

**THE CAMPUS CLIMATE:
A CHILLY ONE FOR SUPPORT STAFF AT THE UNIVERSITY OF
MANITOBA**

BY

BARBARA LYNNE RUCHKALL

**A Thesis
Submitted to the Faculty of Graduate Studies
in Partial Fulfillment of the Requirements
for the Degree of**

MASTER OF EDUCATION

**Division of Postsecondary Studies
University of Manitoba
Winnipeg, Manitoba**

© April, 1997



National Library
of Canada

Acquisitions and
Bibliographic Services

395 Wellington Street
Ottawa ON K1A 0N4
Canada

Bibliothèque nationale
du Canada

Acquisitions et
services bibliographiques

395, rue Wellington
Ottawa ON K1A 0N4
Canada

Your file Votre référence

Our file Notre référence

The author has granted a non-exclusive licence allowing the National Library of Canada to reproduce, loan, distribute or sell copies of this thesis in microform, paper or electronic formats.

The author retains ownership of the copyright in this thesis. Neither the thesis nor substantial extracts from it may be printed or otherwise reproduced without the author's permission.

L'auteur a accordé une licence non exclusive permettant à la Bibliothèque nationale du Canada de reproduire, prêter, distribuer ou vendre des copies de cette thèse sous la forme de microfiche/film, de reproduction sur papier ou sur format électronique.

L'auteur conserve la propriété du droit d'auteur qui protège cette thèse. Ni la thèse ni des extraits substantiels de celle-ci ne doivent être imprimés ou autrement reproduits sans son autorisation.

0-612-23484-3

**THE UNIVERSITY OF MANITOBA
FACULTY OF GRADUATE STUDIES

COPYRIGHT PERMISSION PAGE**

**THE CAMPUS CLIMATE:
A CHILLY ONE FOR SUPPORT STAFF AT THE
UNIVERSITY OF MANITOBA**

BY

BARBARA LYNNE RUCHKALL

**A Thesis/Practicum submitted to the Faculty of Graduate Studies of The University
of Manitoba in partial fulfillment of the requirements of the degree
of
MASTER OF EDUCATION**

Barbara Lynne Ruchkall 1997 (c)

**Permission has been granted to the Library of The University of Manitoba to lend or sell
copies of this thesis/practicum, to the National Library of Canada to microfilm this thesis
and to lend or sell copies of the film, and to Dissertations Abstracts International to publish
an abstract of this thesis/practicum.**

**The author reserves other publication rights, and neither this thesis/practicum nor
extensive extracts from it may be printed or otherwise reproduced without the author's
written permission.**

Acknowledgments

I would like to thank Terry Falconer for granting me access to the necessary data fields, Dave Morphy and Thelma Lussier for facilitating the process, and Jackie Stalker for encouraging me. I am grateful to my Committee for their wisdom and support. Above all, I am indebted to the 269 members of the University of Manitoba support staff who responded to my questionnaire.

Abstract

Published information about support staff in universities is extremely sparse. Anecdotal evidence suggests that women support staff experience a “chilly climate”. The literature on the “chilly climate” for women in academe was reviewed and “chilly climate” factors were identified. A demographic analysis was performed, by sex, on full-time support staff at the University of Manitoba on October 1, 1995. A questionnaire was mailed to a 40% proportional random sample of full-time support staff on the Fort Garry campus, University of Manitoba. Results of the demographic analysis and questionnaire suggest that support staff experience a “chilly climate” and are marginalized relative to academic staff. The campus climate was often perceived and experienced differently by women and men, and by age group, level of educational attainment, employee group, race, physical ability and sexual orientation. Recommendations are made for the University of Manitoba Administration, Senate, Faculties, Schools and Departments, University of Manitoba academic and support staff leaders, the University of Manitoba Department of Human Resources in conjunction with support staff employee groups and Information Services and Technology, the Government of Manitoba, and the University of Manitoba support staff. Suggestions for further research were also provided.

TABLE OF CONTENTS

Acknowledgements	ii
Abstract	iii
Introduction	1
The Concept of the "Chilly Climate"	1
Problem Statement	2
Objectives	3
Definitions	4
Description of the University of Manitoba	7
Educational Significance	7
Literature Review	9
Academic Women in American Universities	9
Administrative Women in American Universities	12
Women in Canadian Universities	16
Methodology	24
Subjects	24
Instrumentation	25
Procedures	25
Results	27
Statistics on All Full-Time Support Staff	27
Statistics on the Sample	33
Statistics on Respondents	33
Survey Results	36

Discussion	53
Limitations	53
Analysis	57
Summary and Conclusion	66
Recommendations	69
References	71
Appendix A	75
A Discussion on the Marginalization of Support Staff	76
Summary and Conclusion	86
Recommendations	88
Appendix B	92
Respondents' Comments	93
Appendix C	107
Survey Instrument and Letters of Permission	108

INTRODUCTION

Much has been written about a “chilly climate” for women in academe, the “subtle ways in which women are treated differently - ways that communicate to women that they are not quite first class citizens in the academic community” (Sandler, 1986, p. 1). These writings have concentrated on women students, faculty and administrators. In the literature, little or no attention has been paid to female support staff, yet they comprise a large and important component of the university community.

The Concept of the “Chilly Climate”

The phrase “chilly climate” first appeared in the literature in Hall and Sandler’s 1982 article, “The Classroom Climate: A Chilly One for Women.” They have since extended the concept to include women faculty, administrators and graduate students (Sandler, 1986). The “chilly climate” refers to “the subtle ways in which women are treated differently - ways that communicate to women that they are not quite first class citizens in the academic community” (p. 1). Sandler (1986) spoke of “micro-inequities - behaviours that are often so small that they go unnoticed when they occur” (p. 3). These micro-inequities refer to ways in which individuals are singled out, overlooked, ignored, or discounted because of factors like sex, race or age; thus, “such people are treated not as individuals, but rather according to preconceptions about the groups with which they are identified” (p. 3). Considered individually, micro-inequities are seemingly trivial, minor annoyances but they can have a major cumulative effect, undermining self-esteem and damaging morale.

Many factors collectively comprise the “chilly climate” according to Sandler.

Among them are:

- the tendency to be in lower paying, lower status jobs with lower rank;
- the tendency to feel invisible, not accepted, isolated, as an “outsider”;
- the tendency to receive less feedback than men;
- the tendency to have opinions and comments discounted or ignored;
- the tendency to be viewed as less committed and less competent than men;
- the tendency to be discouraged rather than encouraged, even in the face of accomplishment;
- the disproportionately heavy workloads; and
- sexual and gender harassment (pp. 4 - 12).

Sandler noted that, sometimes, it is difficult for a woman administrator to determine “the degree to which the particular problems she faces are related to gender, and the degree to which they are ‘par for the course’ for anyone holding her position” (p. 14). Anecdotal evidence suggests that women support staff experience a similar “chilliness” of climate. The literature on women in academe was reviewed to trace the development of the concept of the “chilly climate” and to ascertain the factors that comprise it. A study was undertaken to determine if support staff men and women at the University of Manitoba (U. of M.) experience similar factors, and to provide basic demographic information on support staff by sex.

Problem Statement

Published data about the University of Manitoba include analyses of undergraduate and graduate students by sex, degrees granted by sex, and salaries of

full-time academic staff by rank and sex. No published demographic data are available which include the salaries of full-time support staff at the University of Manitoba by classification and sex. No studies have been conducted about support staff at the University of Manitoba to determine whether there are differences in how individuals in various employee groups (i.e., unions) or in different occupations experience the campus climate, whether climate is perceived differently by people in different age groups, by people of different sexes, or by people with different levels of educational attainment. Such information is vital for ensuring that a healthy, supportive climate exists for all employees of the University of Manitoba.

Some demographic information on support staff women and men has been collected by the Employment Equity Officer and printed in the "Compliance Review Report". However, the data are often aggregated (by, for example, including all support staff together regardless of full-time and part-time status, employee group or job classification, masking important differences), or are based on self-reports rather than actual numbers of employees. Furthermore, many of the definitions and categories used in the report are not generally used at the University of Manitoba, resulting in confusion and limited usefulness (Employment Equity program, 1993). Since anecdotal evidence suggests that women support staff experience a "chilly climate", and since only aggregated data are available on support staff by sex, this study provides much-needed information.

Objectives

The objectives of this study were (1) to provide a demographic description, by sex, of support staff at the University of Manitoba; (2) to explore the different climates experienced by support staff; and (3) to examine whether perceptions and

experiences vary by age group, sex, education and employee group.

The study consisted of two parts: demographic analysis and questionnaire survey. The design was descriptive; there was no attempt to test hypotheses nor was there any attempt to establish cause-and-effect relationships. Individuals were asked to self-report personal facts, perceptions, opinions and values insofar as these are measured by questions on the "chilly climate" factors for the survey portion. These factors were derived from the literature review, and made pertinent to support staff. Surveys are an appropriate method to use "to determine the opinions, attitudes, preferences, and perceptions of persons of interest to the researcher" (Borg et al., 1993, p. 219).

The sampling method used was proportional random sampling, in which a random sample of different sizes was drawn from each employee group and sex, so that the proportion of individuals in each employee group and sex was the same as their proportion in the population as a whole (Borg et al., 1993, p. 98). This ensured that all employee groups and each sex were adequately represented in the sample.

Definitions

Academic staff refers to those employees of the University of Manitoba who are engaged in teaching, research and community service (Interim Executive Brief, November 19, 1992). Included in this category are employees with the rank of instructor, lecturer, assistant professor, associate professor, full professor or special academic. These employees are often referred to as faculty members. Unlike some other institutions, the University of Manitoba includes academic librarians under the category of academic staff. Academic librarians hold ranks of general librarian, assistant librarian, associate librarian and librarian (UMFA, 1991). The majority

(approximately 82%) of academic staff members are unionized. Those who are not unionized are part-time or are excluded from bargaining units for executive, managerial or confidential reasons (IS Book, 1996, p. 76). Most academic staff members hold rank. Academic administrators also are included in the category of academic staff.

Support staff refers to those employees of the University of Manitoba who perform work of a non-academic nature in support of the academic enterprise. Included in this category are clerks, secretaries, computer programmers, technicians, caretakers, library assistants, tradespeople, food service workers, police, and others. Unlike some other institutions, the University of Manitoba includes in the category of support staff those employees who perform administrative, managerial or executive functions of a non-academic nature, such as the Director of Student Records, the Director of Student Aid and the Comptroller. The majority (approximately 87%) of support staff at the University of Manitoba are unionized. Those who are not unionized are excluded from bargaining units for executive, managerial, professional or confidential reasons (IS Book, 1996, p. 76).

Support staff members at the University of Manitoba belong to seven employee groups: Association of Employees Supporting Education Services (AESES), Canadian Auto Workers (CAW), Canadian Union of Public Employees (CUPE), University of Manitoba Police Association (UMPA), Professional and Confidential Support Staff, Managerial Staff Group, and Executive Staff. AESES members are secretaries, clerks, administrative assistants, technicians, computer programmers and library assistants. CAW members are physical plant workers, power engineers, tradespeople, caretakers and food service workers. CUPE members are technicians, clerks, secretaries and administrative assistants in the

Faculty of Engineering. UMPA members are campus police constables. The Professional and Confidential Support Staff Group includes administrative assistants and secretaries to deans, directors, senior administrators and executives, employees in Human Resources and Institutional Analysis, confidential area supervisors, nurses, physicians, pharmacists, social workers and other professionals. The Managerial Staff Group includes directors, associate and assistant directors, managers, unit heads, executive assistants, the employment equity officer and the staff relations officers in the Human Resources Department. The Executive Staff includes three support staff members: the Vice-President (Administration), the Associate Vice-President (Human Resources), and the Comptroller (Policy and Procedures Manual, 1993).

Full-time, as it pertains to academic staff, is defined as an employee with a continuous, twelve-month appointment. Full-time, as it pertains to support staff, is defined as an employee who works the full number of hours a week (usually 35) as defined for a particular position, over a twelve-month period.

Part-time, as it pertains to academic staff, is defined as an employee with a sessional appointment of less than twelve months, or with a casual appointment. Part-time, as it pertains to support staff, is defined as an employee who works less than the full number of hours a week as defined for a particular position, or who works for less than a twelve-month period, or whose appointment is casual.

Full-time-equivalent (FTE) is that proportion of a full-time position that an employee works. A full-time staff member counts as 1.0 FTE, while a part-time staff member counts as less than 1.0 FTE. For example, a support staff member working half the normal full-time hours counts as .5 FTE (IS Book, 1996).

Description of the University of Manitoba

The University of Manitoba is a provincially sponsored institution located in Winnipeg, Manitoba, on the Canadian prairies. It was established in 1877 by an act of the provincial legislature (IS Book, 1992, p. 4). Approximately 31,000 students attend the University of Manitoba in its 22 faculties and schools. About 3900 undergraduate degrees and 630 graduate degrees are awarded annually. The University of Manitoba employs approximately 1400 full-time-equivalent academic staff and 1700 support staff. Its annual operating budget is in excess of \$200 million (IS Book, 1996).

The main, or Fort Garry, campus of the University of Manitoba covers an area of 274 hectares located in the Winnipeg suburb of Fort Garry, along the banks of the Red River. The second, or Bannatyne, campus is located 12 kilometres north of the main campus in a complex of nine buildings near Bannatyne Avenue in downtown Winnipeg, adjacent to the Health Sciences Centre, which is the main teaching hospital of the University of Manitoba. The faculties of Dentistry and Medicine, and the schools of Dental Hygiene and Medical Rehabilitation, are located on the Bannatyne campus (IS Book, 1992, p. 4).

Educational Significance

The results of this study will be useful both for internal management purposes in general and to fulfil the information requirements on support staff by sex identified by the President's Advisory Council on Women (PACW) at the University of Manitoba. In addition, the study will be of assistance in educating the University community at large about the "chilly climate" for support staff.

Ideally, the University of Manitoba, as an institution of higher learning, should be an agent for change. The information gained from this study will assist policymakers in making changes that will benefit the University as a whole, in order to make it a more equitable workplace, and to foster improved labour relations.

Change can occur in the campus climate. As disseminators of knowledge, universities have a moral duty to improve the climate for their work force. By removing sources of discrimination, the University can model appropriate employer behaviour to its students, who are the employers of tomorrow.

LITERATURE REVIEW

Academic Women in American Universities

Theodore (1986) reviewed the period 1970 - 1983 and described 470 cases of gender discrimination on campuses in the United States. Using data from interviews and questionnaire results, she noted that "sexism manifests itself in subtle expressions and behaviours as well as in blatantly illegal employment practices" (p. 1). Among the documented manifestations were comments that devalued women's intelligence; differential treatment in hiring, promotion, tenure and salary compared to that of men; double standards used in evaluating women's performance; resistance by administrators to the attempts of women to receive equal treatment; the undermining of affirmative action programs; and token appointments.

Simeone (1987) attempted to replicate a study done in 1964 by the sociologist, Jessie Bernard. Her research indicated that, as in Bernard's study, women in academe are likely to be viewed as less serious and dedicated than men, to receive less attention by their superiors, to be channelled into certain fields and discouraged from entering others, to have their work inequitably evaluated, to be treated in stereotypical ways, and to be excluded from informal relationships with male colleagues and superiors. In addition, they are more likely to be untenured, to hold lower rank and salary, and to be concentrated in less valued and less rewarded roles (pp. 143 - 144). Simeone observed that

the story of women in higher education comprises far more than facts and figures on participation rates, hiring, salary and other quantifiable measures . . . Equally important are the subtle, and often not so

subtle, processes which lead to the quantitative data
(pp. 3 - 4).

Both Theodore's and Simeone's studies indicated that many of the same factors that existed for women in academe in the mid-1960s and early 1970s, persisted into the 1980s. Both authors emphasized the subtle forms of discrimination as well as the more overt manifestations. These subtle and overt forms of discrimination combine to create a climate which they claim has changed very little.

Chamberlain (1988) took a different stance. She remarked that, since 1970, some progress had been made in eliminating overt forms of discrimination. Based on results of a three year study, the purpose of which was "to provide a comprehensive overview of the status and projects of academic women in the mid-1980s" (p. vi), Chamberlain documented the areas where improvements had occurred. Among these were improvements in the availability of child care, the acknowledgement of sexual harassment, and curricular change. However, Chamberlain found that the more subtle forms of discrimination remained and would be "more difficult to remedy . . . (because) they lie in the attitudes and behaviours that devalue women's achievements and dampen their self-confidence and aspirations" (p. 29). Such behaviours are often inadvertent and unintentional. They include giving more attention to men than women, devaluing the accomplishments of women, ascribing the reasons for women's success differently than men's, and feeling uncomfortable regarding women as colleagues rather than as sex objects (pp. 27 - 28).

Chamberlain noted:

The effects of these subtle forms of discrimination are not always recognized and not easily measured, but they cannot be dismissed as negligible (p. 29).

She called for more studies to assess campus climates and their effects on women, so that campuses can be made more supportive places (pp. 29 - 30).

Many women who manage to achieve recognition and success do not perceive themselves to be a real part of their institutions. For academics, the attainment of tenure is a very significant milestone of success, granted in recognition of teaching competence and scholarly quality (Cameron, 1991, p. 322). Yet, Aisenberg and Harrington (1988) interviewed sixty-two women, both tenured and non-tenure track, and noted that "the most significant commonality in the experience of women academics is the stance of the informed outsider . . . she is performe 'other'" (p. 86). Expecting to find large differences in the stories of tenured and what they called "deflected" women, the authors found a continuum of "outsidedness".

One possible reason why women might feel like outsiders is that they are not members of the "inner circle" of their institutions. O'Leary and Mitchell (1990) postulated that women are disadvantaged because they "do not participate in networking activities as often as men, and men's efforts to exclude women from networks frequently took the form of subtle discrimination which is further exacerbated by women's reluctance to intrude" (p. 61).

To summarize, the literature on academic women in American universities is rich in examples of the manner in which women in academe are treated differently from men. This can take the form of overt or subtle discrimination. Most authors have emphasized the importance of researching both forms of discrimination in

order to improve campus climates.

Administrative Women in American Universities

Whereas the literature on academic women discussed overt and subtle forms of discrimination, the literature on administrative women in American universities is concerned mainly with issues of mobility and promotion. For women in higher education administration, age, marital status and educational credentials combine with gender to differentiate the typical career paths of women from those of their male counterparts (Moore, 1984, p. 14). Women administrators tend to be clustered in the positions of head librarian, registrar and director of financial aid (p. 6). Of the deans and directors, most are concentrated in nursing, home economics, arts and sciences, or continuing education (p. 7). Moore noted that "women are plentiful in the clerical and technical areas, but colleges and universities have erected fairly impermeable barriers between these areas and the higher levels of administration" (pp. 13-14). This has obvious implications for support staff wishing to advance into administrative positions.

Speizer (1984) received 267 questionnaire responses from women administrators in New England, who had either attended or inquired about an administrative skills program. She concluded that "postsecondary institutions need more women administrators to match the rising number of women in the student population. Left to their own devices, higher education institutions appear to add women students with ease and to increase women managers with difficulty" (p. 45).

Once in administrative positions, women must contend with problems associated with their heightened visibility. Kaplan and Helly (1984) remarked that, as women assume leadership positions in higher education, "the desire to fit in, to

be seen not as a token but as part of the system, balances the awareness that, whatever they do, they will be seen as representatives of their kind" (p. 68).

So far, the literature on administrative women in American universities has concentrated on overt manifestations of barriers impeding women's career paths. Stokes (1984) studied the subtle barriers inhibiting women administrators in their careers. She wrote that "women administrators in higher education have quietly and usually very privately acknowledged the existence of subtle, confusing and demoralizing organizational barriers" (p. 1). In 1978-79, she surveyed 241 women in executive, administrative and managerial positions in nine state universities in Florida. Her findings were that women have to work twice as hard as men to succeed. They have less access to power, and are often ignored or find it difficult to participate during important discussions. Women do not readily receive recognition for their accomplishments (p. 9). Often, they are cast as sex objects resulting in their other characteristics being negated, or else as mother figures to whom others bring private troubles and from whom they expect comfort (pp. 6-8). Stokes called for others to replicate her study, observing that some of the study's findings are not unique to women. For example, respondents were asked to identify the expected consequences of career advancement. Many of these consequences, such as "resentment from colleagues" and "the need to prove one's capability to do the job", could apply to men as well as to women; however, since her study did not include men, Stokes was unable to determine which expected consequences of career advancement applied only to women (p. 12). She wrote that "more precise examination of needs, barriers, etc., by level of administrative responsibility might allow precise targets for organizational change and more appropriate awareness and assistance to particular groups" (p. 26).

One barrier to women's advancement is their alleged unwillingness to move to different institutions. Sagaria (1988) studied a sample of 191 women and 1268 men employed as administrators in four-year colleges and universities in 1981, in order to describe mobility both within and between institutions from 1969 to 1980. Administrators were grouped into the three specialty areas of academic affairs, student affairs and administrative affairs. Sagaria found that women administrators working in 1969 were more mobile than their male counterparts throughout the 1970s, indicating that, contrary to common belief, women are willing to move from their current location to accept a job (p. 307). The years covered by Sagaria's study

delineate a period both before and after the federal government mandated colleges and universities to engage in equal employment practices and to advertise career vacancies. Thus, this decade was a critical and sensitive period for describing and explaining movement differences by gender (p. 306).

