

**DATE:** April 16, 2001

**TO:** Katharine C. Lyall, President  
University of Wisconsin System

**FROM:** John D. Wiley, Chancellor  
University of Wisconsin-Madison

**SUBJECT:** Response to Report of UW System Committee on the Status of Women

I am taking this opportunity to respond to *Equality for Women in the University of Wisconsin System: A Focus for Action in the Year 2000*, the report of the Committee on the Status of Women in the University of Wisconsin System. I certainly endorse the committee's four recommended actions points, which have been integrated into the UW-Madison's strategic planning process for some time:

- expand educational opportunities for women students
- increase hiring, promotion and retention of women employees
- create more welcoming work and learning environments for women
- promote a better balance between work and personal life

The UW-Madison is taking a vigorous approach toward enhancing the work and learning environments for women. Much remains to be done, however, and we have not been complacent. For your review, I have summarized below some of our key initiatives. A more comprehensive listing is provided in the appendix. Overall, from a strategic and practical perspective, we are trying to concentrate actions regarding climate, gender equity, and other issues of importance to the status and experience of women at the 'local' school, college and department levels, where they obtain the greatest visibility, possess the most direct degree of accountability, and hold the largest opportunity for inclusive participation.

#### Educational Opportunities and Improvement of the Learning Environment for Women Students

Educational opportunities for women have advanced to the point that the overall degree distribution is virtually indistinguishable from that of male students. Women earn 52% of our bachelor's degrees, 51% of masters degrees, 40% of doctoral degrees and 49% of professional degrees. Significant efforts are underway to improve the quality of the learning environment for women, including a three-year campus-wide sexual harassment education program, examinations of 'climate' at all levels of the university, and very successful residential support programs (for example, the Women in Science and Engineering Residential Program has received national recognition). We also continue to be strong proponents of initiatives pursued through the UW System and the Committee on Institutional Cooperation.

April 16, 2001

### Hiring, Promotion and Retention of Women Employees

Successes in hiring, promoting and retaining women faculty have increased. The percentage of women on the faculty has increased from 16.3% in 1988 to 22.9% in 1999. Although the actual numeric increase in women faculty has been somewhat modest (41), women do now comprise 16.5% of full professors, 30.7% of associate professors, and 38.8% of assistant professors, and the trend remains positive. For the last several years, strategic hiring funds have been used specifically to accelerate the recruitment of women, with particular emphasis placed on women of color. The 'tenure gap' between male and female faculty has been markedly reduced, demonstrating a much stronger expectation that tenured women faculty will be retained more successfully over the long term. Further improvement is necessary in this regard, however, as it is in relation to the time-to-tenure ratio between male and female faculty. We continue to stress both issues as pivotal features of school, college and departmental administration. Women faculty are also finding increased opportunities to participate in campus administration, as department chairs, deans and university administrators, but we continue to push for growth in this area as well.

UW-Madison orientation programs for deans and department chairs continuously emphasize the importance of planning for the effective recruitment, hiring and mentoring of women faculty, with the ultimate objective being tenure and retention. The New Faculty Workshop Series introduces information regarding professional and community expectations, opportunities and resources. An Ombuds for Faculty (an Associate Vice Chancellor) consults with individual women regarding professional concerns. The Women Faculty Mentoring Program, now in its second decade of operation, continues to support women personally and professionally and has introduced a new peer mentoring initiative for women of color and women in the physical sciences. A second campus-wide Gender Equity Pay Exercise is underway, ensuring that inequitable pay patterns do not recur and contribute to the marginalization and loss of women faculty.

Efforts to recruit, develop and retain women in both academic and classified staff positions are also a significant feature of campus planning. Many women participate in the Academic Staff Mentoring Program, and in a variety of professional development programs designed by the Office of Human Resources Development. These development programs include conferences and intensive seminars designed to help managers and supervisors acquire and refine key competencies. Perhaps in part as a result of these programs, women academic staff are showing an increasing presence in important administrative roles.

