



Report to the President

Status of Women Working Group University of Wisconsin System May 31, 2006

"An institution is not tested in an era of support and abundance. Its character and leadership are determined in a milieu of adversity and scarcity. If it contracts by undermining or exploiting its weakest and most vulnerable communities, if it reduces its support of women and people of color with diminishing resources, it risks losing its ethical credibility and reputation, its commitment to compassion, justice and equity and its devotion to honesty."...SWWG

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EXECUTIVE SUMMARY

In the Fall of 2005, President Kevin Reilly established the Status of Women Working Group (SWWG). The SWWG reflected the voices of faculty, staff, students, and administrators. In forming the group, President Reilly stated his intent to “seek advice on system-wide priorities for advancing gender equity” in the University, building on the report of the Committee on the Status of Women in the University of Wisconsin system, *Equality for Women in the University of Wisconsin System: A Focus for Action in the Year 2000*, issued in October of 1999. That report made five broad recommendations to be implemented at the University System level and at each campus level. Those recommendations were:

- 1. Expand educational opportunities for women students.**
- 2. Increase the hiring, promotion, and retention of women faculty, academic staff, and classified staff.**
- 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.**
- 4. Provide conditions that allow for balancing work and personal life.**
- 5. Create an effective organizational structure for improving the status of women in the University of Wisconsin System.**

On January 25, 2006, President Reilly convened the Status of Women Working Group and issued the following charge:

The Status of Women Working Group will advise President Kevin Reilly on actions for enhancing gender equity throughout the University of Wisconsin System. It succeeds the Committee on the Status of Women which issued the report, *Equality for Women in the University of Wisconsin System*, in October 1999. The Group will:

- 1) assess the current status of accomplishments and progress as defined by the recommendations and benchmarks outlined in the 1999 report;**
- 2) identify those recommendations that remain unfulfilled and warrant continued action;**
- 3) identify new areas of concern that have arisen since the earlier report;**
- 4) formulate recommendations based upon 1-3 above;**
- 5) establish priorities that will define future action plans; and**
- 6) propose staffing arrangements for advancing the future agenda.**

The Group will submit its report to the President by May 31, 2006.

President Reilly placed his charge to the working group within the context of the University's Vision (1) to be the premier developer of advanced human potential, (2) to be the premier developer of the jobs that employ that potential, and (3) to be the premier developer of the communities that sustain that potential.

The Status of Women Working Group (SWWG) met three times during Spring 2006. Although formal minutes were not taken, notes from each meeting were agreed upon by the group, and are attached to this report as appendices. These notes will provide a more comprehensive overview of the group's discussions.

For the purpose of this report, we will address each charge.

1. Assess the current status of accomplishments and progress as defined by the recommendations and benchmarks outlined in the 1999 report.

The SWWG reviewed each recommendation of *Equality for Women in the University of Wisconsin System: A Focus for Action in the Year 2000*. We noted that recommendation five mandated that each institution develop by January 2001 a plan that addresses the key areas for progress identified in the report. The 2001 plans of each institution can be found on the university website at <http://www.uwsa.edu/acadaff/status/report.htm>. Twelve of the fifteen institutions provided initial reports. Through the Office of the Senior Vice President, we requested updated plans from each institution through its Provost's Office. Six institutions provided updated plans. They, too, are posted on the website.

In addition, we requested current data from the Office of Human Resources and the Office of Policy Analysis and Research to expand the charts created for the original Status of Women committee. Overall, we found that the University is making incremental progress in some areas, is stagnant in others, and is regressing in still others.

The SWWG also identified other activities and organizations at the campus, institutional, and state level that support and/or expand the goals of gender equity. We found numerous such efforts with varying levels of support, continuity, and effectiveness.

2. Identify those recommendations that remain unfulfilled and warrant continued action.

It is the consensus of the Status of Women Working Group that all of the recommendations of the *Equality for Women in the University of Wisconsin System: A Focus for Action in the Year 2000* remain unfulfilled. Until such time that equity in the University is achieved, each recommendation continues to have primacy. While good work has been accomplished, no problems have yet been solved. To achieve the goals articulated in *Equality for Women in the University of Wisconsin System: A Focus for Action in the Year 2000*, each recommendation must not only be continued, but continued simultaneously. The group agreed that institutionalization of procedures and personnel charged with attending to the status of women, both at the System and campus levels, is necessary. Further, accountability to System Administration and the Board of Regents is necessary to ensure the work stays focused, visible, vibrant, and effective.

3. Identify new areas of concern that have arisen since the earlier report.

A recurring area of concern addresses a limitation of the 1999 report and the current study. Issues such as career development, promotions, and equality are of vital interest to the members of UWSA Classified Staff as much as they are to University academic personnel. Unfortunately, these issues were not adequately addressed in the original report or during this study. Given the large contingent of UWSA classified staff members, more time and study should be devoted to the equity concerns of this group of staff.

Two areas of concern, believed to be reactions to reduced financial resources, were brought to the attention of the working group. One concern is the reduction of support for Affirmative Action offices in the University of Wisconsin System. It was brought to our attention that UW System Administration is currently reorganizing its Affirmative Action Office. Several of the group members voiced strong concern that the specialized technical and legal expertise provided by this office continue to be available to the campuses and that the System model an effective structure for all UW institutions, urging institutional and System Administration AA/EOC positions that are staffed by qualified personnel, as close to full-time appointments as possible, separate from Human Resources Offices. Others are not convinced that this is the solution to our concerns. We do agree, however, that AA/EEO principles should be institutionalized in all of our employment practices, including recruitment, hiring, and compensation.

A second area of concern, also attributed to diminished resources, may not be universal, but it is disturbing. It involves instructional academic staff, more than half of whom are women. Currently, a 12-credit load is considered full-time for instructional academic staff (IAS). There is concern that campuses may be considering increasing the definition of full-time for IAS to be a 15-credit load. In fact, some campuses currently operate under this definition for full-time IAS. Such changes disproportionately affect women in the University, profoundly effecting access to insurance and other benefits. We urge the Administration to monitor and discourage actions that heavily impact women negatively.

We address the following three parts of the charge as one.

- 4. Formulate recommendations based upon 1-3 above;**
- 5. Establish priorities that will define future action plans; and**
- 6. Propose staffing arrangements for advancing the future agenda.**

The Status of Women Working Group makes one overarching recommendation consisting of six subparts:

INSTITUTIONALIZE THE GOALS OF *Equality for Women in the University of Wisconsin System: A Focus for Action in the Year 2000* BY HOLDING THE ENTIRE UW SYSTEM BOTH RESPONSIBLE AND ACCOUNTABLE FOR THEIR ACCOMPLISHMENTS.

- A. Create a position in System Administration charged with addressing the recommendations of *Equality for Women in the University of Wisconsin System: A Focus for Action in the Year 2000* that is centrally located in the University hierarchy with routine access to the President and the President's Cabinet.**
- B. Add gender as a category of analysis in the annual *Achieving Excellence* report and expand its use in *The University of Wisconsin System Fact Book*, both of which are annual reports presented to the Board of Regents and are available to the public.**

- C. Establish the achievement of gender equity goals as a criterion of evaluation for all University administrators, beginning with the president and chancellors, but including the administrative heads of functional units as well.**
- D. Create and institutionalize a systemwide infrastructure which charges each campus with identifying a process to address and monitor the status of women on the campus with a designated position or office charged with facilitating communications with the UW System administrator who will be responsible for this work.**
- E. Create a system-wide advisory group with representation from each institution, ideally the person identified in part D.**
- F. Create a UW System award that recognizes best practices in achieving gender equity.**

INTRODUCTION AND COMMITTEE CHARGE

In fall, 2005, President Kevin Reilly established the Status of Women Working Group (SWWG), representing faculty, staff, students, and administrators. Committee members were Deborah B. Cureton, UW-Richland, (Chair); Emily Ascher, student, UW-Eau Claire; Terry Brown, UW-River Falls; Judy Crain, University of Wisconsin Board of Regents; Linda Bunnell (represented by Nancy Bayne), UW-Stevens Point; Lane R. Earns, UW-Oshkosh; Jo Handelsman, UW-Madison; Jennifer Hanewall, UW System Administration; Helen Klebesadel, UW Women's Studies Consortium; Vicki Lord Larson, UW-Eau Claire; Heather Miles, UW-Parkside; James Parker, UW-La Crosse; Hollace Anne Teuber, UW-Stout; Susan Turell, Women's Studies Program; and Dev Venugopalan, UW-Milwaukee. Senior Vice President Cora Marrett represented the Office of the President. (See Appendix 1). When recruiting participants to the committee, the President indicated his intent to "seek advice on systemwide priorities for advancing gender equity" in the University, building on the report of the Committee on the Status of Women in the University of Wisconsin System, *Equality for Women in the University of Wisconsin System: A Focus for Action in the Year 2000*, issued in October of 1999. That report made five broad recommendations to be implemented at both the UW System level and at each campus level. Those recommendations were:

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 advantages of changes in technology and increasing globalization; and ensuring access to higher education for women who are disadvantaged by economic or family circumstances.