Sagaria found that, during the four years before the major affirmative action efforts (1969-1972), women changed positions more often than during any four years afterward, thus leading her to conclude that "the effects of affirmative action legislation upon higher education administrative careers of women may have been overstated" (p. 327). Sagaria also found that "internal institutional advancement for women is the most visible and least disruptive approach for a college or university to satisfy affirmative action expectations" and that, within the three administrative specialties of academic affairs, student affairs and administrative affairs, "women and men move differently, thus reaffirming differential institutional responses to women and men" (pp. 322-323).

Reisser and Zurfluh (1989) wrote that women administrators in higher education in the state of Washington “face barriers that lead a large majority of them . . . to consider resigning” (p. 77). Seventy-eight percent of the women surveyed had seriously considered resigning (p. 87). Their most important problems stemmed from the interpersonal climate, the way decisions are made and communicated, the lack of opportunities for growth, and the incongruence between values and roles (p. 88). Since Reisser and Zurfluh studied only women, they did not address the question of whether or not men also considered resigning.

A factor limiting the opportunity for growth is the lack of women mentors. Mentor relationships are important for those who aspire to administrative positions in higher education, but Johnsrud (1990) warns that the wisdom of entering a cross-sex mentoring relationship is debatable, because of the likelihood of romance being suspected or assumed by others. She remarked that “the dearth of senior women administrators significantly handicaps junior women if they must avoid having men as mentors” (p. 83).

Johnsrud (1991) also studied the promotion of members of the administrative and professional staff in a large university over the period 1982 to 1985. She found that sex is a powerful determinant of outcomes in promotion and that women are disadvantaged in promotion, even after removing the effects of individual and structural factors (pp. 140-145).

A study of the structure of opportunity for administrative promotion at Ohio State University in 1985 was undertaken by Sagaria and Johnsrud (1992). The structure of opportunity consisted of four elements: organizational configuration; internal promotion policies; sponsored promotion policies, such as in the case of an individual being selected before or in lieu of any competition; and, finally,

availability of new positions, either newly created or reclassified. The authors found that white men benefited disproportionately from these processes over white women and minorities.

The literature review of administrative women in American universities documented the overt barriers to women's advancement and mobility. Only one author, Stokes (1984), dealt specifically with the more subtle forms of discrimination.

Women in Canadian Universities

The Canadian literature elucidates many of the same observations as the American literature. However, it places them in a Canadian context. Vickers and Adam (1977) observed that women in Canadian universities are concentrated in the lower ranks, are less likely to have the security of a full-time, tenured position, are less well paid at every level than their male counterparts and, with very few exceptions, are absent from the positions and bodies with any influence and power within the universities (p. 99).

They noted that many Canadian universities employ part-time faculty or sessional lecturers, and that these are often women. The authors furthermore stated that "the exploitation of this pool of women is one of the most serious problems we have encountered in the university context" (p. 109). Perhaps the authors' concern could be extended to the exploitation of part-time and casual support staff, who also are often women. But they most certainly would be hampered by the lack of published data on the breakdown by sex of full-time and part-time support staff in Canadian universities.

Vickers and Adam (1977) also stated that:

women in Canadian universities are close to being invisible in the internal power structure that governs the university at its various levels. It is, therefore, little wonder that the concerns of female students and staff are largely ignored since it is unlikely that they are ever even noticed or expressed (pp. 109 - 110).

Nearly a decade later, Guppy and his colleagues (1986) produced a statistical overview of women students and faculty in higher education. He argued that "the position of women in higher education is an important signal to students about the current situation of women in society" (pp. 184-185). He noted that women faculty members were concentrated in the lower ranks in Education, Nursing, English, Languages and Fine Arts, and that few deans and presidents were women (pp. 186-187).

Backhouse (1988) wrote about faculty women at the University of Western Ontario. She related an account of an interview she had with Denis Smith, Dean of Social Science, who chaired an ad hoc committee to review promotion and tenure policies. Dean Smith acknowledged that prejudice against women existed at the University and that he was "quite shocked when he discovered what the general atmosphere (of sexism) was in the administration and in some departments" (p. 36). Backhouse challenged the University of Western Ontario to achieve a 50:50 male/female balance by the year 2000 (p. 50).

In the same year, Dagg and Thompson (1988) wrote that, instead of creating a climate of equality, the sexist practices of universities contribute to the perception that women's lower status is part of the natural order. Women, they said,

are subjected to an environment of sexism . . . that interferes with their full participation and enjoyment of university, yet we are led to believe that this is a normal part of life (p. 3).

The authors included the plight of support staff in their work. They mentioned that the well-paid positions, such as professor and administrator, go to men while the poorly paid jobs such as instructor, typist and secretary go to women. Secretaries often have the least favourable working space, few opportunities for promotion, and little chance of having their ideas implemented (p. 76).

Much of the recent Canadian literature centres around the federal employment equity program that came into law in 1986 and applies to all federal contractors, including universities. Employment equity officers in universities across Canada are gathering systematic data in order to identify and rectify employment barriers. However, Gaskell et al. (1989) cautions that it remains to be seen how effective these programs will be (pp. 95-96).

Looker (1990) wrote about the status of women at Acadia University. She noted that Acadia is a predominantly female institution, but that "men monopolize the positions that have a high degree of power, status and visibility" (p. 1). According to Looker's research, gender segregation was most severe among non-academic staff due to a "hierarchy of positions, with women clustered at the lower ranks and men at the higher ones" (p. 31). This led to "differential visibility, differential power and influence, and differential access to benefits, most notably salary benefits" (p. 40). During interviews Looker conducted, employees also noted differential access to promotions (p. 45), and sexual harassment (p. 46). She and her colleagues were surprised at the degree of frustration among non-academic women

at Acadia:

Many of these women do an excellent job of putting on a calm and satisfied face in their day-to-day interactions. Once we asked them to describe their situations behind closed doors, we were overwhelmed by the force of their frustrations, by the fury they felt forced to hide. We could not help but be struck by the waste of human energy, of good will and of commitment to Acadia we encountered as we talked to these women (p. 46).

As part of a comprehensive examination of the employment conditions for women at McGill University, Shaughnessy (1991) reported on systemic discrimination affecting women administrative and support staff, and on perceptions of McGill's employment system. The data were collected in 1989 and 1990. One significant finding was that both women and men in middle management positions identified a number of measures that could help them overcome barriers to advancement. Among them were paid leaves for educational pursuits, more professional development, such as seminars and management training, improved performance appraisals, and a revamped job classification system. Women specifically suggested that having more female mentors would be helpful (pp. 76-77).

Gordon (1991) identified areas of concern in campus environments. These areas included personal safety, the pervasiveness of hostile atmosphere and sexism on campus, and sexual harassment. The issues of freedom of expression, the low status of women in universities, and the paucity of women in leadership positions also were identified. Other areas of concern were resistance to the achievements of

women, and the absence of appropriate counselling for women (p. 20).

Three recent additions to the literature on women in Canadian universities were made by Caplan (1993), Gordon (1994) and Looker (1993). These authors acknowledged women in non-academic positions. Caplan (1993) synthesized many of the ideas already put forth in the literature on academic women, and included many points that apply to support staff women. For example, she observed that an unwritten rule frequently encountered by women is that "... in order to be hired - or even seriously considered - for an administrative post, you are supposed to have had administrative experience already" (p. 37). Anecdotal evidence, consisting of unconfirmed reports of women's experiences in job interviews for administrative positions at the University of Manitoba, suggests that this has impeded support staff women's progress at the University of Manitoba. Caplan acknowledged the invisibility of support staff in academe. She recommended that academic staff make connections with non-academic staff: "Stop living in isolation from the invisible support staff, cleaners and cafeteria staff. Many of them hear more useful information than anyone else in the department" (Caplan, 1993, p. 96). She noted that women faculty are often "implicitly encouraged to minimize their association with non-academic staff, since that may lower their status in the eyes of some colleagues and administrators" (p. 97). Most sections of Caplan's book referred explicitly to academic women, but others were non-specific. For example, in her Check-list for Woman-positive Institutions, she included a general section which listed such items as "a requirement for departmental and search-committee chairs to attend sessions on affirmative-action recruitment and on the 'chilly climate' and the various forms of harassment and discrimination" (p. 163).

In an article devoted specifically to non-academic women, Gordon (1994) wrote that the majority of women employed in universities are in support staff positions, "without the power, prestige and access to institutional resources of their administrative or faculty positions"(p. 18). They lack a national organization to represent them, and are invisible. Gordon asked,

Isn't it about time we recognized that our work in the university is collectively carried out? As the powerful people in the organization, administrators and faculty get the credit. But much of the work . . . gets done by women who receive little credit for their contribution (p. 19).

Looker (1993) observed that the literature on the university as an employer has focused on faculty, but that "in order to get a more complete picture of employer policies we must consider the position of non-academic employees as well" (p. 20). She studied a small university in Atlantic Canada in which the majority of employees are non-academic, with more women than men in the non-academic staff, and more women non-academic staff than there are men faculty members (p. 23). Despite their majority position, women at Looker's institution "are marginalized into the less visible and less powerful positions" (p. 21).

While many authors have highlighted the marginalization of women faculty, Looker (1993) wrote that men and women faculty enjoyed many advantages that their non-academic co-workers did not, but that within each category, women were disadvantaged relative to their male colleagues (p. 21). Compared to non-academic staff, faculty members in Looker's institution are advantaged in terms of employment and access to information and power, since faculty members are

represented on important decision-making bodies, such as the Senate and Board of Governors (pp. 32-33). The way that faculty promotions are made is not a “zero-sum” decision process, as it is for non-academic staff. In non-academic positions

if one person gets a promotion to a specific higher position it means someone else does not . . . For faculty there is no pre-set number of full or associate professors. Once someone is hired and tenured, there is no direct disadvantage to anyone else if this individual is promoted to a higher rank (p. 39).

Looker (1993) made a point that eluded previous authors. Writing of the gender discrimination reported by faculty women, she observed: “Not all of this discrimination reflects the actions of the university as employer . . . It is often a reflection of the actions of other employees” (p. 39). Such actions include playing down women’s research, ignoring women’s suggestions in committees, and not supporting applications for promotions. These actions also contribute to the “chilly climate”.

Smith (1991) reported that several briefs to the Commission of Inquiry on Canadian University Education “presented cases of subtle and overt harassment . . . said to indicate a ‘chilly climate’ or unwelcoming attitude toward women in academe and at the highest levels of administration within the various faculties” (p. 102). Apparently, no briefs addressed the climate for lower level administrators or support staff.

The few Canadian works which have included support staff have shown that systemic barriers impede their advancement (Shaughnessy, 1991), that the well-paid jobs go to men and the lower-paid ones go to women, that support staff have few

opportunities for promotion, and little chance of having their ideas implemented (Dagg & Thompson, 1988), that they are invisible (Caplan, 1993; Looker, 1993; Gordon, 1994), and that support staff are disadvantaged relative to academic staff (Looker, 1993).

METHODOLOGY

Ethical approval for the study was obtained from the Ethics Review Committee at the Faculty of Education, University of Manitoba. Permission to access the necessary data on full-time support staff was granted by the Vice Provost (Student Affairs). A demographic analysis of full-time support staff at the University of Manitoba was carried out, and, by means of a survey, information was obtained on the campus climate as experienced by support staff men and women.

Subjects

All 1737 full-time support staff (1031 women and 706 men) employed by the University of Manitoba on October 1, 1995 were included in the demographic analysis. Of these, 1299 worked on the Fort Garry campus; the remainder worked either at the Bannatyne Campus or at off-campus sites. From this number, five employees from the Office of Institutional Analysis were excluded from further analysis, as the researcher worked in this office and it was not possible to guarantee confidentiality of responses. Thus, 1294 full-time support staff (733, or 56.6% women; 561, or 43.4% men) comprised the total Fort Garry population. Full-time employees are more likely to have fully experienced the campus climate as they have been exposed to it over a longer period of time. Therefore, a sample of 518 full-time support staff (294 women, 224 men) was selected and drawn from the total Fort Garry population. These individuals comprised the group that was surveyed. The Bannatyne Campus, which is located 12 kilometres away from the Fort Garry Campus, was not included due to the possibility that, because of its physical separation from the Fort Garry Campus, it may constitute a separate

climate/culture.

Instrumentation

A questionnaire was developed and refined, based on the “chilly climate” factors identified in the literature review and made pertinent to support staff. It was pretested on a group of five full-time support staff who were not part of the sample, and reviewed for face validity. A letter from the author described the purpose of the study and included a tear-off slip for respondents to fill in if they wished to receive a summary of the study’s results. Two envelopes were provided: one to return the completed questionnaire and the other to request a summary of results.

Procedures

Access to the following data fields on full-time support staff was granted: Name, Department (Campus Address), Sex, Employee Group (Union), Job Classification Code, Birthdate, and whether the employee worked on the Fort Garry campus or not. This information was provided to Dr. Paul Madak, who was my thesis supervisor, in two separate numbered files. The first file contained all of the requested data fields, including name and campus address. This file was retained by Dr. Madak in order to maintain confidentiality. The second file contained only Sex, Employee Group (Union), Job Classification Code, Birthdate, and whether the employee worked on the Fort Garry campus or not, and was given to the researcher. Access to Years of Service was not granted as it was believed this would breach confidentiality.

Using the second file, a demographic analysis of all full-time support staff employed by the University of Manitoba was performed. A 40% proportional

random sample (733 women, 561 men) was drawn from all employees who worked on the Fort Garry campus, not including the Office of Institutional Analysis (OIA), based on sex and employee group. The numbers of those selected for the sample were matched with the numbers of the file containing the names and addresses. The selection of the sample was done in the office of Dr. Paul Madak. Mailing labels were then generated.

The questionnaire was sent to employees in the sample, using the Interdepartmental mail system. As a courtesy, a letter and a copy of the questionnaire was sent to each of the support staff union offices, informing them that some of their members would be receiving these and asking for their support. A reminder letter was sent to employees approximately one week prior to the requested return date. The campus address was used to mail the instruments to those sampled. Respondents used the Interdepartmental mail system to return the questionnaires and requests for a summary of the results to the Faculty of Education.

A code book and record layout were established. Codes were developed for open-ended questions. Data from questionnaire responses were entered into a computer file and analyzed.

RESULTS

Statistics on all full-time support staff

Of the 1737 full-time support staff employed by the University of Manitoba as at October 1, 1995, 1031 (59.4%) were women and 706 (40.6%) were men. The majority (87.2%) were unionized. AESES members comprised 68.4% of the entire support staff population; 68.3% of AESES members were women.

While women predominated the full-time support staff overall, the female/male ratio differed among employee groups. For example, both UMPA and CAW were about 81% male. On the other hand, the non-unionized Professional and Confidential group had the highest percentage of women (78.3%). These results are shown in Table I.

Within each employee group, job classifications were analyzed by job "family": (e.g., administrative, clerical, technical, etc.) classification and sex. Within each classification the salaries for the entry level (usually called Step 1) and the top level (usually called Step 6, or Full) are shown. These salaries were derived from collective agreements or other published sources. The results are depicted in Table II.

In a number of instances a job family was comprised totally of one sex or the other. For example, Agricultural Attendants, Trades Foremen, Trades, Power Engineers, Professional Engineers and Physical Therapists were all men. Child Care Workers, Interior Designers, Pharmacists and Nurses were all women. In other job families, one sex heavily predominated; for example, in the AESES Clerical family, women comprised 92.9%. In many instances, females dominated the lower classifications within a family and males dominated the upper, more highly paid

Table I

All Full Time Support Staff as at October 1, 1995

Employee Group	Female		Male		Total	
	#	%	#	%	#	%
UMPA	4	19.0%	17	81.0%	21	100.0%
CAW	52	19.2%	219	80.8%	271	100.0%
CUPE	13	37.1%	22	62.9%	35	100.0%
AESES	811	68.3%	377	31.7%	1188	100.0%
PC	137	78.3%	38	21.7%	175	100.0%
Managerial	14	29.8%	33	70.2%	47	100.0%
TOTAL	1031	59.4%	706	40.6%	1737	100.0%

Table II

All Full Time Support Staff as at October 1, 1995, by Employee Group, Family, Classification and Sex

EMPLOYEE GROUP: UMPA			FEMALE		MALE		TOTAL
FAMILY: UM POLICE			#	%	#	%	#
40 HRS/WK		Salary					
P014	CONSTABLE 4	\$27,019.20	1	50.0%	1	50.0%	2
P013	CONSTABLE 3	\$28,891.20	0	0.0%	2	100.0%	2
P012	CONSTABLE 2	\$31,158.40	2	40.0%	3	60.0%	5
P011	CONSTABLE 1	\$33,009.60	0	0.0%	9	100.0%	9
P022	SERGEANT 2	\$33,800.00	1	100.0%	0	0.0%	1
P021	SERGEANT 1	\$34,611.20	0	0.0%	1	100.0%	1
P020	STAFF SERGEANT	\$36,004.80	0	0.0%	1	100.0%	1
TOTAL			4	19.0%	17	81.0%	21
	UMPA TOTAL		4	19.0%	17	81.0%	21
EMPLOYEE GROUP: CUPE			FEMALE		MALE		TOTAL
FAMILY: ADMINISTRATIVE			#	%	#	%	#
35 HRS/WK		Step 1 Step 6					
A011	ADMIN. ASSISTANT 1	\$30,812.60 \$36,727.60	1	100.0%	0	0.0%	1
A012	ADMIN. ASSISTANT 2	\$32,341.40 \$38,893.40	3	100.0%	0	0.0%	3
TOTAL			4	100.0%	0	0.0%	4
FAMILY: CLERICAL							
35 HRS/WK							
B013	OFFICE ASSISTANT 3	\$24,260.60 \$28,337.40	1	100.0%	0	0.0%	1
B014	OFFICE ASSISTANT 4	\$27,463.80 \$32,159.40	7	100.0%	0	0.0%	7
TOTAL			8	100.0%	0	0.0%	8
FAMILY: TECHNICAL							
35 HRS/WK							
T012	TECHNICIAN 2	\$21,130.20 \$25,662.00	0	0.0%	1	100.0%	1
T014	TECHNICIAN 4	\$27,882.40 \$34,234.20	0	0.0%	1	100.0%	1
T015	TECHNICIAN 5	\$31,558.80 \$38,766.00	0	0.0%	9	100.0%	9
T016	TECHNICIAN 6	\$35,653.80 \$43,916.60	1	8.3%	11	91.7%	12
TOTAL			1	4.3%	22	95.7%	23
	CUPE TOTAL		13	37.1%	22	62.9%	35
EMPLOYEE GROUP: CAW			FEMALE		MALE		TOTAL
FAMILY: GENERAL			#	%	#	%	#
		New Full					
M010	SENIOR CARETAKER	- \$29,902.60	3	33.3%	6	66.7%	9
M011	CARETAKER	\$26,094.38 \$27,242.80	1	20.0%	4	80.0%	5
M013	UTILITY CARETAKER	\$26,336.18 \$27,383.98	38	33.9%	74	66.1%	112
M014	ICEMAKER-CRTR.	\$28,109.38 \$29,257.80	0	0.0%	5	100.0%	5
M015	SPEC. FCNS. CRTR.	\$26,517.40 \$27,585.48	0	0.0%	2	100.0%	2
M020	POOL ATTENDANT	\$26,960.70 \$28,109.38	0	0.0%	1	100.0%	1
M021	POOL ATT. - CERT.	- \$29,116.88	0	0.0%	2	100.0%	2
M030	BLDG. SEC. GUARD	\$24,139.70 \$24,925.68	0	0.0%	1	100.0%	1
M050	GARBAGE TRUCK DR.	- \$30,366.18	0	0.0%	1	100.0%	1
M051	TRUCK DRIVER	\$28,109.38 \$29,257.80	2	33.3%	4	66.7%	6
M052	TRUCK DRIVER HLPR.	- \$28,109.38	1	33.3%	2	66.7%	3
M054	TRK. DRVR. - DNTWN.	\$28,451.80 \$29,640.78	0	0.0%	2	100.0%	2
M061	TRACTOR OPER. 1	\$28,109.38 \$29,257.80	0	0.0%	4	100.0%	4
M062	TRACTOR OPER. 2	\$29,136.90 \$30,366.18	0	0.0%	5	100.0%	5
M072	LAB. GRNDSKEEPER	\$26,598.00 \$27,726.40	0	0.0%	7	100.0%	7
M073	TREE PRUNER	- \$29,257.80	0	0.0%	1	100.0%	1
M074	PRK. & FIRE EQ. WKR.	\$29,136.90 \$30,366.18	0	0.0%	1	100.0%	1
R020	HOUSEKEEPER	\$23,817.30 \$24,643.58	2	100.0%	0	0.0%	2
R030	RES. SPRVSR. - CTKR.	- \$28,935.40	0	0.0%	1	100.0%	1
U021	AUTO MECHANIC	\$34,456.50 \$36,108.80	0	0.0%	3	100.0%	3
U030	SR. LOCKSMITH	- \$38,235.30	0	0.0%	1	100.0%	1
U031	LOCKSMITH	\$34,315.58 \$35,947.60	0	0.0%	1	100.0%	1
U073	LUB. & EQUIP. SVC.	\$30,890.08 \$34,416.20	0	0.0%	3	100.0%	3
U102	MTCE. CARPENTER	\$27,303.38 \$30,225.00	0	0.0%	1	100.0%	1
TOTAL			47	26.3%	132	73.7%	179
FAMILY: TRADES							
W011	PAINTER - CERTIFIED	Salary levels tied to	0	0.0%	2	100.0%	2
W021	WELDER - CERTIFIED	83% - 107% of the	0	0.0%	2	100.0%	2
W030	SR. PLMBR-STMPFR.	applicable trade rate.	0	0.0%	1	100.0%	1
W031	PLMBR-STMPFR.		0	0.0%	14	100.0%	14
W040	SR. CTL. & EQ. WKR.		0	0.0%	1	100.0%	1
W041	CTL. & EQ. WKR		0	0.0%	8	100.0%	8
W050	SR. ELEVATOR MECH.		0	0.0%	1	100.0%	1
W051	ELEVATOR MECHANIC		0	0.0%	2	100.0%	2
W060	SR. ELCTRCN. - CERT.		0	0.0%	1	100.0%	1
W061	ELECTRICIAN - CERT.		0	0.0%	16	100.0%	16
W070	SR. CRPTNTR - CERT.		0	0.0%	1	100.0%	1
W071	CARPENTER - CERT.		0	0.0%	8	100.0%	8
W075	CABINET MKR. - CARP.		0	0.0%	2	100.0%	2
W081	INSULATOR - CERT.		0	0.0%	1	100.0%	1
W091	PLSTR. - TILESETTER		0	0.0%	1	100.0%	1
W101	INDUSTRIAL MECH.		0	0.0%	4	100.0%	4
W110	ELECT. CNTRLS TECH.		0	0.0%	1	100.0%	1
TOTAL			0	0.0%	66	100.0%	66

