

UWM TASK FORCE ON THE CLIMATE FOR WOMEN

EXECUTIVE SUMMARY

In March, 2000, Chancellor Nancy Zimpher commissioned a Task Force to examine the climate for women at the University of Wisconsin-Milwaukee. The Task Force gathered quantitative and qualitative data from approximately 1300 males and females about their perceptions of the climate for themselves and for women employees at UWM. We did not address the experiences of students.

The Task Force began with recognizing that progress has been made for women employees at UWM over time, and indeed there have been many areas of improvement in the past 10 years. For example, we have a dynamic woman chancellor; an institutionalized and effective faculty mentoring program; there has been an increase in women hired and promoted; and one of the strongest Women's Studies programs in the country. However, consistent with our charge, we focused on areas of challenges in the climate for women employees at UWM.

The results of the various surveys and hearings with current employees point out serious concerns about the climate for women and people of color at UWM. The results of the exit survey give this finding some urgency. Over 50 women have left UWM in the past five years because of the climate for women, and their most prevalent reasons- feeling unrecognized, undervalued, and isolated- were the same concerns expressed by current female employees. Clearly, the university needs to address the climate issues for women in order to prevent turnover related to hostile and chilly climate.

Challenges

Specific to women:

1. A third of women at UWM feel that the climate is unsupportive, that they are not recognized or valued, that colleagues and students question their competence, and that they are excluded from formal and informal decisions and activities.
2. Women and men have different perceptions of the climate on campus. While three out of 10 women reported that women at UWM were treated with less respect and recognition and had greater barriers to success than men, only one out of 10 men shared this perception of the climate for women.
3. About a third of the women who left UWM in the past five years reported that they left because of the climate for women.
4. Women faculty are more likely than male faculty to report intentions to leave the University.
5. Over 350 women reported being the target of discrimination or harassment at UWM.
6. Employees of color were more likely to report being the target of discrimination or harassment than were white employees. Ninety percent of black employees believe that employees of color face discrimination at work.
7. Nearly six out of 10 employees reported that they know the procedure for complaining of discrimination and harassment. However, four out of 10 believe the university is unresponsive to such complaints and three out of 10 believe that individuals who complain are retaliated against.

8. Respondents observed that although UWM has policies and procedures in place to address the equity of climate at UWM, they are not enforced. There is a general lack of accountability for ensuring an equitable and supportive climate for employees on campus.
9. About half of the women expressed dissatisfaction with the balance between their work and personal lives, but only a third of the men expressed this dissatisfaction.

Broader climate issues:

10. A third of employees feel the university is not concerned about their welfare, and a third of faculty and classified staff said they often think about quitting.
11. Classified staff perceive a lack of accountability by incompetent supervisors, lack of professional development, and lack of opportunities for advancement.
12. Classified staff are more likely to consider quitting than academic staff or faculty.

Remedies

Immediate Implementation (Quick Wins)

1. Appoint an Associate Vice Chancellor for Climate and a Director of Human Resources. **Spring, 2001 (Provost)**
2. Create an implementation task force, include members of the Task Force on Climate to ensure consistency. **Summer, 2001 (Associate Vice Chancellor for Climate).**
3. Create a task force to examine climate issues for women students at UWM. **Summer, 2001, (Chancellor, Provost, Assistant Chancellor for Student and Multicultural Affairs)**
4. Present Task Force on Climate Report at new chairs training and chairs' retreat in August and have chairs develop specific goals for improving climate within units, and plans for accountability related to change and measuring success **August, 2001 (Associate Vice Chancellor for Climate)**
5. Present Task Force on Climate Report at deans' retreat, and have deans develop specific strategies to address climate change within units and plans for accountability related to change and measuring success. **August, 2001 (Deans Greenstreet and Lambrecht; TF members).**
6. Identify an ombudsperson in each unit, to report to an Equity Council (to be created). Identify an ombudsperson for entire campus. **Fall, 2001 (Deans, Associate Vice Chancellor for Climate).**
7. Hold a reception for new women faculty and staff. **Fall, 2001 (Associate Vice Chancellor for Climate)**
8. Increase workplace flexibility for employees to take advantage of summer programs on campus for their children (e.g., increase hours of supervision of children in College for Kids to involve custodial staff). **Summer, 2001 (Human Resources Director, Supervisors)**
9. Develop a handbook on family -friendly workplace policies. **Fall, 2001 (Human Resources Director)**
10. Identify timeline for notification of processes related to requests for reclassification for classified staff. **Fall, 2001 (Human Resources Director)**
11. Devote an on-going section of the UWM Report to highlight positive changes in the climate at UWM. **Summer, 2001 (Associate Vice Chancellor for Climate)**
12. Develop a university honor code system based on the one established by the School of Architecture and Urban Planning. **Summer, 2001 (Associate Vice Chancellor for Climate)**

13. Ensure that exit interviews are conducted and that information related to climate is transmitted to Associate Vice Chancellor for Climate. **Summer, 2001 (Deans, Associate Vice Chancellor for Climate).**
14. Ensure that annual evaluations are conducted for all staff; supervisor evaluations include feedback from staff. **Spring, 2002 (Associate Vice Chancellor for Climate, Director of Human Resources)**
15. Centralize resources for recruitment, and train all search committees on how to recruit a diverse workforce. **Fall, 2001 (Director of Equity Services, Associate Vice Chancellor for Climate, Director of Human Resources)**

Longer-term Implementation (Implementation Task Force will determine timeline)

1. Create a system of checks and balances to ensure that when policies are not enforced, it is noted and corrected quickly. Administrators must be held accountable for upholding the policies and procedures of the university, and are evaluated accordingly. **(Chancellor and Provost)**
2. Develop and implement systematic and multiple avenues for employees and students to file formal and informal complaints. Create systems of accountability for individuals charged with addressing complaints and grievances. **(Associate Vice Chancellor for Climate, Equity Council)**
3. Evaluate supervisors and administrators on recruitment and retention of a diverse work force and on developing an equitable climate. **(Deans, Provost, Director of Human Resources, Associate Vice Chancellor for Climate)**
4. Evaluate search committees on the success of their efforts to recruit a diverse pool. **(Deans, Provost, Director of Human Resources, Associate Vice Chancellor for Climate, Office of Equity Services, Equity Council)**
5. Ensure that professional development opportunities are systematic, consistent, and open to all. Ensure that mentoring is provided to all faculty and staff, and the activities associated with mentoring and professional development are rewarded. **(Deans, Associate Vice Chancellor for Climate, Director of Human Resources)**
6. Evaluate salary equity across gender, race, and employment category, and evaluate compression in salary. **(Director of Human Resources, Associate Vice Chancellor for Climate, Equity Council)**
7. Ensure that the high quality UWM Child Care Center is available and designed to meet the needs of employees, including a sliding fee scale and extended hours of operation. **(Provost)**
8. Conduct a diversity audit to assess gender and race differences in promotion, compensation and turnover. **(Director of Human Resources, Associate Vice Chancellor for Climate, Equity Council).**

TASK FORCE REPORT OF THE UWM CLIMATE FOR WOMEN

Chancellor Nancy Zimpher appointed the UWM Task Force on the Status of Women on March 27, 2000. The Task Force was charged with examining the areas identified by the UW System Task force on the Status of Women within the UWM context, and with presenting a plan that would address women's concerns on the UWM campus. The Task Force submitted interim reports on August 1 and December 1, 2000; these reports detailed the work of the Task Force from its inception. This final report summarizes the work of the Task Force, presents the findings of the data collection, and outlines remedies and plans for implementation.