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.

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., 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.

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.

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.

On January 25, 2006, President Reilly convened the Status of Women Working Group and issued the following charge:

The Status of Women Working Group will advise President Kevin Reilly on actions for enhancing gender equity throughout the University of Wisconsin System. It succeeds the Committee on the Status of Women which issued the report, *Equality for Women in the University of Wisconsin System*, in October, 1999. The Group will:

- 1) assess the current status of accomplishments and progress as defined by the recommendations and benchmarks outlined in the 1999 report;**
- 2) identify those recommendations that remain unfulfilled and warrant continued action;**
- 3) identify new areas of concern that have arisen since the earlier report;**
- 4) formulate recommendations based upon 1-3 above;**
- 5) establish priorities that will define future action plans; and**
- 6) propose staffing arrangements for advancing the future agenda.**

The Group will submit its report to the President by May 31, 2006.

President Reilly placed his charge to the working group within the context of the University of Wisconsin's *Grow Wisconsin* Vision: (1) to be the premier developer of advanced human potential, (2) to be the premier developer of the jobs that employ that potential (our role in a knowledge economy), and (3) to be the premier developer of the communities that sustain that potential.

The Status of Women Working Group met three times during Spring 2006: January 25th (Appendix 2), March 1st (Appendix 3), and May 8th (Appendix 4). Although formal minutes were not taken, notes from each meeting were agreed upon by the group and are attached to this report as appendices. These notes will provide a more complete record of the group's discussions.

For the purpose of this report, we will address each charge.

CHARGE ONE

1. Assess the current status of accomplishments and progress as defined by the recommendations and benchmarks outlined in the 1999 report.

The Committee reviewed each recommendation of *Equality for Women in the University of Wisconsin System: A Focus for Action in the Year 2000*. We noted that part of recommendation five charged each institution to develop by January 2001 a plan that addresses the key areas for progress that are identified in the report. The 2001 plans of each institution can be found on the university website at <http://www.uwsa.edu/acadaff/status/report.htm>. Twelve of the fifteen institutions provided initial 2001 reports to be included on the website. Through the Office of the Senior Vice President, we requested updated plans from each institution through its Provost's Office. Six institutions provided updated plans. They, too, are now posted on the website.

Two of our colleagues, involved in updating campus reports, provided first hand information on the difficulty or ease of gathering the requested updates at their respective campuses. At one campus, a number of subcommittees initially were formed to address the five recommendations of *Equality for Women in the University of Wisconsin System*, but there was no central reporting place to bring their work together. Because no one was asking for follow-up reports, there was a general assumption on that campus that the issue was no longer in need or attention or of interest to System Administration after the initial 2001 report was filed. Locating information for the 2006 update was a challenge for this campus, but one they were able to meet. The colleague from the second campus informed the committee of the expansiveness and thoroughness of the campus's 2001 report and the work that proceeded from it. Subsequent work included a series of training modules the campus developed for faculty on strategies for developing more diverse curricula with regard to gender, ethnicity and race, and class, and how to use pedagogical methods that work well for a broad range of cultural backgrounds and learning styles. Not only faculty, but also all campus deans are expected to work through the modules. That campus updated its report in 2003 and posted it on its campus website. We acknowledge that there may be other reports on individual campus websites, yet found no mechanism to pull that information to one site for a complete understanding of gender equity progress across the University of Wisconsin System. These reports indicate the range of continuity and support of the women's initiative efforts across campuses.

Some campuses did not respond to the requests for updates; others responded that although work on gender equity continues in programs and committees at both staff and student levels, no update is available. Noting the variability of information regarding updates and progress on gender equity goals, the committee concluded that without the expectation that addressing these issues in an on-going fashion that is reported-on regularly with someone specifically charged to attend to the work, it will not yield the desired outcomes.

Reminded of the data-driven recommendations of the *Equality for Women in the University of Wisconsin System* report, the working group requested current data from the Office of Human Resources and the Office of Policy Analysis and Research to expand the charts created for the original Status of Women committee. The updated charts can be found in Appendices 5 – 8. Numerical data not only provide *one* measure of progress (or no progress); they also indicate directions for further probing. The most recent data suggest that overall, the University is making incremental progress in some areas, is stagnant in others, and is regressing

in still others; however, there weren't significant changes in the data that would allow us to report definitive determinations of progress toward achieving gender equity goals. We recommend the following: further analyze data to determine the cause in areas that did show change, determine what data to measure that will be accurate indicators of success or failure of the initiatives surrounding the status of women, and expand statistical information on classified employees.

The SWWG also identified other activities and organizations at the campus, institutional, and state level that support and/or expand the goals of gender equity. Specifically mentioned were the Women's Studies Consortium (WSC) (including the increase in degrees and certificates in women's studies that can be earned in the University), the UW System Women and Science Program (W&S), the UW System Inclusivity Initiative (UWII), UW-Madison's Women in Science and Engineering Leadership Institute (WISELI), Wisconsin Women in Higher Education Leadership (WWHEL), Wisconsin Affirmative Action Council, and the Wisconsin Women Equals Prosperity (WW=P) initiative, led by Lt. Governor Barbara Lawton. A perusal of <http://www.uwsa.edu/acadaff/status/offices.htm> will show links to these and other organizations that work to address gender equity issues. The SWWG noted that there are numerous such efforts with varying levels of support, continuity, and effectiveness. Of the UW-System initiatives listed above, the WSC, the W&S, and the UWII all have part-time directors, and those that have dedicated resources have experienced budget and staff reductions as a part of System-wide cuts. The UWII, not yet institutionalized, has a director who is borrowed from half a faculty position for one more year. WISELI is reaching the end of the grant-supported five-year funding cycle with the National Science Foundation, and is looking for ways to institutionalize the initiatives they have created (such as their very successful trainings on gender issues for UW System faculty chairs and the chairs of hiring committees). In the past, collaborations with WW=P and WWHEL were maintained by the Coordinator of the Initiative on the Status of Women. The procedure and structure for the continuation of what have been successful past collaborations are unclear.

One additional concern is the need to create and sustain programming for professional development for diverse individuals seeking to explore administrative leadership as a career path. Several of the members of this committee had the opportunity to participate in the 1999 Leadership Institute, which was a separate initiative that resulted from the Committee on the Status of Women. It was significant to note that two of the participants who served on the SWWG are now deans at UW System campuses, and a significant number of other participants experienced similar success. UW System would do well to institutionalize this type of professional development opportunity, and make it available to those employees interested in exploring their potential as administrative leaders.

CHARGE TWO

2. Identify those recommendations that remain unfulfilled and warrant continued action.

It is the consensus of the group that all of the recommendations of the *Equality for Women in the University of Wisconsin System: A Focus for Action in the Year 2000* remain unfulfilled. Until such time that equity in the University is achieved, each recommendation continues to have primacy. While good work has been accomplished, the problems remain unsolved. To achieve the goals articulated in *Equality for Women in the University of Wisconsin System: A Focus for Action in the Year 2000*, each recommendation must not only be continued, but continued simultaneously. The group agreed that institutionalization of procedures and personnel charged with attending to the status of women, both at the UW System and campus levels, is necessary. Further, accountability to System Administration and the Board of Regents is a necessary condition to ensure the work stays focused, visible, viable, and vibrant.

CHARGE THREE

3. Identify new areas of concern that have arisen since the earlier report.

Three areas of concern were brought to the attention of the working group. A recurring area of concern addresses a limitation of the 1999 report. Issues such as career development, promotions, and equality are of vital interest to the members of UWSA Classified Staff as much as they are to University instructional personnel and administrative staff. Some classified staff employees encounter obstacles to accessing University opportunities made available to other personnel. They also feel closed out of important University decision-making processes, decisions that affect their work environment along with their colleagues in faculty and administrative categories. Unfortunately, these issues were not adequately addressed in the original report and not explored in any depth in the current report. Given the large contingent of UWSA classified staff members, nearly 57% of whom are women, more time and study should be devoted to the equity concerns of this group.

