

10.   **Is there anything you'd like to share about your experience as a person who identifies as a woman that have impacted your mental and physical health (such as study/work-life balance, family, parenting)**

As in an earlier question, the students agreed that their professors were accommodating, supportive, and empathetic. One said, "That's something I love about WP, it's a really great community."

While it seemed that she was discussing health professionals not related to William Paterson, a student reported that:

> As a woman I feel that my health is often ignored in the larger scheme of things. It took a long time to be diagnosed with depression and anxiety as I was often told it was simply part of my [menstrual] cycle. It wasn't until my family felt my life was in danger that I found a doctor who was willing to take my mental health seriously and find the right treatment. I have found that in my position in my family as the youngest daughter, I had become the person that had to carry all of the emotional weight of the family. It took a lot of therapy to get to a place where I could prioritize myself over my family and be able to prioritize my studies.

Staff Focus Group

Jenny Nesenjuk and Gamin Bartle facilitated the Women's Experience Staff Focus Group on November 11, 2022. There were seven participants from different areas of the University. The discussion was scheduled for one hour but took almost two hours as participants had a lot of thoughts to share.

1. **Please share your thoughts on distribution of work, workload, and of rewards/recognition.**

> Probe: Describe your workload. What does a "typical" day look like? What are some of the responsibilities that you have in your position(s) on campus?

> Probe: What is rewarding about your position(s)? How do you feel this work is/is not recognized? If it is recognized, what does that look like?

Although the participants are from different areas of the University, most hold student-facing service positions. While several stated that they love their jobs, most also reported being "exhausted" as they are working with students who have needs "well outside of business hours." Layoffs have impacted work in participants' offices, with the result that some have been taking on additional job responsibilities, leading to longer work hours, without getting paid more. For example, one department went from six to three people, but the work didn't change. Covid and other illnesses also brought extra work to those who were in the office, and mothers caring for sick children impacted this situation.

As for recognition, one staff member/participant brought up pay equity and her feeling that she is paid "tens of thousands" less than other people in her position. The participant did not specify whether the "other people" are at William Paterson University or other institutions.

William Paterson's remote work policy is helpful to these women, adding necessary/needed flexibility to their work weeks. However, many of the participants mentioned that one day per week for hybrid work is not enough when taking care of small children and families.

Overall, participants reported feeling overworked and under-recognized. They appreciate the opportunity to work remotely and would welcome further flexibility in their schedules.

2. We are also interested in learning more about the interactions that you frequently have when interacting with members of the campus community. What does an (in)appropriate interaction look like in your role? Please comment on the appropriateness of your interactions with faculty, staff and students (whether faculty/staff/students are men or women).

Probe: How do these interactions take place (in person, online, both)?

Probe: How do you handle inappropriate interactions?

When asked this question, participants gave the following examples of inappropriate interactions:

- A woman supervisor commented negatively, disparaging maternity clothes worn by a staff member who was seven months pregnant.
- Women are asked to take notes at meetings instead of men.
- A man staff member told one of the participants to "shut up" at a meeting.
- A man staff member screamed at one of the participants at a meeting.
- When one participant raised a concern to her supervisor, she wasn't taken seriously, but when a man staff member raised the same concern, action was taken.
- One participant reported standing up to a man peer who yelled at her, stating that she can handle inappropriate behaviors at her own level, but not if the behavior is by someone above her.

3. How safe do you feel on campus? (including sexual harassment) How safe do you feel when interacting with members of the campus community in person and online?

Probe: Are there any campus initiatives that have made you feel more/less safe?

This question brought forth examples of unsafe situations the participants had experienced:

- A participant had to give a student bad news. The student called, screamed at her, and said he knew where she works. He threatened using a gun. The student then came to the front desk of her office and she was scared. Security was not called. Another staff member escorted her out the back door and to her car. This student was known to have issues and had been able to get away with inappropriate behavior in the past. The student was referred to Dean of Students, who told him his behavior was unacceptable and not to do it again. The participant was very disappointed with how the situation was handled. She believes the student should have been dismissed from the University instead of just getting a "slap on the wrist."
- Another participant had a student come into her office and shut the door so that she was trapped in her office. He had been dismissed from the University two weeks prior but she was not aware that had happened. The student left without further incident. The participant feels that her safety should have been considered. As a result of this event, it was determined that

office doors would remain open at all times, and a code word was devised so that people could signal for help if necessary. Also, if there is a student of concern, then staff members who interact and engage with students should be informed (but not necessarily why) he/she is a student of concern.