The Task Force has held 22 two-hour meetings. We have invited many individuals to speak with us, including Chancellor Zimpher, Provost John Wanat, Director of the Women's Resource Center Cathy Seasholes, Director of Equity Services Charmaine Clowney, Legal Counsel Monica Rimai, Chair of Exceptional Education Dave Edyburn, and Louise Root Robbins, Women's Coordinator for UW System. Task Force members (identified in Appendix A) have also conferred with the large group of consultants, whose names are listed in Appendix B.

CHARGE OF THE TASK FORCE

The creation of the UWM Task Force was in direct response to the recommendations made by the Committee on the Status of Women in the University of Wisconsin System in the 1999 report "Equality for Women in the UW System: A Focus for Action in the Year 2000." Following a system-wide assessment, the Committee concluded that "substantial progress has been made, but that very significant needs and concerns persist." The Committee requested each UW System institution create a comprehensive plan to address women's concerns and pursue the goal of equity for women in the University. In addition, the Committee made five recommendations to be implemented at the University System level. (See Appendix C.)

The charge of the UWM Task Force mirrors that of the UW System Task Force and includes the following:

1. Examine women's perceptions of their experiences at UWM in the same areas identified by the UW System report through the gathering of quantitative and qualitative data.
2. Identify areas of gaps for women at UWM.
3. Propose suggested remedies for those gaps.
4. Identify a proposed action plan, including individuals accountable for implementation strategies.

ADDRESSING THE CHARGE

The UWM Task Force began its work by identifying facilitators of change that included: women in positions of power, the lawsuits that have been catalysts of change in the past decade, a major financial plan to bring in new resources, and students as an asset. We also identified inhibitors of change, including a culture of negativity at UWM, the lack of centralized knowledge and responsibility, and the perception that there is no real desire to change the environment. We decided the major task was to collect data, provide forums to listen to the experiences of women on campus, and develop an implementation plan that would focus on action steps and build in accountability for implementation and change.

The Task Force gathered both quantitative and qualitative data. In order to attain quantitative data, the Task Force created, designed, administered, and analyzed the “UWM Climate Survey” and the “UWM Exit Survey.” In order to attain detailed accounts and personal stories of climate issues for employees at UWM, the Task Force conducted personal interviews and held public hearings on campus.

Our data collection was shaped by the perspective that a climate that is sensitive and welcoming for all women across dimensions of sexual orientation, race/ethnicity, or disability is critical for the success of both women and men on campus. Thus, many of our efforts at assessing concerns about climate have been directed at the entire campus community, rather than just to women. We have focused data collection in multiple ways:

- **Individual Hearings**

Chancellor Zimpher sent a letter to all campus employees in July, inviting them to contact us if they wished to schedule an individual hearing. A similar e-mail was sent to all employees in September. In addition, separate letters were sent to all female employees of color on campus, with a cover letter from an identified member of that community for each of the four major ethnic groups. Thus, letters were sent to all 198 African American female employees, 14 Native American female employees, 35 Latinas, and 30 Asian American women. (Copies of the letters are appended in Appendix D).

Forty women contacted the Task Force to schedule individual, confidential hearings. Of the forty scheduled hearings, 35 were conducted; five were cancelled and not rescheduled. In addition, three women submitted testimony in writing. All but one of the hearings were conducted with at least two Task Force members in attendance; most had three members present. Of the 35 individuals who provided individual testimony, four were instructors, 13 were academic staff, 12 were faculty, four were classified staff, and two were administrators. The men and women who requested the individual hearings were informed when the hearing was scheduled that all information would be held confidential, and that the Task Force was not an avenue of redress. After meeting with the Legal Counsel, a sheet was developed that identified areas of redress, it was given to

all individuals, along with a disclaimer that the Task Force could not resolve individual problems (disclaimer appended in Appendix E).

- **Public Hearings**

The Task Force held six public hearings throughout September, October, and November. All were at least two hours long and were held in various locations around campus and at various times to accommodate as many people as possible. The hearings were widely publicized through banners hung in the Union, flyers distributed through campus, announcements in the UWM Report, and announcements on e-mail. An additional 55 men and women attended the public hearings. All individuals attending the hearings were given the same disclaimer as those at the individual hearings.

- **Exit Survey**

The Task Force requested information from each Dean about how exit surveys are conducted. Since the information that was received indicated that exit surveys are inconsistently distributed, the Task Force decided to conduct our own exit survey. An exit survey was designed, approved by the Institutional Review Board, and sent to all 700 + women who have left the university in the past five years. Since we had only the address given when the women left the university, it is not surprising that 151 were returned, "address unknown." One hundred fifty nine women returned the survey (29 percent return rate). A copy of the exit survey is appended in Appendix F.

- **Curricular Questionnaire**

The Task Force was interested in the infusion of women's issues into the curriculum in various departments. A curriculum questionnaire was sent to all department chairs (see Appendix G). Twenty-six out of 49 were returned. Surveys were received from the Departments of Human Kinetics, Occupational Therapy, Art, Film, Urban Planning, Administrative Leadership, Curriculum and Instruction, Educational Psychology, Industrial and Manufacturing Engineering, Anthropology, Art History, Biological Sciences, Communication, FICL (French, Italian, and Comparative Literature), Geography, Geosciences, History, Philosophy, Physics, Psychology, Sociology, Spanish and Portuguese, Library and Information Science, Health Restoration, Criminal Justice, and Social Welfare.

- **Climate Survey**

In collaboration with Provost Wanat's initiative on assessing the climate at UWM, a climate survey was constructed. The survey was developed in consultation with a large group of people, including the Classified Staff Union, Legal Counsel, and Task Force members and consultants, and was approved by the Institutional Review Board. The survey was pretested by the consultants. The survey was distributed to all faculty, classified staff, and academic staff employees during the week of December 11, 2000, a less than ideal time to distribute surveys. The deadline was extended, and e-mail

reminders were sent in January and February. A copy of the climate survey is appended in Appendix H.

RESULTS

• Individual and Public Hearings

Approximately 90 women and men (though the vast majority were women) provided either individual or public testimony. The following list represents their concerns, and is grouped under general headings. It is critical to note that we were **not** an investigating body, we did not represent ourselves as such nor were we charged to be. Thus, we did not undertake any efforts to investigate the accuracy of these concerns, but we point out that they represent the perceptions of the individuals who have brought them forward.

- Salary and resource inequity, including salary differentials due to different performance standards, different “packages” (e.g. research money, summer salary), newly hired individuals receiving higher salaries than more experienced employees, and differential salary for individuals in different ranks doing identical tasks (e.g. classified staff and academic staff).
- Hiring, including lack of commitment to hiring women and people of color, hiring men in academic staff and higher classified staff grades than women, and misuse of short -term appointments.
- Harassment, including toleration of sexual and racial harassment by supervisors and departments, discrimination due to sexual preferences, and harassment through e-mail.
- Work/family balance, including a perception that family priorities are not valued, supervisors are not family-friendly or flexible about childcare needs, for some staff mandatory overtime work, and an academic calendar not conducive to family needs and priorities.
- Professional development, including a lack of information about opportunities, lack of financial support for development, lack of mentoring and perception of lack of caring about professional development for classified staff.
- Climate concerns, including hostile and chilly environments, lack of respect from students (particularly international male students), unresponsiveness of administration, feelings invisibility, lack of appreciation, and recognition.
- Lack of mechanisms for complaints, including unclear complaint mechanisms, reluctance among several offices to define and implement guidelines, and lack of trust for current avenues for filing complaints.
- Oversight and accountability, including lack of oversight of hiring policies, lack of accountability in enforcing current policies and procedures, poor human resources practices, lack of systematic job analysis, and lack of accountability in systematic review of pay/title/position description.
- Safety, including concerns about lack of responsiveness to charges of sexual assault,
- Curriculum, including lack of inclusion of topics related to women in the curriculum, lack of faculty awareness of issues related to gender and sexual orientation and unwillingness to address these issues within course content.