Another concern is the reduction of support for Affirmative Action offices in the University of Wisconsin System. This is an issue that intersects equity and advancement issues for women. We are concerned that campuses may be addressing budget concerns with reductions in Affirmative Action office staffing and folding Affirmative Action offices into Human Resources Offices. Many of us find this trend disturbing. Effective Affirmative Action Programs are generally outside of Human Resources insuring that the policies and procedures developed by Human Resources meet AA/EOC standards. Folding them together has an inherent conflict and inhibits critical analysis of programs, resulting in less effective monitoring. It was brought to our attention that UW System Administration is currently reorganizing its own Affirmative Action Office, and several in the group voiced strong concern that the technical and legal expertise continue to be available to the campuses, urging institutional and System Administration AA/EOC positions that are as close to full-time as possible, staffed by individuals with the appropriate expertise, and not folded into Human Resources Offices. However, not all of us agree that this is the solution to our concerns. We do agree that AA/EEO principles be institutionalized in all of our employment practices (recruitment, hiring, compensation, etc.), and that there should be a robust monitoring function at each institution that does not report to hiring authority in a division or department.

A third area of concern, also attributed to diminished resources, may not be widespread, but could be the beginning of a spiral. It involves instructional academic staff, more than half of whom are women. Currently, a 12-credit load is considered full-time for instructional academic staff (IAS). There is concern that some campuses may be considering increasing the definition of full-time for IAS to be a 15-credit load. Indeed, some campuses currently operate under this definition. Such changes disproportionately affect women in the University (many of whom have been employed for significant periods of time), profoundly affecting access to insurance and other benefits including retirement formulas. We urge the Administration to monitor and discourage actions that retard the progress of women in the University.

CHARGES FOUR, FIVE, SIX and RECOMMENDATION

We address the following three parts of the charge as one.

4. **Formulate recommendations based upon 1-3 above;**
5. **Establish priorities that will define future action plans; and**
6. **Propose staffing arrangements for advancing the future agenda.**

The SWWG focused much of its discussion on recommendation five of the 1999 Report, *Create an effective organizational structure for improving the status of women in the University of Wisconsin System*, and makes the following recommendation:

INSTITUTIONALIZE THE GOALS OF *Equality for Women in the University of Wisconsin System: A Focus for Action in the Year 2000* BY HOLDING THE ENTIRE UW SYSTEM BOTH RESPONSIBLE AND ACCOUNTABLE FOR THEIR ACCOMPLISHMENTS.

A recurring theme in the discussions of the SWWG is the absence of delegated responsibility for achieving gender equity goals at the System (and consequently the campus) level. Nor is accountability for goal achievement built into the fabric of the institution. We are impressed by the amount of good work that is occurring in the University to achieve gender equity. Much of it continues because of the good will of the committed. Yet, when half of the population is underserved, good will, though necessary, is insufficient to produce the ambitious outcomes that the University of Wisconsin System envisions for itself to be the premier developer of advanced human potential. We acknowledge and are affected by and are managing as best we can (as are all other units) the myriad challenges the University faces because of the substantial decreases in resource support over the past three biennia. However, we are persuaded by the passion of one of our committee members, "An institution is not tested in an era of support and abundance. Its character and leadership are determined in a milieu of adversity and scarcity. If it contracts by undermining or exploiting its weakest and most vulnerable communities, if it reduces its support of women and people of color with diminishing resources, it risks losing its ethical credibility and reputation, its commitment to compassion, justice and equity and its devotion to honesty."

The SWWG proposes the following steps to achieve institutionalization:

- A. **Create a position in UW System Administration charged with addressing the recommendations of *Equality for Women in the University of Wisconsin System: A Focus for Action in the Year 2000* that is centrally (not peripherally) situated in the University hierarchy to achieve maximum effect, including consideration of the consequences to gender equity and advancement when decisions are made by UW System Administration at the highest levels.** The committee urges that the person in this position have resources and authority that match his or her responsibilities, and that the appointee is identified through a national search to ensure that the successful candidate has the highest qualifications and experience in this area.

This is not a new recommendation. It is actually a reiteration of recommendation five of the 1999 report. Consequent to that report, the position of Special Assistant for Women's Issues, reporting to the UW System President, was created at a 50% level. The limitations of placing this position in an advisory capacity are evident to the SWWG in that we are charged to study its effectiveness. We urge a cabinet-level position that

positions the appointee in the heart of the University where policy, financial, legal, and human resource decisions are made.

We urge a full-time, permanent position, 50% - 60% of which would be dedicated to gender equity responsibilities.

- B. Add gender as a category for analysis in the annual *Achieving Excellence* report, www.uwsa.edu/opar/accountability, and expand its use in *The University of Wisconsin System Fact Book* www.uwsa.edu/president/communications/publicat, both of which are annual reports presented to the Board of Regents, and are available to the public.**

If the University of Wisconsin is to make meaningful and sustained progress in providing equitable paths to access, progress, and success for women, we must be accountable both to ourselves and to the public. Our results in this regard should be transparent, easily accessed, supported, and, if necessary questioned. *Achieving Excellence* and *The University of Wisconsin System Fact Book* are both internal and public documents which can help the institution and interested external publics monitor progress and discern trends that might suggest duplication or intervention. Additionally, standard protocols for gathering and reporting this data would be established so that comparisons over time would be meaningful.

- C. Establish the achievement of gender equity goals as a criterion of evaluation for all University administrators, beginning with the president and campus chancellors, and including the administrative heads of functional units as well.**

Achieving gender equity in the University cannot be the sole province of one person. There must be collective responsibility across the institution with leadership, support, monitoring, and recognition from the highest levels of administration. Establishing the goals of the women's initiative as an evaluation criterion for University leaders helps to insure that the issues concerning women's progress in and access to the University at all levels are always factors in the achievement goals of the University.

- D. Create and institutionalize a systemwide infrastructure which charges each campus with identifying a process to address and monitor the status of women on the campus with a designated office charged with facilitating communications with the UW System administrator who will be responsible for this work.**
- E. Create a systemwide advisory group on the Status of Women with representation from each institution, ideally from the office identified in part D.**

Basically, we urge each campus to model that which we are recommending to System Administration: a full-time position where the gender equity responsibilities constitute a major portion of the position responsibilities. The persons holding these positions, identified at each campus, would form the Status of Women Advisory Board, thus creating a vehicle for communicating, supporting, and holding each other responsible and accountable. An Advisory Group might also be the appropriate venue to begin serious discussions of benchmarks, for in all of our discussions and information-gathering, we discovered no markers defining the indicators that denote success.

- F. Create a UW System award that recognizes best practices in achieving gender equity.**

Public recognition acknowledges good work, shows appreciation, and helps create best practices and standards of excellence. We urge the University of Wisconsin Board of

Regents to sponsor such an award, further demonstrating the importance of equity for women to the UW System.

The Status of Women Working Group believes that this process of institutionalization will effectively propel the University of Wisconsin System toward the goal of providing an equitable academic and work environment for women students, staff, and faculty.

APPENDIX 1: Status of Women Working Group Committee Members

Working Group for the President's Initiative on the Status of Women

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APPENDIX 2: Meeting Notes, January 2006

Status of Women Working Group Notes from January 25, 2006 Meeting

Committee Members Attending: Deborah B. Cureton, Chair, CEO and Dean, UW-Richland; Judy Crain, Regent, University of Wisconsin System; Jennifer Hanewall, Director, Human Resources, UW System; Helen Klebesadel, Director, Women's Studies Consortium; Vicki Lord Larson (by phone) ex-officio, (Interim) Chancellor, UW-Eau Claire; James Parker, Professor Emeritus, Women's Gender and Sexuality Studies Department, UW-La Crosse; Hollace Anne Teuber, Assistant Professor, Department of Speech Communication, UW-Stout; Susan Turell, Coordinator, Women's Studies Program, UW-Eau Claire; Dev Venugopalan, Associate Vice Chancellor, UW-Milwaukee.

Also Attending: Kevin Reilly, President, University of Wisconsin System; Cora B. Marrett, Senior Vice President for Academic Affairs, University of Wisconsin System; Vicki C. Washington, Interim Assistant Vice President for Academic Diversity and Development.

Lane R. Earns, Provost, UW-Oshkosh, Terry Brown, Interim Dean, College of Arts and Sciences, UW-River Falls, and Jo Handelsman, Professor, Plant Pathology Department, UW-Madison, had prior commitments and could not attend.

The Status of Women Working Group meeting opened with comments of welcome and introductions by the chairperson, Deborah B. Cureton, Dean, UW-Richland. Deborah then introduced Dr. Kevin Reilly, President, UW System who welcomed and thanked the group for their willingness to serve on this committee.

President Reilly then presented the group's charge and placed it within the context of the University's *Grow Wisconsin* Vision (1) to be the premier developer of advanced human potential, (2) the premier developer of the jobs that employ that potential (our role in a knowledge economy), and (3) the premier developer of the communities that sustain that potential. He connected our task as well to other initiatives in the President's Office and statewide, such as the President's Council on Diversity (a group of advisors external to the University), and the Wisconsin Covenant (the Governor's proposed initiative to help financially support qualified 7th and 8th students into college if they graduate high school with a B or better average.) He cautioned that certain realities should be kept to the fore: budget cuts are real, yet if the Working Group so recommends, the President's Office will support for Status of Women initiatives, within the context of the broader diversity agenda. He cautioned that individual campuses may be less than supportive of our work in that they would prefer to have greater resources on their campuses than to see a 'System' position created.