- In a separate incident, the same focus group participant had to contact campus police when a parent came to the office and was "out of control." This was another instance when her safety should have been considered.
- One of the participants had a division meeting after a shooting at another University to discuss safety. The issue was brought up and the building and offices were not locked. Staff were assured that this would be looked into, but it was never addressed.
- A participant experienced a slow campus police response (40 minutes). She said it had not been an emergency, yet she didn't feel safe because of the response time.
- Another participant's office deals with money, which they keep in the safe. Once she pressed the "panic button" they have on site, and the campus police came quickly. Another time she called the campus police, and it took them longer to arrive. She wanted to know how the police determine whether something is an emergency or not.

7. *(Several questions were cut due to lack of time)* Is there anything you'd like to share about your experiences as a cis or trans woman, or non-binary person that have impacted your mental and physical health (including work-life balance, family, parenting, Covid)?

Work/life balance was the main topic brought forth by this question. Participants described an inconsistency in how mothers, especially of young children, are treated on campus, saying that treatment is dependent on leadership (supervisor or VP of a division). They feel "lucky" if their office is made up of all or mostly women in that these offices/supervisors tend to be more flexible when it comes to childcare issues. However, the participants feel that handling of such issues shouldn't come down to luck. Also, leadership is sometimes internally inconsistent with respect to childcare depending on the situation. Focus group participants agreed that having flexibility around childcare, especially needing to care for a sick child, is extremely important and is a health issue. Several of the mothers in the group feel that they don't have a choice but to stay home with a sick child, some due to societal expectations – or their husbands' – that it's the mother's job to care for a sick child. There is a great deal of stress about this issue.

Remote work came up again in the responses to this question. Some women are forced to take sick days to stay home with a sick child, while others are allowed to work remotely in the same situation. This inconsistency seems unfair to working mothers in different divisions of the University. Again, participants asked for more flexibility in this area, saying that it would reduce stress levels for working mothers. Layoffs affect this kind of flexibility. One office had been staffed with 12 people but has been reduced to four, again without a decrease in workload. Area supervisors/directors can't let people in low-staffed areas work remotely if they are student-facing. The understanding that students cannot be negatively affected by staff being out of the office is understandable, however more flexibility would cut down on staff stress levels.

Other aspects of work/life balance are not being able to take time off and being expected to work outside of normal working hours. One participant explained that she is the only person on campus who is responsible for a particular student service. She said she hasn't taken a week off in ten years, except

to have surgery. Another worked as she went into labor to tie up loose ends with student support, reporting that this was not appreciated by her supervisor. According to one participant, a work event was scheduled after work hours without regard for which staff members have children. She went on to say that, due to events like this, mothers are forced to choose between working and spending time with their children. She stated that "mom guilt is real." They are pressured to do everything they possibly can to retain students, including making the difficult decision to work outside of normal work hours and miss time with their children. Student retention is extremely important; however, she thinks that forcing these decisions negatively impacts her mental health.

Another difficult situation faced by working mothers is that the fall semester begins before Labor Day. The start of the semester is "all hands on deck" for the University. However, their children's school year doesn't begin until after Labor Day, and most children's camps and other activities end before the University's semester begins. There is a childcare gap during which they feel they can't take time off from work to care for their children.

A final comment from one of the participants: "There is no work/life balance here."

Comparison with William Paterson's Peer Institutions

Of our 16 IPEDs peer institutions, seven have a Women's Center and 15 have Women's and Gender Studies, offering majors or minors. Research of several of the initiatives taking place at William Paterson's peer institutions yielded the following programs, most of which are geared towards students. The task force believes that these can serve as models for programming for our women community members.

Montclair State University (Montclair, NJ) - Women's Entrepreneurship Week began in 2014 and is hosted each year by the Feliciano Center for Entrepreneurship & Innovation and "nurtures, inspires, and energizes women founders around the world."

- o Last held October 18 – 22, 2021 both in-person & virtually
- o Featured the following guest speakers: Bobbi Brown (Makeup Artist, Founder & CCO), Melissa Gorga (TV personality & Entrepreneur, Envy), Rebekah Borucki (Founder & President, Row House Publishing), Elisa Charters (Co-Founder, Latina Surge National) and six others. (Women Entrepreneurship Week 2021 – Feliciano Center For Entrepreneurship And Innovation - Montclair State University)

East Stroudsburg University (East Stroudsburg, PA) – Women of Color Initiative for students

- o Purpose is to "create a safe space for all women who self-identify as women of color during their academic journey."(Women of Color Initiative | Diversity & Inclusive Excellence | ESU)

Indiana University of Pennsylvania (Indiana, PA) - President's Commission on the Status of Women at IUP is a member of a larger group of commissions at all 14 member universities of the Pennsylvania State System of Higher Education.