The qualitative data collected at these hearings were then used to construct the exit and climate surveys.

- **Exit Survey Results**

One hundred fifty nine -women returned the exit survey. Thirty -eight percent were classified staff, 19 percent were faculty, and 31 percent were academic staff. Of the faculty, eight (25 percent) were assistant professors, 13 (42 percent) were associate professors, and 10 (32 percent) were full professors. Forty percent of all of those responding had left due to resignation, 23 percent had retired, two percent were dismissed, and two percent had not had contracts renewed; the rest indicated they had left voluntarily. Of those responding, 24 percent had been in mostly-male -dominated departments, 41 percent had been in mostly female-dominated departments, and the remainder of women were in gender-balanced departments. Most (84 percent) were white, with nine percent identifying themselves as African American, three percent as Latina/Hispanic, one person identifying as Asian/Pacific Islander, and two individuals as multiracial. Most were heterosexual (86 percent), two identified as lesbian and four as bisexual.

A full 58 percent of the female respondents believed that women and men did not have equal opportunities at UWM, 44 percent felt that overall, women in general did not have a positive workplace climate at UWM, but 60 percent felt that they themselves had personally experienced a positive climate. However, 36 percent felt that the climate for women influenced their decision to leave UWM to some extent. For those 51 women, the most prevalent reasons for their departure were: feeling undervalued (92 percent), lack of recognition (70 percent), isolation and exclusion from decision-making (70 percent), different performance standards (55 percent), and feeling they would not be promoted because of their gender (42 percent).

- **Curricular Questionnaire Results**

The Curricular Questionnaire asked department chairs to list the numbers of courses within the department that are focused largely on women. Responses ranged from five courses (History) to zero courses. Twelve departments listed at least one course. Some of the departments that listed zero courses explained their response by stating that the content of the courses in their department is not gendered. One department said that all courses in the department include material about women. Further investigation showed that most of the departments have offered courses largely focused on women on a regular basis; faculty have taught most of these courses; and most of the students enrolled in these courses have been women. In addition, 12 departments said that material regarding women is incorporated into “all, most and many” of their courses; 13 departments said that material regarding women is incorporated into “some” of their courses and seven departments said that material regarding women is incorporated into “few or none” of their courses.

Second, the Curricular Questionnaire asked departments if their courses included content about women of color and women who identify as lesbian, bisexual, and/or transgender.

Twelve departments said their courses include material about women of color, and 11 departments said their courses include material about women who identify as lesbian, bisexual, and/or transgender.

Third, the Curricular Questionnaire asked department chairs how they plan to expand the coverage of women within their department's courses. Several departments said they are creating new courses and several expressed a desire to diversify their faculty, which might well lead to the development of new courses and additional coverage of women.

Fourth, the Curricular Questionnaire asked department chairs to describe any pedagogical strategies their department uses to make courses equally accessible to women and men. Departments said that they are cross-listing courses through the Women's Studies Certificate Program; using alternative assignments to appeal to a diverse population such as journaling and group work; and hosting and marketing programs about women's issues.

- **Climate Survey Results**

The Climate Survey was sent to all employees at UWM to identify their attitudes and experiences about the overall climate on campus, satisfaction with their job, commitment to the University, perceptions of discrimination, and satisfaction with the balance between their work and personal life.

A total of 1062 surveys were returned, which was approximately one-third of the employees at UWM; 64 percent of respondents were women. Specifically, 223 faculty (30 percent were assistant and full professors, 40 percent were associate professors), 492 academic staff, and 347 classified staff responded to the survey. Most (87 percent) were full-time employees, had worked at UWM an average of 12 years, and had an average age of 46. Six percent indicated they have a disability. Three-quarters identified their race/ethnicity as White, 68 or 6 percent identified themselves as Black, 36, or four percent, as Asian/Pacific Islander, 15, or two percent, as Native American, 20, or 1.5 percent, as Latino (a)/Hispanic, and 7, or one percent, identified themselves as multiracial. The majority (82 percent) reported their sexual orientation as heterosexual; five percent indicated they are gay/lesbian, two percent as bisexual, and two individuals indicated they are transgender.

The UWM Climate Survey was analyzed statistically and yielded seven significant areas in relation to climate issues: Satisfaction, Equity, Isolation, Evaluation, Perceptions of their department's valuing of Diversity, Discrimination, and Work-life Balance. Differences in these areas were examined by gender and employment category. The following outlines the results.

1. **Satisfaction: Overall Perceptions of Climate and Job Satisfaction**

The Climate Survey assessed perceptions of the climate in three areas: overall perception of climate irrespective of gender issues, perceptions of the climate for women on campus, perceptions of the climate experienced by the individual male and female respondents.

Overall Perception: When asked their perceptions of the overall climate at UWM, 42.1 percent of women and 36.1 percent of men perceived that UWM is not a supportive environment. Perceptions of differences of the climate differed slightly across employment category, with 36.1 percent of academic staff, 42.2 percent of faculty, and 43.7 percent of classified staff reporting that the climate is not supportive. In addition, more than half of faculty women at the associate professor level believed the overall climate is not supportive for women at UWM.

Roughly 80 percent of both men and women who answered the survey were satisfied with their jobs, although academic staff were more satisfied (86 percent) than were classified staff (74 percent) or faculty (75 percent). However, 27 percent of men and women said they often thought about quitting; with male classified staff and women associate professors most often reporting this consideration. Forty-two percent of men and women were pessimistic about their future at UWM. Only 26 percent of women and 33 percent of men believed that UWM was concerned about their welfare.

Perceptions of Climate for Women: When asked specifically if the climate was different for men and women, perspectives differed quite a bit. Overall, about two-thirds of women (64.1 percent) believed that the climate was not supportive for women, compared to slightly more than one third of men (40.1 percent). When we examined these differences by employment, we found a surprising difference across ranks for male faculty. Only 22.2 percent of male full professors perceived that the environment was unsupportive for women, compared to, 33.3 percent of associate male professors, and 40.8 percent of male assistant professors. In contrast, women faculty of different ranks did not significantly differ in their perceptions of the climate for women, across all ranks, two-thirds believed it was unsupportive.

Perceptions of Climate for Self: When asked about their own experiences with climate, women reported less overall support than men. Less than half of women reported did not feel supported in their department or unit, compared to less than a third of men. When we compared employment category, we found that more than half of the men in the classified staff rank reported that their department or unit was not supportive.

2. Equity/Fairness

As noted earlier, we asked respondents to report on the climate for women at UWM, and then also asked them to report on their own experiences, which allowed us to conduct objective gender comparisons of the climate experienced by women and men at UWM. What we found is that women and men view the work environment for women at UWM differently. In general, the majority of men and women believe that the university is equitable, and that men and women are not treated differently. However, depending on the question, women are three to four times more likely than men to perceive that women are not treated fairly, and are not listened to and are not valued at UWM.

Specifically, 39 percent of women reported that women often need to prove their competence to their male counterparts, while only 12 percent of men reported this. 31 percent of women respondents reported women do not receive the same recognition as men, compared to 10 percent of men. Women were twice as likely as men to report that the input from women is devalued. These gender differences hold constant across employment categories. Twenty two percent of faculty women believe that men and women are not treated equally at UWM versus two percent of men, and 22.5 percent of academic staff women believe women are expected to perform more departmental service than men, while only five percent of men agree. Specific to classified staff, 38 percent of women believe that women are not as likely to be promoted to supervisory positions versus 15 percent of men believing this about women and minorities.

When asked about their own personal experiences, while 22 percent of faculty women report that their competence has been questioned by students, only 5 percent of men reported this experience. A startling 26 percent of women report that their faculty colleagues have questioned their competence, while only 4 percent of men reported this. Female faculty were also significantly more likely to report that their research was not valued than their male counterparts (30 percent versus two percent).