The Charge: The Status of Women Working Group will advise President Kevin Reilly on actions for enhancing gender equity throughout the University of Wisconsin System. It succeeds the Committee on the Status of Women which issued the report, *Equality for Women in the University of Wisconsin System*, in October, 1999. The Group will:

- 1) assess the current status of accomplishments and progress as defined by the recommendations and benchmarks outlined in the 1999 report;
- 2) identify those recommendations that remain unfulfilled and warrant continued action;
- 3) identify new areas of concern that have arisen since the earlier report;
- 4) formulate recommendations based upon 1-3 above;
- 5) establish priorities that will define future action plans; and
- 6) propose staffing arrangements for advancing the future agenda.

The Group will submit its report to the President by May 31, 2006.

Judy Crain assured us of the Board of Regents' interest and her personal interest in the issues the group will address. She noted that in 2006 only five of the 17 Regents are women.

Cora Marrett presented an historical overview, including a power-point presentation, of the University's efforts to address gender equity leading to the current charge. Vickie Lord-Larson, a co-chair of the Committee on the Status of Women that issued the *Equality for Women in the University of Wisconsin System: A Focus for Action in the Year 2000*, iterated that the original committee utilized methodologies that combined processes like focus groups and climate surveys to gather qualitative information in conjunction with quantitative approaches that gathered measurable human resource data. She suggested that it is important to again provide data-driven recommendations for the committee's report to be useful. She also brought to the fore that each institution was to "develop and submit to UW System Administration by January 2001 a plan that establishes goals, objectives, and initiatives in the areas here designated for progress at the campus level."

The consensus of the following discussion was that each institution had submitted a self-defined campus plan for addressing the concerns raised in the 1999 report during the first years of the Initiative on the Status of Women. The committee discussion led to the conclusion that an update on those plans from the institutions would provide a richer picture of progress to date.

Jennifer Hanewall reported that much of the data gathered by the original committee can be updated, specifically; current employee and employment data by gender and rank; and student identity information by enrollment. More difficult to update will be the qualitative data garnered from surveys and focus groups.

Helen Klebesadel, Director, Women's Studies Consortium and Susan Turell, Chair, Women's Studies Consortium provided information on those programs. Helen was careful to describe Women's Studies as an interdisciplinary curricular area related to, but separate from, the Status of Women Initiative and women's issues. She pointed out that the Status of Women Initiative focuses on Human Resource policies that address employment, climate, and work/life issues that influence equity, advancement, and access for women employees and students. Helen reported a mixed message for the programs in the Women's Studies Consortium in terms of initiatives addressing Women's Studies as a curricular area. There is an interdisciplinary Women's Studies Program or Department on each campus, and they are joined together in an inter-institutional learning community by the UW System Women's Studies Consortium. "Some programs are blossoming; some are fragile." Some programs are experiencing greater difficulty than others because of budget cuts and personnel loss, but overall Women's Studies is thriving in the UW System. One can earn a certificate in Women's Studies in the UW-Colleges. There are now five campuses that offer a major in Women's Studies and all of the comprehensives offer at least a minor. Students can earn a master's degree in Women's Studies

at UW-Madison, and the UW-Milwaukee has aspirations to bring its own Master in Women's Studies before the Board of Regents for consideration.

Susan characterized Women's Studies as an interdisciplinary and multi-disciplinary curricular area that is concerned with both scholarship and activism. It is concerned with transforming the whole University curriculum to include the contributions of women in all their diversity, and with including modes of critical analysis that consider gender as a category. She said Women Studies also promotes the use of inclusive, student-centered pedagogies that recognize different learning styles aimed at helping the broadest range of students succeed. Susan and Helen agreed that while Women's Studies is a curricular area, Women's Studies programs can become a place where people come together in concern when campus climate issues bubble up.

The SWWG discussed other initiatives and collaborations that support the goals of gender equity. The UW System Women and Science Program, WISELI, WWHEL, WW=P were some but not all of the initiatives named as areas of past and future collaboration on the issues under discussion.

Title IX issues were raised as on-going concerns, and it was suggested that the committee see what information we already report each year to assess progress. The system EEO offices will have this information.

Continued concerns were voiced for developing initiatives that prepare students to address advances in technology and globalization.

The need to address access and financial needs for older and returning students as well as traditional college age students was raised.

The coordination of pre-college science programs in a way that makes them more accessible and visible system wide was suggested.

The discussion included the advisability of building on 'best practices' in and out of the UW System. It was noted that the 'corporate world' has useful examples.

The SWWG engaged in a wide-ranging discussion acknowledging that women's issues intersect with many other issues of equity that must be addressed in the academy. Gathering together the information that will show us what we already know was highlighted, along with bringing together the information and research that exists about what actually works when implementing equity programs.

It was suggested that the final report on the accomplishments and on-going work by the previous Coordinator of the Status of Women Initiative, Dr. Louise Root-Robbins, would be useful for the committee to read.

The following plan of action was developed:

- * Accept the broad categories identified in the recommendations from *Equality for Women in the University of Wisconsin System: A Focus for Action in the Year 2000*.
- * Develop a template to collect a one-page (hopefully) update from each institution (should be based on the institutional plans submitted in 2001).
- * Review the coordinator's position description with an eye to determining the most effective organizational structure for advancing the women's issues agenda. Is this the most effective way to institutionalize the agenda? What would be the best reporting structure? What has to happen to insure that responsibility and authority are balanced in whatever strategies or structures are defined?

- * Add two 'voices' to the working group: student and classified staff.
- * Identify, if they exist, new areas of concern that may have developed since the original committee report.

The next meeting was scheduled for March 1, 2006.

APPENDIX 3: Meeting Notes, March 2006

Status of Women Working Group Notes from March 1, 2006 Meeting

Committee Members Attending: Deborah B. Cureton, Terry Brown, Judy Crain, Nancy Bayne, Associate Vice Chancellor, UW-Stevens Point (representing Linda Bunnell), Lane R. Earns, Jennifer Hanewall, Helen Klebesadel, Vicki Lord Larson, Heather Miles, James Parker, Hollace Anne Teuber, Susan Turell, Dev Venugopalan.

Also attending: Cora Marrett.

Chair Deborah Cureton convened the meeting with introductions. Heather Miles, UW-Parkside, was welcomed as a new member of the SWWG, representing classified staff. It was announced that a student member, Emily Ascher of UW-Eau Claire, will also be joining the Group at the next meeting.

Notes from the January 25th meeting of the Working Group were discussed and approved. The charge to the Group from President Reilly was reviewed.

Cora Marrett told the Group that its existence has been announced to the Board of Regents. Regent Judy Crain expanded that President Reilly mentioned the Working Group, its charge, and its membership. Cora mentioned that due to time constraints on the agenda of the UW System Provosts meeting, she was unable to discuss the Working Group at their last meeting, but she went on to explain that she emailed the Provosts and asked for contact people and updates to their campus reports on the Status of Women.

There was a discussion of the February 23 article by Karen Rivedal, *UW Women Regroup* <http://www.madison.com/archives/read.php?ref=wsj:2006:02:23:545266:LOCAL>.

This prompted a discussion about how to appropriately share information and let the campuses and the public know about the work of the Group.

Cora briefly reviewed the history of the Initiative on the Status of Women. She outlined the 1999 report, and how it called for the establishment of the position of Coordinator on the Status of Women in the UW System, and charged the campuses with creating local reports and plans for improving the status of women on their campus. The Coordinator facilitated the gathering and publishing of most of the campus reports on the Initiative on the Status of Women web site by 2001. No updates have occurred since then, and Cora has asked the Provosts for this information.

Hollis Teuber outlined how she worked with her campus Affirmative Action/Equal Employment Opportunity officer to put together an updated report from UW-Stout. She explained how they used the outline of the initial report for a guide. She noted that on their campus there were a number of subcommittees formed initially to address the five overarching recommendations of the report, but there was no central reporting place to bring their work together. Because no one was asking for follow-up reports, there was a general assumption that the issue was no longer in need of attention or of interest to System Administration after the initial 2001 report was filed.

Cora acknowledged that the five recommendations framed the original reports. She noted that subsequent to the campus plans being reported there have been on-going budget crises in the

UW System, and reminded the Group that this needs to be acknowledged as the context for action or lack thereof on the campus plans.

There was general discussion about the initial call for a one-page report from the campuses, and general agreement that the reports can be longer than one page if necessary. The idea was that a brief report was fine.