> o Examines the status of women at each of the individual institutions, identifies areas in need of improvement, recommends solutions, promotes networking, and encourages leadership among women
> o Supports approximately half a dozen programs across the campus and is actively involved with various leadership groups (Women's Commission - IUP)

The College of New Jersey (Ewing, NJ) - Women In Learning and Leadership (WILL) is a curricular and co-curricular program for students. It provides leadership experience, encouragement, and opportunity for development of critical and analytical skills.

Students accepted into the program MUST take 5 courses in Women's, Gender, and Sexuality Studies, and attend a minimum of 3 gender-related co-curricular programs each semester. They must also participate in the WILL student organization. (About WILL | WILL (tcnj.edu))

University of Central Missouri (Warrensburg, MO) - Rape Aggression Defense System (training for women and men) is part of the R.A.D. Programs taught by officers from UCM's Department of Public Safety. These are offered at no cost to students.

R.A.D. for Women program objective: "to develop and enhance the options of self-defense, so they may become viable considerations to the woman who is attacked."(R.A.D. Programs - Basic Physical Defense, ucmo.edu)

SUNY New Paltz (New Paltz, NY) - Annual Women's Leadership Summit is an annual summit that brings together alumnae and "thought leaders [offering] first-hand career advice on accelerating and achieving professional growth"

Hosted by the Office of Development and Alumni Relations with the purpose of providing networking and small group discussions to promote interactive idea sharing and exchange (SUNY New Paltz Women's Leadership Summit | SUNY New Paltz)

Conclusion

The work of the Women's Experience Task Force collected input from approximately 350 students, faculty, and staff on their experiences at William Paterson. These women's responses provide a full picture of William Paterson's women community members' experiences. We feel their feedback covers a wide and useful range of experiences and recommendations. Due to the large number of excellent recommendations, we struggled with meaningfully choosing the ones to include in the report. We chose

to include feedback in three categories: Safety and Well-Being, Personal and Professional Development, and Policy and Process. Without safety and well-being, women at William Paterson cannot feel a sense of belonging and they don't have what they need for persistence, graduation and opportunities for employment, as well as feel valued in their work, all of which are important to success at the university at a fundamental level. Secondly, personal and professional development would create a stronger growth mindset on campus, which fosters a sense of belonging and value of women and their studies and work. This category also leads to student persistence, a higher chance of graduation, as well as chances for employment post-graduation. Some improvements for the women's experience need to be made at the policy and process level, which provides for feelings of belonging and value as well as persistence, chances of graduation and future employment for students, and a sense of being valued for work as well as seeing opportunities for promotion on the part of faculty and staff. Policy and Professional development are both important and necessary in order to address the prior two categories

As recommendations are implemented, assessments should be conducted to close the loop and determine whether implementations are successful and useful in improving the climate and promoting success for women students, staff and faculty on the WP campus.

Appendices

Appendix 1: References

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Appendix 2: Student Focus Group Script

Introduction
Hello, nice to meet you. I'm Gamin and this is Theresa. Thanks for joining us in this focus group. We really appreciate you helping us to learn more about how women's experiences at William Paterson University. ?

Review Assent & Transition to Interview

Before we start with the questions, we'd like to share the charge of the Women's Experience Task Force from the university President so you know what we're doing. Our charge is to assess the needs and obstacles faced by this population (people who identify as women) of students, faculty, and staff here at William Paterson. The outcome of the Task Force is to provide recommendations in a report to President Helldobler that might help this population have a better sense of belonging and to be even more successful here at William Paterson.

We wanted to ask your permission to record this session so that we can take notes from it after our meeting. If you feel at all uncomfortable with that, just say so. It's absolutely fine.

We'd like you to know that you can stop participating in the focus group whenever you want. There is no penalty or problem if you want to leave the meeting. Just let us know.

We'll have 10 questions prepared but may not get to them all. This focus group will last from 3:00 to 4:00 pm. Please share whatever you wish. We'll keep your answers confidential by anonymizing your responses and we ask that you keep everyone's responses private and confidential. Please do not share names and responses outside of this group. Your name and other identifying information will be kept separate from the typed notes of our interview, and your name will not be shared with anyone outside the research team. Also, we may take notes to help us keep track of things.