			FEMALE		MALE		TOTAL
		Salary	#	%	#	%	
FAMILY: POWER ENGINEERS							
E013	ASST. ENGINEER 3RD	\$40,924.78	0	0.0%	5	100.0%	5
E014	ASST. ENGINEER 4TH	\$36,390.90	0	0.0%	2	100.0%	2
E042	CHG. ENGINEER 2ND	\$45,478.68	0	0.0%	4	100.0%	4
E052	SWNG SHFT ENG. 2ND	\$44,350.28	0	0.0%	2	100.0%	2
E062	WATER TKTMTN TECH.	\$40,924.78	0	0.0%	1	100.0%	1
E072	P.P. ENGIN. - BASIC	\$31,837.00	0	0.0%	2	100.0%	2
E074	P.P. ENGIN. - 4TH	\$33,428.98	0	0.0%	3	100.0%	3
TOTAL			0	0.0%	19	100.0%	19
FAMILY: FOOD SERVICES							
F030	UNKNOWN		1	100.0%	0	0.0%	1
F051	COOK 1	\$10.99	1	100.0%	0	0.0%	1
F055	CHEF	\$17.19	0	0.0%	1	100.0%	1
F062	BAKER	\$13.63	1	100.0%	0	0.0%	1
F064	LEAD BAKER	\$16.19	1	100.0%	0	0.0%	1
F075	STOREKEEPER	\$14.63	0	0.0%	1	100.0%	1
F402	UTILITY WORKER	\$9.00	1	100.0%	0	0.0%	1
TOTAL			5	71.4%	2	28.6%	7
CAW TOTAL			52	19.2%	219	80.8%	271
EMPLOYEE GROUP: ASES							
FAMILY: ADMINISTRATIVE							
35 HRS/WK							
A011	ADMIN. ASSISTANT 1	Step 1 \$31,413.20	89	90.8%	9	9.2%	98
A012	ADMIN. ASSISTANT 2	Step 6 \$32,923.80	31	77.5%	9	22.5%	40
A013	ADMIN. ASSISTANT 3	\$35,690.20	15	78.9%	4	21.1%	19
A014	ADMIN. ASSISTANT 4	\$36,800.40	13	76.5%	4	23.5%	17
A015	ADMIN. ASSISTANT 5	\$37,874.20	0	0.0%	4	100.0%	4
A016	ADMIN. ASSISTANT 6	\$41,204.80	0	0.0%	3	100.0%	3
A017	ADMIN. ASSISTANT 7	\$44,735.60	0	0.0%	1	100.0%	1
38.75 HRS/WK							
A811	ADMIN. ASSISTANT 1	\$34,778.90	0	0.0%	3	100.0%	3
A812	ADMIN. ASSISTANT 2	\$36,451.48	1	33.3%	2	66.7%	3
TOTAL			149	79.3%	39	20.7%	188
FAMILY: CLERICAL							
35 HRS/WK							
B011	OFFICE ASSISTANT 1	\$18,837.00	2	100.0%	0	0.0%	2
B012	OFFICE ASSISTANT 2	\$22,822.80	27	79.4%	7	20.6%	34
B013	OFFICE ASSISTANT 3	\$24,715.60	173	92.5%	14	7.5%	187
B014	OFFICE ASSISTANT 4	\$28,191.80	119	96.0%	5	4.0%	124
B015	OFFICE ASSISTANT 5	\$30,375.80	47	94.0%	3	6.0%	50
37.50 HRS/WK							
B713	OFFICE ASSISTANT 3	\$26,481.00	2	100.0%	0	0.0%	2
B714	OFFICE ASSISTANT 4	\$30,205.50	3	100.0%	0	0.0%	3
B715	OFFICE ASSISTANT 5	\$32,545.50	1	100.0%	0	0.0%	1
38.75 HRS/WK							
B814	OFFICE ASSISTANT 4	\$31,212.48	3	100.0%	0	0.0%	3
B815	OFFICE ASSISTANT 5	\$33,630.48	2	100.0%	0	0.0%	2
TOTAL			379	92.9%	29	7.1%	408
FAMILY: CHILD CARE							
35 HRS/WK							
C011	CHILD CARE WORKER	\$36,218.00	1	100.0%	0	0.0%	1
C021	DAY CARE PGM. CO.	\$37,328.20	1	100.0%	0	0.0%	1
TOTAL			2	100.0%	0	0.0%	2
FAMILY: COMPUTING							
35 HRS/WK							
D010	PROGRAMMER	\$26,135.20	0	0.0%	2	100.0%	2
D020	SR. PROGRAMMER	\$32,141.20	7	43.8%	9	56.3%	16
D030	PROGRMR./ANALYST	\$36,327.20	5	15.2%	28	84.8%	33
D040	SYSTEMS ANALYST	\$41,204.80	5	29.4%	12	70.6%	17
D050	SR. SYS. ANALYST	\$44,735.60	4	36.4%	7	63.6%	11
D060	SYSTEMS SPECIALIST	\$48,703.20	1	16.7%	5	83.3%	6
D070	SYS. CONSULTANT	\$52,889.20	2	22.2%	7	77.8%	9
D075	SR. SYS. CONSULTANT	\$57,621.20	0	0.0%	1	100.0%	1
D082	DATA ENTRY OP. 2	\$23,041.20	1	100.0%	0	0.0%	1
D083	DATA ENTRY OP. 3	\$23,550.80	3	100.0%	0	0.0%	3
D084	DATA ENTRY OP. 4	\$23,967.60	1	100.0%	0	0.0%	1
D091	COMPUTER OP. 1	\$19,965.40	1	100.0%	0	0.0%	1
D092	COMPUTER OP. 2	\$23,241.40	2	22.2%	7	77.8%	9
D093	COMPUTER OP. 3	\$26,135.20	1	50.0%	1	50.0%	2
D094	COMPUTER OP. 4	\$34,871.20	1	100.0%	0	0.0%	1
D103	DATA COORDINATOR 3	\$25,134.20	1	50.0%	1	50.0%	2
37.50 HRS/WK							
D730	PROGRMR./ANALYST	\$38,922.00	0	0.0%	1	100.0%	1
TOTAL			35	38.2%	81	69.8%	116
FAMILY: AGRICULTURAL							
38.75 HRS/WK							
H813	AG. ATTENDANT 3	\$25,731.68	0	0.0%	1	100.0%	1
40.00 HRS/WK							
H912	AG. ATTENDANT 2	\$25,625.60	0	0.0%	4	100.0%	4
H913	AG. ATTENDANT 3	\$26,561.60	0	0.0%	7	100.0%	7
H914	AG. ATTENDANT 4	\$28,724.80	0	0.0%	6	100.0%	6
TOTAL			0	0.0%	18	100.0%	18

			FEMALE		MALE		TOTAL
			#	%	#	%	#
FAMILY: LIBRARY							
35 HRS/WK							
L011	LIBRARY ASSISTANT 1	\$22,513.40 \$25,480.00	9	0.0%	4	30.8%	13
L012	LIBRARY ASSISTANT 2	\$23,933.00 \$27,864.20	30	88.2%	4	11.8%	34
L013	LIBRARY ASSISTANT 3	\$25,480.00 \$30,121.00	27	87.1%	4	12.9%	31
L014	LIBRARY ASSISTANT 4	\$27,554.80 \$33,269.60	11	73.3%	4	26.7%	15
L021	LIB. SUPERVISOR 1	\$30,303.00 \$35,999.60	4	80.0%	1	20.0%	5
L022	LIB. SUPERVISOR 2	\$33,943.00 \$40,167.40	7	77.8%	2	22.2%	9
L023	LIB. SUPERVISOR 3	\$35,144.20 \$41,805.40	3	100.0%	0	0.0%	3
TOTAL			91	82.7%	19	17.3%	110
FAMILY: FINANCIAL							
35 HRS/WK							
N011	CASHIER 1	\$20,074.60 \$23,241.40	2	100.0%	0	0.0%	2
N012	CASHIER 2	\$22,331.40 \$26,062.40	4	100.0%	0	0.0%	4
N031	PURCHASING/BUYER 1	\$23,241.40 \$28,428.40	0	0.0%	2	100.0%	2
N032	PURCHASING/BUYER 2	\$25,134.20 \$30,830.80	1	33.3%	2	66.7%	3
N033	PURCHASING/BUYER 3	\$28,428.40 \$34,871.20	1	100.0%	0	0.0%	1
TOTAL			8	66.7%	4	33.3%	12
FAMILY: TECHNICAL							
35 HRS/WK							
T011	TECHNICIAN 1	\$20,729.80 \$23,241.40	0	0.0%	1	100.0%	1
T012	TECHNICIAN 2	\$22,422.40 \$27,281.80	19	57.6%	14	42.4%	33
T013	TECHNICIAN 3	\$24,115.00 \$29,629.60	46	56.8%	35	43.2%	81
T014	TECHNICIAN 4	\$28,428.40 \$34,871.20	40	43.5%	52	56.5%	92
T015	TECHNICIAN 5	\$32,141.20 \$39,494.00	10	20.8%	38	79.2%	48
T016	TECHNICIAN 6	\$36,327.20 \$44,735.60	1	4.2%	23	95.8%	24
T017	TECHNICIAN 7	\$41,204.80 \$50,778.00	0	0.0%	5	100.0%	5
T021	SR. GLASSBLOWER	\$37,874.20 \$46,646.60	0	0.0%	1	100.0%	1
T041	ANIMAL TECHNICIAN 1	\$22,422.40 \$27,281.80	5	71.4%	2	28.6%	7
T042	ANIMAL TECHNICIAN 2	\$24,115.00 \$29,629.60	2	66.7%	1	33.3%	3
T043	ANIMAL TECHNICIAN 3	\$28,428.40 \$34,871.20	3	75.0%	1	25.0%	4
T050	LAB. ASSISTANT	\$18,527.60 \$21,548.80	3	100.0%	0	0.0%	3
T061	LAB. STEWARD 1	\$21,548.80 \$26,135.20	3	100.0%	0	0.0%	3
T062	LAB. STEWARD 2	\$23,241.40 \$28,428.40	0	0.0%	2	100.0%	2
T071	STOREKEEPER 1	\$21,548.80 \$26,135.20	0	0.0%	1	100.0%	1
T073	STOREKEEPER 3	\$26,135.20 \$32,141.20	0	0.0%	2	100.0%	2
T081	DENTAL ASSISTANT 1	\$23,441.60 \$27,352.80	7	100.0%	0	0.0%	7
T082	DENTAL ASSISTANT 2	\$26,153.40 \$30,576.00	5	100.0%	0	0.0%	5
T083	DENTAL ASSISTANT 3	\$27,827.80 \$32,559.80	1	100.0%	0	0.0%	1
37.50 HRS/WK							
T713	TECHNICIAN 3	\$25,837.50 \$31,746.00	1	100.0%	0	0.0%	1
T714	TECHNICIAN 4	\$30,459.00 \$37,362.00	0	0.0%	1	100.0%	1
38.75 HRS/WK							
T810	BLDG. & GRNDS. SUP.	\$32,804.20 \$40,219.40	0	0.0%	1	100.0%	1
T816	TECHNICIAN 6	\$40,219.40 \$49,528.70	0	0.0%	1	100.0%	1
TOTAL			146	44.6%	181	55.4%	327
FAMILY: TRADES FOREMEN							
X301	FMN. ELECTRICIAN	Salary levels tied to 102%	0	0.0%	1	100.0%	1
X302	FMN. PAINTER	of the applicable con-	0	0.0%	1	100.0%	1
X303	FMN. CARPENTER	struction trade rates in	0	0.0%	1	100.0%	1
X304	FMN. PLMBR/STMFTR	Winnipeg.	0	0.0%	1	100.0%	1
X306	FMN. INDUSTRIAL MECH.		0	0.0%	1	100.0%	1
X307	PROJ. COORDINATOR		0	0.0%	1	100.0%	1
TOTAL			0	0.0%	6	100.0%	6
FAMILY: OTHER							
*271	OTHER		1	100.0%	0	0.0%	1
TOTAL			1	100.0%	0	0.0%	1
AESES TOTAL			811	68.3%	377	31.7%	1188

EMPLOYEE GROUP: MANAGERIAL

			Minimum	Norm	Maximum	FEMALE		MALE		TOTAL
						#	%	#	%	#
35 HRS/WK										
J001	ADMIN. OFFICER 1		\$38,829	\$48,536	\$58,244	0	0.0%	2	100.0%	2
J002	ADMIN. OFFICER 2		\$43,618	\$54,523	\$65,427	5	55.6%	4	44.4%	9
J003	ADMIN. OFFICER 3		\$48,404	\$60,505	\$72,606	6	37.5%	10	62.5%	16
J004	ADMIN. OFFICER 4		\$53,192	\$66,490	\$79,788	0	0.0%	8	100.0%	8
J005	ADMIN. OFFICER 5		\$57,979	\$72,474	\$86,969	1	20.0%	4	80.0%	5
J006	ADMIN. OFFICER 6		\$62,767	\$78,459	\$93,151	0	0.0%	1	100.0%	1
J007	ADMIN. OFFICER 7		\$67,554	\$84,443	\$101,331	2	66.7%	1	33.3%	3
38.75 HRS/WK										
J802	ADMIN. OFFICER 2		\$48,299	\$60,374	\$72,449	0	0.0%	1	100.0%	1
J804	ADMIN. OFFICER 4		\$58,885	\$73,606	\$88,328	0	0.0%	1	100.0%	1
40 HRS/WK										
J902	ADMIN. OFFICER 2		\$49,835	\$62,294	\$74,753	0	0.0%	1	100.0%	1
MANAGERIAL TOTAL						14	29.8%	33	70.2%	47

EMPLOYEE GROUP: PC			Normal	Merit	FEMALE		MALE		TOTAL
		Minimum	Maximum	Maximum	#	%	#	%	#
FAMILY: AGROLOGISTS									
35 HRS/WK									
S006	GRADE 6	\$34,302.62	\$42,878.28	\$51,453.93	0	0.0%	1	100.0%	1
S008	GRADE 8	\$37,455.87	\$46,819.84	\$56,183.81	1	50.0%	1	50.0%	2
TOTAL					1	33.3%	2	66.7%	3
FAMILY: INTERIOR DESIGNERS									
35 HRS/WK									
S009	GRADE 9	\$39,005.94	\$48,757.43	\$58,508.91	1	100.0%	0	0.0%	1
TOTAL					1	100.0%	0	0.0%	1
FAMILY: PHARMACISTS									
35 HRS/WK									
S009	GRADE 9	\$39,005.94	\$48,757.43	\$58,508.91	1	100.0%	0	0.0%	1
TOTAL					1	100.0%	0	0.0%	1
FAMILY: PROFESSIONAL ENGINEERS									
35 HRS/WK									
S009	GRADE 9	\$39,005.94	\$48,757.43	\$58,508.91	0	0.0%	1	100.0%	1
36.75 HRS/WK									
S809	GRADE 9	\$43,182.34	\$53,977.93	\$64,773.51	0	0.0%	1	100.0%	1
TOTAL					0	0.0%	1	100.0%	1
FAMILY: PHYSICAL THERAPISTS									
35 HRS/WK									
S009	GRADE 9	\$39,005.94	\$48,757.43	\$58,508.91	0	0.0%	1	100.0%	1
TOTAL					0	0.0%	1	100.0%	1
FAMILY: NURSES									
35 HRS/WK									
S004	GRADE 4	\$27,751.02	\$34,688.78	\$41,626.53	1	100.0%	0	0.0%	1
S006	GRADE 6	\$34,302.62	\$42,878.28	\$51,453.93	2	100.0%	0	0.0%	2
S007	GRADE 7	\$35,930.28	\$44,912.85	\$53,895.42	3	100.0%	0	0.0%	3
37.50 HRS/WK									
S706	GRADE 6	\$36,741.96	\$45,927.45	\$55,112.94	1	100.0%	0	0.0%	1
38.75 HRS/WK									
S807	GRADE 7	\$39,796.67	\$49,745.84	\$59,695.01	1	100.0%	0	0.0%	1
40.00 HRS/WK									
S906	GRADE 7	\$39,191.42	\$48,989.28	\$58,787.13	2		0		2
TOTAL					10	100.0%	0	0.0%	10
FAMILY: SOCIAL WORKERS									
35 HRS/WK									
S008	GRADE 8	\$37,455.87	\$46,819.84	\$56,183.81	2	66.7%	1	33.3%	3
TOTAL					2	66.7%	1	33.3%	3
FAMILY: MEDICAL DOCTORS									
35 HRS/WK									
J007	GRADE 7	\$67,554	\$84,443	\$101,331	1	50.0%	1	50.0%	2
TOTAL					1	50.0%	1	50.0%	2
FAMILY: CONFIDENTIAL									
35 HRS/WK									
S002	GRADE 2	\$23,070.59	\$28,838.24	\$34,605.89	1	100.0%	0	0.0%	1
S003	GRADE 3	\$25,205.17	\$31,506.46	\$37,807.76	9	100.0%	0	0.0%	9
S004	GRADE 4	\$27,751.02	\$34,688.78	\$41,626.53	34	100.0%	0	0.0%	34
S005	GRADE 5	\$30,745.35	\$38,431.69	\$46,118.03	26	96.3%	1	3.7%	27
S006	GRADE 6	\$34,302.62	\$42,878.28	\$51,453.93	19	82.6%	4	17.4%	23
S007	GRADE 7	\$35,930.28	\$44,912.85	\$53,895.42	5	50.0%	5	50.0%	10
S008	GRADE 8	\$37,455.87	\$46,819.84	\$56,183.81	16	66.7%	8	33.3%	24
S009	GRADE 9	\$39,005.94	\$48,757.43	\$58,508.91	7	63.6%	4	36.4%	11
S010	GRADE 10	\$40,582.21	\$50,727.76	\$60,873.32	2	50.0%	2	50.0%	4
38.75 HRS/WK									
S806	GRADE 6	\$37,966.69	\$47,458.36	\$56,950.04	1	50.0%	1	50.0%	2
S808	GRADE 8	\$41,468.07	\$51,835.09	\$62,202.11	0	0.0%	4	100.0%	4
40.00 HRS/WK									
S906	GRADE 6	\$39,191.42	\$48,989.28	\$58,787.13	1	50.0%	1	50.0%	2
S908	GRADE 8	\$42,805.76	\$53,507.20	\$64,208.64	0	0.0%	1	100.0%	1
TOTAL					121	79.6%	31	28.6%	152
FAMILY: OTHER									
*230									
TOTAL					0	0.0%	1	100.0%	1
PC TOTAL					137	78.3%	38	21.7%	175
GRAND TOTAL					1631		706		1737

classifications. An example of this is in the AESES Administrative family where women formed a very large majority in Levels 1 through 4, but Levels 5 through 7 were 100% men. Similarly, in the AESES Computing family, females comprised 100% of the lower-paid Data Entry Operator classifications, but the more highly paid Systems Specialist, Systems Consultant and Senior Systems Consultant classifications were predominantly male.

Statistics on the sample

The number of full-time support staff who worked on the Fort Garry campus, excluding the Office of Institutional Analysis (OIA), consisted 733 females and 561 males. From this population, a 40% random sample was drawn, keeping the same employee group and sex proportions as in the population. The sex/employee group breakdown of the population and the sample is shown in Table III. There were 518 employees in the sample, 294 (56.8%) were women and 224 (43.2%) were men.

Statistics on Respondents

In total, 269 of the 518 employees in the sample responded to the questionnaire. The overall response rate was 51.9%. Of the 269 respondents, 181 (or 67.3%) were women and 88 (or 32.7%) were men. The response rate for women was 61.6% and 39.3% for men. The response rate for AESES, the largest support staff employee group, was 55.6%. The number of respondents by union and sex is shown in Table IV.