UW-Milwaukee's efforts were outlined, and the expansiveness and thoroughness of their 2001-02 report was noted. The report was updated in 2003. Dev Venugopalan is in the process of updating it again with the contact people. It will be on UW-Milwaukee's web site, along with past reports. It was noted that such reports may be somewhere on other campus web sites also. Dev described a series of training modules the campus has developed for faculty on strategies for developing more diverse curricula in their classes with regard to gender, ethnicity and race, class, and how to use pedagogical methods that work well for a broad range of cultural backgrounds and learning styles. He noted that all of the campus deans were expected to go through the modules as well.

There was a general discussion about the importance of having the work, and the people who are dealing with the issues raised in the report, institutionalized in the hierarchy of our institutions. Without the expectation that addressing these issues in an on-going fashion that is reported on regularly with staff specifically charged to attend to the work, it will fall by the wayside.

A discussion ensued about the lack of visibility of the reports on some campuses, and the work of the Status of Women Committees that did exist, but has eroded and disappeared. Cora noted that we know the work was done even if it is hard to find now. Commitment and continuity were called for in general discussion.

Institutionalization of procedures and personnel charged with attending to the status of women on the campuses, and at System Administration, was identified by the larger working group as a necessary recommendation of the Group. It was further agreed that accountability to System Administration is necessary to ensure the work stays on the front burner.

Acknowledging the need for institutionalization of the efforts, there was discussion of all of the many initiatives the Provosts are asked to participate in and report on. It was suggested that the more this reporting could overlap, especially with regard to gathering data, the better--rather than adding on more and more separate reports without prioritization from System Administration. There was general agreement that points of coalition and looking at how diversity efforts converge would be a good thing to consider within the effort to institutionalize this work.

Cora described President Reilly's new Council on Diversity, and mentioned that they too are looking at places where these efforts converge. General discussion confirmed that the work in these areas needs to be efficient and significant. This will require the participation of the people who understand the work, as well as our top administrators who have the authority to get the work done. Real institutionalization will require broad participation at all levels. If the work is not institutionalized, and there is no expectation of accountability, it will become marginalized.

In a discussion of "what is it that we want institutionalized?" the Group acknowledged that all of the priorities that were identified in the initial report on the status of women are still priorities. While good work has been accomplished, no problems have been solved. This includes an on-going need for a position in System Administration charged with addressing the priorities and working with the campuses, but situated in the hierarchy in a way that does not marginalize the work.

One suggestion that was brought up as a place where accountability around gender issues could be institutionalized is in the shared accountability reports the campuses now provide to System Administration. Gender is not included in those reports, and it could be. The Group agreed that places where statistics are available, but not reported, should be amended to share the information to help us see our progress. This includes the Achieving Excellence accountability reports, but may include other reports as well. There are many places where progress could be tracked. Good information could show us structural inequities and help us address them. If we do not ask for the information to make such things visible, nothing will change. Someone needs to be asking, looking, and facilitating actions based on the evidence. These issues need to be part of the orientation for new administrators.

There was reinforcement of the idea that each institution is autonomous, has a unique culture, and should identify for itself what issues demand priority on the campus. Comparative data was never requested, and is not necessarily what is needed now. How each campus would institutionalize the work of this initiative will vary too, but the need exists for institutionalization in a way that does not marginalize and dissipate the efforts. Having System Administration ask for updates will help. The issue is not sameness; the issue is accountability.

The issue was raised and time was spent discussing the lower numbers of males currently attending college. Suggestions included recruiting male students in heavily female dominated fields and improving pedagogies that work better for everyone, and understanding that expanding educational opportunities for women expands them for men as well. A discussion of economic disadvantage and a need to better understand who is going to school and who is not, along with the social, cultural, and economic factors involved ensued. So did a discussion of the gendered aspects of the 'brain drain' on the Wisconsin economy--educated women are leaving the state in the highest numbers, especially educated women of color. Doing a better job of addressing issues of social class and privilege is important. These issues are all important and related, but we need to focus on the charge of this committee during our time together.

A discussion of work/life issues and retention ensued.

Data was shared by staff from Human Resources and the Office of Policy Analysis and Research (OPAR) on the numbers of women at different ranks, and students in particular fields. Numbers of women as overall employees are stable or growing. Women of color are increasing in numbers, if not percentages. The percentage of women among new hires is decreasing. The Group asked for a further breakdown of the employee data to help us interpret it, and requested further student data by discipline. The work of the staff in both offices is much appreciated by the Group.

Continued discussion prompted the following questions:

- * What additional information do we need?
- * What information that we already have can we use to get a snapshot of the System?
- * What indicators can we use to track our progress? What do the campuses use that could help us focus on our charge?
- * How does what we are working on coincide with issues that President Reilly is currently focusing on as he states his priorities to the State of Wisconsin? The issues overlap with many of those the Working Group has identified.
- * How will we measure the larger growth agenda for the university? Will our diversity commitment be evident?

The Group agreed that there is no need to re-prioritize the previous recommendations of the committee. They are all still relevant, and the campuses will prioritize their efforts based on local culture.

Centralization is the key to how a position might be structured. Decentralizing the efforts marginalizes them. Too many overlapping responsibilities also water down the efforts. The central person must have a position of sufficient influence, and the authority to make sure that information flows, actions are taken, and that accountability is expected. It is clear from analysis of organizations that successfully address these issues that ready access to those with the power to make change is critical.

The issue is simple: if the UW System prioritizes diversity and equity issues, it is appropriate work to be addressed at the UW System Administration level. There was uniform agreement that the person(s) charged with this work must be on the President's Cabinet to ensure that someone who has primary concern for the System's accountability around these issues is available to give advice as policy decisions are made. This way the entire Cabinet will better understand the consequences of their work on these issues. Simply reporting to the President or Senior Vice President won't work as well, as evidenced by the previous structure.

Further discussion resulted in the suggestion that the campuses would see this model and perhaps emulate it. It is well documented that work that is prioritized on the campus level also needs a chain of accountability. This work needs to be the central responsibility of the person charged with it. If it is structured or perceived as an add-on to other work it will be marginalized. If we want the campuses to do this we need to model it at System Administration, and have a position that will monitor and acknowledge achievements, help campuses share best practices, keep a public face on the issues locally and nationally, and help keep it on the System agenda. The position at System Administration should have a campus advisory committee made up of campus contacts that report regularly to facilitate open communication.

There was also a suggestion for something similar to the corporate CATALYST Award, which the Regents could give for best practices with respect to gender equity/diversity. This would make our commitment visible.

There was additional discussion about the public relations around this issue and the work of the Group. It was clarified that the work of the Group is not confidential, and that members can speak to the press, or even volunteer to share their perceptions with the press.

At the conclusion of the meeting, the SWWG made the following recommendations:

- Cabinet level position in System Administration
- Advisory group to facilitate communication with and between campuses
- Add gender as a category in campus reports like the Accountability Report
- Investigate what is working and share best practices
- Consider an award or other acknowledgements that will make efforts visible.

The next meeting was scheduled for April 3, 2006. (Note: Due to a death in her family, Committee Chairperson, Deborah B. Cureton, cancelled the April 3rd meeting. It was rescheduled to May 8, 2006).

APPENDIX 4: Meeting Notes, May 2006

Status of Women Working Group Notes from May 8, 2006 Meeting

Attending: Deborah B. Cureton, Emily Ascher, Nancy Bayne, Terry Brown, Judy Crain, Jennifer Hanewall, Jo Handelsman, Heather Miles, James Parker, Hollace Anne Teuber, Susan Turell, Dev Venugopalan, Helen Klebesadel.

Chair Deborah Cureton convened the meeting. Introductions included welcomes to Jo Handelsman, Co-director of WISELI, and Emily Ascher, student, UW-Eau Claire.

In discussion, we noted that a number of updated reports have been uploaded to the Status of Women web site, and that a few others are forthcoming. Deborah noted that the UW Colleges committee has not met and that no update is forthcoming at this time. With the merger of the administration of UW-Colleges and UW-Extension, perhaps the two Status of Women committees will merge. It is too early to know at this time. UW-Extension has an active committee, recently sponsoring a teleconference featuring Ellen Bravo.

Jo Handelsman described how the Committee on Women at UW-Madison was formed by then Chancellor Donna Schalala as a high level university committee reporting to the Provost. The charge was in part to monitor and evaluate the impact of the campus pay equity project. In the late 90's an application was submitted to the National Science Foundation for a campus transformation grant which launched the Women in Science and Engineering Leadership Institute (WISELI). The Institute has a mission to address a number of impediments to women's academic advancement, and make those issues visible. It provides a means of networking women faculty across departments, decreasing isolation, advocating for and mentoring women faculty, and linking women postdoctoral with a variety of women faculty. Jo Handelsman and Molly Carnes co-direct WISELI.