Do you have any questions? IF NOT, CAN WE PROCEED? [Answer any further questions about the focus group] [Moderators should have a timer to keep track of time.}

Good! First, I have a few general questions about your experiences here at WP. Let's start there before we get into other questions...

[Note to moderators: probe questions can be used to elicit more information if needed.]

I. Being a Student at WP

1.   What is your major and why did you choose it? Do you feel your major is gendered, or that your gender identity has influenced your career plans?

    Probe: What was your choice of major and/or career influenced by? Your family, friends, or any role models in your life?

2.   How are your experiences in class? Are you able to get help from your professors? Do you feel welcome to speak up in class?

3.   Was it your experience with student life outside of classes? Do you have any stories to share about life in the residence halls? Do you feel your fellow students (any gender) are generally supportive and approachable?

4.   We are also interested in learning more about the interactions that you have with members of the campus community. What does an (in)appropriate interaction look like in your role as a student? Please comment on the appropriateness of your interactions with faculty, staff and other students.

   Probe: How do these interactions take place (in person, online, both)?

   Probe: How do you handle inappropriate interactions?

Transition: Now let's turn to campus safety.

II. Campus Safety

5.   How safe do you feel on campus? How safe do you feel when interacting with members of the campus community in person and online?

   Probe: Are there any campus initiatives that have made you feel more/less safe?

   Probe: Is there anything you do to feel safe on campus? Have you ever had to call campus police? Safe Walk Escort Service? What happened in these cases?

6.   Any other comments about physical safety on campus?

7.   Have you observed or experienced micro-aggressions at WP?

(Definition of microaggression: it is a term used for commonplace daily verbal, behavioral or environmental slights, whether intentional or unintentional, that communicate hostile, derogatory, or negative attitudes toward stigmatized or culturally marginalized groups.)

   Probe: How do you respond to these micro-aggressions?

Transition: Now we have some questions about how gender is expressed on campus.

III. Gender

8.   How does the university recognize gender?

   Probe: Is gender important on this campus? Why/why not?

   Probe: Do you feel you have been treated differently from others because of your identified gender?

9. What are the two most important gender-related issues that you believe that the university, as an institution, needs to address?

   Probe: What would meaningful change look like? Is this achievable? Why/why not?

IV. Health

10.   Is there anything you'd like to share about your experiences as a person who identifies as a woman that have impacted your mental and physical health (such as study/work-life balance, family, parenting)

Close by thanking participants for sharing their experiences as part of the focus group. Include information again about how to follow up/contact information if they wish.

Appendix 3: Faculty and Staff Focus Group Script

Hello, nice to meet you. Our names are _____. Thanks for joining us in this focus group. We really appreciate you helping us to learn more about how women's experiences at William Paterson University. How are you doing?

Respond, as appropriate. Excellent! *or* I'm sorry to hear that. [*however they characterize it, just affirm.*]

Review Assent & Transition to Interview

Before we start, we'd like to share our charge from the university President and the WP Chief Diversity Office, so you know what we're doing. Our charge is to assess the needs and obstacles faced by this population of faculty, staff and students at WP. The outcome of the Task Force is to provide recommendations in the form of a report to the Chief Diversity Officer, that might help this population have a better sense of belonging and to be successful here at William Paterson.

We'd like you to know that you can stop participating in the focus group whenever you want. There is no penalty or problem if you want to stop, take a break, or continue later. Just let us know.

We'll be asking you 6 questions, but may not get to them all. Please share whatever you wish. We'll keep your answers confidential by anonymizing your responses. To help us, our conversation will be recorded. But your name and other identifying information will be kept separate from the typed notes of our interview, and your name will not be shared with anyone outside the research team. Also, we may take notes to help me keep track of things. I'll leave the recorder running, but if there's something you want us to ignore or not use, we can do that. Just let us know.

Do you have any questions? IF NOT, CAN WE PROCEED? [Answer any further questions about the focus group] [Moderators should have a timer to keep track of time.}

Good! First, I have a few general questions about your experiences here at WP. Let's start there before we get into other questions...

[Note to moderators: probe questions can be used to elicit more information if needed.]

I. Working at WP

1.   Please share your thoughts on distribution of work, workload, and of rewards/recognition

Probe: Describe your workload. What does a "typical" day look like? What are some of the responsibilities that you have in your position(s) on campus?