Of those respondents who specified an educational level, 29.6% had Grade 12 or less, 36.0% had secretarial, technical or vocational school or community college diplomas and 34.4% had university degrees. The level of educational attainment

Table III

All Full Time Support Staff, Fort Garry Campus (except OIA) and Sample

Employee Group	Female		Male		Total		%
	All	Sample	All	Sample	All	Sample	
UMPA	4	2	17	6	21	8	38.1%
CAW	49	19	191	77	240	96	40.0%
CUPE	13	5	22	9	35	14	40.0%
AESES	539	217	270	107	809	324	40.0%
PC	11	4	29	12	40	16	40.0%
Managerial	117	47	32	13	149	60	40.3%
TOTAL	733	294	561	224	1294	518	40.0%

Table IV

Respondents

Employee Group	Female		Male		Total	
	#	%	#	%	#	%
Not reported			3	100.0%	3	100.0%
UMPA	1	25.0%	3	75.0%	4	100.0%
CAW	11	39.3%	17	60.7%	28	100.0%
CUPE	3	42.9%	4	57.1%	7	100.0%
AESES	128	71.1%	52	28.9%	180	100.0%
PC	34	89.5%	4	10.5%	38	100.0%
Managerial	4	44.4%	5	55.6%	9	100.0%
TOTAL	181	67.3%	88	32.7%	269	100.0%

was somewhat higher for men than for women. These results are reported in Table V.

As shown in Table VI, 58.6% of respondents in both sexes were 45 and under, and 41.4% were 46 and over. The Managerial group had the highest proportion of respondents 46 and over (66.7%), followed by the Professional and Confidential Group (54.1%) and C.A.W. (53.6%). Those with university degrees were more likely to be 45 and under.

Most respondents (66.5%) were in AESES. Female AESES members comprised 70.7% of all female respondents; AESES males comprised 58.0% of all male respondents. The majority of AESES respondents were 45 and under (63.7%). AESES had the highest proportion of respondents with university degrees (40.0%), followed by the Managerial group (37.5%), and the Professional and Confidential group (35.5%). All of CUPE respondents had secretarial, technical or vocational school or community college diplomas. Over half (51.9%) of CAW respondents had Grade 12 or less.

Survey Results

The results of the questionnaire survey are outlined in this section, by item and question asked.

How many years have you worked in your present department at U. of M.?

Overall, 42.5% of male respondents and 19.9% of female respondents reported spending 14 or more years working in their department. Of these, 58.3% were aged 46 and over. Level of educational attainment did not appear to affect the length of time respondents worked in their department, nor did membership in AESES or other employee groups.

Table V

Respondents' Level of Educational Attainment

	Female		Male		Total	
	#	%	#	%	#	%
Grade 12 or Less	59	34.7%	16	19.3%	75	29.6%
Secretarial, Technical or Vocational School or Community College Diploma	58	34.1%	33	39.7%	91	36.0%
University Degree	53	31.2%	34	41.0%	87	34.4%
TOTAL	170	100.0%	83	100.0%	253	100.0%

Excludes 16 respondents who did not specify a level of educational attainment.

Table VI

Respondents' Age Group

	Female		Male		Total	
	#	%	#	%	#	%
45 and Under	104	58.1%	52	59.8%	156	58.6%
46 and Over	75	41.9%	35	40.2%	110	41.4%
TOTAL	179	100.0%	87	100.0%	266	100.0%

Excludes 3 respondents who did not specify an age group.

How many years have you worked at U. of M. in total? Over half (51.8%) of male respondents and 40.0% of female respondents reported spending fourteen or more years working at the University of Manitoba. Of these, 55.3% were aged 46 and over. Level of educational attainment did not appear to affect the length of time worked at U. of M., nor did membership in AESES or other employee groups.

Who do you deal with on work-related matters? Most respondents (89.5%) indicated that they worked with other support staff primarily or frequently. This was true of both female and male respondents. Most respondents (69.9%) indicated that they worked with academic staff primarily or frequently. However, proportionally more women than men reported this. Most respondents indicated that they worked at least occasionally with administrators, with proportionally more women (80.0%) than men (20.0%) reporting that they worked primarily with administrators. Fifty-eight percent of respondents indicated they worked primarily or frequently with students, with no significant sex difference in their responses. Most respondents (62.8%) only occasionally worked with non-university personnel or did not work with them at all. Similarly, most (91.8%) indicated that they did not work with people in the "other" category.

List three things you like about working at U. of M. Overall, the five most frequently cited items that respondents stated they liked were, in order of frequency: their work and working conditions (40.1%), their benefits (35.7%), the campus (29.4%), the academic atmosphere (22.7%) and the people with whom they came in contact (21.6%). For women respondents, the five items most frequently cited as likes were their work and working conditions (35.9%), their benefits (35.4%), the campus (34.8%), the academic atmosphere (23.8%) and their pay (23.2%). For men respondents, the five most frequently cited likes were their work and working

conditions (48.9%), their benefits (36.4%), the people with whom they came in contact (22.7%), the academic atmosphere (20.5%) and their co-workers (19.3%).

List three things you dislike about working at U. of M. Overall, the five most frequently cited items that respondents stated they disliked were, in order of frequency: leadership (19.7%), budget troubles (16.4%), the lack of appreciation (13.8%), the bureaucracy (12.6%) and their pay (10.8%). For women respondents, the most frequently cited dislike was budget troubles (14.9%). The second most frequently cited dislikes amongst women respondents were the bureaucracy, the leadership and the lack of appreciation (each 14.4%). The third most frequently cited dislikes amongst women respondents were the arrogance of others, their workload, unions and seniority, and the lack of job security (each 9.9%). The fourth and fifth most frequently cited dislikes amongst women respondents were the class distinction on campus (9.4%) and their pay (8.8%), respectively. For men respondents, the most frequently cited dislikes were, in order of frequency: the leadership (30.7%), budget troubles (19.3%), their pay (14.3%), the lack of job security (12.5%) and the arrogance of others (11.4%).

My workload is fair compared to other support staff in my department. While 68.7% of respondents strongly agreed or agreed that departmental workloads were fair, females were more likely to disagree or strongly disagree (35.7%) than were males (22.3%), and those 45 and under were more likely to disagree or strongly disagree (36.8%) than those 46 and older (24.0%). Respondents with Grade 12 or less were more likely to disagree or strongly disagree (39.8%) than were those with secretarial, technical or vocational school or community college degrees (34.1%) or university degrees (22.3%). About two-thirds (67.4%) of AESES respondents strongly agreed or agreed, compared to 70.4% of respondents in all other employee

groups combined.

My workload is fair compared to other support staff at U. of M. as a whole.

A number of respondents indicated that they did not have enough information to answer this item, and 12.3% did not respond. Of those who did respond, the majority (61.3% of males and 50.2% of females) strongly agreed or agreed with the statement. Most respondents aged 45 and under (60.5%) and most respondents aged 46 and over (62.0%) strongly agreed or agreed. Respondents with Grade 12 or less were most likely to strongly agree or agree (61.9%), closely followed by those with university degrees (61.5%), and finally by those with secretarial, technical or vocational school or community college diplomas (58.5%). AESES respondents were more likely to strongly agree or agree (63.3%) than were respondents in all other employee groups combined (56.0%).

At U. of M., it is just as easy for a support staff woman to get ahead as a support staff man. Most male respondents (75.3%) strongly agreed or agreed with the statement. However, their female colleagues were not as strongly in agreement (53.3% strongly agreed or agreed, and 46.7% disagreed or strongly disagreed). A number of respondents aged 46 and over (16.4%) did not respond to the item. Of those who did respond, 60.1% of those aged 45 and under and 60.9% of those aged 46 and over strongly agreed or agreed. Respondents with Grade 12 or less were the most likely to strongly agree or agree (65.7%), and those with a university education were least likely to strongly agree or agree (58.2%). Most AESES respondents strongly agreed or agreed (59.9%), as did respondents in all other employee groups combined (59.7%).

Academic staff tend to look down on support staff. The majority of respondents (64.6% of males and 70.2% of females) strongly agreed or agreed that

academic staff tend to look down on support staff, with females more in favour of the statement. Respondents 45 and under were more in favour of the statement (70.7%) than those 46 and over (65.0%). Those with Grade 12 or less were most likely to strongly agree or agree (71.2%), followed by those with a secretarial, technical or vocational school or community college education (69.1%), then by university (62.7%). AESES respondents were less likely to strongly agree or agree (66.3%) than were respondents in all other employee groups combined (73.4%).

The U. of M. is committed to achieving a workplace in which all have equal opportunity. Approximately 13.5% of male respondents did not answer this item, compared to 3.3% of female respondents. Of those who answered, just over half (52.6%) of men respondents strongly agreed or agreed with the statement. However, less than half (48.0%) of women respondents strongly agreed or agreed. Over half (55.0%) of respondents 46 and over strongly agreed or agreed, compared to less than half (46.6%) of those 45 and under. Respondents with Grade 12 or less were more likely to strongly agree or agree (52.1%). Those with secretarial, technical or vocational school or community college diplomas were more likely to disagree or strongly disagree (56.1%). However, those with university degrees were split evenly. The majority of AESES respondents disagreed or strongly disagreed (52.4%), but those in all other employee groups combined were more likely to strongly agree or agree (54.3%).

U. of M. administrators do a good job of communicating with all support staff. Most respondents (77.6% of females and 78.0% of males) disagreed or strongly disagreed with this statement. Of those respondents who were 45 and under, 81.5% disagreed or strongly disagreed compared to 74.0% of those 46 and over. Those with Grade 12 or less were the most likely to disagree or strongly disagree (82.2%),

followed by those with secretarial, technical or vocational school or community college diplomas (77.6%), followed by those with university degrees (76.6%). AESES respondents were slightly less inclined to disagree or strongly disagree (77.7%) than were respondents in all other employee groups combined (79.8%).

I don't feel a part of the University community. Overall, a majority of respondents disagreed or strongly disagreed with this statement; however, females were more likely to strongly agree or agree (36.4%) than were males (27.9%). Of all those respondents who strongly agreed, 75.0% were 45 and under. University graduates were the most likely to disagree or strongly disagree (78.2%). AESES respondents were somewhat more likely to disagree or strongly disagree (67.4%) than those in all other employee groups combined (63.1%).

I feel that academics are treated better than I am at U. of M. A large majority of male respondents (82.1%) and female respondents (78.1%) strongly agreed or agreed that academics were treated better. As well, those who were 45 and under (82.1%) and those who were 46 and over (76.2%) strongly agreed or agreed. Respondents with Grade 12 or less were the most likely to strongly agree or agree (84.3%), followed by those with secretarial, technical or vocational school or community college diplomas (82.5%), and finally by those with university degrees (73.7%). AESES respondents were more likely to disagree or strongly disagree (22.0%) than those in all other employee groups combined (15.8%).

My opinions are not taken seriously by my superiors. Most respondents (69.3% of males and 60.4% of females) disagreed or strongly disagreed with this statement. Most respondents aged 46 and over (61.1%), and most of those aged 45 and under (64.3%) disagreed or strongly disagreed. Respondents with university degrees were most likely to disagree or strongly disagree (67.8%), followed by those

with secretarial, technical or vocational school or community college diplomas (60.7%), and finally by those with Grade 12 or less (58.9%). AESES respondents (63.6% disagreed or strongly disagreed) and respondents in all other employee groups combined (62.8% disagreed or strongly disagreed) did not differ.

When it comes to lay-offs, support staff are the first ones to go. Very few respondents of either sex disagreed with this statement. In fact, 95.2% of men respondents and 90.7% of women respondents either strongly agreed or agreed with it, and well over half of each sex strongly agreed with the statement. Respondents of both age groups (91.8% of those 45 and under, 93.5% of those 46 and over) strongly agreed or agreed, with well over half of each age group strongly agreeing. In addition, 94.4% of those with Grade 12 or less, 94.4% of those with secretarial, technical or vocational school or community college diplomas, and 91.3% of those with university degrees strongly agreed or agreed. AESES respondents were a bit more likely to strongly agree or agree (93.5%) compared to those in all other employee groups combined (90.6%).

At work, I receive praise for a job well done. Most respondents (70.4% of women and 65.9% of men) strongly agreed or agreed that they received praise for a job well done. Respondents in the older age group were somewhat more in favour of the statement (71.0%) than those in the younger age group (67.6%). Respondents with Grade 12 or less were least in favour of the statement (66.7%). AESES respondents were more likely to strongly agree or agree (72.1%) than respondents in all other employee groups combined (61.0%).

At U. of M., students treat me with respect. A large majority of respondents of both sexes (80.5% of males and 90.4% of females) strongly agreed or agreed with this statement. A significantly higher percentage of those 45 and under (12.2%) did

not answer the item, compared to 2.7% of those 46 and over. However, of those who answered, over 85% of both age groups (86.8% of those 45 and under, 87.8% of those 46 and over) strongly agreed or agreed. For this item, respondents with secretarial, technical or vocational school or community college diplomas had a 13.2% non-response rate. Of all those who answered, about 86 through 88% strongly agreed or agreed. Between 84 and 89% of respondents in all employee groups strongly agreed or agreed.

Support staff should have more of a say in how things are run in their own departments. Over 94% of respondents of either sex (94.7% of females and 94.2% of males) strongly agreed or agreed that support staff should have more of a say in how things are run in their own departments. Respondents in both age groups (95.4% of those 45 and under, 94.1% of those 46 and over) were in favour of the statement. The least agreement of any educational level came from those with Grade 12 or less, with 91.7% strongly agreeing or agreeing. AESES respondents were somewhat more in favour of the statement (96.5%) than those in all other employee groups combined (92.7%).

Support staff should have more of a say in how things are run in U. of M. as a whole. Both female respondents (90.8 percent) and male respondents (83.6%) strongly agreed or agreed with this statement. Those 45 and under were more in favour of it (91.2 percent) than those 46 and over (84.9%). Again, those with Grade 12 or less agreed the least, with 84.1% strongly agreeing or agreeing. AESES respondents were more in favour of the statement (91.7%) than those in all other employee groups combined (82.2%).

In my position, I make my own decisions about my work. The majority of both sexes (80.1% of females and 84.6% of males) strongly agreed or agreed with this

statement. Both younger (82.4%) and older (79.6%) respondents strongly agreed or agreed. Respondents with university degrees were the least likely to strongly agree or agree (80.2%), followed by those with secretarial, technical or vocational school or community college diplomas (82.4%), and those with Grade 12 or less (83.8%). AESES respondents (79.5%) were less likely to strongly agree or agree than those in all other employee groups combined (85.2%).

I'm glad to just do what I'm told and let my boss do all the worrying. There was very definite disagreement with this statement from respondents of both sexes, with 90.6% of males respondents and 88.3% of female respondents disagreeing or strongly disagreeing. Respondents in both age groups (87.0% of those 45 and under, 91.7% of those 46 and over) disagreed or strongly disagreed. Respondents with university degrees were the most likely to disagree or strongly disagree (90.7%), followed by those with secretarial, technical or vocational school or community college diplomas (88.8%), and finally by those with Grade 12 or less (86.7%). AESES respondents were much more likely to disagree or strongly disagree (93.7%) than those in all other employee groups combined (79.0%).

I am concerned about my physical safety on campus. Most respondents disagreed or strongly disagreed, and the disagreement was more marked with women respondents (75.1%) than with men respondents (69.0%). Both younger (72.6%) and older (74.1%) respondents disagreed with it. Respondents with secretarial, technical or vocational school or community college diplomas were somewhat less inclined to disagree or strongly disagree (65.2%) than were those with Grade 12 or less (73.6%) or university degrees (81.6%). AESES respondents were more likely to disagree or strongly disagree (76.3%) than those in all other employee groups combined (65.5%).

People at work often make comments about how I look. Most respondents disagreed or strongly disagreed with this statement. However, women and men responded differently. Proportionally more male respondents (94.1%) than female respondents (78.4%) disagreed or strongly disagreed, with 21.6% of female respondents either strongly agreeing or agreeing. Between 82% and 85% of both age groups disagreed or strongly disagreed. Respondents with Grade 12 or less were less likely to disagree or strongly disagree (76.8%) than were those with other levels of educational attainment (about 86% each). AESES respondents were more likely to disagree or strongly disagree (85.6%) than those in all other employee groups combined (79.0%)

I am afraid to speak up for fear of losing my job. The majority of respondents of both sexes (73.5% of males and 74.3% of females) disagreed or strongly disagreed with this statement. Similarly, the majority of respondents in both age groups disagreed or strongly disagreed (72.6% of those aged 45 and under, and 76.4% of those aged 46 and over). Those with a Grade 12 or less were most likely to strongly agree or agree (33.8%), followed by respondents with secretarial, technical or vocational school or community college diplomas (23.0%), and finally those with university degrees (21.2%). AESES respondents were somewhat more likely to disagree or strongly disagree (74.7%) than those in all other employee groups combined (71.8%).

At U. of M., I do the work but someone else gets the credit. Over 65% of respondents of both sexes (65.3% of females, 65.9% of males) disagreed or strongly disagreed with this statement. Between 64% and 68% of respondents in both age groups (64.1% of those aged 45 and under, 67.6 of those aged 46 and over) disagreed or strongly disagreed. University graduates were the most likely to disagree or

strongly disagree (68.2%), followed by those with secretarial, technical or vocational school or community college diplomas (67.4%), and those with Grade 12 or less (61.3%). Between 63% and 66% of respondents in all employee groups disagreed or strongly disagreed.

I often think about quitting. The majority of respondents (63.5% of men and 66.9% of women) disagreed or strongly disagreed. A similar percentage in both age groups disagreed or strongly disagreed. Respondents with university degrees were more likely to strongly agree or agree (44.7%) than were those with Grade 12 or less (32.8%) or those with secretarial, technical or vocational school or community college diplomas (26.8%). Between 33% and 35% of respondents in all employee groups strongly agreed or agreed.

Decisions about reclassifications are made fairly. A fairly large number (36 or 13.4%) did not answer this item. However, of those who answered, approximately three-quarters (75.0% of women and 72.7% of men) disagreed or strongly disagreed. Those in the younger age group were more likely to disagree or strongly disagree (78.8%) than those in the older age group (67.0%). Between 73% and 78% of respondents in all three levels of educational attainment disagreed or strongly disagreed. AESES respondents were more likely to disagree or strongly disagree (78.3%) compared to those in all other employee groups combined (64.4%).

Other support staff treat me with respect. About 93% of respondents of both sexes (93.1% of males and 93.2% of females) strongly agreed or agreed with the statement. About 95% of those in the older age group (95.3%) strongly agreed or agreed, compared to 91.6% of the younger age group. Respondents with Grade 12 or less were less likely to strongly agree or agree (89.2%) than were those with university degrees (94.1%) or those with secretarial, technical or vocational school or

community college diplomas (95.5%). Well over 90% of respondents in all employee groups strongly agreed or agreed.

I often worry about being laid off. Just over half of respondents (51.7% of males, 53.1% of females) indicated that they agreed or strongly agreed with the statement. Of those 45 and under, 55.5% strongly agreed or agreed, but 52.8% of those 46 and over disagreed or strongly disagreed. Those with Grade 12 or less were the most likely to strongly agree or agree (58.4%), followed by those with secretarial, technical or vocational school or community college diplomas (53.3%), and finally university graduates (48.2%). AESES respondents were less worried about being laid off (49.4%) compared to those in all other employee groups combined (58.8%).

At U. of M., I have felt discriminated against because of sex. While a majority of respondents (75.0% of females and 89.0% of males) disagreed or strongly disagreed with the statement, more than twice the percentage of female respondents (25.0%) as male respondents (11.0%) strongly agreed or agreed. About 80% of respondents in both age groups (79.0% of those 45 and under, and 80.6% of those 46 and over) disagreed or strongly disagreed. However, 30.6% of university graduates strongly agreed or agreed, followed by those with secretarial, technical or vocational school or community college diplomas (18.8%), and finally those with Grade 12 or less (5.8%). AESES respondents were more likely to disagree or strongly disagree (81.4%) than those in all other employee groups combined (76.0%).

At U. of M., I have felt discriminated against because of race. Very few respondents of either sex (3.7% of men and 4.8% of women) strongly agreed or agreed with this item. As well, only 5.5% of the younger age group and 2.0% of the older age group agreed or strongly agreed. Of those who strongly agreed or agreed,

university graduates had the largest percentage (7.2%), followed by those with Grade 12 or less (5.8%), and those with secretarial, technical or vocational school or community college diplomas (1.2%). Very few respondents (less than 5%) from AESES or all other employee groups combined strongly agreed or agreed.

At U. of M., I have felt discriminated against because of sexual orientation.

Very few respondents strongly agreed or agreed with this statement (1.2% of females and 3.7% of males). Of those 45 and under, 3.5% strongly agreed or agreed, and there was no-one in the older age group who strongly agreed or agreed. Very few of any level of educational attainment strongly agreed or agreed, but the largest percentage was amongst university graduates (4.9%). Very few from any employee group (less than 3%) agreed or strongly agreed.

At U. of M., I have felt discriminated against because of age. The majority of respondents (86.2% of women and 92.7% of men) disagreed or strongly disagreed. Of those 46 and over, 14.7% strongly agreed or agreed, compared to 9.7% of those 45 and under. Respondents with secretarial, technical or vocational school or community college diplomas were most likely to strongly agree or agree (16.5%), followed by those with university degrees (13.2%) and finally by those with Grade 12 or less (5.8%). A relatively large number of non-responses (14.0%) was received from the "all other employee groups combined" category, compared with a 4.4% non-response rate from AESES. Of those who responded, 87.2% of AESES respondents and 90.5% of respondents from all other employee groups combined disagreed or strongly disagreed.

At U. of M., I have felt discriminated against because of physical disability.

A large majority of respondents (95.2% of men and 97.6% of women) disagreed or strongly disagreed, with over half (51.8%) of men respondents strongly disagreeing.