Among their many sponsored events has been a workshop coordinated with UW System for chairs of hiring committees and department chairs from UW System campuses. The idea is to train the trainers in the hope that the information they shared would continue to be shared. The workshops work. Hiring of women has dropped across the whole University, but closer examination has shown that this is not true in the departments that had hiring committees receive the training.

Jennifer Hanewall attended the workshop and agreed it was excellent. It was noted by Dev Venugopalan that on the UW-Milwaukee campus there is a noticeable difference in the number of candidates with diverse cultural backgrounds or who are women in the departments where trainings occurred.

WISELI has a training manual and would offer the workshop again if requested. Because WISELI is nearing the end of its five-year cycle of funding, in addition to seeking funds to continue the program, they are looking for ways to institutionalize some of the initiatives they have developed so they will continue. Perhaps UW System could help institutionalize the trainings for hiring committees and department chairs.

Jennifer answered questions about the expanded employment data provided by the Human Resources office. A few things were noted, including the reduced numbers of women of color entering at the lower levels of administration. There has been success at increasing the

numbers of multicultural women at higher levels of administration, but there are far fewer in the pipeline now than there were in the past. What other trends are noticeable that will affect future success?

Nancy Bayne noted that with reduced hires in particular periods there are fewer people at the appropriate place in their careers that are ready to take on administrative roles, resulting in newly-tenured people being tapped more often than in the past.

A Massachusetts Institute of Technology study was mentioned that documented that attention is paid to equity and diversity efforts when issues are in the news, but the efforts lag once an issue is not receiving public scrutiny. The group generally agreed that efforts need to be institutionalized with regular accountability reviews if progress is to continue when issues are not in the news.

Comments were made on the importance of developing and encouraging diverse new leadership. A discussion ensued of the effectiveness of a 1999 UW System Summer Leadership Institute that both Dean Terry Brown and Associate Vice Chancellor Nancy Bayne attended and found very useful in their path to leadership. It was noted that many women who attended that institute are now in leadership positions in the System and beyond.

The group agreed that UW System needs a comprehensive leadership development program for the entire UW System that would be sensitive to multicultural and gender inclusion.

Deborah Cureton mentioned a recent conference on community development that highlighted the importance of the intentional creation of a plan for succession. It is considered a primary driver of economic development, and is considered a predictor of future success.

A discussion ensued about available leadership programs and the difficulty of individuals gaining access to funding to attend the national programs with good track records in these times of diminishing campus budgets. It was agreed that this increases the need for a local program of leadership development, and it was suggested that what has been considered successful in the past might be a good model for the future, especially when addressing barriers to leadership.

It was noted that WWHEL is still interested in working with women in higher education leadership across the state, and that they have a history of continued support for their work from UW System campuses.

The group began to discuss what vehicles of information and assessment are given the most attention by the Board of Regents. The Achieving Excellence Reports are of significant importance, but are not widely distributed beneath the highest levels of leadership. The UW System Fact Book was also discussed. The group agreed that in order to institutionalize gender issues as areas of concern, measures of success should be included in the Achieving Excellence Report, and the Fact Book.

Two important problems were raised by James Parker, who is Chair of the Governor's State Affirmative Action Council. The first issue he brought to the group was the reduction of support for Affirmative Action offices in the UW System. The group agrees that this is very tied to equity and advancement issues for women. That Committee's review of Affirmative Action Offices in state institutions includes looking at UW System campus Affirmative Action Offices. The committee is concerned about campuses addressing budget concerns with reductions in staffing and the tendency to consider folding the Affirmative Action Offices into Human Resources Offices. This is a disturbing trend since the most effective Affirmative Action programs are outside of Human Resources making sure the policies and procedures that HR develops meets AA/EEO standards. Folding them together has an inherent conflict and inhibits critical analysis of programs, resulting in less effective monitoring. It was noted that UW

System Administration is currently reorganizing its own Affirmative Action Office, and there was a strong desire voiced by many in the group that legal and technical expertise would continue to be shared with the campuses. Concerns were raised that the office continue to exist, and that it model an effective structure for UW campuses. The group urged campus and System Administration to fund AA/EEO positions that are as close to full time as possible and structurally outside of HR.

There was a discussion in which the group speculated on how feedback could be given on this issue when chancellors are evaluated. There does not seem to be a mechanism for campus-based feedback on how the chancellor is addressing these issues other than some kind of faculty vote of no confidence.

Recognition of the necessity of creative approaches to continuing this work in times of staff reductions was acknowledged by the group, while noting that it is important that the UW System find a way to continue and expand work on gender and multicultural equity and growth to advance its stated goals and mission.

Judy Crain noted that financial pressures occupy much of the Regents attention, and that there is a real commitment to diversity and equity issues. None-the-less, every cost has a tradeoff somewhere else. It was the consensus of the group that our commitment to diversity and equity cannot be compromised if the Regents' and President's initiatives commitments are to be realized.

The second issue raised by Jim Parker was the situation of instructional academic staff. Women make up approximately 33% of tenured and tenure-track faculty, but they make up at least 55% of instructional academic staff. He articulated how a recent committee at UW-La Crosse made recommendations to improve titling, career progress, and contract security and flexibility. Rather than implement recommendations, the administration has suggested that instructional academic staff should have full time loads exceeding those of regular faculty, moving from 12 to 15 credits as a full time load. This has a profound effect on access to insurance and other benefits (two courses a semester would be less than full time eliminating access to health insurance). He has noted a disturbing disrespect for instructional academic staff as professional educators by virtue of their non-tenure track status. Campus decisions are focused on resources to the exclusion of fair treatment for staff.

Group members speaking from a student perspective noted problems students have when they develop relationships with faculty who are suddenly gone after a year. They consider all who teach them as 'faculty' not understanding differences in rank and status. The loss of teachers can affect their willingness to build future educational relationships with faculty. Students receive a mixed message of the importance of their educational success when their classes grow from 30 to 40 and their experienced instructors disappear due to a lack of multiple year contracts. A previous System taskforce that did a great deal of work on issues of titling and status was brought up and speculation about where this work has gone was raised.

(http://www.uwsa.edu/acadaff/asreps/Titling_Report.doc)

This was raised as another example of efforts that disappear if benchmarks and regular evaluations are not established and institutionalized. Talk continued as to how standards for academic staff can be established, and reporting institutionalized in a way that holds chancellors, and UW System as a whole, accountable. A discussion of administrative assessment and its effectiveness took place which included a discussion as to how campus feedback could contribute to chancellors' evaluations. A discussion of the training around equity and diversity issues that chancellors receive ensued. The group discussed which criteria evaluations should

address. Jo Handelsman proposed offering a WISELI training for chancellors. The discussion ended with a call for accountability on diversity and equity issues on all levels and through all programs, with the recommendation that it be suggested that President Reilly work with the Regents to establish reporting on System progress on diversity and equity issues as a part of all established reporting processes that could be brought together in a public report acknowledging on-going progress and attention to the issues.

Judy Crain reiterated the Board of Regents concern and commitment to addressing diversity issues and concerns about student access and campus climate.

The Committee returned to the issue of the necessity for institutionalization of the issues that are the focus of the Status of Women Working Group, and acknowledged that these issues are intertwined with racial and ethnic diversity, LGBTQ issues, disability issues, and class issues that are particularly related to access. On-going staffing, benchmarks, and regular measures of progress are a must if real progress is to be made.

The Committee returned its focus to the specific charge issued by President Reilly. With regard to the charge to assess the current status of accomplishments and progress as defined by the recommendations and benchmarks outlined in the 1999 report, the updated reports from existing Status of Women Committees for several (six) campus are, or are about to be, posted on the web page for the President's Initiative on the Status of Women:

(<http://www.uwsa.edu/acadaff/status/report.htm>). We assume the other campuses have no updated information available. We also have updated UW System employment and degree data from the Office of Policy Analysis and Research (OPAR).

With regard to the charge to identify those recommendations from the 1999 report that remain unfulfilled and warrant continued action, we have determined that ALL recommendations remain unfulfilled and warrant continued action. There is still no real institutionalization of a way to address the issues. There are not clear benchmarks/goals nor regular assessments for what would be considered progress. Accountability through regular assessments on every level is needed.

With regard to identifying new areas of concern that have arisen since the earlier report, the two chief issues of concern are how UW System plans to handle Affirmative Action/EEO work at System Administration and on the campuses. Restructuring of how the Affirmative Action Office is structured at System and subsequent loss of staff and resources on the campuses in AA/MD offices, resulting from difficult budget decisions, are of deep concern to the committee, as is the move to increase the acceptable credit load for instructional academic staff on several campuses. It was suggested that the Affirmative Action Officer should be outside of Human Resources if it is to be truly effective.