Probe: What is rewarding about your position(s)? How do you feel this work is/is not recognized? If it is recognized, what does that look like?

2.   We are also interested in learning more about the interactions that you frequently have when interacting with members of the campus community. What does an (in)appropriate interaction look like in your role? Please comment on the appropriateness of your interactions with faculty, staff and students (whether faculty/staff/students are men or women).

   Probe: How do these interactions take place (in person, online, both)?

   Probe: How do you handle inappropriate interactions?

Transition: Now that we've had a chance to talk about what it is like to work at WP, let's turn to campus safety.

II. Campus Safety

3.   How safe do you feel on campus? (including sexual harassment) How safe do you feel when interacting with members of the campus community in person and online?

   Probe: Are there any campus initiatives that have made you feel more/less safe?

4.   Have you observed or experienced micro-aggressions at WP?

(Moderators, if you need to define microaggressions, it is a term used for commonplace daily verbal, behavioral or environmental slights, whether intentional or unintentional, that communicate hostile, derogatory, or negative attitudes toward stigmatized or culturally marginalized groups.)

   Probe: How do you respond to these micro-aggressions?

Transition: Finally, we have some questions about how gender is expressed on campus.

III. Gender

5.   How does the university recognize gender?

   Probe: Is gender important on this campus? Why/why not?

6. What are the two most important gender-related issues that you believe that the university, as an institution, needs to address?

   Probe: What would meaningful change look like? Is this achievable? Why/why not?

IV. Health

7.   Is there anything you'd like to share about your experiences as a cis or trans woman, or non-binary person that have impacted your mental and physical health (including work-life balance, family, parenting, Covid)

[Note to Moderators: If you run out of time, you can ask participants if they would like to continue.]

Close by thanking participants for sharing their experiences as part of the focus group. Include information again about how to follow up/contact information if you wish.

Appendix 4: AFT Preliminary Pay Equity Summary

The following is a summary of the findings.

FINDINGS

Overall the AFT employee population is predominantly women, as shown in **Table** I below.

Table I: Population by Gender

Gender	Number	Percent
Men	186	41%
Women	269	59%
Total	456	100%

While the overall AFT population is predominantly women, the percentage of men professors is greater at 66.8% ,compared to 53.2% women.

While the overall average salary adjusted to 12 months is higher for the men, it is in correlation to the longer average length of time in role.   Men are at an average of 15.7 years in role while womens are at an average of 12.4 years in role.

Group Title	# of Women Incumbents	# of Men Incumbents	Breakdown by role- Women	Breakdown by role- Men
Professor	82	84	30.5%	45.2%
Associate Professor	39	28	14.5%	15.1%
Assistant Professor	22	12	8.2%	6.5%
Instructor	3	1	1.1%	0.5%
Non Tenure Track Teaching Professional	16	6	5.9%	3.2%
Librarian	4	7	1.5%	3.8%
Assistant Director	34	9	12.6%	4.8%
PSS1	18	9	6.7%	4.8%
PSS2	22	16	8.2%	8.6%
PSS3	20	9	7.4%	4.8%
PSS4	8	5	3.0%	2.7%
Project Employee	1		0.4%	0.0%
Grand Total	269	186	100.0%	100.0%

Group Title	Women Average of Annual Salary(Yearly 12 Months)	Men Average of Annual Salary(Yearly 12 Months)
Professor	$153,144	$156,228
Associate Professor	$120,750	$116,916
Assistant Professor	$92,385	$104,630
Instructor	$68,545	$68,545
Non Tenured Teaching Professional	$68,974	$74,967
Librarian	$102,127	$113,249
Assistant Director	$95,258	$93,884
PSS1	$105,933	$116,692
PSS2	$84,521	$93,720
PSS3	$65,453	$65,083
PSS4	$62,475	$55,204
Project Employee	$31,320	
Total	**$111,013**	**$124,838**

Group Title	Women Average of Years in Role	Men Average of Years in Role
Professor	20.2	20.5
Associate Professor	13.0	13.0
Assistant Professor	4.7	4.7
Instructor	3.3	0.3
Non Tenured Teaching Professional	3.5	6.7
Librarian	10.6	17.8
Assistant Director	11.8	16.0
PSS1	14.1	21.3
PSS2	7.7	14.8
PSS3	2.8	2.5
PSS4	6.6	3.5
Project Employee	22.3	
Total	**12.4**	**15.7**

