

UNIVERSITY OF WISCONSIN-PLATTEVILLE

STATUS OF WOMEN REPORT SUGGESTIONS

SEPTEMBER 2002

Faculty Senate April 24, 2001
Academic Staff Senate May 9, 2001

In September 1998, Katharine Lyall, University of Wisconsin System President created an ad hoc Committee on the Status Women in the University of Wisconsin System. In October 1999, the committee responded with an extensive report and five broad recommendations to be implemented at each individual and institution and at the System level.

1. Expand educational opportunities for women students by, e.g., establishing activities and programs that attract and retain more women students to math, science, engineering, and technology fields; developing new initiatives to help women take advantage of changes in technology and increasing globalization; and ensuring access to higher education for women who are disadvantaged by economic or family circumstances.
2. Increase the hiring, promotion, and retention of women faculty, academic and classified staff, by e.g., expanding the recruiting and mentoring of women faculty; improving professional development activities and career ladders for academic staff and classified staff women; and developing leadership opportunities for women to move into administration.
3. Make the learning and working environment more welcoming to women, and especially women of color and women who identify as lesbian, bisexual, or transgendered, by, e.g., developing workshops and training sessions for members of the University community, beginning with administrators, managers, and supervisors; reviewing and improving the system of reporting and responding to complaints of discrimination, harassment, and sexual violence; and establishing a wider system of supports for women students and employees throughout the UW System.
4. Provide conditions that allow for balancing work and personal life, by, e.g., expanding and improving childcare services and access to them; developing a more flexible workplace through flex-time, job-sharing, and equitable implementation of family leave policies; and providing domestic partner benefits such as life insurance, health insurance, retirement survivor benefits, and sick leave.
5. Create an effective organizational structure for improving the status of women in the University of Wisconsin System by establishing a UW System office on the status of women; supporting the establishment of committees on the status of women at each UW institution; and mandating that each institution develop by January 2001 a plan that addresses the key areas for progress identified in this report.

In cooperation with this last recommendation, Carol Sue Butts, Provost of UW-Platteville created an ad hoc committee to study the environment for women at UWP. The ad hoc committee members were: Mittie Nimocks, David Van Buren, Clyde Holverson, Tiffany Lodholz, Brigitte Marty, Sharon Pink, Joan Riedle, Rita Rukashaza, Tammy Salmon, Karen Thomas, and Laura Wendorff. The committee members met during Spring and Fall semesters, 2000 to review programs that were already in place at UWP and to suggest programs to enhance the campus climate for women, focusing in turn on each of the 5 recommendations from the System report. Mittie Nimocks, Chair of the ad hoc committee presented the committee's report at Faculty Senate on January 23, 2001 and Academic Staff Senate on January 17, 2001. The following is an update of the suggestions from that report.

1. Expand Educational Opportunities for women students by, e.g., establishing activities and programs that attract and retain more women students to math, science, engineering, and technology fields: developing new initiatives to help women take advantage of changes in technology and increasing globalization; and ensuring access to higher education for women who are disadvantaged by economic or family circumstances.

Suggestions for UWP:

- A) Investigate the benefits of increasing the number of evening course offerings and expand course offerings to weekends to promote access for nontraditional women students.

According to the Registrar, 5.3% of the program courses are offered at night and on weekends. Currently there are 64 full-time nontraditional (age 25 and over) women undergraduate students. In addition there are 223 other students in this category enrolled at UWP on a part-time basis. Of the 223 women, 173 are enrolled in 3 or fewer credits, 33 are taking between 4-6 credits and 17 nontraditional women are enrolled in 7-10 credits.

- B) Publicize the Women's Studies Program minor and certificate through such strategies, interviews through campus media, reserving a section of women's studies for freshmen (male and female) during summer registration so that students may be exposed to the program early in their careers.

The *Director of Women's Studies Carmen Faymonville* is to devise a plan.

- C) Evaluate the number, variety, and accessibility of Women's Studies courses to underclassmen (male and female)

The *Director of Women's Studies Carmen Faymenville* is to investigate this suggestion.

- D) Review existing courses for those that might meet requirements to be added to the list of courses acceptable to fulfill general education gender studies requirement.

The *Director of Women's Studies Carmen Faymonville* is to initiate a process.

- E) Encourage faculty to include a gender component/unit in existing courses where this would be appropriate.

The *Director of Women's Studies Carmen Faymonville* is to discuss this with the Chairs, the Executive Council from each college and the Curriculum Committees from each college. Faculty are to be encouraged to apply for CIF grants to add gender components/units to existing courses.

- F) Explore the possibility of expanding the Women's Studies Program to a major perhaps through collaboration with other system campuses.