With regard to establishing priorities that will define future action plans, the institutionalization of staffing, and regular assessment on all levels of progress toward goals are at the center of the Committee's recommendations. It was further recommended that an awards recognition for campus best practices be established.

With regard to a proposed staffing arrangement for advancing the future agenda, the Committee's discussion led to the following suggestions: The position should be part of a full time position with the Status of Women work being at least 50%-60% of the expectations of the position, and with the assessment of the success of the position tied to the gender equity work. The staff should serve as a cabinet-level position, or be in regular communication with the cabinet, and in a position to point out when decisions being made may have consequences for gender equity in the UW System. The intention of the committee is for the position to be in a

place in the structure of UW System Administration as an organization to infuse action on and accountability for these issues throughout the institution. It was suggested that looking for best practices in the business world might be a good idea when defining the job description and placing it in the System hierarchy.

In addition to participating in cabinet-level discussions, the position would be charged with re-establishing connections between System Administration and the campuses, probably through the re-establishment of an Advisory Council made up of point people from Status of Women Committees on each campus. There would be an expectation of campus visits and the ability to offer technical assistance to campuses as they work to bring visibility to these issues. The position would help make sure gender is one of the areas of accountability in established UW System accountability reports like the Achieving Excellence Report and in other key reporting processes.

Within the UW-System Administration structure there is an expectation of collaboration and cooperation with other diversity initiatives, such as the Office of Academic Diversity (OADD), the Inclusivity Initiative, and Affirmative Action/EEO. The committee suggests that clear benchmarks for each area be articulated if they have not already been established, and that measures for progress be institutionalized in a way that holds UW-System accountable for our progress on all levels.

- Institutionalize the position permanently as part of a full time position with other related work, but do not charge the other half of the position with another diversity responsibility.
- Let there be a cabinet-level reporting structure that has this expertise in the room when decisions are being made that have gender equity and access consequences.
- Establish reporting and accountability through inclusion in existing reports measuring success. It was noted that the United Council recommended to the Board of Regents that they hold the President accountable for 2008 advancement, and that the President hold chancellors accountable for the same. The committee suggested the same accountability at all levels was appropriate for the issues addresses in the Status of Women Initiative.
- Include a nuanced gender analysis in all decision making. This includes an awareness of the intersectionality of race, class, sexuality, disability and other issues as part of gendered experience.
- The position should be supported by permanent dollars rather than soft money, but this does not preclude working toward external partnerships and collaborations to further goals.
- This one position could not do everything that needs to be done but they can hold and connect the threads of efforts underway across the System. It is important that the gender connections to initiatives like Grow Wisconsin, efforts to stem the ‘brain-drain,’ diversity in STEM areas, and concerns about returning adult access, degree completion, academic staff issues, etc., are acknowledged and articulated in a productive and useful way.
- Note that most issues this position deals with are not actually under the purview of Academic Affairs (although subsets are). It should be placed in the hierarchy in a way that will allow good communication around employment and human resources issues for all employees (including classified staff), as well as to address climate and student access issues. (The committee discussion noted that this begs the question as to where the position belongs in the UWSA hierarchy, and how it can effectively cross ‘silos’ as the

issues require. In the past it was in Academic Affairs, which seems a less-than-optimal fit. While the Status of Women Initiative focuses on employment, development, and equity issues and leaves the academic program support and faculty development to another related but separate initiative (the Women's Studies Consortium) it also deals with student life issues.

The committee noted that the Status of Women Initiative is not the only place where human resources and academic issues are somewhat fused. Many of the diversity initiatives try to address issues in both areas. OADD has climate, employment and academic areas in which it works. The Inclusivity Initiative is working on the development of academic program areas as well as issues that bridge student life, and employment policies. Disability issues are addressed as an access issue, but there are also national and campus efforts to establish Disability Studies programs. Perhaps these programs would be more visible and function better with a different reporting structure that allowed work across the silos and brings the expertise on diversities to the cabinet in a more systematic way.

The committee reiterated that it is important to acknowledge that a decade from now we will still be talking about and working on these issues unless the efforts to readdress them are institutionalized in a way that is not dependant on one person's efforts. This requires real institutional change and action. It has to be a core part of how we do business if any change is to last.

Recommendations:

- Cabinet-level position in System Administration
- Advisory group to facilitate communication with and between campuses
- Add gender as a category in campus and UW System accountability reports
- Investigate what is working and share best practices
- Look at structure to see where most effective placement would be given the issues, and consider relationship to other diversity initiatives
- Consider an award or other acknowledgements that will make efforts visible.

Deborah Cureton expressed her appreciation to the Group for their time, their participation, their expertise, and their commitment to achieving the goals of gender equity in the University of Wisconsin System.

APPENDIX 5: Employment Data: Staff and Faculty

Total Employees

UWS Total Employees:	1982-83		1997		1998		2005	
	N	%	N	%	N	%	N	%
Women among Total Employees	11,045	43.50%	15,449	47.3%	15,828	47.6%	18,900	49.2%
Multicultural Women among Total Employees	526	2.1%	1,550	4.7%	1,622	4.9%	2,607	6.8%

Academic Staff

Non-Instructional Academic Staff:	1988-89		1997		1998		2005	
	N	%	N	%	N	%	N	%
Women among Total Academic Staff	2,465	53.5	4,813	57.8	5021	57.4	5,926	46.5
Multicultural Women among Academic Staff	185	4.0	399	4.8	395	4.5	752	5.9
Women among Non-Instructional Academic Staff by Salary Grade:								
Salary Grade 01-03	1,061	63.1						
Salary Grade 04-06	1,210	54.1						
Salary Grade 07-08	169	30.7						
Salary Grade 09-11	25	18.7						

Many Non-Instr. Acad. Staff do not have a Salary Grade associated with their title therefore, without knowing the methodology used, we were not able to recreate the population used for 97-98 data.

Classified Staff

Classified Staff:	1982-83		1997		1998		2005	
	N	%	N	%	N	%	N	%
Women Among Total Classified Staff	6,483	56.9	6,604	61.2	6588	60.7	6,575	56.6
Multicultural Women Among Total Classified Staff	226	2.0	359	3.3	371	3.4	562	4.8

Administrators

Women Among Executive Administrative Title Groups	1988-89		1997		1998		2005	
	N	%	N	%	N	%	N	%
Chancellors	16	18.8	27	30.0	27	30.0	44	43.6
Deans	67	26.9	39	27.3	40	27.8	47	32.9
Campus Deans (Colleges)	5	35.7	6	42.9	6	42.9	4	30.8
Department Chairs	49	12.0					56	38.1

The Chancellor Title group includes Chancellor, Associate Chancellor, Assistant Chancellor, Provost, Vice Chancellor, Associate Vice Chancellor,

and Assistant Vice Chancellor.

Dean includes, Dean, Associate Dean (Academic and Non-Academic) and Assistant Dean (Academic and Non-Academic)

Campus Deans include UW Colleges, Campus Dean and Associate Dean

Full-Time Women Executive Administrative /Managerial Staff by Salary Class	1997		1998		2005			
	N	%	N	%	N	%		
All Women								
\$55,000-64,999			140	41.2	133	43.8	93	53.4
\$65,000-74,999			84	36.2	108	40.8	115	48.5
\$75,000 and above			93	24.9	119	26.2	356	41.1
Multicultural Women								
\$55,000-64,999			9	2.6	14	4.6	7	0.4
\$65,000-74,999			8	3.4	10	3.8	11	4.6
\$75,000 and above			7	1.9	7	1.5	32	3.7

Faculty

	1982-83		1997		1998		2005	
	N	%	N	%	N	%	N	%
Legal Faculty								
Women among Total Legal Faculty	1,420	19.4	1,749	28.3	1,776	29.3	3,064	35.9
Multicultural Women among Total Legal Faculty	64	0.9	163	2.6	169	2.8	420	4.9

Faculty numbers were queried using EEO Category 2.1 (Legal Faculty) and 2.2 (Instructional Academic Staff)

	1982-83		1997		1998		2005	
	N	%	N	%	N	%	N	%
Women among Legal Faculty by Rank								
Professor	293	9.5	470	16.8	501	18.1	618	24.6
Associate Professor	374	18.8	643	33.1	614	33.2	624	38.2
Assistant Professor	523	29.4	591	44.7	621	45.4	748	44.0
Instructor	230	47.0	43	53.0	38	52.8	26	57.8
Women among Legal Faculty by Tenure Status								
Tenured	878	15.4	1,091	23.4	1057	23.9	1,106	28.5
Tenure-Track	542	33.7	600	44.6	642	45.0	831	45.1
Instructional Academic Staff								
Women Among Total Instructional Academic Staff	994	43.8	1,621	44.4	1910	48.8	2,238	52.4
Multicultural Women Among Total Instructional Academic Staff	47	2.1	141	3.9	156	4.0	198	4.6

Faculty numbers were queried using EEO Category 2.1 (Legal Faculty) and 2.2 (Instructional Academic Staff)

	1980-81		2003		2004		2005	
	N	%	N	%	N	%	N	%
Faculty New Hires:								
Women among Total New Hires	113	32.8	175	31.5	160	29.6	142	26.7
Multicultural Women Among Total New Hires	8	2.3	40	7.2	41	7.6	38	7.1
Multicultural Women Among New Multicultural Hires	8	21.1	40	18.6	41	20.4	38	21.1

The Methodology used to produce 1980-81 numbers could not be determined. Total Legal Faculty Hires was used to determine the number of women new hires for 2003-2005.