3. Isolation

Overall, women feel more isolated at UWM than men. Specifically, 33 percent of women compared to 24 percent of men experience a sense of isolation or exclusion in their department. Forty-nine percent of women compared to 38 percent of men do not always feel included in the formal decision making process. Forty-two percent of women compared to 38 percent of men do not feel as though they get the mentoring they need from more senior members of their department. Thirty percent of both women and men feel their department would not make every effort to keep them at UWM.

Specific to faculty, women are nearly six times more likely than men to report being excluded from informal information. Thirty one percent of women experience a sense of isolation or exclusion in their department and do not feel included in the formal decision making process, compared to 12 percent of men. Thirty percent of women as compared to 19 percent of men often feel ignored when they speak up at meetings. Thirty-five percent of women as compared to 13 percent of men believe an “old boys network” runs their department. Forty-three percent of women do not feel as though they get the mentoring they need from more senior members of their department, compared to 15 percent of men..

Specific to academic staff, 44 percent of all respondents do not feel included in the formal decision making process. Thirty-eight percent do not feel as though they get the mentoring they need from more senior members of their department. Thirty-percent of women, compared to 19 percent of men, experience a sense of isolation or exclusion in their department.

Specific to classified staff, 32 percent of both men and women experience a sense of isolation or exclusion in their department. Fifty-eight percent of female classified staff and 56 percent of male classified staff do not feel included in the formal decision making process. Eighteen percent of female classified staff believe women's input is not valued in their department compared to 8 percent of male classified staff. Twenty-nine percent of female classified staff feel as though women in classified staff positions are isolated from the larger campus community in comparison to 5 percent of the men.

4. Evaluation

Overall, men and women who responded to the survey are concerned about evaluation and promotion. Specifically, 37 percent of women and 33 percent of men are not clear on the requirements for promotion. Thirty percent of women and 28 percent of men state that performance evaluations in their department are not done in a timely manner. Thirty-seven percent of women and 30 percent of men do not believe they have the support or resources necessary to get promoted. Thirty-five percent of women and 36 percent of men state that providing clear and effective performance evaluations is not a priority in their department. Thirty-six percent of women and 30 percent of men are not happy with their level of professional development.

Specific to faculty, 32 percent of both men and women do not believe they have the support or resources necessary to get promoted. Fifty-eight percent of women and 51 percent of men are not satisfied with the level of support that they receive from their department. Thirty-three percent state that providing clear and effective performance evaluations is not a priority in their department.

The differences between the perception in climate for women and men, reported earlier, is also evident in perceptions about evaluation for faculty. Women are four times more likely to believe it is more difficult for women in their area to get tenure than men in comparison (26 percent versus 4 percent of men), and seven times more likely to believe that women are less likely than men to get the feedback necessary to improve their performance (21 percent versus three percent).

Specific to academic staff, 42 percent are not clear on the requirements for promotion. Twenty-seven percent are not clear on the requirements for getting a good performance appraisal. Thirty-one percent do not believe they have the support or resources necessary to get promoted and that providing clear and effective performance evaluations is not a priority in their department. Fifty-two percent of women as compared to 46 percent of men state that their manager does not discuss career progression or opportunities for promotion once a year.

Specific to classified staff, 41 percent are not clear on the requirements for promotion; do not believe they have the support or resources necessary to get promoted; and state that performance evaluations in their department are not done in a timely manner. Forty-two percent state that providing clear and effective performance evaluations is not a priority in their department. Forty-three percent are not happy with their level of professional

development. Forty-four percent do not feel as though they get the mentoring they need from more senior members of their department. Forty-six percent of female classified staff are not happy with their level of professional development as compared to 37 percent of male classified staff. Thirty-five percent of women believe they do not have the same opportunity to move from a classified to an academic staff position at UWM as compared to 6 percent of men.

5. Perceptions of their Department's Valuing of Diversity

Overall, men and women believe that their departments make every effort to recruit and hire women, although men were somewhat more likely to believe this than did women (75 percent versus 62 percent). However, both women and men had somewhat less belief that their departments made every effort to recruit, hire, and promote people of color (50 percent agreed). Women were less likely (51 percent) than men (67 percent) to believe that all people were equitably treated regardless of race/sex/sexual orientation or disability, and were less likely (38 percent) than men (54 percent) to believe that employees of color do not face discrimination at work.

6. Discrimination

Although most people did not report that they had personally been discriminated against because of race, disability, age, sexual orientation, or religion, 22 percent of women and 12 percent of men said they had been discriminated against because of gender and an additional 17 percent of women and 15 percent of men were unsure. This differed somewhat by employment category, with 16 percent of academic staff, 23 percent of faculty, and 16 percent of classified staff, reporting they had experienced discrimination. Forty out of 110 (36 percent) of faculty women had experienced discrimination with gender, while 12 of 104 (11 percent) of men reported this experience. Overall, women reported more discrimination at UWM than men.

When asked about harassment, 21 percent of women reported they had been harassed due to gender, while 8 percent of men reported this. Thirteen percent of women and 3 percent of men said they had been sexually harassed, and an additional 7 percent of women and 14 percent of men felt they had been unfairly accused of sexual harassment. Seventeen percent of women and 15 percent of men indicated that students had harassed them. A full third of faculty women reported that students harassed them.

While women reported more discrimination than men, 54 percent of both men and women reported that they knew the procedures for reporting discrimination, although a third of women and 20 percent of men also believed that individuals who report discrimination may face retaliation and backlash, and over a third believed the university is unresponsive to complaints. Classified staff disagreed on perceptions of the vulnerability of women if they complain; 10 percent of men and 30 percent of women believed women would lose their positions if they complained.

There were also differences in this area by race/ethnicity. Of the 154 respondents of color, a relatively small percentage of the 1062 total respondents, many reported experiences of discrimination. Specifically, 23 percent, or 8, of Asian/Pacific Islander, 39 percent, or 26, of African Americans, 27 percent, or 4, of Native Americans, and 20 percent, or 4, of Latino/Hispanics report they have experienced discrimination due to race, and 21 percent (14) of African Americans and 20 percent (3) of Native Americans reported they had been targets of harassment due to their race. Less than half of African American, Native American, and Latino/Hispanic employees agree that all people at work are treated the same regardless of race, ethnicity or gender. Less than a third agree that UWM is responsive to complaints of discrimination. When asked about their perception of the presence of discrimination at UWM, 90 percent of African Americans, 65 percent of Asian/Pacific Islander, 60 percent of Native Americans, 63 percent of Hispanics, and 51 percent of whites report that employees of color face discrimination at work.

7. Work/Life Balance

Slightly over half of women (56 percent) were satisfied with the balance between work and personal life, while 62 percent of men were satisfied with their work/personal life balance. Men were more likely to be married (77 percent) than were women (60 percent); unmarried women were more likely to be divorced (13 percent versus five percent). Men were more likely to have children (70 percent versus 57 percent) than were women, and were less likely to be caring for an elderly family member (18 percent versus 24 percent). Men were slightly older than women (47 versus 45 years old). Women were more likely to believe they could not both have a family and get promoted than men (21 percent versus 13 percent). Faculty women were nearly five times more likely to agree with the statement that “Children are viewed as an obstacle for getting tenure for women but not for men” (38 percent versus eight percent).

SUMMARY OF PROBLEMS AND REMEDIES

PRIORITY AREA: EDUCATIONAL OPPORTUNITIES

The UW System Task Force identified the lack of available educational opportunities as a priority area. Although the UWM Task Force did not address climate and educational opportunities for students, issues related to educational opportunities were raised in relation to professional development; opportunities for women, particularly in technical fields; and participation in athletics.