Appendix 5: Fact Book Gender Analysis

Admissions Funnel by Gender

Term	Completed App	Admitted	Enrolled	Acceptance Rate	Yield
⊟ **Fall 2022**					
Female	4281	3981	438	93%	11%
Male	2762	2466	363	89%	15%
Unknown	20	18	5	90%	28%
⊟ **Fall 2021**					
Female	4996	4760	561	95%	12%
Male	3128	2876	434	92%	15%
Unknown	2	2	1	100%	50%
⊟ **Fall 2020**					
Female	5730	5390	740	94%	14%
Male	3579	3054	523	85%	17%
Unknown	0	0	0	-nan(ind)	-nan(ind)
⊟ **Fall 2019**					
Female	5678	5300	857	93%	16%
Male	3658	3251	680	89%	21%
Unknown	4	3	0	75%	0%
⊟ **Fall 2018**					
Female	4948	4680	948	95%	20%
Male	3202	2926	756	91%	26%
Unknown	0	0	0	-nan(ind)	-nan(ind)

Women students accepted rates are higher than mens' (average 2018-2022 -- 4.8% higher); yield rates are lower (average 2018-2022 -- 4.2% lower).

Entering Students by Gender

Gender	Fall 2018 Enrolled	Pct	Fall 2019 Enrolled	Pct	Fall 2020 Enrolled	Pct	Fall 2021 Enrolled	Pct	Fall 2022 Enrolled	Pct
Female	482	73%	477	72%	564	73%	695	73%	790	76%
Male	177	27%	185	28%	210	27%	251	27%	247	24%
Unknown			1	0%					1	0%
Total	**659**	**100%**	**663**	**100%**	**774**	**100%**	**946**	**100%**	**1038**	**100%**

Enrolled Students by Gender

Gender	Fall 2018 Count	Pct	Fall 2019 Count	Pct	Fall 2020 Count	Pct	Fall 2021 Count	Pct	Fall 2022 Count	Pct
Female	4820	55%	4788	56%	4598	58%	4269	59%	3989	60%
Male	3910	45%	3795	44%	3373	42%	2949	41%	2608	39%
Unknown	5	0%	22	0%			1	0%	7	0%
Total	**8735**	**100%**	**8605**	**100%**	**7971**	**100%**	**7219**	**100%**	**6604**	**100%**

Between Fall 2018 and Fall 2022, women enrolled students increased by 2.5 %, while men enrolled students decreased by 3%.

Retention and Graduation
Cohorts 2012 - 2022

Cohort	N	Return 1Yr	Graduated 2Yr	Return 2Yr	Graduated 3Yr	Return 3Yr	Graduated 4Yr	Return 4Yr	Graduated 5Yr	Return 5Yr	Graduated 6Yr	Return 6Yr	Graduated 7Yr	Return 7Yr	Graduated 8Yr
Fall 2012	630	78.6%	0.0%	69.7%	0.8%	67.3%	35.4%	29.7%	57.5%	6.5%	61.0%	2.7%	62.4%	2.2%	63.5%
Fall 2013	659	81.6%	0.0%	72.4%	0.9%	68.1%	41.0%	26.7%	59.0%	6.5%	63.6%	2.1%	65.3%	0.6%	65.7%
Fall 2014	626	77.3%	0.2%	66.6%	0.8%	65.3%	42.0%	23.2%	58.5%	5.8%	61.7%	3.5%	63.1%	1.4%	63.9%
Fall 2015	688	76.6%	0.1%	66.4%	1.3%	61.8%	36.5%	24.6%	54.2%	5.8%	57.6%	3.5%	59.3%	1.2%	
Fall 2016	717	80.9%	0.7%	68.1%	2.4%	64.7%	43.2%	21.8%	59.0%	4.9%	62.1%	2.4%			
Fall 2017	659	70.7%	0.0%	59.2%	0.6%	56.1%	32.2%	21.2%	46.1%	6.8%					
Fall 2018	947	70.4%	0.0%	58.7%	1.2%	52.3%	29.1%	22.1%							
Fall 2019	852	75.6%	0.1%	57.6%	1.2%	52.0%									
Fall 2020	731	67.4%	0.0%	55.7%											
Fall 2021	558	72.4%													
Fall 2022	434														

Women

4year graduation – 37.1% (Fall 2012 – 2018)