The *Director of Women's Studies Carmen Faymonville* is to investigate this suggestion.

- G) Implement a program to support nontraditional women returning to college to complete degrees.

The *Coordinator of the Women's Center Pat Foster* is to conduct a needs assessment of nontraditional women returning to college to determine programming needs.

- H) Encourage the remaining two colleges to reevaluate position assignment in order to establish half-time recruitment positions similar to the Director of Women in Engineering in the College of EMS.

The *Deans of LAE and BILSA Mittie Nimocks and Duane Ford* are to reevaluate position assignments.

2. Increase the hiring, promotion, and retention of women faculty, academic staff, and classified staff, by e.g., expanding the recruiting and mentoring of women faculty; improving professional development activities and career ladders for academic staff and classified staff women; and developing leadership opportunities for women to move into administration.

Suggestions from UWP:

- A) **Hire a full-time Affirmative Action Officer to raise awareness of women's issues, to increase visibility and communicate importance of the position and the seriousness with which UWP takes women's (as well as minority) issues, to prevent the appearance for potential conflict of interest that may exist when the personnel officer and Affirmative Action Officer are the same person, among other duties this officer would:**

The Office of Affirmative Action and Women's Issues was reorganized as part of Focus 2000. The Office of Affirmative action was assigned to Kate Kelley, Personnel Director, October 1994. A limited term employee (.50 FTE) was also assigned to the Office of Affirmative Action. Effective October 1999, an additional half time (.50 FTE) academic staff position was assigned to the Office of Affirmative Action. At the present time, approximately 1.50 FTE's are assigned to the Office of Affirmative Action.

A) Provide consistent leadership, continuity, and a "home base" for women's issues

The *Coordinator of the Women's Center Pat Foster* is to collaborate with the University Women's Council and coordinate efforts in programming. The physical "home base" for women's issues is the Patricia Doyle Women's Center.

A) Provide continuing education on sexual harassment

Office of Affirmative Action has provided educational and informational sessions concerning sexual harassment, discrimination, etc. The Director of Affirmative Action communicates with each Chair of the Search and Screen Committees regarding search and screen procedures. Affirmative Action materials regarding search and screen policies and procedures are available on the Affirmative Action WEB page. The Director of Affirmative Action also meets with Search and Screen Committees upon request.

The new half-time academic staff position assigned to the Office of Affirmative Action is responsible for all training activities related to affirmative action issues. During spring 2001, training programs were provided for BILSA, EMS, the Division of Student Affairs and Department of Criminal Justice regarding search and screen policies and procedures. Additional training programs will be provided in the future. The Office of Affirmative Action contracted with a nationally recognized expert on anti harassment and discrimination laws and policies, to present a training program to the Cabinet and all department chairs, supervisors and directors in October of 1998. Because the presenter has indicated he would be available for additional programs, the Office of Affirmative Action will invite him back to campus during the 2001/2002 academic year.

The *Affirmative Action Officer Kate Kelley* is to develop a plan for programming for both men and women in assertiveness training skills when responding to harassment.

A) Reinstate the position of Assistant to the Chancellor for Women's Issues.

The *University Women's Council* will be reestablished and will, through the Provost, advise the Chancellor regarding women's issues on campus.

A) Hire a consultant to look at salary issues

The University Rank, Salary and Tenure Policy Commission is taking a more active role in this area and has recommended a process for the College Rank, Salary, and Tenure Committees to utilize when reviewing and recommending salaries. Information on UWP salaries, a national report from Gilliam Associates and UWP scatter plots by rank were sent to the Deans to distribute to their College Rank, Salary, and Tenure committees to use when reviewing salaries.

3. Make the learning and working environment more welcoming to women, and especially women of color and women who identify as lesbian, bisexual, or transgendered, by e.g., developing workshops and training sessions for members of the University community, beginning with administrators, managers, and supervisors; reviewing and improving the system of reporting and responding to complaints of discrimination, harassment, and sexual violence; and establishing a wider system of supports for women students and employees throughout the UW System.

Suggestions for UWP:

- A) Expand the student programs to include programming to faculty and staff to decrease sexism, racism and to increase tolerance of alternative lifestyles.**

The *Affirmative Action Officer Kate Kelley* will work with the Women's Center to develop a campus plan.

The *Deans Duane Ford, Mittie Nimocks, and Rich Shultz* are to also incorporate this programming with their college faculty and staff i.e., College Council Meetings, College Retreats, etc.

- B) Create new and update existing faculty and staff lounges which might increase a feeling of community.**

This recommendation will be taken into consideration when reviewing the functions of the new student center and library renovations.