PROBLEM:– PROFESSIONAL DEVELOPMENT

Less than half of both male and female classified staff are not happy with their current level of professional development; slightly over half of both faculty and academic staff are happy with their level of professional development. Similar to the other areas, men and women differ in their perception of equity in the distribution of resources across gender. A quarter of faculty women, 20 percent of women classified staff, and 13 percent of women academic staff believe that women do not receive the same resources for professional development as men. In comparison, 8 percent, 5 percent, and 10 percent of faculty, academic staff, and classified staff men perceive women do not receive the same resources for professional development. Many commented that UWM is an institution whose mission is education, yet does not have a mission towards education of employees.

- “Tuition reimbursement is not a major part of this university’s system.”
Classified Staff
- “Professional development not encouraged.” Classified Staff
- “Professional development exists only to the extent that a department chair or director is willing to pay for it.” Academic Staff
- “There is no mechanism or training of the supervisors.” Academic Staff
- “I did not receive support or tuition reimbursement to pursue a master’s degree that was related to my position.” Former UWM employee

REMEDIES: PROFESSIONAL DEVELOPMENT

Professional development opportunities should be systematic, consistent, and equally open to all. Mentoring should be provided for all faculty and staff, and the activities associated with professional development should be rewarded.

Suggested Action Steps:

1. Offer systematic and consistent professional development opportunities for all staff and faculty. (Professional development may include one-day conferences/workshops held at UWM.)
2. Provide formal mentoring opportunities for academic and classified staff.
3. Recognize the contributions of mentors in service performance appraisals and compensation.
4. Create a Center for Career Advancement that is charged with skill and leadership development, as well as traditional career development resources.
5. Institute a mentoring award.
6. Provide summer research award/release time for senior faculty working with junior faculty on research projects.
7. Reinforce GAP 25 on tuition reimbursement.
8. Investigate ways to reimburse classified staff for educational and professional development and advertise to them.
9. Include on-going professional development as part of written job descriptions.
10. Encourage supervisors to include professional development goals as part of annual evaluation.
- 11.

PROBLEM – OPPORTUNITIES FOR WOMEN STUDENTS

The curricular questionnaire indicated that while some departments are addressing concerns related to diversity in their coursework, there is no systematic attempt to evaluate the curriculum at UWM for attention to diversity. Although surveys did not focus on the experiences of women students at UWM, testimony at the public and individual hearings, and information gathered from consultants and other support services at UWM indicated that there are serious safety concerns for women students, lack of support for women students in technical fields, and lack of coordination among resources charged with support for women students on campus. In the 1999 senior survey, fewer women (41 percent) than men (53 percent) responded positively to the question about whether they felt a sense of involvement with and commitment to UWM. There were also significant differences by sex on the subject of accessibility of faculty and staff. There is an under-representation of women in some units that lead to traditionally "male" careers, and an under-representation of men in other units that prepare students for traditionally "female" careers. Unfortunately, recruitment into nontraditional fields has not yielded significant results, and there are few faculty role models available.

REMEDIES: OPPORTUNITIES FOR WOMEN STUDENTS

It is critical that a new task force be charged with assessing the climate at UWM for women students. Attention should be paid to the coverage of diversity in the curriculum, and resources made available for faculty to increase their professional development in this area. Support services for students should be strengthened and communication and cooperation should be ensured across units.

Suggested Action Steps :

1. Create a task force to examine climate issues for women students at UWM.
2. By department, assess the coverage of women's lives, experiences, perspectives and contributions in their courses and consider appropriate ways of expanding that coverage: by offering courses largely focused on women on a more regular basis; by incorporating gendered analysis and material about women into the curriculum; and by making sure that courses address diversity among women.
3. Ensure equity in evaluation for faculty who study issues related to gender.
4. By departments, review the enrollment, retention, and performance of men and women in their courses and discuss pedagogical strategies for making their courses equally accessible to both sexes.
5. For faculty committees making curricular recommendations, have discussions with student advisors and other relevant personnel to ensure that recommendations do not have adverse effect on women students and students of color.
6. Distribute current information about financial aid and childcare to and by people involved in recruiting and advising and through the Women's Resource Center.
7. Provide enough financial and human resource to allow the Recruitment and Outreach department to target underrepresented populations more effectively.
8. Create a plan to ensure that individuals and offices dealing with recruitment and diversity issues across campus communicate and cooperate.
9. Link resources across colleges, units, and professions, and integrate support services to ensure communication and to avoid duplication of services.
10. Improve support services for female and minority students through consultation and collaboration involving faculty, advisors, the Academic Opportunity Center, the Women's Resource Center, and University and departmental tutoring services.
11. Create supportive climates for women students in technical fields to dovetail with existing efforts. Provide instruction for faculty to not make remarks or conduct classes in ways that explicitly or implicitly discourage women and minorities from taking courses and pursuing majors in the sciences.
12. Continue efforts to recruit and retain female faculty throughout the sciences and in Engineering and continue and expand them in departments in which they are still underrepresented.
13. By departments and schools, involve or continue to involve themselves with Women in Science and Engineering and national organizations working on these issues.

14. Provide general program revenue funds to the Children's Center and the Women's Resource Center for salaries and fringe benefits of existing permanent staff who are currently funded on student segregated fees.

PROBLEM: OPPORTUNITIES IN ATHLETICS

In 1999-00, 30 percent of the 2016 participants in intramurals were women. In Fall 2000, 49 percent of the 803 participants in sports and recreation classes were women. Thirty-nine percent of the academic staff in Athletics are women, and there is concern about salary differences among staff.

REMEDIES: OPPORTUNITIES IN ATHLETICS

Athletics should continue working toward its goals of increasing the numbers of female athletes and staff and paying equitable salaries to both new and current female staff.

1. For Athletics, explore ways to reward staff for mentoring female athletes and staff.
2. For Athletics, consult with academic advisors not only in recruiting athletes but also in determining why some of them leave UWM.
3. Distribute comprehensive information about recreational opportunities on campus to all students and employees.
4. For all units involved in recreational programs, review the percentages of male and female participants in those programs and make appropriate adjustments in schedules and budgets.

PRIORITY AREA: HIRING, PROMOTION, RETENTION

PROBLEM: HIRING/RECRUITMENT

Only half of women and men believe there is a commitment to hiring people of color in all levels of the university, but 70-75 percent of respondents believe there is a commitment to hiring women. There is a concern that although the number of women in faculty and administrative positions has increased over the years, there is still an unequal distribution of women in positions of power. Concerns about recruiting and hiring were identified by female academic staff, who thought men were more likely to be recruited into full time positions, and by female classified staff, who felt that men were more likely to be hired or reclassified into academic staff positions than were women.

Additional comments indicate concerns with partner hiring and benefits:

- "...I would like to see additional support for helping partners find jobs in the area." Faculty

- “The best thing UWM could do to retain female faculty is to pursue an aggressive spousal/partner hire policy...” Faculty
- “Does anyone actively recruit to ensure diversity at this campus?” Individual Hearing

REMEDIES: HIRING/RECRUITMENT

Strong and persistent efforts need to be made to recruit women and minority candidates in all positions on campus. Search committees need to be given training on effective and active search strategies, recruiting resources need to be centralized on campus, and search committees need to be evaluated on the outcome and success of their efforts to recruit a diverse pool.