Retention and Graduation
Cohorts 2012 - 2022

Cohort	N	Return 1Yr	Graduated 2Yr	Return 2Yr	Graduated 3Yr	Return 3Yr	Graduated 4Yr	Return 4Yr	Graduated 5Yr	Return 5Yr	Graduated 6Yr	Return 6Yr	Graduated 7Yr	Return 7Yr	Graduated 8Yr
Fall 2012	602	70.9%	0.0%	57.1%	0.3%	53.2%	22.3%	26.9%	38.9%	9.3%	43.2%	4.0%	45.0%	3.0%	46.3%
Fall 2013	630	71.4%	0.0%	60.3%	0.3%	54.3%	27.0%	26.7%	44.1%	7.1%	46.7%	4.8%	48.7%	2.4%	50.2%
Fall 2014	541	71.5%	0.0%	57.5%	0.6%	55.3%	30.7%	21.1%	43.8%	7.6%	48.1%	3.5%	49.5%	0.7%	50.5%
Fall 2015	639	73.6%	0.0%	62.0%	0.8%	57.3%	28.2%	26.6%	43.0%	8.5%	48.7%	3.1%	50.2%	1.6%	
Fall 2016	655	72.8%	0.0%	61.4%	0.3%	57.1%	28.9%	25.6%	44.7%	8.4%	49.0%	4.0%			
Fall 2017	652	69.3%	0.0%	58.9%	0.2%	53.1%	25.5%	22.7%	41.6%	6.7%					
Fall 2018	751	67.9%	0.0%	51.8%	0.5%	44.6%	22.4%	20.9%							
Fall 2019	677	69.7%	0.0%	55.5%	0.4%	48.6%									
Fall 2020	520	67.5%	0.0%	50.6%											
Fall 2021	431	70.3%													
Fall 2022	367														

Men

4year graduation – 29.4 (Fall 2012 – 2018)

Students Awarded Degrees/Certificates by Gender

Gender	2017-18 Count	Pct	2018-19 Count	Pct	2019-20 Count	Pct	2020-21 Count	Pct	2021-22 Count	Pct
Female	1515	60%	1387	61%	1509	62%	1358	60%	1646	64%
Male	1012	40%	873	39%	930	38%	897	40%	913	36%
Unknown	3	0%	3	0%	1	0%				
Total	**2530**	**100%**	**2263**	**100%**	**2440**	**100%**	**2255**	**100%**	**2559**	**100%**

Women – 2017-18 through 2021-22 average: 61.4%

Men -- 2017-18 through 2021-22 average: 38.6%

Full Time Employees by Gender*

	Fall 2018 N	%	Fall 2019 N	%	Fall 2020 N	%	Fall 2021 N	%	Fall 2022 N	%
Female	616	54%	611	55%	603	55%	550	55%	492	55%
Male	522	46%	508	45%	493	45%	456	45%	398	45%
Unknown							1	0%	1	0%
Total	**1138**	**100%**	**1119**	**100%**	**1096**	**100%**	**1007**	**100%**	**891**	**100%**

All Employees

Fall 2022 Full Time Faculty by College and Gender*

	AH N	%	BU N	%	ED N	%	SH N	%	Total N	%
Female	73	54%	12	32%	26	76%	46	57%	157	55%
Male	61	46%	26	68%	8	24%	35	43%	130	45%
Total	134	100%	38	100%	34	100%	81	100%	287	100%

Faculty by College and Gender

All Faculty = 55% Women

Tenured Faculty = 51.7% Women

Tenure Track Faculty = 66.7% Women

Full Time non-Tenure = 68.3% Women

Employees (Includes Faculty)

Full Time Employees by Occupational Category*

	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	N	%	N	%	N	%	N	%	N	%
Instructional Faculty	403	35%	391	35%	377	34%	353	35%	287	32%
Archivists, Curators, and Museum Technicians	3	0%	2	0%	2	0%	1	0%	2	0%
Business and Financial Operations Occupations	62	5%	71	6%	63	6%	48	5%	43	5%
Community and Social Service Occupations, Arts, Design, En	99	9%	97	9%	100	9%	98	10%	104	12%
Computer, Engineering, and Science Occupations	73	6%	72	6%	73	7%	67	7%	62	7%
Healthcare Practitioners and Technical Occupations	9	1%	9	1%	9	1%	9	1%	10	1%
Librarians	12	1%	12	1%	13	1%	13	1%	11	1%
Library Technicians	9	1%	8	1%	8	1%	9	1%	7	1%
Management Occupations	51	4%	54	5%	65	6%	57	6%	55	6%
Office and Administrative Support Occupations	216	19%	205	18%	196	18%	175	17%	157	18%
Other Teachers and Instructors	5	0%	4	0%	4	0%	4	0%	4	0%
Postsecondary Teachers	1	0%							8	1%
Service Occupations	195	17%	194	17%	186	17%	173	17%	141	16%
Total	**1138**	**100%**	**1119**	**100%**	**1096**	**100%**	**1007**	**100%**	**891**	**100%**