The Population and Methodology used are from the IPEDS reports for each respective year

APPENDIX 6: Enrollment Data: Women Students

Status of Women Students in the UW System

Women Enrolled by Level

Level	Fall 1997		Fall 2004	
	N	%	N	%
Total	82,243	54.6%	88,677	55.1%
Total Women of Color	8,458	5.6%	10,264	6.4%
Undergrads	70,344	54.5%	76,790	55.0%
Undergrad Women of Color	6,353	4.9%	7,825	5.6%
Grad/Professional	11,899	55.4%	11,887	56.3%
Grad/Professional Women of Color	2,105	9.8%	2,439	11.6%

APPENDIX 7: Women Receiving Bachelors Degrees by Discipline
Women Receiving Bachelors Degrees

Discipline	1997-98				2004-05			
	All Women		Women of Color		All Women		Women of Color	
	N	%	N	%	N	%	N	%
STEM Areas								
Agricultural Science	127	45.2%	3	1.1%	146	57.5%	2	0.8%
Natural Resources & Conservation	126	31.8%	2	0.5%	95	34.1%	2	0.7%
Computer & Information Sciences	53	14.4%	2	0.5%	88	17.1%	7	1.4%
Engineering	151	15.1%	17	1.7%	148	15.1%	10	1.0%
Engineering Technology	33	11.0%	1	0.3%	28	17.0%	2	1.2%
Life/Biological Science	742	56.5%	57	4.3%	898	61.5%	75	5.1%
Mathematics	83	40.9%	4	2.0%	109	37.6%	3	1.0%
Physical Science	97	34.4%	4	1.4%	136	41.2%	12	3.6%
Total STEM Areas	1,412	34.1%	90	2.2%	1,648	38.5%	113	2.6%
Non-STEM Areas								
Agriculture and Ag Operations	48	34.5%	0	0.0%	72	45.0%	1	0.6%
Architecture	25	19.8%	2	1.6%	43	31.9%	7	5.2%
Area, Ethnic, Cultural & Gender Studies	51	68.9%	10	13.5%	68	73.1%	9	9.7%
Communication/Journalism	678	61.2%	35	3.2%	1,060	67.0%	78	4.9%
Communication Technologies	15	71.4%	1	4.8%	36	51.4%	1	1.4%
Education	1,471	74.5%	82	4.2%	1,649	77.5%	93	4.4%
Foreign Language & Literature	268	74.2%	25	6.9%	409	78.8%	38	7.3%
Family/Consumer Sciences	213	81.9%	15	5.8%	245	76.8%	22	6.9%
Legal Studies	42	60.9%	4	5.8%	75	64.7%	11	9.5%
English Language & Literature	401	62.8%	29	4.5%	524	65.3%	37	4.6%
Liberal Arts & Sciences	47	69.1%	2	2.9%	73	52.1%	6	4.3%
Multi/Interdisciplinary Studies	167	62.3%	22	8.2%	189	61.8%	17	5.6%
Parks and Recreation	137	48.1%	3	1.1%	268	56.9%	4	0.8%
Philosophy	26	25.0%	0	0.0%	60	32.6%	5	2.7%
Science Technologies	0		0		3		0	0.0%
Psychology	775	74.7%	45	4.3%	939	78.4%	56	4.7%
Security & Protective Services	144	44.3%	10	3.1%	173	48.2%	35	9.7%
Public Administration	503	81.0%	53	8.5%	432	84.4%	37	7.2%
Social Sciences	733	46.9%	64	4.1%	1,014	48.9%	111	5.3%
Visual and Performing Arts	569	61.8%	29	3.1%	795	66.3%	33	2.8%
Health Professions	1,323	83.2%	70	4.4%	1,182	88.8%	59	4.4%
Business	1,699	48.5%	82	2.3%	1,929	45.9%	135	3.2%
History	164	38.5%	6	1.4%	216	39.1%	8	1.4%
Total Non-STEM Areas	9,499	61.3%	589	3.8%	11,454	62.0%	803	4.3%
Grand Total	10,911	55.6%	679	3.5%	14,604	57.6%	916	4.0%

Discipline categorizations based on Classification of Instructional Programs: 2000 Edition (CIP 2000)
STEM = Science, Technology, Engineering and Mathematics

APPENDIX 8: Women Receiving Graduate and Professional Degrees by Discipline
Women Receiving Graduate and Professional Degrees

Discipline	1997-98				2004-05			
	All Women		Women of Color		All Women		Women of Color	
	N	%	N	%	N	%	N	%
Professional								
Law	126	43.4%	32	11.0%	135	45.6%	32	10.8%
Medicine	88	50.3%	24	13.7%	84	55.3%	17	11.2%
Pharmacy	8	72.7%	0	0.0%	77	61.1%	5	4.0%
Veterinary Medicine	50	64.1%	1	1.3%	54	73.0%	7	9.5%
Total Professional	272	49.1%	57	10.3%	350	54.0%	61	9.4%
Graduate								
STEM Areas								
Agricultural Science	18	38.3%	1	2.1%	15	39.5%	0	0.0%
Natural Resources & Conservation	49	47.6%	4	3.9%	59	56.7%	2	1.9%
Computer & Information Sciences	17	19.1%	3	3.4%	27	24.8%	4	3.7%
Engineering	78	18.2%	11	2.6%	132	22.9%	11	1.9%
Engineering Technology	7	23.3%	1	3.3%	5	27.8%	0	0.0%
Life/Biological Science	110	50.9%	4	1.9%	132	50.8%	15	5.8%
Mathematics	14	21.2%	1	1.5%	29	30.9%	0	0.0%
Physical Science	43	27.0%	1	0.6%	58	40.0%	2	1.4%
Total STEM Areas	336	29.5%	26	2.3%	457	34.0%	34	2.5%
Non-STEM Areas								
Agriculture and Ag Operations	8	40.0%	0	0.0%	19	55.9%	2	5.9%
Architecture	44	45.8%	1	1.0%	36	41.9%	2	2.3%
Area, Ethnic, Cultural & Gender Studies	16	50.0%	4	12.5%	12	36.4%	6	18.2%
Communication/Journalism	79	65.8%	4	3.3%	60	67.4%	2	2.2%
Education	929	73.4%	54	4.3%	1,074	73.0%	102	6.9%
Foreign Language & Literature	68	59.1%	6	5.2%	79	66.9%	7	5.9%
Family/Consumer Sciences	13	72.2%	1	5.6%	24	96.0%	0	0.0%
Legal Studies	10	35.7%	0	0.0%	15	57.7%	0	0.0%
English Language & Literature	69	62.2%	1	0.9%	55	67.1%	3	3.7%
Liberal Arts & Sciences	0		0		5	45.5%	1	9.1%
Library Science	130	78.3%	6	3.6%	135	77.6%	6	3.4%
Multi/Interdisciplinary Studies	13	68.4%	2	10.5%	15	60.0%	2	8.0%
Parks and Recreation	40	48.2%	2	2.4%	40	37.4%	2	1.9%
Philosophy	7	28.0%	1	4.0%	7	25.0%	0	0.0%
Psychology	171	78.8%	17	7.8%	224	79.7%	13	4.6%
Security & Protective Services	7	58.3%	0	0.0%	12	57.1%	1	4.8%
Public Administration	252	80.3%	35	11.1%	227	84.7%	28	10.4%
Social Sciences	111	42.5%	11	4.2%	133	49.4%	13	4.8%
Visual and Performing Arts	97	61.8%	8	5.1%	99	52.9%	3	1.6%
Health Professions	399	82.3%	18	3.7%	388	85.7%	28	6.2%
Business	321	40.9%	24	3.1%	419	42.5%	32	3.2%
History	35	38.9%	4	4.4%	29	37.7%	1	1.3%
Total Non-STEM Areas	2,784	64.3%	195	4.5%	3,078	64.5%	253	5.3%
Grand Total	3,155	56.8%	225	4.0%	3,564	57.5%	288	4.6%

Discipline categorizations based on Classification of Instructional Programs: 2000 Edition (CIP 2000)
STEM = Science, Technology, Engineering and Mathematics