Very few of either age group strongly agreed or agreed (1.4% 45 and under, 3.1% 46 and over). Those who strongly agreed or agreed were more likely to be university graduates (6.0%), followed by those with secretarial, technical or vocational school or community college diplomas (2.6%), and finally those with Grade 12 or less (1.5%). A higher percentage of non-response to this item came from those with secretarial, technical or vocational school or community college diplomas (12.1%) than from those with Grade 12 or less (9.3%) or university degrees (4.6%). Similarly, a larger percentage of non-responses to this item came from those in all other employee groups combined, compared to an AESES non-response rate of 7.8%. Of those in AESES, 4.8% strongly agreed or agreed, but no-one in all other employee groups combined strongly agreed or agreed.

At U. of M., I have felt discriminated against because of family responsibilities. Respondents of both sexes disagreed or strongly disagreed by a large majority (93.8% of men and 82.6% of women). However, those who strongly agreed or agreed were almost three times more likely to be women (17.4%) as men (6.3%). Those who strongly agreed or agreed were more likely to be in the younger age group (17.9% 45 and under compared to 8.1% 46 and over). Those with secretarial, technical or vocational school or community college diplomas were most likely to strongly agree or agree (21.7%), followed by those with university degrees (13.4%). Those with Grade 12 or less were the least likely to strongly agree or agree (5.9%). AESES respondents were less likely to strongly agree or agree (11.3%) than those in all other employee groups combined (19.8%).

If there is something else you would like to say, but have not been asked, please use the remaining space on this sheet to write it down. The majority of respondents of both sexes (72.7% of males and 71.3% of females) did not write in a

response to this item. However, 76 respondents (24, or 27.3% of males and 52, or 28.7% of females) did write in a response. Responses are reported in Appendix B, and are identified by respondent number.

DISCUSSION

The phrase “chilly climate”, first used by Sandler (1986), has most often been applied to differential treatment of women in academe. It consists of micro-inequities in which individuals are treated differentially because of unchangeable characteristics like sex, age or race. Most of the literature reviewed concentrated on women academics or administrators. Very few authors have written about support staff in universities. One Canadian author (Looker, 1993) noted that non-academic staff are disadvantaged, or marginalized, relative to academic staff, and moreover within each category women are disadvantaged relative to men.

The findings of the demographic analysis and questionnaire can be grouped into the following categories: (1) indicative of a chilly climate based on sex, age, race, sexual orientation or physical ability; (2) indicative of no problem; (3) results that are inconclusive; and (4) outside the scope of the thesis. This study found that: women are clustered in certain fields and men in others; women are concentrated in lower status, lower-paying jobs with lower classifications; women have less seniority in their departments; women have less seniority in the University as a whole; female and younger support staff perceive that they have disproportionately heavy workloads within their departments; women find it more difficult to get ahead than men; younger support staff do not think the University is committed to equity; female and younger support staff don't feel a part of the University community; women support staff endure comments about how they look; women support staff encounter sex discrimination; affected support staff experience discrimination based on race, physical disability or sexual orientation; female and older support staff experience discrimination based on age; and female and younger support staff

experience discrimination based on family responsibilities. These findings indicate a chilly climate based on sex, age, race, sexual orientation or physical disability among support staff.

The following factors, although experienced by support staff as a whole, are experienced differentially based on sex, age, race, sexual orientation, or physical disability and are also part of the chilly climate: support staff, especially those who are younger, feel the administrators do a poor job of communicating with them; support staff, especially females, don't think their opinions are taken seriously by their superiors; and support staff, especially females, want more say in U. of M. as a whole.

The findings show that support staff feel other support staff treat them with respect. The data also show that, while approximately a third of respondents indicate they often think about quitting, there is very little difference in how male or female, and older or younger, respondents answered. These are, therefore, indicative of no problem.

The following items yielded inconclusive results: My workload is fair to other support staff at U. of M. as a whole; The U. of M. is committed to achieving a workplace in which all have equal opportunity; and I am concerned about my physical safety on campus. In addition, the climate is often perceived differently by those with different levels of educational attainment and by those in different employee groups. Further detail is provided in the analysis section below.

Follow-up analysis of the data collected from support staff indicated that support staff feel that academics tend to look down on them; support staff feel that academics are treated better than they are; support staff feel they are the first ones to be laid off; support staff do not receive praise; support staff want more say in their

departments; support staff are afraid to speak up for fear of losing their jobs; support staff feel they do the work but someone else gets the credit; support staff perceive the reclassification system as unfair; and support staff are worried about being laid off. For more information on the above follow-up analysis, see Appendix A.

Limitations

The overall response rate was 51.9%, which is considered adequate (Babbie, 1973, 1979; Backstrom & Hursh-César, 1981; Draves, 1988). However, the response rates for women and men were different. While the response rate for women was 61.6%, the response rate for men was 39.3%. The weaker response rate for men reduces the confidence with which one may draw conclusions about males; therefore, further research is recommended.

One possible explanation for the low response rate is that the sample was selected based on October 1, 1995 data; however, the mail-out did not take place until early January, 1996. Therefore, it is possible that some employees could have begun leaves or could have left their positions.

Another possible explanation is that the campus address used was the departmental address. This may have, in some cases, not been specific enough to ensure delivery to the addressee. For example, staff members in Physical Plant, a particularly large, male-dominated department, do not necessarily work in one specific location on campus all the time. They do not work out of an office. Their mail is sent to their department, but they may not have been there to receive it. Looker (1993) received a similar return rate (53%) on questionnaires she sent to non-academic staff, with a particularly low response rate for employees working in the physical plant. It could be that support staff in blue-collar or manual occupations

are not as comfortable completing surveys (or handling paper work in general) as those in other occupations.

It is also possible that some individuals did not respond for fear that they could be identified, or for fear that the researcher would use their responses for a purpose other than the one stated. Perhaps male support staff regarded the content of the questionnaire as more applicable to women.

Support staff at the University of Manitoba are a diverse group of employees performing a wide variety of jobs ranging from director of a department, to skilled clerical worker, to manual labourer. Respondents may have interpreted questionnaire items differently.

The literature on support staff in universities is extremely sparse. The "chilly climate" factors, derived from the literature on academic and administrative women, were used and, where necessary, made appropriate to support staff. No comparative data exist to determine whether these factors accurately measure the climate as experienced by support staff.

Members of the academic staff were not surveyed. It is, therefore, not known how they would have responded to the survey. Statements made about the campus climate for support staff may also apply to academic staff.

Despite these limitations, the study provides valuable information in an area that has been hitherto unexplored. It should, therefore, be regarded as an attempt to "chart the landscape".

Analysis

The results of the demographic analysis and of the questionnaire will be analyzed individually. Where appropriate, the analysis will be elucidated by comments made by respondents in the write-in section, "If there is something else you would like to say, but have not been asked, please use the remaining space on this sheet to write it down".

A number of authors have referred to women being clustered in certain fields (Simeone, 1987; Guppy, 1986) or in lower-status, less well paid positions with lower rank (Sandler, 1986; Simeone, 1987; Vickers & Adam, 1977; Dagg & Thompson, 1988; Gordon, 1991). Certainly these chilly climate factors exist amongst the support staff at the University of Manitoba. Child Care Workers, Interior Designers, Pharmacists and Nurses were all women, while Agricultural Attendants, Trades Foremen, Trades, Power Engineers, Professional Engineers and Physical Therapists were all men. Women comprised 92.9% of AESES clerical positions. In many job families, women predominated in the lower classifications while men predominated in the more lucrative upper levels. Looker (1990) observed a hierarchy of positions among non-academic staff at Acadia University, with women at the bottom and men at the top. The present research indicated a similar trend.

Some authors (e.g., Sandler, 1986; Simeone, 1987) wrote that women in academe are regarded as less committed and less dedicated than men. Similarly, support staff have been regarded by others as not committed to the University or its mission. Rather than ask support staff if other people regard them as less committed, the two questions, "How many years have you worked in your present department at U. of M.?" and "How many years have you worked at U. of M. in

total?", were asked. Nearly 30% fewer females reported spending 14 or more years working at the University, compared to males. Rather than stemming from a lack of dedication or commitment, this finding may instead be evidence that female support staff have a pattern of work that is different from that of male support staff. For example, many women delay entering the work force in order to raise families, resulting in fewer years of seniority. Seniority is generally accompanied by advantages. Since men have more seniority, men are bestowed with more advantages that women without seniority lack.

Men indicated they have more seniority with the University, and men were more than twice as likely as women (42.5% of males, 19.9% of females) to report spending 14 or more years working in the same department. One reason for this may be that women are concentrated in clerical positions and frequently elect to transfer in order to obtain a higher paying position. Again, rather than stemming from a lack of commitment or dedication, perhaps it is further evidence that the work patterns of female support staff are different from men's. For example, when taking a maternity leave, a woman is assured that she will be placed in a similar position upon her return to work. She is not guaranteed a position within the same department. Since employment systems are based on criteria designed for men but applied to women as well, women support staff experience a chilly climate.

The two items, "My workload is fair compared to other support staff in my department" and "My workload is fair compared to other support staff at U. of M. as a whole" were intended to determine if female support staff felt they had disproportionately heavy workloads, which had been identified by Sandler (1986) as a component of the chilly climate for women in academe. Almost a third of support staff do not feel departmental workloads are fairly distributed. Female, younger

and less well-educated support staff reported a disproportionately heavy workload within their departments. Females were 60% more likely than males to think their workloads were unfair, and those aged 45 and under were 53% more likely than those 46 and over to think their workloads were unfair.

Regarding the workload at U. of M. as a whole, a smaller majority agreed that it was fair. Although nearly two-thirds of men agreed, only about half of women agreed. However, 12.3% of respondents did not answer the item, making the results inconclusive.

Theodore (1986) and Looker (1990) wrote about the differential treatment of women in promotion. Shaughnessy (1991) and Stokes (1984) observed that organizational and systemic barriers impede women's advancement. Clearly, academic and administrative women in universities find it difficult to get ahead in their institutions. The item, "At U. of M., it is just as easy for a support staff woman to get ahead as a support staff man", represents an attempt to see if support staff perceive this to be true for support staff women at this institution. While three-quarters of male respondents thought it was just as easy for a woman to get ahead as a man, only about half of the women polled thought so. Obviously, there is a profound difference in the way female and male support staff view this factor. Women don't think it is just as easy for them to get ahead, but men do. In addition, agreement seems to depend on the respondent's level of educational attainment. Those with university level education were least likely to agree and those with Grade 12 or less were most likely to agree. One interpretation of this finding might be that those competing for higher-level jobs requiring more education encounter what they perceive as sex-based discrimination. Another interpretation might be that those with Grade 12 or less ascribe the reasons for advancement as more closely

related to level of educational attainment than to sex. In any case, women support staff find it more difficult to get ahead, which in itself constitutes a chilly climate for them. It is compounded by the fact that men support staff think it is just as easy for women to get ahead as men. The 16% non-response rate amongst respondents 46 and over is puzzling and warrants more thorough investigation in future studies.

Gaskell et al. (1989) commented on the Federal Contractors' Program in Canadian universities and cautioned that its effectiveness was as yet unknown. The University of Manitoba participates in the Federal Contractors' Program and, at least on paper, is committed to achieving a workplace in which all have equal opportunity (Employment Equity Program, 1993). Respondents were asked to indicate the degree to which they agreed or disagreed that the U. of M. was so committed. A large number of male respondents (13.5%) did not answer the item, possibly because they felt they did not have enough experience with equity issues or felt the item did not pertain to them. Of those who answered, 52.6% of male respondents agreed, but less than half (48.0%) of women respondents agreed. The large number of male non-responses make the results inconclusive with regard to sex differences. However, younger respondents were 20% less likely to agree than older respondents. Perhaps younger employees have higher expectations of the University in this regard, because they were exposed to the ideas of the women's movement at a younger age. Overall, responses to this item point to a cynicism amongst support staff about the Employment Equity program at the University of Manitoba, which would seem justified in light of the other findings in this study.

Reisser & Zurfluh (1989), writing about women administrators in higher education, remarked that they had problems stemming from the way decisions were made and communicated. In order to determine whether support staff at the

University of Manitoba had similar problems, the item, "U. of M. administrators do a good job of communicating with all support staff" was devised. There was no difference in the way males and females responded to this item. Over three-quarters of respondents of both sexes disagreed with this statement. Younger respondents and those with Grade 12 or less were most likely to disagree. The poor communications climate that support staff experience is related to their exclusions from committees and other bodies where much communication takes place between administrators and faculty. It is a chilly climate factor for younger support staff.

Women in academe often do not perceive themselves to be a real part of their institutions, and they feel like "outsiders" (Sandler, 1986; Aisenberg & Harrington, 1988). To test whether or not support staff feel the same way, the statement, "I don't feel a part of the University community" was included. Women were about a third more likely than men to not feel a part of the University community, thus supporting data collected on women in academic positions. However, it is surprising that many respondents reported feeling a part of the University community, since support staff have no voting representative on the Board of Governors, no voice whatsoever on Senate, and are often excluded from other important bodies. Perhaps support staff perceive themselves as a part of the University community because of the nature of the work itself. As one respondent stated, "I believe support staff should be seen as an important part of U. of M. as support staff are usually on the front lines and deal directly with students and staff". The fact that 75.0% of the respondents who strongly agreed that they did not feel a part of the University community were aged 45 and under indicates that younger employees feel less a part of the University community than older employees, perhaps because they have spent less time working at the University.

Sandler (1986) and Stokes (1984) wrote that one aspect of the chilly climate for women in academe was that their opinions were discounted or ignored. This chilly climate factor was modified slightly to apply more fittingly to the support staff situation. Respondents were asked to respond to the item, "My opinion is not taken seriously by my superiors". The majority of respondents disagreed with this statement, but men were over 25% more likely than women to think their opinions are taken seriously. This difference in response indicates that not having their opinions taken seriously is part of the chilly climate for women support staff. Perhaps support staff endure the same "micro-inequities" described by Sandler.

Vickers and Adam (1977) remarked that, with very few exceptions, women were absent from the positions and bodies with influence and power within universities (p. 99), so it was little wonder that their concerns were largely ignored (pp. 109-110). Support staff are often excluded from committees and meetings where important decisions are made. The two items, "Support staff should have more of a say in how things are run in their own departments" and "Support staff should have more of a say in how things are run in U. of M. as a whole", were included. Over 94% of respondents of both sexes agreed that support staff should have more of a say at the departmental level. Likewise, almost all support staff agree that they should have more say in how things are run at U. of M. as a whole, but almost twice as many of those who do not want more say are men compared to women, making the lack of say in how things are run in U. of M. as a whole part of the chilly climate for female support staff. One possible explanation for this difference could be that some male respondents feel they already have enough influence on how things are run. Another possible explanation might be that women in female-dominated positions, which are more likely to be in the clerical or

administrative areas, are more knowledgeable about how decisions are made at the University and therefore feel more entitled to be part of the process. It has previously been noted that a much higher percentage of those who work primarily with administrators are women (80%) compared to men (20%). Those with higher levels of educational attainment and those in AESES positions were more in favour of the statement.

Gordon (1991) identified personal safety on campus as an area of concern for women in academe. The item, "I am concerned about my physical safety on campus", was included to see if safety is an area of concern for support staff. The majority of respondents disagreed with the item. A significantly larger proportion of women respondents disagreed (75.1%) compared to men (69.0%). One possible explanation for this might be that academic women may be more likely than support staff women to work on campus after dark, because many classes are taught at night. The responses did not vary significantly between the two age groups, but they did vary by level of educational attainment. Those with university degrees were more likely to disagree (81.6%) than were those with Grade 12 or less (73.6%) or those with secretarial, technical or vocational school or community college diplomas (65.2%). In addition, AESES respondents were more likely to disagree (76.3%) than those in all other employee groups combined (65.5%). This variation was, at first glance, surprising and rather puzzling. However, a closer examination of the data revealed that "physical safety" may have had an unintended meaning for some respondents. It was intended to be interpreted in the context of personal safety (e.g., whether respondents were afraid of being attacked or raped); however, it appears likely that some respondents who strongly agreed or agreed with the item may have interpreted "physical safety" in the context of occupational health and

safety, since 59.3% of the males who strongly agreed or agreed worked in jobs that could be considered dangerous (e.g., constables, power engineers, electricians, etc.). The results of this item are, therefore, inconclusive. Future researchers are advised to use more explicit wording.

A number of authors (Theodore, 1986; Simeone, 1987; Chamberlain, 1988; O'Leary & Mitchell, 1990; Stokes, 1984), writing about women in academe, referred to the subtle manifestations of sexism in the workplace. These can take the form of comments, made by co-workers or superiors, which concentrate on a woman's appearance rather than on her work. The item, "People at work often make comments about how I look", was intended to test if support staff, particularly women, encountered this subtle form of sexism. Most respondents disagreed, but only 6.1% of men indicated they received comments about their looks, compared to 21.6% of women. Women are 3 ½ times more likely than men to receive comments about their appearance. This suggests that support staff women do endure this subtle form of sexism and that it is part of a chilly climate for female support staff.

Many women administrators have considered resigning, according to Reisser and Zurfluh (1989). However, there was very little difference in the way male or female and younger or older support staff responded to the item, "I often think about quitting". The majority of respondents (63.5% of men and 66.9% of women) disagreed with the item. Therefore, this does not appear to be a chilly climate factor for support staff at the University of Manitoba.

Respondents were asked to respond to the item, "At U. of M., I have felt discriminated against because of sex". One in four women support staff surveyed feels discriminated against because of her sex, compared to only one in ten men. Clearly, women encounter much more sex discrimination than men do.

Nevertheless, some men think women have an advantage. One male respondent wrote, "In my department, women appear to be treated preferentially, causing somewhat of a chilly climate for men." University graduates were more likely to agree (30.6%) than those with secretarial, technical or vocational school or community college diplomas (18.8%) or those with Grade 12 or less (5.8%). As in a previous item, one possible explanation for this might be that those with lower levels of educational attainment may ascribe the reasons for their being discriminated against as more closely linked to their lack of education than to sex. It could also be that university graduates have been better educated about sex discrimination and are more aware of it when it occurs. In any case, this item constitutes a chilly climate factor for women support staff at the University of Manitoba.

Less than 5% of respondents agreed with similar items on race discrimination and discrimination on the basis of physical ability, and less than 4% agreed with a similar item on discrimination on the basis of sexual orientation. These results should not be interpreted as meaning that such discrimination is not a problem, however. Since the Employee Records Data Base does not include information on the race, physical ability and sexual orientation of employees, it is not possible to determine how many individuals in the sample might be subject to such discrimination. It could well be that all respondents with, for example, a physical disability agreed with the item. Nevertheless, that any discrimination whatsoever should exist at the University of Manitoba is unacceptable, and constitutes a chilly climate factor for affected individuals.

Proportionately more men (92.7%) than women (86.2%) disagreed with the statement, "I have felt discriminated against because of age". Nearly 15% of those

46 and over agreed, compared to less than 10% of those 45 and under. Discrimination on the basis of age is therefore a chilly climate factor for those 46 and over, especially women.

Those respondents who had experienced discrimination based on family responsibilities were almost three times more likely to be women than men. They were more likely to be in the younger age group and to be in non-AESES positions. This type of discrimination, when it occurs, can apparently be job-threatening, as one respondent relates:

There must be a better support system for working mothers and/or single mothers when they do not have outside support. My job was threatened because I had a sick child and was told I couldn't go pick him up ... More flex time is needed to allow for family emergencies.

Clearly, this constitutes a chilly climate factor for women, especially younger women.

Summary and Conclusion

Support staff at the University of Manitoba experience a chilly campus climate based on sex, race, sexual orientation or physical ability. It consists of the following factors:

- women are clustered in certain fields and men in others;
- women are concentrated in lower status, lower classified, lower-paying jobs;

- women have less seniority in their departments;
- women have less seniority in the University;
- female and younger support staff perceive disproportionately heavy workloads;
- women find it more difficult to get ahead than men do;
- younger support staff don't think U. of M. is committed to employment equity;
- female and younger support staff do not feel a part of the University community;
- women support staff endure comments about how they look;
- women support staff encounter sex discrimination;
- affected support staff experience discrimination because of their race, physical disability or sexual orientation;
- female and older support staff experience age discrimination; and
- female and younger support staff experience discrimination based on family responsibilities;
- support staff, especially females, feel that academics look down on them;
- support staff, especially young ones, feel the administration does a poor job of communicating with them;
- support staff, especially females, don't think their opinions are taken seriously by their superiors;
- support staff, especially females, want more say in U. of M. as a whole.

Support staff feel that other support staff members treat them with respect; therefore, this is not a problem area. Similarly, thinking about quitting does not constitute a part of the chilly climate. A number of items had inconclusive results

and warrant further investigation by future researchers. The campus climate for support staff is perceived differently by those with different levels of educational attainment and in different employee groups.

RECOMMENDATIONS

In order to redress the chilly climate of sex, age, and other discrimination among support staff, it is recommended that:

The University of Manitoba administration

1. Reinstatement of the full-time, permanent positions of Human Rights Officer and Sexual Harassment Investigation Officer. This would assist employees who have experienced discrimination and sexual harassment, and prevent incidents from occurring.
2. Implement measures to ensure compliance with the Federal Contractors' Program and widely distribute compliance reports. This will improve the female/male balance and increase public accountability.