Suggested Action Steps:

1. Continue efforts to recruit female faculty throughout the science departments and other departments in which they are underrepresented.
2. Increase accountability for recruiting and hiring women and minorities across campus, not only on efforts to recruit a diverse pool, but also on outcomes of searches.
3. Hold Deans accountable for familiarizing all search committees with appropriate procedures in conducting searches. The Office of Equity Services and Human Resources should be accountable for orienting all search committees on issues of equity, and providing training for the search committee chair.
4. Provide a centralized area at UWM where resources will be available to aid searches for a diverse pool.
5. Make every effort to secure employment for partners.
6. Link supervisor's/Dean's own performance appraisal to diversity initiatives involving recruitment and retention of women and employees of color.
7. Create a succession plan to identify a diverse pool of candidates for positions of leadership. Provide mentoring for this group.
8. Close searches lacking diversity in candidate pool.
9. Publish yearly (in UWM Report) the percentage of women and minorities in each division, broken down by department/unit by position. Indicate changes from year to year to measure progress.
10. Increase visibility of resources for recruitment and retention.
11. Develop written and web site recruitment tools highlighting formal and informal resources for women at UWM.
12. Create a list of employee groups that candidates may choose to meet during interviews, including women faculty, lesbian/gay/bisexual faculty, faculty of color, and women's advocacy groups.

PROBLEM: PROMOTION

The evaluation mechanisms for faculty appear to be somewhat more systematic than the evaluation mechanisms for classified staff and academic staff. Forty- three percent of faculty believe that performance evaluations are a priority for their department, and 63 percent agreed that performance evaluations were done in a timely manner. However, less than half of classified staff and academic staff agreed that evaluation was a priority, and only one- third felt it was done in a timely and effective manner. The link between evaluation and promotion is also perceived as a problem at UWM for classified and academic staff. Two -thirds of the academic staff and classified staff indicated that their manager does not discuss their career progression and opportunities for promotion at least once a year. Many comments were made about the differences in salaries, particularly for classified staff and academic staff doing identical tasks but whose pay scales are dramatically different. For classified staff, the annual evaluation is designed to be a review of job duties; however, less than half of classified staff felt that their job description matched their job duties. Systematic performance evaluations are also a very strong concern among classified staff, for which the process of reclassification was described as slow, adversarial, and laden with barriers.

- “If a person is unable to be a good test taker [Civil Service], but is an above average employee at UWM, you are unable to get a promotion.” Classified Staff
- “Supportive staff are underpaid and over -worked with little opportunity for advancement in a timely manner.” Classified Staff
- “Better system of performance evaluation is needed for all staff.” Classified Staff
- “Please, please, please pay attention to salary discrepancies.” Faculty
- “Merit pay system breeds discontent and is counterproductive.” Faculty
- In the public hearings, many individuals identified reclassification as an important concern. Specifically, they identified the length of time to respond to a request as a concern.
- “I cannot see women of color in key positions in the UWM system.” Former UWM employee
- “I left because there was absolutely no way I would ever get promoted.” Former UWM employee
- “There is a lack of women of color in the tenure track and a lack of balance within faculty ranks of gender and ethnicity.” Public Hearing

REMEDIES: PROMOTION

Existing policies related to evaluation of employees should be reviewed and enforced. Supervisors should be held accountable for effective and timely evaluations. Oversight of promotion processes, particularly for classified staff should be provided. The attitude towards promotion of staff should be changed, particularly in reclassification process, to encourage the promotion of staff. Human Resources must provide timely communication and disposition of all requests for reclassification.

Suggested Action Steps:

1. Ensure that all Affirmative Action/Equal Employment Opportunity policies are adhered to in hiring, promotion, and evaluation.
2. Ensure consistent application of existing and equitable policies and practices.
3. Create uniform processes and formats at all levels for performance/faculty peer merit evaluations and promotions.
4. Ensure that evaluations are done annually.
5. Monitor performance appraisal systems for equity in how they are used and also in their outcomes. Assess gender/race differences in promotion.
6. Provide oversight for each college and division on the initiation and processing of reclassifications for classified and academic staff.
7. Review position descriptions annually to ensure proper classification. If it is not, initiate reclassification initiatives within three months. Human Resources should notify individual of progress monthly, and supervisors should be held accountable for this.
8. Establish career ladders. Many academic staff positions are currently dead-end. Each manager should be responsible for conducting a three to five year career plan with his/her employee. The plan is reviewed and is part of a regular performance appraisal. The plan is connected with the succession-planning program, but also moves beyond that by helping women and people of color develop skills for both their current and future positions.
9. Clarify expectations and procedures for promotion.
10. Set up a University fund for small units and departments who have no provisional salary money to draw upon to pay for promotion or merit increases for faculty and staff. Create guidelines for accessing the fund.
11. Develop internships and exchange programs to give people experience they can use when job openings occur.

PROBLEM: RETENTION

About a third of the women who left UWM in the past five years left because of the climate for women. The most frequent reasons for leaving were: lack of recognition for women, exclusion from decision-making, being held to different performance standards, and feeling their contributions were undervalued. Current women employees who felt

the climate was unsupportive cited identical concerns (see Climate Priority Area below). Although most people said they were satisfied with their jobs, over a third feel the university is not concerned about their welfare, and a third of faculty and classified staff said they often think about quitting. Retention as a problem also differs by employment category, because faculty women may be more mobile than are women in the classified staff rank. In addition, areas related to retention include concerns with lack of mentoring and dissatisfaction with salary.

We identified over 700 women who had left positions at UWM in the past five years; some retired, some had left because their contracts were not renewed, still others left because UWM was not a supportive or positive climate. The concerns listed above are clearly linked to retaining women at UWM. Creating a positive climate and ensuring fair and equitable performance evaluations and opportunities for advancement will do much to aid in retention.

Mechanisms have been in place at UWM to interview women who leave, in order to identify systemic issues that may need to be addressed. However, we found that most units do not systematically conduct exit interviews.

Many women who responded to the exit survey were positive about their work experience at UWM, while others echoed the concerns noted above in barriers to advancement, lack of respect, and fear of retaliation. The following are comments from former UWM employees, representing classified staff, faculty, and academic staff.

Positive:

- “I just would like to say that my experience working at UWM was wonderful.”
- “I enjoyed working with and for everyone I worked for and I would probably still be there, but I found a position that I feel is perfect for my talents and needs.”
- “I was sorry my family had to move out of state because it was hard for me to give up my job. I truly enjoyed working for UWM.”
- “My reasons for leaving UWM had nothing to do with my job, fellow employees, or any other reasons to do with UWM.”
- “Good experience at UWM. Left because I did not feel I had an opportunity to advance based on my status as an Academic Staff. Found the opportunity elsewhere and took it.”
- “My experiences at UWM were very positive. The climate was much more professional, overall, and much more progressive than other campuses I have worked at.”

Negative:

- “My yearly evaluations were always very good. Yet, never could I get a promotion. I was the same category for the 10 years I was there.”

- “I believe the basic orientation of administrators at UWM is intoxication with their own status, which precludes them ever realizing that they might extend a hand to their employees regarding promotional opportunities.”
- “I felt extremely frustrated in attempts to obtain a re-classification when my responsibilities were the same as those employees in a similar and comparable area who had a higher classification than mine. The position was later re-classified.”
- “UWM is one of the most difficult work atmospheres I’ve encountered.”
- “I had worked hard for the department and was very upset when my boss (a dean) said, “I don’t know what you do in your job, anyway.” Guess he didn’t bother to read my *required* performance review!”
- “I wish I could help, but will not out of fear. I am sorry for that, but I am happy and respected now. I was promoted in less than one year. Please do something to help white females at UWM.”
- “I can’t begin to express how sad and angry I still feel after five years. Not being able to realize school reform and teach/research at an urban university was an extreme disappointment, but I felt no options available at the time considering the good old boys in our department.
- “I resigned from my position because of the caustic environment of the department, which was female run. It was a high-school -clique environment, the female version of the old-boys network – that paid less attention to individual skills, aspirations, and professional integrity, and more attention to whether there was a political-social opportunity.”

REMEDIES: RETENTION

The remedies to increase retention must begin with addressing the climate. However, in addition, ongoing evaluation of the climate of each unit also needs to include interviews with those who leave. Salary compression and equity should be evaluated.