- C) Provide a unit on sexual health within the required general education course Fitness and Assessment that includes information regarding sexual health issues for students who identify as gay, lesbian, or bisexual.**

The *Chait of the School of Education Tom LoGuidice* is to review this suggestion.

4. Provide conditions that allow for balancing work and personal life, by e.g., expanding and improving childcare services and access to them; developing a more flexible work place through flex-time, job-sharing, and equitable implementation of family leave policies; and providing domestic partner benefits such as life insurance, health insurance, retirement survivor benefits, and sick leave.

Suggestions for UWP:

- A) Coordinate a collaboration among UWP, the Platteville community, and the UWP Foundation to establish continuing funding for the Children's Center that would allow for a possible facility expansion, increased hours, and infant care.**

The Center is currently open 47.5 hours per week which allows most parents to work full-time and gives student parents ample time to study and attend daytime classes. A few parents have expressed the desire to have the Center remain open until 5:30. Some of these parents have been community members who work until 5:00 or later. The number of children remaining at the Center after 4:30 is usually quite low; approximately 10-12 per day. With most campus offices closing by 4:15, and the majority of classes ending at 4:50, the Children's Center has been able to accommodate, approximately 99% of parents' child care needs.

Because infant care is labor intensive, it is very expensive to provide and as a result very costly to parents. Some child care centers that are able to offer infant care do so by spreading the cost over their preschool and other programs. Our current child care rates would take a significant hike in order to carry the weight of another program.

Babies need intimacy and individual attention. A ratio of 1 adult to 3 infants is required for accreditation. Other quality standards of utmost importance to consider are:

- Babies should receive continuous care by the same one or two adults. Therefore, the addition of an infant/toddler program would mean adding two full-time staff members. The use of students on the work/study program would not be feasible which is presently how we support the one lead teacher in our preschool classroom.
- Babies need to be kept on individual schedules. Sleep and play areas are required to be separate which would mean the addition of two spaces approximately 400 and 200 square feet each.
- Start up costs for equipment would be significant. The following equipment and supplies would be needed: highchairs, cribs, strollers, walkers, rocking chairs, age appropriate play equipment (outdoor and indoor), and changing tables.
- Program space would need to include shelving, small toilets, sinks, adult sink,

microwave, refrigerator, etc.

The cost of infant care for students, faculty and staff could more than double the current costs.

- B) Ongoing programming that helps all faculty but specifically single faculty and staff to network with others

The *University Women's Council* will discuss this issue with the Chairs of the Faculty Senate and Academic Staff Senate.

- C) **Encourage working units to evaluate workloads as they take on new programs, duties, or initiatives to eliminate outdated, unnecessary programming so that faculty and staff do not become consumed by their jobs**

The *Deans Duane Ford, Mittie Nimocks, and Rich Shultz* are to address this with their college faculty and staff ie., College Council meetings, College Retreats, etc.

- D) **Avoid overburdening single faculty and staff, or those without children, while maintaining an effort to accommodate faculty and staff with children**

The *Deans Duane Ford, Mittie Nimocks, and Rich Shultz* are to address this with their college faculty and staff ie., College Council meetings, College Retreats, etc.

5. Create an effective organizational structure for improving the status of women in the University of Wisconsin System by establishing a UW System office on the status of women; supporting the establishment of committees on the status of women at each UW institution; and mandating that each institution develop by January 2001 a plan that addresses the key areas for progress identified in this report.

Suggestions for UWP:

- A) **Raise awareness of family leave among faculty and staff**

The UWP Policy and Procedures Regarding Discrimination and Harassment is included in the Faculty Handbook, Student Handbook and Personal Planner, the Affirmative Action WEB page and the classified Employees Orientation Packet. In addition, every new classified employee is provided a copy of the UW-Platteville Flextime and Job Share Policy. UW-Platteville is the only campus with a signed agreement with the local bargaining unit. Flextime is utilized on a continuous basis. Wisconsin and Federal Family Medical Leave Policies are located in the Faculty Handbook and provided to every classified employee during orientation.

The new employee orientation material, which is provided to each new employee,

contains information regarding sick leave, family medical leave and other fringe benefits.

A) Implement measures to increase Exit Interview participation

Effective Spring 2001, the exit interview letter and questionnaire is to be sent to all employees who terminate employment with UW-Platteville. For those employees who do not respond, one follow-up letter will be sent in order to capture as much data as possible.

In addition, the Exit Interview Questionnaire has been placed on the Affirmative Action WEB page. All employees will be offered an opportunity to meet directly with the Director of Affirmative Action to discuss reasons for separation. The information gathered from the Exit Interview Questionnaire will be shared with the Chancellor on an annual basis in an effort to address concerns raised.