The University of Manitoba Department of Human Resources, in conjunction with academic and support staff employee groups

1. Educate the University community on the chilly climate and other equity issues.
2. Review classifications for job segregation based on sex, and initiate special measures to achieve a more equitable female/male balance.
3. Examine job postings and job descriptions to eliminate content that may be sexist or which would discourage members of any particular group from applying for vacancies.

The University of Manitoba Department of Human Resources, in conjunction with Information Services and Technology

- 1. Improve the Employee Records Data Base to provide the ability to track the career progress of women and other designated groups.**
- 2. Include data on the designated group status of all employees on the Employee Records data base. This will assist those carrying out future research.**

The foregoing recommendations are based on the results of this study and, if implemented, will go a long way towards warming the chilly climate for support staff at the University of Manitoba. It is also recommended that further research on the chilly climate for support staff be conducted, both at the University of Manitoba and elsewhere. Efforts should be made to obtain a larger response rate amongst males, and to use explicit, unambiguous wording.

REFERENCES

- Aisenberg, N. & Harrington, M. (1988). Women of academe: Outsiders in the sacred grove. Amherst: University of Massachusetts Press.
- Allen, G. (1974). The graduate students' guide to theses and dissertations: A practical manual for writing and research. San Francisco: Jossey-Bass.
- Backhouse, C. (1988). Women faculty at UWO: Reflections on the employment equity award. University of Western Ontario, unpublished.
- Babbie, E. (1973). Survey research methods. Belmont, CA: Wadsworth.
- Babbie, E. (1979). The practice of social research, second edition. Belmont, CA: Wadsworth.
- Backstrom, C. and Hursh-César, G. (1981). Survey research, second edition. New York: Macmillan.
- Baird, L. (1988). The college environment revisited: A review of research and theory. In J. Smart (Ed.), Higher education: Theory and Research, Volume IV. New York: Agathon Press, pp. 1-52.
- Baird, L. (1990). Campus climate: Using surveys for policy-making and understanding. In W. Tierney (Ed.), Assessing academic climates and cultures. San Francisco: Jossey-Bass, pp. 35-46.
- Borg, W., Gall, J. & Gall, M. (1993). Applying educational research: A practical guide. New York: Longman.
- Cameron, D. (1991). More than an academic question: Universities, government, and public policy in Canada. Halifax: Institute for Research on Public Policy.
- Caplan, P. (1993). Lifting a ton of feathers: A woman's guide to surviving in the academic world. Toronto: University of Toronto Press.
- Chamberlain, M. (1988). Women in academe: Progress and prospects. New York: Russell Sage Foundation.
- Collective agreement between the University of Manitoba and the Association of Employees Supporting Education Services, September 7, 1992 to October 1, 1995 (1993). Winnipeg: University of Manitoba.
- Collective agreement between the University of Manitoba and the National Automobile, Aerospace, Transportation, and General Workers Union of Canada (CAW-Canada) and its Local 3007, September 19, 1994 to September 29, 1996 (1995). Winnipeg: University of Manitoba.

Collective agreement between the University of Manitoba and the University of Manitoba Faculty Association, April 1, 1990 to March 31, 1993 (1991).
Winnipeg: University of Manitoba.

Collective agreement between the University of Manitoba and the University of Manitoba Police Association, September 7, 1992 to September 19, 1994 (1993). Winnipeg: University of Manitoba.

Collective agreement between the University of Manitoba (The Faculty of Engineering) and the Canadian Union of Public Employees, September 19, 1994 to September 30, 1997 (1995). Winnipeg: University of Manitoba.

Dagg, A. & Thompson, P. (1988). MisEducation: Women and Canadian universities. Toronto: OISE Press.

Draves, W. (1988). High response surveys. Manhattan, KS: Learning Resources Network.

Employment Equity Program (1993). Compliance review report: Federal Contractors' Program. Winnipeg: University of Manitoba.

Gaskell, J., McLaren, A. & Novogrodsky, M. (1989). Claiming an education: Feminism and Canadian schools. Toronto: Garamond Press.

Gordon, J. (1991). Focusing on equity concerns: Identifying the issues. Paper presented at the June, 1991, meeting of the Canadian Society of Higher Education, Kingston.

Gordon, J. (1994). Present, but not necessarily counted. University Affairs, January, 1994, pp. 18-19.

Guppy, N., Balson, D. & Vellutini, S. (1986). Women and higher education in Canadian society. In J. Gaskell & A. McLaren, Women and education: a Canadian perspective. Calgary: Detsilig, pp. 171-192.

Human Resources (1994). Management Staff Grades and Salary Scales, October 1, 1994. Winnipeg: University of Manitoba.

Human Resources (1994). Professional & Confidential Support Staff Grades and Salary Ranges, October 1, 1994. Winnipeg: University of Manitoba.

IS book, eighteenth edition (1992). Winnipeg: University of Manitoba, Office of Institutional Analysis.

IS book, twenty-second edition (1996). Winnipeg: University of Manitoba, Office of Institutional Analysis.

Interim executive brief to the University Education Review Commission (1992). Winnipeg: University of Manitoba.

- Johnsrud, L. (1990). Mentor relationships: Those that help and those that hinder. In K. Moore & S. Twombly (Eds.), Administrative careers and the marketplace. San Francisco: Jossey-Bass, pp. 57-66.
- Johnsrud, L. (1991). Administrative promotion: The power of gender. Journal of Higher Education, 62(2), pp. 119-149.
- Kaplan, S. and Helly, D. (1984). An agenda for senior women administrators. In A. Tinsley, C. Secor & S. Kaplan (Eds.), Women in higher education administration. San Francisco: Jossey-Bass, pp. 67-75.
- Looker, E.D. (1990). The marginal majority: A report to the president on the status of women at Acadia. Wolfville: Acadia University.
- Looker, E.D. (1993). Gender issues in university: The university as employer of academic and nonacademic women and men. Canadian Journal of Higher Education, 23(2), pp. 19-43.
- Moore, K. (1984). Careers in college and university administration: How are women affected? In A. Tinsley, C. Secor, & S. Kaplan (Eds.), Women in higher education administration. San Francisco: Jossey-Bass, pp. 5-16.
- O'Leary, V. & Mitchell, J. (1990). Women connecting with women: Networks and mentors in the United States. In S. Lie & V. O'Leary (Eds.), Storming the tower: women in the academic world. New York: G.P. Publishing, pp. 58-73.
- Peterson, M. & Spencer, M. (1990). Understanding academic culture and climate. In W. Tierney (Ed.), Assessing academic climates and cultures. San Francisco: Jossey-Bass, pp. 3-18.
- Peterson, M. & Spencer, M. (1991). Understanding academic culture and climate. In M. Peterson, E. Chaffee & T. White(Eds.), Organization and governance in higher education: An ASHE reader, fourth edition. Needham Heights, MA: Ginn Press, pp. 140-152.
- Policy and Procedures Manual (1993). Winnipeg: University of Manitoba.
- Reisser, L. & Zurfluh, L. (1989). Female administrators in higher education: Problems and proposals. In R. Bruno-Jofre (Ed.), Women in higher education: A cross-cultural approach, Western Washington University.
- Sagaria, M. (1988). Administrative mobility and gender: Patterns and processes in higher education. Journal of Higher Education, 59(3), pp. 305-326.
- Sagaria, M. & Johnsrud, L. (1992). Administrative promotion: The structuring of opportunity within a university. Review of Higher Education, 15(2), pp. 191-211.

- Sandler, B. (1986). The campus climate revisited: Chilly for women faculty, administrators, and graduate students. Washington, D.C.: Association of American Colleges, Project on the Status and Education of Women.
- Shaughnessy, H. (1991). Employment equity for women at McGill. Montreal, McGill University.
- Simeone, A. (1987). Academic women: Working towards equality. South Hadley, MA: Bergin & Garvey.
- Slavin, R. (1984). Research methods in education: A practical guide. Englewood Cliffs: Prentice-Hall.
- Smith, S. (1991). Commission of inquiry on Canadian university education. Ottawa: Association of Universities and Colleges of Canada.
- Speizer, J. (1984). The administrative skills program: What have we learned? In A. Tinsley, C. Secor & S. Kaplan (Eds.), Women in higher education administration. San Francisco: Jossey-Bass, pp. 35-46.
- Stokes, M. (1984). Organizational barriers to women and their impact on women in higher education. (Report No. HE-018-644). Washington, D.C.: National Association for Women Deans, Administrators and Counsellors. ERIC Document Reproduction Service No. ED-264-747.
- Theodore, A. (1986). The campus troublemakers: Academic women in protest. Houston: Cap and Gown Press.
- Vickers, J. & Adams, J. (1977). But can you type? Canadian universities and the status of women. Ottawa: Clarke, Irwin.
- Weisberg, H. & Bowen, B. (1977). An introduction to survey research and analysis. San Francisco: W.H. Freeman.

APPENDIX A

APPENDIX A

A Discussion on the Marginalization of Support Staff

An awareness of the differential way that women and men are treated leads to an appreciation of the larger way in which whole groups of workers may be marginalized. Although outside the scope of the thesis, the questionnaire included supplementary items related to the marginalization of support staff in the broader University community. Responses to all items have previously been reported in the "Results" section.

The literature on support staff in universities is extremely sparse. One author (Looker, 1993) studied both academic and support staff in a Canadian university and noted that academic staff are advantaged relative to support staff. However, the present study surveyed only support staff. It should be noted that, rather than being based on research findings, or on the literature reviewed, the items pertaining to the marginalization of University of Manitoba support staff were based on the researcher's own experience as a member of the University community, as well as on conversations with support staff, their leaders and others.

As previously noted in the discussion section, the results of the study indicate that support staff at the University of Manitoba experience a chilly climate. They also show that: support staff feel that academics tend to look down on them; support staff feel that academics are treated better than they are; support staff feel that they are the first ones to be laid off; support staff do not receive praise; support staff want more say in their departments; support staff are afraid to speak up for fear of losing their jobs; support staff feel that they do the work but someone else gets the credit; support staff perceive the reclassification system as unfair; and support staff are worried

about being laid off. These findings indicate a marginalization of support staff within the University community.

Furthermore, the following are indicative of both a chilly climate for, and marginalization of, support staff: support staff, especially those who are younger, feel that administrators do a poor job of communicating with them; support staff, especially females, don't think their opinions are taken seriously by their superiors; and support staff, especially females, want more say in U. of M. as a whole.

It was hoped that the question, "Who do you deal with on work related matters?", would permit a differentiation in responses based on the campus constituency group consulted. It had been postulated that perhaps the campus climate was perceived differently by support staff who dealt with, for example, academic staff rather than other support staff. However, most respondents indicated that they worked with a number of different campus constituency groups, making such a differentiation unfeasible.

Since this study is an attempt to "chart the landscape" of a hitherto unexplored area, it was important that respondents be given the opportunity to write in responses rather than relying totally on someone else's preconceived notions of what their climate is like. Respondents were offered the opportunity to write in anything they wished to say but had not been asked. Their comments are reported in Appendix B, and will be used to clarify questionnaire responses throughout this section. Respondents were also asked to list the things they liked and the things they disliked about working at the U. of M. The most popular "like", cited by both male and female respondents, was their work and working conditions. Support staff enjoy what they do and find the University a good place to work. As one respondent stated, "With all its faults, the University is still a lot

better place to work than many..." Consistent with this was another popular "like", the academic environment, which was cited by respondents of both sexes. These responses indicate a high degree of commitment to the University. If, in fact, support staff are regarded as uncommitted and undedicated, they should not be.

The most frequently cited "dislike" was the leadership, particularly amongst male respondents. Remarks ranged from "It appears that higher management has little knowledge of all the workings of the total University component", to "The way administrators are negotiating with every union is reprehensible". One possible reason why women are less critical of the leadership than men are, is that women in clerical or administrative positions are more likely to work directly with decision-makers and thus understand the decision-making process better than men do, and identify more closely with decision-makers. Since a much higher percentage of those who work primarily with administrators are women (80%) than men (20.0%), this seems to be a likely explanation. Respondents of both sexes cited budget troubles as a "dislike". One respondent observed, "I... find that on average I put in at least an extra 30 minutes or more a day just trying to keep up due to reductions in staff". Another lamented, "I have seen a lot of changes over the years but the worst has been the cutbacks and blaming us for the high cost". Another common "dislike" was a perceived lack of appreciation. One respondent commented, "Too many people work overtime without any compensation and are always expected to do more".

About 65% of male respondents and 70% of female respondents agreed with the item, "Academic staff tend to look down on support staff". Feeling looked down upon by academics is one indication of the marginalization of support staff within the campus community. The lower the level of educational attainment of the

respondents, the higher the percentage agreed. This may mean that the perception of being looked down upon is rooted, at least in part, in support staff's lower level of educational attainment. However, given that non-AESES respondents were more likely to agree than AESES respondents, it could also be partly related to employee group.

Similarly, respondents aged 45 and under were more likely than those 46 and over to disagree with the item, "U. of M. administrators do a good job of communicating with all support staff", making this a chilly climate factor for those in the younger age group. However, over three-quarters of respondents of both sexes disagreed, especially those with Grade 12 or less. As noted earlier, the poor communications climate that support staff experience is related to their exclusion from meetings, committees and other bodies where much communication takes place between administrators and faculty. It is also part of the marginalization of support staff.

The University of Manitoba, like other universities, is a workplace where one group of employees is more highly paid, has much more influence and has access to advantages such as paid study leaves, academic freedom and job security, to which another group does not have access. Respondents were asked to respond to the item, "I feel that academics are treated better than I am at U. of M." Respondents of both sexes gave very solid support to this statement; 82.1% of males and 78.1% of females agreed with it. There was some variation in response based on age, level of educational attainment and employee group, but no category of respondents gave the statement less than 73% support. Feeling that academics are treated better than they are is part of the marginalization of support staff within the University community.

Not having their opinions taken seriously by their superiors was found to be part of the chilly climate for women support staff. A significant percentage of male respondents indicated their opinions, too, are not taken seriously; therefore, it also comprises a part of the marginalization of support staff as a whole. Disagreement with this item was linked to level of educational attainment, with university graduates disagreeing most and those with Grade 12 or less disagreeing least. One respondent, obviously part of the minority 30 or 40% who agreed with the item, stated "Often support staff want to contribute to their working community but aren't given any credit for their opinions no matter how valid."

Support staff are not eligible for tenure. In order to determine if support staff at the University of Manitoba feel that their jobs are less secure than other employees', respondents were asked to respond to the item, "When it comes to lay-offs, support staff are the first ones to go." Agreement was almost universal, with over 90% support from all categories of respondent. Certainly, this forms a part of the marginalization of support staff of both sexes. However, it should be noted that, at the time this survey was mailed, the University of Manitoba was in a period of severe financial restraint and had recently experienced a bitter faculty strike in which a major issue was a lay-off clause. Since faculty was not surveyed, it is not possible to determine how they feel about lay-offs. It may well be that even tenured faculty members feel their jobs are not secure.

Sandler (1986) wrote that women in academe receive less feedback than men; Chamberlain (1988) noted that women's accomplishments were often devalued; Stokes (1984) found that women do not readily receive recognition for their accomplishments. In an attempt to discover whether or not support staff experience this, the item, "At work, I receive praise for a job well done", was included. Over

70% of women and almost 66% of men indicated that they received praise. Those with Grade 12 or less were less likely to agree with the statement than those with a higher level of educational attainment, and those in non-AESES positions were less likely to agree (61%) than AESES members (72.1%). This may mean that receiving praise is more likely in some type of work than in others. Even though the majority of respondents indicated that they received praise, a significant percentage (about 30% of women and 34% of men) indicated that they did not receive praise. In contrast, academic staff are often publicly lauded for their accomplishments at events like Convocation or in publications like the "Bulletin". Lack of recognition for a job well done is another sign of the marginalization of support staff within the institution.

A previous item examined whether or not support staff felt looked down upon, or devalued by, academic staff. The item, "At U. of M., students treat me with respect", was intended to examine whether or not support staff felt devalued by students. Over 80% of respondents of both sexes indicated that students treated them with respect. However, these results are inconclusive due to a large number of non-responses by those 45 and under, and by those with secretarial, technical, or vocational school or community college diplomas. As to why so many in these categories of respondents did not answer the item is an area of interest for future research. It may be that those who did not answer did not have much contact with students.

Previously it was mentioned that support staff have no voting representation on the Board of Governors, no voice on Senate and often are excluded from other important decision-making bodies, such as decanal search committees and faculty councils. It has been postulated that perhaps support staff do not want more of a

voice in how their institution is run. The next two items, "Support staff should have more of a say in how things are run in their own departments" and "Support staff should have more of a say in how things are run in U. of M. as a whole", were designed to test that postulation. Over 94% of respondents of both sexes agreed that support staff should have more of a say at the departmental level. The least level of agreement in any category of respondent came from those with Grade 12 or less at 91.7%. Agreement with the second statement, that support staff should have more of a say in how things are run in U. of M. as a whole, was also very solid. Clearly, support staff want more of a say in the running of their departments and their institution as a whole. Their exclusion from the decision-making process is more evidence of their marginalization. Moreover, it works to the detriment of the University. One respondent stated the case clearly: "Support staff have a wide range of expertise. Administration should tap into this to make the institution run better."

Related to the issue of decision-making at the departmental or institutional level is the issue of whether or not support staff feel they are able to exercise any degree of autonomy over their own work. The item, "In my position, I make my own decisions about my work", was therefore included. The results were surprising. One might expect that those with a higher level of educational attainment would have more autonomy over their own work than those with Grade 12 or less. However, the opposite was true. Although 80.1% of female respondents and 84.6% of male respondents agreed with the statement, those with university degrees were least likely to agree (80.2%), followed by those with secretarial, technical or vocational school or community college diplomas (82.4%). Those with Grade 12 or less were most likely to agree (83.8%), and AESES respondents were

much less likely to agree (79.5%) than those in all other employee groups combined (85.2%). Responses therefore seemed to depend on level of educational attainment and employee group in an unexpected way. Perhaps respondents interpreted "make my own decisions about my work" in different ways; for example, in the case of a secretary, being able to make a decision about ones own work could be interpreted as meaning that she can decide which word processing package to use to prepare a letter, or it could be interpreted as meaning that she can decide whether a letter needs to be written at all. If a respondent interpreted the item in the first way, she might be more likely to agree. However, if she interpreted the item in the second way, she might be more likely to disagree. The results of this item are therefore inconclusive and warrant further research.

It has been suggested that perhaps support staff do not want to make decisions about their own work and that they would be content being told what to do. The item, "I'm glad to just do what I'm told and let my boss do all the worrying" was designed to test whether or not that suggestion was valid. Support staff of both sexes (90.6% of males and 88.3% of females) disagreed. In addition, there was strong disagreement from both age groups. As one might expect, those with university degrees were most likely to disagree (90.7%), and those with Grade 12 or less were least likely to disagree (83.8%). The fact that AESES respondents were much more likely to disagree (93.7%) than those in all other employee groups combined (79.0%) suggests that there may be a difference in how support staff in different types of jobs regard their responsibilities and autonomy. Perhaps leaving the decision-making up to one's superiors is appropriate in some jobs, but not in others. As in the previous item, to which this item is related, the results are inconclusive and further investigation by future researchers is warranted.

The lack of influence that support staff have in their institutions has sometimes been attributed to an alleged reluctance to voice their opinions for fear of reprisals by their superiors. Without the protection of academic freedom, this would be understandable. However, respondents were asked whether they were afraid to speak up for fear of losing their jobs. About 75% of respondents of both sexes disagreed. The disagreement was linked to level of educational attainment, with university graduates disagreeing most and those with Grade 12 or less disagreeing least. Perhaps the item was too strongly worded, and the phrase "for fear of reprisals" or "for fear of negative consequences" should be substituted by future researchers. This speculation is based on some of the comments written in by respondents, such as, "I can't specify. Too easy for reprisals against. Sorry.", and "What I have learned working here: Do your job. Keep a blind eye. Don't make waves." The fact that one in four support staff are afraid to speak up for fear of losing their jobs is appalling in an institution that is supposed to value debate and the free exchange of ideas.

Gordon (1994) wrote that much of the work in universities is done by "women who receive little credit for their contribution (p. 19)". Instead, the credit is given to administrators or faculty. In order to determine whether or not support staff at the University of Manitoba perceive this to be the case, the item, "At U. of M., I do the work but someone else gets the credit", was included. Over 65% of respondents of both sexes disagreed with this item. Between 63% and 66% of respondents in all employee groups disagreed with the statement. Disagreement was associated with level of educational attainment, with university graduates most likely to disagree and those with Grade 12 or less the least likely to disagree. Since female and male respondents answered the item similarly, it does not constitute a

chilly climate factor for women support staff. However, more than a third of respondents agreed with the item; it therefore should be regarded as a problem area.

Looker (1990), writing about women at Acadia University, noted differential access to promotions between men and women, and also between academic and support staff (p. 45). Support staff in universities can advance in two ways: they can apply for vacant positions, or they can remain in their posts and, if their duties have significantly changed, apply for reclassifications. For academics, decisions about promotion are made by a committee of one's peers, but for support staff, decisions about reclassification are made by supervisors and Human Resources personnel. The item, "Decisions about reclassifications are made fairly", was intended to determine if support staff at the University of Manitoba perceive the reclassification process as carried out in an equitable manner. About three-quarters of respondents of both sexes disagreed with the statement. One respondent commented:

I feel reclassifications do not fully consider what that person does. Many times another staff member will apply for a reclass with the same job specifications. One support staff member will receive and one will not (reclass system not fair).