The Office of Human Resources is trying to promote increased diversity and flexibility within the classified staff through a number of innovative practices, including expanded certification programs for women and minorities, incorporation of W2 Program participants into classified staff eligibility lists, and on-campus testing for civil service positions. The campus has created a Non-Represented Classified Staff Council in order to facilitate broader participation of classified

Page Three

staff in campus governance, and is discussing with represented staff different approaches to including them more fully in governance as well.

### Creating an Inclusive and Welcoming Climate

Maintaining a positive work and learning environment for all members of the campus community is a key administrative priority. Administrators, faculty, staff and students are now engaged in a variety of discussion groups involving issues of campus climate. New collaborations are being explored that should facilitate effective and lasting action on climate issues, involving some of the most central campus committees concerned with these issues: the faculty Committee on Women in the University and the Advisory Committee to the Equity and Diversity Resource Center. As these collaborations develop, issues of climate and personal conduct continue to be stressed on a campus level, through the three-year Sexual Harassment Information and Resources Project, the Leadership Institute, and other programs and initiatives.

### Balancing Professional and Personal Responsibilities

The campus takes a constructive approach toward resolving the range of issues generated by conflicts between personal and professional responsibilities, reflected in part by the following examples. For faculty, extension of the probationary period is available for childbirth, adoption, family illness and other life circumstances; longer probationary periods are also available for faculty who are engaged less than full-time. Leaves of absence are available to employees who need additional flexibility in scheduling. New child care options are available to students and staff, including infant/toddler and sick child care, facilitated through the Campus Child Care Coordinator. Single-parent undergraduates now have new support opportunities through the Nancy Denney House, located in Eagle Heights Family Housing.

### Closing Notes

The Committee on Women in the University, operating under the aegis of the faculty senate and with joint chairs drawn from the faculty and academic staff, has been an important leader and partner with the campus administration in identifying concerns pertaining to the status and experience of women and in developing policies to address them. The committee has helped to plan and implement the Gender Equity Pay Exercise for women faculty, the Sexual Harassment Information and Resources Project, and the emerging initiatives regarding climate. This model of collaboration will continue into the future, enhancing the effect and quality of all of the measures through which the campus seeks to ensure the presence of a comfortable, supportive environment for women.

### attachment

cc: Patricia Brennan  
Linda Greene  
Eileen Hanemann  
Gary Sandefur  
Lindsay Stoddard-Cameron

## 1. Expand educational opportunities for women students.

Please refer to "Equality for Women" report, bulleted recommendations on page 34.

UW System Recommendation	Focus on...	Current UW-Madison Activities
Recruitment/Retention – Women in Science	pre-college & science outreach  mentoring  pedagogical change	UW System Women & Science Program CIC Women in Science & Engineering Program (CIC-WISE)  WISE Residential Program (undergraduates) MentorNet (undergraduate and graduate students) Women's Health Fellowship (postdoctoral fellows – M.D.) Women's Health and Aging: Research and Leadership Training Grant (postdoctoral fellows – M.D./Ph.D.)  Calculus (Wisconsin Emerging Scholars Program), Chemistry, Physics
Recruitment – Women of Color	pre-college outreach	Pre-College Enrichment Opportunity Program for Learning Excellence (PEOPLE) Summer Undergraduate Research Experiment (SURE)/Research Experience for Undergraduates (REU) Program
Access	welfare status  family responsibilities	Incorporation of W2 Program participants in classified staff eligibility lists (with veterans, individuals with disabilities, et al.)  Nancy Denney House for Single Undergraduate Parents at Eagle Heights
Athletics	proportional representation	Added three women's sports to achieve proportionality (light weight crew - 1995, softball - 1995, ice hockey - 1998) Roster management to maintain substantial proportionality
Financial Aid	need-based aid	Need-based undergraduate grant recipients receive additional \$300.00 institutional grant to offset 1999-2000 tuition increase (\$1.275M) Recommended increase in Lawton grants for underrepresented minorities and economically disadvantaged undergraduate students
Gender in the Curriculum	general education courses  Women's Studies	Seeking Educational Equity & Diversity (S.E.E.D.) Seminar Medical School Curriculum Task Force  25th Anniversary of Women's Studies – <a href="http://polyglot.lss.wisc.edu/wsp/ws25th">http://polyglot.lss.wisc.edu/wsp/ws25th</a>