All genders

Full Time Employees by Occupational Category*

	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	N	%	N	%	N	%	N	%	N	%
Instructional Faculty	202	33%	202	33%	197	33%	189	34%	157	32%
Archivists, Curators, and Museum Technicians	2	0%	1	0%	1	0%			1	0%
Business and Financial Operations Occupations	44	7%	51	8%	44	7%	35	6%	30	6%
Community and Social Service Occupations, Arts, Design, En	65	11%	63	10%	66	11%	66	12%	70	14%
Computer, Engineering, and Science Occupations	20	3%	21	3%	22	4%	18	3%	16	3%
Healthcare Practitioners and Technical Occupations	9	1%	9	1%	9	1%	9	2%	10	2%
Librarians	7	1%	6	1%	7	1%	7	1%	5	1%
Library Technicians	6	1%	5	1%	5	1%	5	1%	4	1%
Management Occupations	27	4%	28	5%	35	6%	28	5%	29	6%
Office and Administrative Support Occupations	186	30%	177	29%	167	28%	147	27%	127	26%
Other Teachers and Instructors	5	1%	4	1%	4	1%	4	1%	4	1%
Postsecondary Teachers	1	0%							8	2%
Service Occupations	42	7%	44	7%	46	8%	42	8%	31	6%
Total	**616**	**100%**	**611**	**100%**	**603**	**100%**	**550**	**100%**	**492**	**100%**

Gender

Female

☑ Female
☐ Male
☐ Unknown

Appendix 6

IPEDs Peer Institutions Comparison

The table below shows whether our IPEDS peer institutions have a women's center, teach women's studies, as well as some of the special initiatives they have for women.

IPEDs William Paterson Peer Institutions Women's Services and Initiatives

Institution	Women's Center	Gender Studies	Other
Bridgewater State		LGBTQ Studies Minor	Gender Inclusive Housing; Women's Panel and Networking Event
California State - Chico	Gender & Sexuality Equity Coalition (formerly Women's Center)	Multicultural and Gender Studies; Women's Studies Minor	Women in Leadership Professional Development Program; Women's Law Program
College of Charleston		Women's & Gender Studies	Women's Leadership Institute (2020) The Women's Health Research Team
CUNY Queens		Women and Gender Studies	Blackstone LaunchPad: Women Network Event (Women's Entrepreneur Event)
East Stroudsburg University	Gender and Sexuality Center	Women and Gender Studies	Women of Color Initiative; Feminist Alliance
Indiana University of Pennsylvania – Main Campus		Women's and Gender Studies	President's Commission on the Status of Women at IUP; PASSHE Women's Consortium and Undergraduate Student Leadership Conference; Women in Mathematics, Science, and Technology
Kutztown University	Women's Center	Women's, Gender, and Sexuality Studies	Women's Center Radio Show
Montclair State University	Women's Center	Gender, Sexuality and Women's Studies	ACE Women's Network; Women Entrepreneurship Week
Murray State University	Women's Center	Gender and Diversity Studies; Gender Studies Graduate Certificate	Women's Leadership Lunch Series; Violence Prevention Training, Newsletter
Southern Illinois University - Edwardsville		Women's Studies	Prevention Education and Advocacy Center (Sexual assault and violence support and advocacy)

SUNY New Paltz		Women's, Gender & Sexuality Studies	Annual Women's Leadership Summit
SUNY Buffalo State		Women and Gender Studies	Minority and Women-Owned Business Enterprise Certification
TCNJ	No operating Women's Center at this time. Found a document called "Revitalization of the Women's Center" from 2012 (Student Org.)	Women's, Gender, and Sexuality Studies	Women In Learning and Leadership (WILL); TCNJ Women's Professional Network
University of Tennessee - Chattanooga	Center for Women and Gender Equity	Women, Gender and Sexuality Studies	Women's Leadership Academy
University of Central Missouri		Women, Gender and Sexuality Studies	Women's Empowerment Summit; Rape Aggression Defense System
University of Massachusetts - Dartmouth	Center for Women, Gender & Sexuality	Women's and Gender Studies	Women's Institute for Leadership Development