About 13% of respondents did not answer the item, possibly because they had no experience with the reclassification process. AESES respondents were more likely to disagree than their counterparts in all other employee groups combined. The unfairness perceived by support staff in the reclassification process constitutes part of their marginalization within the institution.

Two previous items examined whether support staff felt looked down upon, or devalued, by academic staff and by students. The item, "Other support staff treat

me with respect", was intended to determine if support staff felt devalued by other support staff. Overall, the statement received 89% approval or more from respondents in all categories, indicating that this is not a problem area amongst support staff.

Reference has already been made to support staff's lack of job security relative to tenured academic staff. The item, "I often worry about being laid off", was included in order to determine whether this lack of job security was a source of worry for support staff at the University of Manitoba. Just over half of respondents of both sexes agreed with the statement. Agreement was linked with level of educational attainment, with university graduates worried about lay-off the least, and those with Grade 12 or less worried about it the most. AESES respondents were less worried about being laid off (49.4%) than those in all other employee groups combined (58.8%). This leads to the conclusion that worry about being laid off is part of the marginalization of support staff, especially those with Grade 12 or less who are not in AESES positions. However, as mentioned earlier, academic staff members were not surveyed and it may well be that even those with tenure are worried about being laid off.

Summary and Conclusion

Support staff at the University of Manitoba enjoy what they do and appreciate working in an academic environment. They find the University a good place to work, but are critical of its leadership and decry the budget problems that beset their institution.

Support staff are marginalized relative to faculty in the following ways:

- support staff feel that academics tend to look down on them;
- support staff feel that academics are treated better than they are;
- support staff feel they are the first ones to be laid off;
- support staff do not receive praise for a job well done;
- support staff want more say in their departments;
- support staff are afraid to speak up for fear of losing their jobs;
- support staff feel they do the work and someone else gets the credit;
- support staff perceive the reclassification system as unfair; and
- support staff are worried about being laid off.

The following are indicative of both a chilly climate for, and marginalization of, support staff:

- support staff, especially those who are younger, feel the administration does a poor job of communicating with them;
- support staff, especially females, don't think their opinions are taken seriously by their superiors;
- support staff, especially females, want more say in U. of M. as a whole.

A number of items had inconclusive results and warrant further investigation by future researchers:

- Who do you deal with on work related matters;
- At U. of M., students treat me with respect;
- In my position, I make my own decisions about my work; and
- I'm glad to just do what I'm told and let my boss do all the worrying.

RECOMMENDATIONS

In order to redress the marginalization of support staff relative to academic staff, it is recommended that:

The University of Manitoba administration

1. Undertake measures to improve communication with support staff. These should include regular opportunities for face-to-face interaction between administrators and support staff, where concerns can be discussed in an atmosphere of safety and mutual respect. This would improve the communications climate for support staff and help alleviate fear.
2. Educate the University community about the achievements of support staff. This could take the form of articles in the "Bulletin" or other official publications. Perhaps support staff would not feel looked down upon if their successes were publicly celebrated.
3. Foster improved relationships between academic and support staff by providing more opportunities for interaction. Such interaction would lead to increased understanding.
4. Reinstate the office of the Ombudsperson to mediate in disputes and misunderstandings among members of the University community.

The University of Manitoba Senate

1. Revise its terms of reference to provide voting representation for support staff, so that they have more say in how

their University is run.

The University of Manitoba Faculties, Schools and Departments

1. Review the terms of reference of committees, councils and other decision-making bodies to ensure voting representation for support staff, so that they have more say in how their departments and their University is run.

The University of Manitoba Academic and Support Staff Leaders

1. Initiate a dialogue between academic and support staff groups to find areas of commonality and to provide increased opportunities for co-operation.

The University of Manitoba Department of Human Resources, in conjunction with support staff employee groups

1. Examine policies, procedures and collective agreements relating to reclassification to ensure fairness and provide for appropriate monitoring.
2. Compile and disseminate summary statistics on academic and support staff discontinuances by sex, including lay-offs, terminations, and non-renewal of term and sessional appointments. Improved information may alleviate anxiety and/or illuminate possible areas of unfairness.
3. Examine and compare policies and collective agreements for support staff and academics to ensure fair and equitable practices.

The Government of Manitoba

1. Reopen the University of Manitoba Act to provide for voting

representation of support staff on the Board of Governors, so that they can have more say in how their University is run.

The University of Manitoba Support Staff

- 1. Pressure employee group leaders to negotiate for or obtain benefits such as increased job security, academic freedom and study leaves.**

The foregoing recommendations were based on the results of this study, on the researcher's personal experience as a member of the University of Manitoba community, and on conversations with support staff leaders and others. If they are implemented, the University of Manitoba will move closer towards becoming what President Emőke Szathmáry has called "a place of equity and opportunity, a place where critical inquiry and debate is welcomed and encouraged" (personal communication, January 15, 1997).

APPENDIX B

APPENDIX B

Respondents' Comments

005

In the Libraries, I have seen competent people shunted aside, even demoted with the new changes and reorganization, Their experience of many years doesn't count anymore. This is both librarians and support staff.

I have also seen the personnel staff of both Libraries and UM in general (and the union - AESES) help out some people, and mistreat or ignore others. This is not policy, but actions by specific, often incompetent people in key positions, who don't seem to answer to anyone. Their mistakes are ignored, and yet they are quick to see them and document them in others.

Some supervisors have advanced just because of seniority, not competence, and now their incompetence hurts staff.

010

I'm glad someone has finally taken an interest in support staff and has recognized we play an important part of the UM.

011

I believe support staff should be seen as an important part of U. of M. as support staff are usually on the front lines and deal directly with students and staff. The higher ups make decisions without consulting support staff who most times are more familiar with functions/duties and are most affected by decisions.

012

I appreciate being asked my opinion. I think properly used info gathered could make a better working campus. However, it was realized in our department that you also have a job in statistical analysis. The fact that you didn't mention causes me to somewhat mistrust the use of this info. (Respondent signs name)

015

It might be interesting to discuss/investigate issues like how we (support staff) are represented on the Board of Governors - apparently we have a token rep., but it's another "BIG" faculty (e.g., Arts/Science) person making decisions (?) for the rest of the Univ. - maybe for me the issue really relates to how this Univ. is structured - Arts/Science get all the say, and everyone else is subsumed in/by their decisions!

(Regardless of what is good for the rest of us ...)

Good luck with your Master's! I did mine while I was working full-time and it's quite the experience!

023

The University should put more effort into insuring the taxpayers of this Province that the Administration is making decisions in a fair, equitable, honest and ethical manner and ignore any pressures to do the "politically correct" thing.

024

All academics don't treat support staff the same way, so question 9 in section 2 is difficult to answer.

025

In my few years of experience, I note that a university environment is basically kinder to it's employees. It is a city unto itself. The corporate sector has less heart - generally speaking - and salaries are more generous here than outside. I think that inefficiencies exist on campus but am grateful to be working here.

029

I feel that the Unions are losing ground against the U. of M. and we're starting to lose many benefits. That was fought so hard for. Many times, AESES seems to get what's left over when the other Unions are done negotiating. If in fact there is anything left over. I also find that on average I put in at least an extra 30 min. or more a day just trying to keep up due to reductions in staff. This is without any reimbursement. Times are changing.

032

You have to work here a while to really understand how things work as far as hiring, firing, fairness and promotion go.

034

1. Should have included question/section on performance evaluation. Frequently over-looked by supervisors if employee is performing well. Only done when problems arise.
2. Questionnaire too general. Was this sent to all support staff, just clerical, just

one group? How can one compare fairness of workload to whole University?

3. Different groups treated differently. MPC wages frozen and step increases frozen while AESES receives increase. What is the justification?

4. Self-satisfaction of job well done is the only reward left on campus for support staff. Other ways of recognizing achievement other than financial award.

5. Suggestions for improvements section could have been included; ie, what would make your job more enjoyable/fulfilling?

6. Job satisfaction section; ie, responsibility, independent action, classification, benefits, wages, etc. etc. what needs improvement or is satisfactory.

039

As a support staff we are always the first to be laid off. In our dept. since the academic strike, our office has been put to the test! Exams etc., we are extremely busy and the "right" people never notice anything.

As a whole credit is never given to anyone, but I do enjoy my job. I like the fast pace, etc. In a nut shell its the overall public from all over the world etc. that make it fun.

042

The UM should focus on what it does best - unnecessary courses that lose money should be dropped - the campus buildings are in need of repair - the place is falling apart - there is no longer any pride associated with working at UM.

043

The University needs to actively recruit students and, most importantly, provide the programs to meet their needs. Small programs, servicing few students, can no longer exist and the University has to make these decisions soon to preserve areas in demand.

046

Too much male-bashing is tolerated on campus. Speakers and groups can say negative things about males whereas the same type of comments towards females would be labelled as sexist, and could easily result in dismissal or other disciplinary action.

Equality should mean equality - not reverse discrimination!

049

Hope this helps with your Master's thesis.

052

I can't specify. Too easy for reprisals against Sorry.

053

1. I feel the University as a whole doesn't spend money very wisely, then they blame support staff salaries for being too high and want wage rollbacks or threaten layoffs.

2. Also Government should make the three Manitoba universities specialize their courses and cut out much of the duplication of programs.

067

I took part in the AESES strike in 1975. I realized after seven weeks of being on strike that the University could operate without us for a long time. We facilitate the professors jobs of teaching and research. Support staff is generally scared of being laid off. This has created a lot of stress. Whether we do a good job or not we may be laid off. Verbal praise from supervisors helps a lot.

069

I'm sorry to see that education is no longer a priority with either the Federal or Provincial Gov'ts. I'd hate to see it go back to where only the wealthy could afford to educate their children to a univ. level.

I also think that the "Higher" Administration on campus should be more accountable for their "positions" and expenditures.

073

I think a big factor contributing to job satisfaction has to do with the individual admin. unit you work in as opposed to the Univ. in general.

074

Most of the questions were answered based on the department and faculty I work in. I have heard of conditions that are much worse in other faculties on campus.

Comments on problems working with Administration (eg: Purchasing, Human Resources, Payroll, etc.) come from personal experience since 1984.

079

TQM only for support staff. Management stops the process. Money wasted by Adm. - perks -bonuses, trips, expense accounts and off campus meetings for Deans, Directors and Adm. Poor planning by administrators, esp. during strike - information needed to be given to support staff much sooner than was given. Our office is top heavy - as is the Adm. Do we need so many VPs and Provosts - I THINK NOT!

084

I worked for a large mfg. plant (14.5 years) before campus life, and haven't much contact with other larger faculties/departments. Some of your questions are difficult to answer with only 4 choices. In the current workplace I am in, I find some of the academics to be controlling, empowerment is not something they willingly offer. Staff meetings are a painful experience. Brief meaningful meetings are difficult for academics and often at the end of 2 hours, decisions haven't been made. In private sector, this costly exercise in futility would come to an abrupt end. I feel that Deans and Directors and perhaps all Professors dealing with support are in need of interpersonal skills, mgmt. skills, etc.

089

I personally do not see how answering questions as to what sex you are or what level of education you have, helps to determine the answers on any survey. Whether I might be 19 or 49, male or female, my answers should be respected.

095

Topics, like sex or age discrimination, are hard to explain or discuss. Sometimes there is such a thin line between the reasons given and discrimination. I don't feel discriminated. But it does not mean that it does not exist.

096

I can think of 3 recent incidents where as support staff we were told about a ruling and told there were no exceptions. Academics took those rulings higher and I was called back and told to do the opposite of the ruling. It makes us look stupid!

098

reopened and added in

I used to enjoy working. I loved the stimulation and the contact with people. Lately I've begun to hate working.

106

I have for the most part enjoyed working at the University and enjoy the students very much. I have seen a lot of changes over the years but the worst has been the cutbacks and blaming us for the high cost. The administrators have high salaries and expense accounts and good pensions plus regular raises but they are never at fault for high costs.

If each person is treated with respect no matter what their job, we would all be a lot happier. People at the top should learn how to hand out praise as well as criticism.

109

Universities (and other large institutions) have always had the opportunity to include support staff in the decision-making process (short and long term) but fail to utilize this opportunity. Often support staff want to contribute to their working community but aren't given any credit for their opinions no matter how valid. Without the support of the support staff (through morale, willingness to learn new ideas and technologies), administrators will face a constant struggle to maintain a quality product to market to the public.

111

There must be a better support system for working mothers and/or single mothers when they do not have outside support. My job was threatened because I had a sick child and was told I couldn't go pick him up, that there should be someone I could call on. As a single mom, I don't make enough to afford such luxuries and have no "grandparents" in the city. More flex time is needed to allow for family emergencies.

112

Too much money wasted on perks/ideas/dreams of people in upper management!

114

In my department, women appear to be treated preferentially, creating somewhat of a "chilly climate" for men.

Two wrongs make a right I suppose.

115

Our dept. is all image with little substance. We are deceiving the University community and ourselves. We do not follow-up crimes that are reported to us. Our training is very minimal and we have no equipment to defend ourselves, let alone protect anyone else from an attacker. We should go back to just writing parking tickets and doing bldg. security for the public, doing "safewalks" and other practical services like "boosting" cars, opening and closing rms., etc., instead of pretending to be a police force!

126

In respect to our union's Collective Agreement, I would like to see changes made and clauses reinforced to lay-off status employees. Many faculties/departments seem to struggle with the preference to laid-off employees and hire other staff with either less seniority or whom they prefer even though laid-off employee meets or surpasses the minimum qualifications of job posted. NOT FAIR AT ALL! We are always quoted "OUR RIGHT TO GRIEVE". It should not be that way at all.

139

I am glad and proud to be employed by the U of M.

140

The general satisfaction with working here seems to be decreasing among most of the support staff in our Division, and among other areas of the University.

141

What I have learned working here:

- Do your job;**
- Keep a blind eye;**
- Don't make waves.**

143

The university is a class orientated politically motivated institution and therefore will always misappropriate funds and mismanage employees.

145

Satisfaction with one's job often depends on one's immediate supervisor - many of my responses might be very different if I were working in another unit!

149

No one is above prejudice.

151

In this department I feel that the academic staff do not use the technical staff to their full potential. Many times I feel things given are done so as "make work projects".

154

Bad time of year to do a survey. Extremely busy right now (January).

159

Are the results furnished from this survey as important as the exercise of collecting the data? If so, a few design changes in the structure of the questionnaire would have improved results and removed vague data. For example, there are "double topic questions" like section #2-28 are we responding to being laid off or the frequency? Also for the Section #2 questions there is no 'neutral' choice. This may be by design (not allow respondents to fence sit) but there should be at least a 'not applicable' choice. I was unable to detect any control questions built into the structure - this is a common device used to validate responses. Please accept these comments as observations meant to help not criticize.

161

I believe that administration has a credibility problem. Until there is full disclosure of the University's finances, I cannot believe administration's claims that it has allocated budget fairly.

164

Random thoughts:

With all its faults, the University is still a lot better place to work than many, as it has some emphasis on things not purely related to financial gain.

Difficult to design - and answer - a questionnaire like this because so many of the things you seek to assess change wildly in positions in which personal service is provided. Dignity, respect, consideration, – a sense of being valued and heard - can switch dramatically with changing personalities and interactions. Sometimes too, oppression can come from one's own peers and class who feel threatened by your difference and refusal to blindly conform to the pack image. Another area in which problems arise is that of the person who is only just slightly above you in hierarchical power – they usually are afraid and jealous of their prerogatives and because of this are not as supportive and helpful as those who have true power.

165

How do you get rid of senior worker. We don't need them. She takes all credit. We do her job yet slap us on ass for doing her job.

172

I think that the administration (including Dean's staff) has grown at a ridiculous pace, usually with high-priced positions while technical support staff numbers have been decimated. Compare admin/student ratios to other U's. I also think unproductive profs should be forced to retire, to give young grads a chance to work.

174

It appears that higher management has little knowledge of all the workings of the total University component. They have changed TQM to a QM but should have kept TQM and been involved with all departments in the assessments to understand their use to the University as a whole. This would eliminate the existing top down management and make everybody in the University community feel they are doing their part to ensure the student is receiving a quality education for the money invested.

181

I would like to say that when I was first employed I was verbally assured of year round employment. This was fine for five years until new management arrived and decided they could no longer employ me in present capacity during the Summer. This changed my attitude to my job from career to just a job. Actually I prospered better whilst being laid off from the University. It opened other opportunities to make money.

182

Good luck with your research.

184

I wish you success through your research goals!

My temper and opinions about the working environment here have been distorted by experiencing it.

When I was first hired I believed I would make a contribution toward improving myself and the roles of those around me. That belief has been eroded by the attitude that "This is how things are, how they have been and how they will remain".

I abhor stagnation!

I thought the Quality First Initiative meant "What can I do to improve the workplace for others". It seems others discuss it as "What can others do differently and in addition to what they do already, to improve my workplace".

The way administrators are negotiating with every union is reprehensible.

Enough schmutz for now. Take care of yourself!

190

I have the feeling that I am just so much goo to be used by the University. My comfort is not important - machines/infrastructure is. My workload has tripled, at least, but there is little compensation for this. I am becoming incredibly frustrated with the attitude of administrators here. The impossible must be done immediately with little concern about any consequences.

194

Support staff have a wide range of expertise. Administration should tap into this to make this institution run better.

203

At this time, the University remains a good place to work and I feel fortunate to be a part of it.

I just hope that we don't fall into the same situation as many private sector companies where so much has been taken away from them that it becomes a truly awful place to spend a good portion of your life!

204

The U of M is on very unsteady grounds right now (eg: strike). There is always concern of being laid off for I'm sure many support staff. In our area alone, support staff have been shifted into other areas and demanded to do more work, because of less employees. It is a constant shifting and relocating everywhere and it is very stressful for all.

212

The University should be run a little more like a business (even if there is some infringement on academic freedom). All decisions made need to be scrutinized by a business group to insure all decisions make good business sense.

214

I think when requesting a reclassification an inspection by proper personnel be required to verify who does what. I feel reclassifications do not fully consider what that person does. Many times another staff member will apply for a reclass with the same job specifications. One support staff member will receive and one will not (reclass system not fair).

215

Even though I have not worked at U of M that long, I am appalled by the waste if \$ and abuse which is a factor here. In the real world a company would not last 2 years. I have never forgotten those factors working with other companies. U of M employees do not realize the fortunate jobs they do hold. I really think many would never last in other companies, due to the fact of employers would not abide by their employees who do not share the work load or take advantage. I really feel the next 5 - 7 years are going to be very unsettled for numbers (students) applying, and we must as a "whole" tighten up (not in the sense of layoffs) the sloppy misuse of areas here at U of M.

224

Administrators have too much power to run the depts they like without long term plans or implications effecting others. Very often, they make changes and yet not achieving results. For two or three years, further changes have to be made again. It is always going in circles. People who suck up always seem to get ahead, compared to some others who would quietly do the work and not being recognized.

233

I think this survey is great! I wish you well!! I hope that the results will be made available (mailed to) the President's Office, Director of Human Resources and other administrators. Perhaps there will be revealed some important lessons to be learned. There is no employment equity between unionized and excluded staff. Excluded staff treated as lesser individuals and no equity between academic and support for a days work for a days pay. Employment equity?? Too many people work overtime without any compensation and are always expected to do more. If you don't then it's perceived you can't do the job!

234

Re: Hay Points

These are used to set reclassifications. They are not explained to support staff; therefore, we have no understanding as to how or why we are or are not reclassified.

I am currently doing and have been doing a job (three and a half years) that has me reclassified as an OA4. The same type of job is being done by others ex. - a male - classed as AA2 - he has less responsibilities. I wonder where his hay points came from?? I know of others and my eventual diploma will hopefully change this.

235

The answers I have given are in relation to my job as Campus Police and I would hope that the answers will help you on your questionnaire. Most of the questions do not relate to our department.

236

I have a great deal of contact with a broad range of support and admin staff and students. This is also my second 'career' ... I was quite successful in a previous career in a large organization.

My impression is that loyalty in the University is to Department and/or Faculty, not U of M as a whole, and the lack of a proper hierarchy to direct depts and faculties toward the betterment of U of M is a significant problem. I am constantly amazed by how parochial such learned people can be.

238

Thank you for choosing me!

246

For 3 levels above (Library Supervisor, Head and Head of Libraries) my supervisors are female. I am appalled and disgusted at the lack of support given when verbally abused or assaulted, or rudely treated by faculty. Nothing is ever done and these are fellow employees. Apparently there is nothing that can be done (according to head of a single library). I don't know of any other workplaces where there is no mechanism to complain against fellow employees. U of M is still in the age of cavemen or should it be cave women as it is in this case. We-they are the ones enforcing the discrimination, doing nothing about the problems when we-they are in positions of power.

248

One catch-word that Administrators are using to calm the numbers is that many jobs in the future will be phased out in the future by "attrition". This may be true but what Administration fails to mention is that besides death and retirement, there is a third meaning to the word attrition, that being harassment that causes illness. There are some areas where Administrators practice this "black" form of attrition and are enabled to go unchecked. Support staff are powerless and often unable to defend themselves.

I feel that as the squeeze comes from the top down, those who are so inclined will quickly emerge as cold, calculating and controlling ... the New Age qualities for the future of our society. Power does corrupt.