**2. Increase the hiring, promotion, and retention of women faculty, academic staff, and classified staff.**

*Please refer to "Equality for Women" report, bulleted recommendations on page 35-36.*

UW System Recommendation	Focus on...	Current UW-Madison Activities
Representation – Women Faculty	<p>Women in Science</p> <p>search procedures</p> <p>salary support from Provost</p> <p>hires with tenure</p>	<p>Strategic Hire Fund (1996-2000)</p> <p>Academic Leadership Series Core Curriculum workshop</p> <p>Strategic Hire Fund (1996-2000)</p> <p>Committee on Women in the University monitors hires with tenure</p>
Retention – Women Faculty	mentoring	Women Faculty Mentoring Program (incl. new Peer Mentoring Initiative)
Leadership and Administrative Roles	<p>internships/job-shadowing</p> <p>workshops on administration</p> <p>UW System Leadership Institute</p>	<p>Academic Staff Internship Pilot</p> <p>Women Faculty Mentoring Program</p> <p>Administrative Development Program</p> <p>... and UW-Madison Leadership Institute</p> <p>... and CIC Academic Leadership Program</p>
Career Development (Academic Staff)	<p>orientation</p> <p>performance reviews</p> <p>professional development</p> <p>mentoring</p>	<p>New Employee Orientation</p> <p>New Colleague Mentoring Program – Librarian’s Assembly, General Library System</p> <p>Personnel Policy &amp; Procedures Committee revised ASPP Chapter 10</p> <p>Academic Staff Mentoring Program &amp; PDRC Workshops</p> <p>Academic Staff Mentoring Program</p>
Instructional Academic Staff	<p>compensation</p> <p>academic decision-making</p> <p>appropriate title &amp; status</p>	<p>Category B Pay Equity Exercise (Fall 1994 to 1995-1996) -- instructional &amp; research academic staff</p> <p>Academic Staff Assembly, Faculty Senate, UW System review</p> <p>Academic Staff Assembly, Faculty Senate, UW System review</p>
Career Development (Classified Staff)	professional development	<p>Conference: “Toward Peak Performance”</p> <p>Departmental Effectiveness Series</p> <p>Manager/Supervisor Series, Manger/Supervisor Conference</p> <p>Council on Non-Represented Classified Staff established Professional Development, Mentoring &amp; Recognition Committee</p>
HR Practices	<p>Flexible practices for represented staff</p> <p>review of classifications</p>	<p>Expansion of broad-banding proposed</p> <p>Expanded certification of women and minorities for classified staff positions used</p> <p>Onsite testing introduced</p> <p>Administrative/Clerical Support Survey</p> <p>Proposing new PA titles to reflect duties more accurately</p> <p>Market considered in bargaining increases and new title pay ranges</p> <p>Council on Non-Represented Classified Staff’s Compensation Committee will make pay plan recommendations</p>
Classified Civil Service Structure	<p>promotion/reclassification</p> <p>competitive compensation</p> <p>merit (pay plan)</p>	

**3. Make the work and learning environments more welcoming to women, especially women of color and women who identify as lesbian, bisexual, or transgendered.**

*Please refer to "Equality for Women" report, bulleted recommendations on page 36-37.*