Suggested Action Steps :

1. Hold deans, directors, department executive committees accountable for turnover among women and people of color. Tie unit budgets to recruitment and retention of women and people of color.
2. For the provost, strongly encourage deans and department executive committees to maintain diverse workforce.
3. Ensure equity in compensation. The Provost shall be held accountable for this insurance.
4. Review salaries and resources by an outside source to ensure equity in title, grade level, tasks assigned, and rank.
5. Conduct salary equity studies by departmental unit rather than across schools/colleges.
6. Ensure timely exit interviews of employees who leave, including those who choose to leave. Ensure accountability for each unit/department.

7. Increase visibility of women's contributions to campus, and their job-related successes.
8. Create a formal, standing women's advocacy network to serve as a centralized communication vehicle for institutional discussion and leadership.
9. Continue to provide administrative support for the maintenance of existing women's groups on campus; support creation of new ones.
10. Create communication tools that make it possible to network with women on campus.
11. Centralize information about what major women's events occur within the greater Milwaukee community, and develop strategies to systematically link to them.

PRIORITY AREA: CLIMATE

PROBLEM: CLIMATE

Overall, the largest area of concern identified is the climate for women on campus. Although two-thirds of women at UWM report that they are satisfied and feel that the climate is supportive, a third of women at UWM feel they work in a chilly environment. Those women feel that they are not recognized or valued, that colleagues and students question their competence, and that they are excluded from formal and informal decisions and activities.

In addition, women and men have very different perceptions about the climate for women on campus. While 33 percent of women feel that women at UWM are treated with less respect, get less recognition, and have greater barriers to success than men, only 10-15 percent of men across employment categories have this perception. Women and men have very different perceptions of their environment, perhaps reflecting that women face a very different work environment than do men at UWM. This becomes a serious barrier to implementing solutions, since those in positions of power to change the environment (i.e., administrators, chairs, and supervisors) are primarily men.

The concerns with climate appear to be at both the departmental level and the campus community level. The following comments and written responses to the surveys highlight this:

- “I find the poor communication, lack of encouragement by my co-workers and unhappiness of the other assistant professors very discouraging.” Faculty
- “Although I assume responsibility for my own career direction, the environment became increasingly hostile the longer I remained. Women were systematically ignored, patronized and given work responsibilities that interfered with promotion/advancement and requirements that were more labor intensive than those given to men.” Former UWM employee

- “There is an ‘us’ versus ‘them’ attitude in our department based on race and gender. I have experienced hostile attitudes and demeaning comments.”
Individual Hearing
- “I have never worked someplace where the employer does not seem to care about their employees...Parking is a problem, places to eat are a problem, places to get away from the office for a break or to eat lunch do not exist...”
Classified Staff
- “We should not be made to feel like we are less than a person because of the job we hold at this present time of our lives.” Classified Staff
- “I left UWM for a less highly ranked university because I found UWM’s climate hostile. Three years later, I continue to embrace this decision despite the personal, familial, and professional costs of moving and re-establishing one’s self.” Former UWM faculty member
- “UWM is one of the most difficult work atmospheres I’ve encountered. The prejudice between races, ethnic groups, job categories are overwhelming.”
Former UWM employee
- “I found the “class-ism” between faculty and academic staff far more damaging to a productive work climate at UWM than gender discrimination.”
Former UWM employee
- “There also exists a general hostility in the campus atmosphere towards women who go through the proper channels, which currently exist on campus to file grievances with the University.” Written comment sent to TFSW
- “I am concerned about the climate here. I have experienced a lack of sensitivity by UWM police towards women’s issues and LESBIAN/GAY/BISEXUAL/TRANSGENDER issues...lack of visibility for women’s resources.” Public Hearing

REMEDIES: CLIMATE

All supervisors and administrators should have increased awareness of the climate concerns for women on campus. Resources to address climate concerns should be provided by instituting systematic and on going training for all supervisors and department chairs on creating and maintaining an equitable environment. Accountability for a positive climate should be created by evaluating supervisors and administrators on an equitable climate, including steps taken to decrease hostile environments and efforts to increase positive climates for women on campus.

Suggested Action Steps

A. Short-term solutions :

1. Require gender/multicultural/GLBT awareness/sensitivity training for all departments and new hires, including new foreign students, teachers, and graduate assistants.
2. Provide instruction for faculty in technical fields in not making remarks or conducting classes in ways that explicitly or implicitly discourage women and minorities from taking courses and pursuing majors in the sciences.
3. Recognize and reward work environments that have supportive climates.
4. Encourage more open discussion about departmental procedures and decisions affecting all staff.
5. Promote and publicize UWM's policies on discrimination and harassment. Include a description of formal and informal grievance options available.
6. For the chancellor and provost, provide clear communication of "no tolerance" of harassment and discrimination each year.
7. Monitor hate crimes and racial profiling, including targeted stops of people of color on campus.
8. Formulate and consistently enforce policies concerning the unacceptability of pornographic materials.
9. Institute a University "Honor Code" system, based on the successful Honor Code established by the School of Architecture and Urban Planning
10. Have a reception to welcome new women faculty and staff to UWM; provide resources and survey them on their needs.
11. Publicize on going efforts to promote and maintain a healthy climate at UWM.
12. Acknowledge all employees nominated for awards by letters of recognition, not only award winners.
13. Include the names of classified staff in the departmental listings at the back of the staff directory.
14. Create bulletin boards in offices that have photos/names/titles/descriptions of what the staff who work in the offices do.

B. Long-term solutions:

1. Hire an Associate Vice Chancellor for Climate with defined responsibilities to evaluate and maintain a climate of equity. Create an Office of Women's Affairs to continue research on the status of women at UWM to facilitate information gathering and dissemination, and to support the creation and maintenance of a community for women at UWM. This office could also provide the on-going assessment of climate.
2. Provide an ongoing assessment of climate (through such means as diversity audits.)

3. Incorporate an assessment of climate into performance evaluations at all levels.
4. Link resources across colleges, units, and professions to provide a network of support for those wanting to change the climate.
5. Provide institutional support, through base budget funding, for the coordination and expansion of student services specifically addressing the needs of women students, students of color, and lesbian/gay/bisexual students.
6. Provide institutionalized funding for programming related to issues of diversity.
7. Provide centralized areas for information related to programming on diversity (for example, a Web page and central kiosks).
8. Create markers to assess improvement in climate; use benchmark best practices used by other institutions.
9. Recognize and promote Women's History Month and "Take our Daughters to Work Day".

PRIORITY AREA: WORK/LIFE BALANCE

PROBLEM: FAMILY/CHILD CARE

About half of women who responded to the climate survey expressed dissatisfaction with the balance between their work and personal lives, but only a third of men expressed this dissatisfaction. More men reported having children (70 percent) than women (57 percent); they also were more likely to be married (77 percent versus 57 percent); faculty women were least likely to have children (44 percent of women associate professors did not have children compared to 14 percent of male associate professors). Women were slightly more likely to report taking care of elderly relatives than men (24 percent versus 18 percent). Women were six times more likely than men to perceive that women with families are viewed as less serious about their careers than men with families (19 percent versus three percent), and to feel that they could not have a family and get promoted than men (21 percent versus 13 percent). Concerns were raised for custodial staff who begin work at six am, though the UWM Childcare Center does not open until seven a.m..

These perceptions are strongest for faculty women; two thirds believe their department does not provide support for balancing work and family. Women faculty who have children were much more likely than men with children to perceive that women with families are less serious about their careers than men with families (44.3 percent versus 10.4 percent). Women faculty who do not have children were also more likely than men without children to perceive that women with families are less serious about their careers than men with families (34.9 percent versus 14.4 percent). Women faculty without children were 10 times more likely to report they could not have a family and get promoted than men (44.7 percent versus 4.8 percent), while women and men faculty with children were less likely to report this and are more similar to each other (26.9 percent versus 16 percent).