249

That's the problem. Support staff at least in my dept. are of no importance until the directors and management create a problem because of lack of knowledge and then they want support staff to fix it or take the fall for it. Director and management have weekly meetings and never once does the support staff know anything about them. We do not know from day to day even if we're doing right or wrong. We just think we're doing everything right because we never hear anything from our director. Not even a good morning, afternoon or a simple hello. Our dept definitely knows the difference between the academic staff or support staff. They make it and state it clearly they are the bosses and you do what they say not what they do. There definitely are different rules for everybody. The ones that abuse rules and have a big mouth do less than the people that appreciate having a job and they get away with it. But that's life.

P.S. You want to keep your job you have to learn to keep your mouth shut.

It would have been nice if you could have said in your letter that you are employed with the U of M in the academic staff. It made me think twice about filling this out.

After all the years I have worked on campus and all the changes I have seen I do not

believe it's getting better. With all the seminars on campus I believe staff members have not got any closer but farther apart. They paid a lot of money out for nothing. And why do most of the speakers have to come from the States. We don't have any smart Canadians that can do this job?

Well I better stop. All I can say is I have been on campus for many years and not once have I ever had a letter of warning or a union issue. So I'm not a person with a grudge but I'm not stupid. And like any other survey, what will this accomplish. I also have learned not to trust anyone on campus so I feel that you found me in giving this survey so I don't know why the results can not be mailed out in the same fashion. I know if my Director read this I would be fired somewhere down the road. I enjoy my job and my responsibilities but it's the attitude and the glory trippers I do not appreciate.

251

Thank you for studying support staff at the U of M. I also feel they play a large role in the functioning and success of the University.

253

After question 6, you may want to ask, how do you deal with those 3 things that you listed? Are there appropriate channels/organizations where you can refer your concerns? How accessible are they? Have you used them?

Good luck!

254

- I think the sabbatical leaves are the big waste of taxpayer's money.
- Gym's fee for support staff should be lower than the academic since we earn much lower salary.

Thank you for asking! And best success in your research.

260

I agree with accountability, but I do not believe the University takes it as seriously as they lead others to believe. Despite layoffs and cutbacks, in my opinion there is still a lot of waste of taxpayers' money and a lot of dead wood!

262

In my department I've always been treated fairly and with respect. Some instructors

job, just the pressure of the job sometimes weigh me down.

265

We work in a very complex environment with people from all walks of life. This in itself poses a challenge in everyday work life. However, there are also cultural differences between administrators/support staff and academics. Perhaps at the U of M we can find something to bridge our gaps and resolve our problems.

268

I feel there is no real opportunity or mechanism to deal with boss-subordinate conflict especially when male-female communication, professional values, culture, and personal values are different and problematic. Management can judge support staff but we cannot in reverse. There are other forms of harassment than sexual. Being told by a boss "because I said so" or "I'm the boss" isn't sufficient for the 90s. Integrity, commitment and professionalism count, but may be hard to prove in a time when distrust and backstabbing are more the norm. Too much of the boss-subordinate work arrangement at the U. of M. are old-fashioned. New standards have to be set.

269

Unfortunately, the administration has taken the stand of do as I say not as I do. TQM must be implemented from the top down. When was the last time management was critiqued by the staff on what type of job they are doing? There is a lack of accountability on campus for poor performance for staff, management and academics.

APPENDIX C



THE UNIVERSITY OF MANITOBA
FACULTY OF EDUCATION

Interdepartmental Correspondence

OFFICE OF THE VICE-PROVOST

OCT 12 1995

OFFICE OF THE VICE-PROVOST

DATE: October 12, 1995

TO: Dr. David Morphy, Vice-Provost (Student Affairs)

FROM: Dr. Paul Madak, Associate Professor
Dept. of Curriculum: Mathematics & Natural Sciences *Paul Madak*

RE: Request for Access to Employee Data

I am writing with regard to Ms. Barbara Ruchkall. Ms. Ruchkall is a Master's student in Postsecondary Studies. I am the Chair of her graduate committee. The other committee members are:

Dr. Alexander D. Gregor, Director, Division of Postsecondary Studies and Director,
Centre for Higher Education Research & Development;

and

Dr. Susan Prentice, Department of Sociology and Margaret Laurence Chair in Women's
Studies.

Ms. Ruchkall has successfully defended her thesis proposal, "The Campus Climate for Support Staff", and has received approval from the Faculty of Education Ethics Committee. Her plans are (1) to produce a demographic description of full-time support staff by sex, and (2) to survey a proportional random sample of full-time support staff men and women on the Fort Garry Campus, to provide preliminary information on the campus climate as experienced by support staff.

In order for Ms. Ruchkall to proceed with her research, I am requesting access to the following data fields for all full-time support staff: name, department (campus address), sex, employee group (union), job classification (famclass), birthdate and whether the person works on Fort Garry Campus or not. Preferably, these data can be provided in one file. If necessary, however, the data could be presented as two separate numbered files: one file containing name and campus address, the other file containing the remaining fields. The records in each file could be numbered so that the names and addresses could be linked to the data. Ms. Ruchkall could then select her sample based on numbers only, without knowing names and campus addresses. In that case, two copies of the numbered names and addresses file would be required so that a reminder letter could be sent to employees in the sample.



I assure you that Ms. Ruchkall will follow the ethical standards and guidelines for educational research as set by the Faculty of Education, and will observe all University policies on confidentiality. Results will be reported on an aggregate basis only.

Thank you. I am looking forward to your response.

FIELD	REASON
Name	For mailing the questionnaire
Dept (Campus address)	For mailing the questionnaire For determining whether or not FG campus
Sex	For demographic analysis For selecting sample
Employee group (union)	For demographic analysis For selecting sample
Job class ('famclass')	For demographic analysis
Birthdate	For determining age for demographic analysis
Fort Garry or not	For selecting sample

The above fields are requested for all full-time support staff. Thank you.



THE UNIVERSITY OF MANITOBA

OFFICE OF THE PRESIDENT

208 Administration Building
Winnipeg, Manitoba
Canada R3T 2N2

Fax: (204) 275-1160

MEMORANDUM

DATE: November 14, 1995

TO: Ms. T. Lussier, Director, Institutional Analysis

FROM: D. R. Morphy, Vice Provost (Student Affairs) *DRM*

RE: REQUEST BY MS. B. RUCHKALL

Pursuant to Ms. Ruchkall's request and that of her advisor, Dr. Paul Madak, Mr. Falconer has agreed that you may provide access to the data required. To protect the confidentiality of the data, it is to be released, in fact, to Dr. Madak and the data is to be presented in two separate numbered files: one file containing name and campus address; the other file containing the remaining fields. The records in each file could be numbered so that the names and addresses could be linked to the data. Ms. Ruchkall would then select her sample based on numbers only, without knowing names and campus addresses. In that case, two copies of the numbered names and addresses file would be required so that a reminder letter could be sent to employees in the sample.

Thank you for your attention to this matter.

DRM/wh

cc: T. G. Falconer
P. Madak
B. Ruchkall



THE UNIVERSITY OF MANITOBA

OFFICE OF INSTITUTIONAL ANALYSIS

201 Allen Building
Winnipeg, Manitoba
Canada R3T 2N2Tel: (204) 474-8191
Fax: (204) 261-7802

December 18, 1995

TO: Dr. Paul Madak, Faculty of Education
FROM: Thelma Lussier, Director
RE: Request by Ms. B. Ruchkall

This is in response to your request for access to data on full-time support staff, as required by Ms. Barbara Ruchkall, and as approved by Dr. D.R. Morphy in his memo of November 14, 1995.

In order to protect the confidentiality of the data, it is being provided to you in two separate numbered files. The first file (labelled 'Names') contains the names and departments of full-time support staff as well as the data fields you requested. The second file (labelled 'Fields') contains only the data fields. The records in each file are numbered so that the names and addresses can be linked to the data. Ms. Ruchkall will select her sample based on numbers only, without knowing names and departments.

The field lay-outs and a hard copy of the two files are attached.

Should you have questions about this information, please call our office at 474-8191.

c: Dr. D.R. Morphy

attach.

January, 1996

Dear Support Staff Member:

I am a Master's student in the Higher Education program at the University of Manitoba. My area of interest is that of support staff.

Universities today could not function without support staff. However, very little is known about how support staff members feel about their jobs and about their universities. I believe that support staff comprise a vital part of the University community, and that your feelings and opinions are important and worthy of research. Perhaps, in the future, such research could help in making the University a better place for all staff members.

With this in mind, I have developed a short questionnaire as a research tool for my Master's thesis. It should take no more than 30 minutes for you to complete. Your participation is entirely voluntary. You may be assured of complete confidentiality. Do not include your name or department anywhere on the questionnaire. Skip over any questions you are unsure of, or that you do not wish to answer. When you have finished the questionnaire, simply place it into the larger of the two envelopes provided, and drop it into the inter-departmental mail. No postage is necessary. I would appreciate it if you would mail back the questionnaire by January 16, 1996.

After analysis of the questionnaire has taken place, summary results will be made available to you if you wish. If you would like to receive the results, please fill out the slip at the bottom of this letter and send it back in the small envelope provided, separately from the questionnaire to maintain confidentiality.

Should you require more information, please feel free to contact my advisor, Dr. Paul Madak, Faculty of Education, at 474-8712.

Let me thank you in advance for completing the questionnaire. Your participation is greatly appreciated!

Sincerely,



Barbara Ruchkall
c/o Faculty of Education
225 Education Building
Fort Garry Campus

YES, send me the results.

NAME _____

ADDRESS _____

Questionnaire

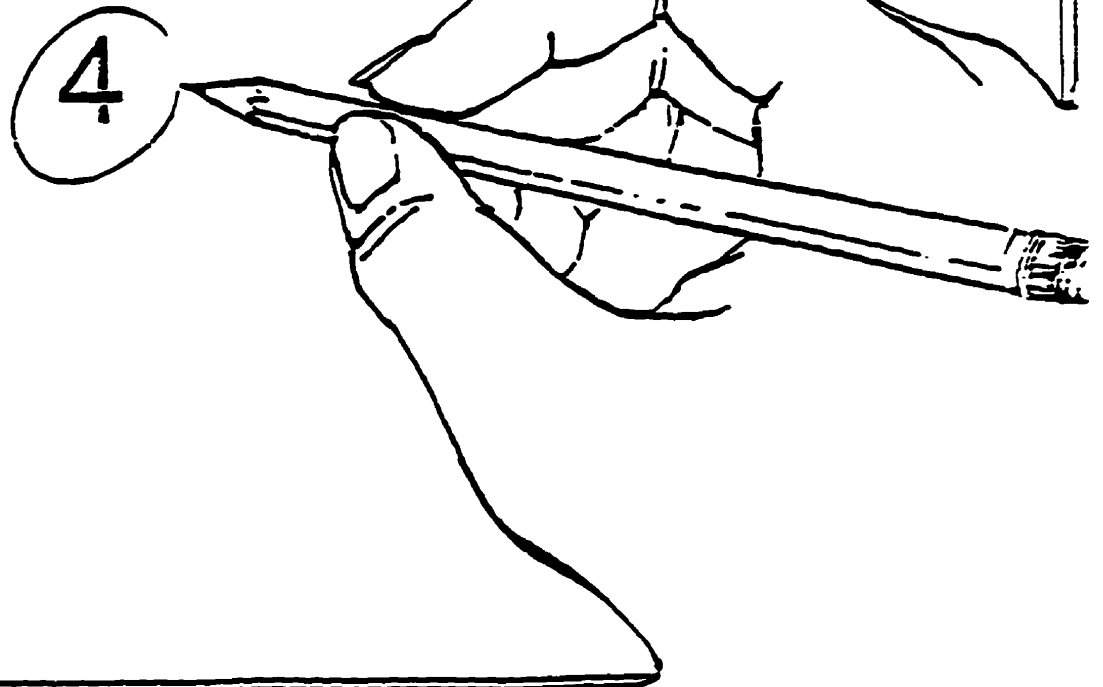
for Support Staff

1

2

3

4



QUESTIONNAIRE FOR SUPPORT STAFF

Section 1

This first section of the questionnaire is about your position at the University of Manitoba, the type of people you deal with in the course of doing your job, and some things you like and don't like about working at the U. of M. Please answer all questions by circling the appropriate response number, or where appropriate, by filling in the blank spaces.

1. To which employee group do you belong? (circle one)
- | | # | % | | # | % |
|----------|-----|------|------------------------------|----|-----|
| 1) AESES | 179 | 66.5 | 4) UMPA | 4 | 1.5 |
| 2) CAW | 29 | 10.8 | 5) Professional/Confidential | 38 | 14. |
| 3) CUPE | 7 | 2.6 | 6) Managerial | 9 | 3. |
| | | | 7) Other (specify) _____ | 0 | - |
| | | | NOT REPORTED | 3 | 1. |

2. Please write your present job title in the space below:
(example: Office Assistant 3, Technician 5, etc.)
-

3. How many years have you worked . . .

a) in your present department at U. of M.? (circle one)

	#	%		#	%
1) 0 - 1	23	8.6	4) 8 - 10	38	14.1
2) 2 - 4	51	19.0	5) 11 - 13	21	7.8
3) 5 - 7	62	23.0	6) 14 +	73	27.1
			NOT REPORTED	1	0.4

b) at U. of M. in total? (circle one)

	#	%		#	%
1) 0 - 1	10	3.7	4) 8 - 10	44	16.4
2) 2 - 4	24	8.9	5) 11 - 13	29	10.8
3) 5 - 7	42	15.6	6) 14 +	116	43.1
			NOT REPORTED	3	1.1
			INVALID RESP.	1	0.4

4. Who do you deal with on work-related matters? (circle all that apply)

(RESP. CIRCLED LETTERS)

#	%		PRIMARYLY			FREQUENTLY			OCCASIONALLY			NO	
			#	%	#	%	#	%	#	%	#	%	
10	3.7	a) Other support staff	115	42.8	2123	45.7	316	5.9	5	1.9			
9	3.3	b) Academic staff	171	26.4	2117	43.5	349	18.2	23	8.6			
9	3.3	c) Administrators (Deans, Directors, etc.)	145	16.7	283	30.9	395	35.3	37	13.8			
8	3.0	d) Students	181	30.1	275	27.9	366	24.5	39	14.5			
9	3.3	e) Non-University Personnel	121	7.8	270	26.0	3115	42.8	54	20.1			
0	-	f) Other (specify) _____	14	1.5	212	4.5	36	2.2	247	91.8			

5. List three things you like about working at U. of M.:

- 1) _____
- 2) _____
- 3) _____

6. List three things you dislike about working at U. of M.:

- 1) _____
- 2) _____
- 3) _____

Section 2

In this section, you will find a series of statements. Some of these statements are based on what authors have written concerning what it is like to work in a university. Others are based on opinions expressed by university employees. Please indicate the degree to which you agree or disagree with each statement by circling the appropriate response number.

	STRONGLY AGREE		AGREE		DISAGREE		STRONGLY DISAGREE		NON-RESPONSE	
	#	%	#	%	#	%	#	%	#	%
7. My workload is fair compared with other support staff . . .										
a) in my department.	133	12.3	245	53.9	363	23.4	418	6.7	10	3.7
b) at U. of M. as a whole.	120	7.4	2125	46.5	368	25.3	423	8.6	33	12.3
8. At U. of M., it is just as easy for a support staff woman to get ahead as a support staff man.	127	10.0	2119	45.2	368	25.3	428	10.4	27	10.0
9. Academic staff tend to look down on support staff.	168	25.3	2105	39.0	372	26.8	48	3.0	16	5.9
10. The U. of M. is committed to achieving a workplace in which all have equal opportunity.	112	4.5	2112	46.6	394	31.9	433	12.3	18	6.7
11. U. of M. administrators do a good job of communicating with all support staff.	14	1.5	251	19.0	3124	46.1	474	22.5	16	5.9
12. I don't feel a part of the University community.	116	5.9	272	26.9	3148	55.0	426	9.7	7	2.6
13. I feel that academics are treated better than I am at U. of M.	194	34.9	2107	37.8	348	17.8	44	1.5	16	5.9
14. My opinions are not taken seriously by my superiors.	136	13.9	261	22.7	3181	47	437	13.8	4	1.5
15. When it comes to lay-offs, support staff are the first ones to go.	1145	53.9	292	34.2	317	16.3	43	1.1	12	4.5

	STRONGLY AGREE		DISAGREE		STRONGLY DISAGREE		NON-RESPONSE			
	#	%	#	%	#	%	#	%		
16. At work, I receive praise for a job well done.	137	12.6	2148	55.0	356	20.8	426	9.7	5	1.9
17. At U. of M., students treat me with respect.	130	12.2	2185	49.8	328	10.9	44	1.5	22	8.2
18. Support staff should have more of a say in how things are run . . .										
a) in their own departments.	170	20	2172	67.9	313	4.8	41	0.4	13	4.8
b) in U. of M. as a whole.	147	17.5	2173	64.3	327	10.0	42	0.7	20	7.4
19. In my position, I make my own decisions about my work.	157	14.9	2160	58.5	341	15.2	47	2.6	9	3.3
20. I'm glad to just do what I'm told and let my boss do all the worrying.	12	0.7	227	10.4	3155	57.6	481	30.1	4	1.5
21. I am concerned about my physical safety on campus.	114	5.2	257	21.2	3146	59.3	447	17.5	5	1.9
22. People at work often make comments about how I look.	15	1.7	236	13.4	3150	55.8	46	22.3	18	6.7
23. I am afraid to speak up for fear of losing my job.	123	6.6	245	16.7	3140	52.0	454	21	7	2.6
24. At U. of M., I do the work but someone else gets the credit.	130	12.2	261	22.7	3144	53.5	429	10.8	5	1.9
25. I often think about quitting.	133	12.3	256	20.8	3124	46.1	447	17.5	9	3.3
26. Decisions about reclassifications are made fairly.	14	1.5	256	20.8	3102	37.9	471	26.4	36	73.4
27. Other support staff treat me with respect.	140	14.9	2207	72.0	315	5.6	43	1.1	4	1.5
28. I often worry about being laid off.	150	14.6	289	33.1	3109	46.5	416	5.9	5	1.9

29. At U. of M., I have felt discriminated against because of:	STRONGLY AGREE		AGREE		DISAGREE		STRONGLY DISAGREE		NO RESPONSE	
	#	%	#	%	#	%	#	%	#	%
a) Sex	118	6.7	23	1.6	310	38.7	49	3.4	15	5.4
b) Race	12	0.7	29	3.3	312	45.0	411	43.5	20	7.8
c) Sexual Orientation	11	0.4	24	1.5	312	45.4	412	44.6	22	8.2
d) Age	18	3.0	22	7.8	319	48.2	410	37.5	20	7.4
e) Physical Disability	15	1.9	23	1.1	312	46.1	412	41.6	25	9.3
f) Family Responsibilities	12	4.5	22	8.2	315	42.8	49	36.8	22	8.2

Section 3

Some researchers have suggested that people's opinions may differ depending on their age, their level of education, whether they are male or female, and the area they work in. This third and final section of the questionnaire will ask you about these things. Please circle the appropriate response number.

30. What is the highest level of schooling you completed? (circle one)

	#	%		#	%
1) Elementary School	5	1.9	5) Community College Diploma	50	18.6
2) Some High School	12	4.5	6) Bachelors Degree	71	26.4
3) Completed Grade 12	58	21.6	7) Masters Degree	13	4.8
4) Secretarial, Technical or Vocational School	41	15.2	8) Doctoral Degree	3	1.1
NOT REPORTED	3	1.1	9) Other (specify)	13	4.8

31. What is your age? (circle one)

	#	%		#	%
1) 25 or under	3	1.1	4) 46 - 55	96	35.7
2) 26 - 35	52	19.3	5) 56 - 65	12	4.5
3) 36 - 45	101	37.5	6) over 65	2	0.7
NOT REPORTED	3	1.1			

32. Which sex are you? (circle one)

- | | | |
|-----------|----------------|--------------------|
| 1) Male | $\frac{4}{88}$ | $\frac{4.5}{32.7}$ |
| 2) Female | 181 | 67.3 |

33. In which area of the University do you work? (circle one)

	#	%
1) Arts, Architecture, School of Art, Music	14	5.2
2) Science, Engineering, Architecture	44	16.4
3) Human Ecology, Nursing, Social Work, Education	16	5.9
4) Law, Management, Pharmacy, Natural Resources Institute	9	3.3
5) Physical Plant, Food Services, Ancillary Enterprises, Police	40	14.9
6) Administration, Graduate Studies	35	13.0
7) Libraries, Continuing Education	43	16.0
8) Other (specify) _____	53	19.7
NOT REPORTED	15	5.6

34. If there is something else you would like to say, but have not been asked, please use the remaining space on this sheet to write it down.

Thank you very much for your cooperation.

Place your completed questionnaire in the large envelope and drop it into the inter-departmental mail. No postage is necessary.

January 8, 1996

Dear Support Staff Member:

Last week you were sent a Questionnaire for Support Staff. You were asked to return the questionnaire by January 16, 1996.

If you have already returned the questionnaire to me, thank you! Your participation is greatly appreciated.

For those of you who have not yet done so, may I ask that you complete the questionnaire and return it to me now? It is important that I receive as many responses as possible.

Once again, you may be assured of complete confidentiality. Your participation is voluntary. Skip over any questions you are unsure of or do not wish to answer. When you have completed the questionnaire, please send it to me through the Interdepartmental Mail. My address is below.

If you did not receive a questionnaire or have misplaced it, you may request one from my advisor, Dr. Paul Madak, Faculty of Education, 474-8712.

Sincerely,



Barbara Ruchkall
c/o Faculty of Education
225 Education Building
Fort Garry Campus