UW System Recommendation	Focus on...	Current UW-Madison Activities
Community-Building	including women, persons of color, people who identify as LGBT;	Climate Initiative – Committee on Women in the University Seeking Educational Equity & Diversity (S.E.E.D.) Seminar
"Climate" Forums, Workshops, etc. (Improve Work/Learning Environ.)	senior administrators managers/supervisors department chairs broader audiences	Academic Leadership Series ("Handling Complaints & Allegations") Climate Initiative – Committee on Women in the University Council of Non-Represented Classified Staff established Awareness/Campus Communications Committee First Fridays Series – Medical School Respect in the Workplace Sessions Sexual Harassment Informational Sessions, materials
Handling Complaints/Allegations	intake/process reporting structure	EDRC revised policy/process (1999)
Support/Resources for Women	ombudspersons	Ombuds for Faculty (Associate Vice Chancellor for Academic Affairs) Medical School Ombudsperson Committee on Women in the university recommends providing ombuds services for all employees (1999, 2000)
Safety & Security	lighting/communications  transportation options alcohol/drug abuse violence/sexual assault guidelines for emergencies	Campus Planning Committee adopted "Overall Campus Impact" statement (May 1998) to determine how projects "would address a range of needs and concerns... including: impact on campus child care services, personal safety and security, transportation and parking, and other support services (please specify)."  SAFE Nighttime Services  Robert Wood Johnson Project  University Subcommittee on Sexual Assault and Dating/Domestic Violence  Non-Violent Crisis Intervention Seminars (University Police)

#### 4. Provide conditions that allow for balancing work and personal life.

Please refer to "Equality for Women" report, bulleted recommendations on page 37-38.

UWS Recommendation	Focus on...	UW-Madison Activities
Child Care	<p>assessment/improvement</p> <p>expansion – # of slots, types of service</p> <p>flexibility</p> <p>affordability</p>	<p>UW-Madison Activities</p> <p>Child Care Coordinator, Child Care Center Directors implement strategic plan University Child Care Committee's White Paper (Spring 2000) provides comprehensive assessment of spaces, access, cost, personnel issues, campus support, fund-raising/development Ongoing evaluation of infant care services for Child Care Access Federal Grant Program (98% of families rate services as "excellent" or "superior")</p> <p>Campus Planning Committee adopted "Overall Campus Impact" statement (May 1998) to determine how projects "would address a range of needs and concerns... including: impact on campus child care services, personal safety and security, transportation and parking, and other support services (please specify)." 39 infant care slots (6 weeks-27 months old) as of 9/1/2000 Waisman Center doubles capacity, 100 children served (12 months to 6 yrs) as of 9/1/2000 Sick child services provided for UW-Madison students via contract with Ginger Ail (Meriter Hospital), funded through CCTAP, as of December 2000.</p> <p>Most campus child care centers provide for some form of flexible scheduling. Targeted review of flex scheduling at Eagle's Wing (April-December 2000) will lead to contracting options (January 2001). Goals are to balance need for flexibility with need for consistency and excellence of care, decrease burnout factor with teaching staff. Ongoing discussion/consideration of alternative and expanded hours child care needs of employees and students, particularly in the Health Sciences</p> <p>2% CCTAP budget increase (for 2000-2001) will reallocate dollars to maintain an average award of \$700 per family per semester with a broader range of award options (awards of \$100 to \$1000 per semester) depending on recipients' needs and resources. CCTAP award revised to increase \$ for student parents who are single, who have infants, and/or who have more than one child in regulated childcare. Continuing Department of Higher Education Child Care Access Grant (\$61,800 annually) assists Pell-eligible undergraduate student parents with infant care tuition Office of Campus Child Care's first "challenge grant" (\$1,000) will help a student family to afford high quality child care Development/fund-raising brochure designed/produced with help of Wisconsin Alumni Association. Development priorities included on Provost's development web page.</p>
Family Leave	equitable implementation	<p>"Balancing Family &amp; Work" brochure created/distributed by Academic Personnel Office Academic Leadership Series Managers/Supervisors Series New Faculty Workshop Series, etc. Extension of the probationary period ("stopping the tenure clock") for tenure-track faculty, presumed approved for one year for childbirth/adoption.</p>
Accommodations for Students	<p>family emergencies</p> <p>childbirth</p>	<p>Dean of Students – case by case basis</p> <p>Dean of Students – case by case basis</p>
Flexibility	<p>flex-time</p> <p>part time work</p>	<p>Policy includes alternate work schedule possibility – Office of Human Resources</p> <p>Many positions are part time, paid at the full-time base.</p>
Domestic Partner Benefits	advocate for statutory change	Campus policy being considered – Office of Human Resources