- “I am concerned about the lack of support/understanding for staff members with children and the need for schedule flexibility from time to time.” Academic Staff
- “I constantly feel penalized for being unable to work long hours because I have a family and a young child to take care of.” Faculty
- “Personal balance is a problem for those of us with children.” Individual Hearing
- “I fear the prospect of juggling family with the already- high workload demands.” Faculty
- “It’s a mystery to me how mothers of young children made it through the tenure process here” Faculty
- “I felt discriminated against due to pregnancy...my contract was terminated three days after bringing home my baby from the hospital.” Academic Staff
- “Over the years I have met insensitivity with regard to breast feeding, lack of flexibility to attend school functions for family members, and lack of understanding of rites of passage when family members died and religious beliefs that were different.” Academic Staff
- “If take too long on maternity leave – made to feel extremely guilty and unprofessional. I don’t want to lose my job because I chose to start a family.” Academic Staff

REMEDIES: FAMILY/CHILD CARE

Funding should be changed to ensure that the high -quality UWM Child Care Center is available and designed to meet the needs of employees. Steps should be taken to ensure that family –friendly policies are enforced throughout the university, not just for faculty. Family benefits should be made equitable for all employees, including providing domestic partner benefits.

Suggested Action Steps:

1. Fund and implement sliding fee scales for UWM Child Care Center.
2. Investigate expansion of the Children’s Center.
3. Re-organize Children’s Center funding mechanism to allow for times/services of benefit to employees (e.g., 5:30 a.m. for custodial staff, 7:30 p.m. for teaching staff, etc.)
4. Increase room for infant care.
5. Create in house “temp” service using experienced or retired workers to fill-in when the department staff needs off.
6. Explore the creation of a sick childcare center, possibly out of health services.

7. Develop a new handbook of benefits outlining work/life -friendly policies of UWM.
8. In defining “family,” include nontraditional family to include same sex relationships, children of elderly parents, single- parent families.
9. Disseminate specific employee benefits information (Childcare, etc.) at time of recruitment and hire.
10. Coordinate UWM spring break with MPS spring break. Explore possibility of canceling classes on MPS snow days.
11. Lobby for the provision of domestic partner benefits.
12. Encourage supervisors to become familiar with current “family-friendly” resources.
13. Encourage flexible accommodation of children at all levels, (e.g., accommodating children of employees attending College for Kids).
14. Create a flexible workplace, flextime, flexplace, telecommuting, and job sharing for all staff.
15. Investigate “best practices” of work/life polices at comparative institutions.

PRIORITY AREA: ORGANIZATIONAL STRUCTURE

PROBLEM; COMPLAINT PROCEDURE

Nearly six out of 10 employees say they know how to file a complaint of discrimination and harassment. However, four out of 10 believe the University is unresponsive to such complaints and three out of 10 believe that individuals who complain are retaliated against. Only a third of female classified staff disagreed that they are vulnerable to losing their positions if they complain about discrimination. There is a perception of unclear complaint mechanisms, a perception of reluctance among several offices to define and implement guidelines, and a lack of trust of current avenues for filing complaints.

This is of greater concern when placed against the number of employees who reported that they felt they had experienced discrimination due to gender. One hundred fifty women and 44 men reported gender discrimination, and an additional 115 women and 56 men were unsure; the total represents 34 percent of those responding. One hundred and forty- three women and 28 men reported they had experienced verbal harassment due to gender, with 28 women and seven men uncertain. There is some overlap between those who reported harassment and discrimination: 87 women and 28 men reported experiencing both. In total, though, from the all the data gathered, over 350 individuals reported experiencing some form of discrimination or harassment.

- “UWM does need to reform the structures that respond to complaints...”
Academic Staff
- “Diversity/Compliance Office [Office of Equity Services] does not work.”
Academic Staff

- “The climate for women at UWM is a *disgrace*. The Office of Diversity and Compliance [Office of Equity Services] protects the offenders, not those discriminated against” Faculty
- “No one knows where to go to file a complaint.” Individual Hearing
- “No trustworthy avenues for complaints exist on this campus.” Individual Hearing
- “Once again, the complainant is revictimized in the process. No one is held accountable for abusive behavior. I have no trust in the system.” Public Hearing
- “There is a lack of follow-up for grievances.” Public Hearing

REMEDIES: COMPLAINT PROCEDURE

Systematic and multiple avenues should be developed for employees and students to file formal and informal confidential complaints. Individuals within each unit on campus should be appointed to be ombudspersons, and they should be provided with mediation and advocacy training. Systems of accountability should be created for individuals charged with addressing complaints and grievances.

Suggested Action Steps :

1. Have written policies and procedures for the handling of complaints.
2. Do not force each complaint into mediation.
3. Ensure communication among staff at the leadership level to prevent “run around.”
4. Protect those individuals charged with hearing and investigating complaints from retaliation. Ensure their protection from possible retaliation.
5. Revise employee handbook to outline how to file a grievance/complaint, where to go for supportive services, etc.
6. Reorganize Office of Equity Services.
7. Provide a mediator program for individuals who do not want to make a formal charge but are operating in a hostile climate. Mediators talk with both parties, inform both of potential outcomes of continued harassment, and conduct follow-up.
8. Create an Ombudsperson for the entire campus with access to the chancellor and provost.
9. Create/enforce an ombudsperson for each college/school and unit on campus; together they would serve on an Equity Council. OES director would sit on the Equity Council as ex-officio, and would report to the Equity Council.
10. Create an Advocacy Group to create a network of individuals interested in advocating for women/employees/students of color; the OES director would also meet with this group as ex-officio.

11. The Equity Council and Advocacy Group would also provide oversight into the diversity efforts and outcomes on campus.

PROBLEM: ACCOUNTABILITY

Although UWM has policies and procedures in place to ensure equity at UWM, they are not systematically enforced. There is a general lack of accountability for ensuring an equitable and supportive climate for employees on campus. Many of the problems identified throughout this report point to the need for increased accountability at all levels on campus. In addition, classified staff indicated that incompetent supervisors are not held accountable for their behavior. There were reports of departments with no merit guidelines in place, of inconsistent hiring practices, of classified staff subjected to abuses of power by supervisors, and of the University administration being unresponsive.

- “Deans and Directors have to be accountable for ‘unethical and illegal’ hiring, firing, reclassifying and all personnel issues.” Academic Staff
- “There is a lack of accountability at all levels.” Faculty

REMEDIES: ACCOUNTABILITY

A system of checks and balances should be created to ensure that when policies are not enforced, this is noted, and corrected quickly. Administrators must be held accountable for upholding the policies and procedures of the university, and evaluated accordingly.

Suggested Action Steps:

1. Provide accountability at every level in chain of reporting:
 - a. Ensure equity in hiring
 - b. Ensure elimination of abuse of power by supervisors
 - c. Ensure equity in salary reviews, evaluations, and promotions/reclassifications
 - d. Publicly note measures of accountability so that subordinates know how their superiors are measured on these issues.
2. Report cards given to deans, directors and department executive committees, including feedback from their unit.
3. Consistently and systematically enforce existing Human Resources policies and practices. Evaluate HR Director on outcomes related to diversity as well as effort.
4. Restructure and reinstitute funding for an Employee Assistance Program.
5. Create a section of the UWM Report devoted to highlighting top-level administrative jobs. Describe the job responsibilities of each Dean/Division

Head. To whom do they answer? What are they doing to ensure that the Affirmative Action guidelines are being met?

6. Communicate to all UWM employees that they are responsible for creating a supportive and equitable environment, and provide resources to support them.

Appendices