

University of Wisconsin Oshkosh

Ten-Year Plan to Address Women's Issues

The Process

In September, 2000 the Provost's Office at the University of Wisconsin Oshkosh appointed a Task Force on Women's Issues to develop the 10-year plan to address women's issues on our campus. The Task Force is composed of administration (Elliott Garb, Estella Lauter), faculty (Helen Bannan, Mike Briley, Linda Hartenian, Arden Trine), academic staff (Susan Barbour, Elizabeth Cannon, Becky Cleveland, Heidi Fencl, Beth Heuer, Mary Beth Petesch, Saroj Thekkanath), classified staff (Vicki Woschnick), and a student (Sylvie Coulibaly). In response to the UW System mandate, the Task Force identified goals, objectives, and initiatives around the five major areas:

- #1: Educational Opportunities for Women Students
- #2: Hiring, Promotion and Retention of Women Faculty, Academic Staff, and Classified Staff
- #3: The Learning and Working Environment
- #4: Balancing Work and Personal Life
- #5: Organizational Structure

The charge provided to the Task Force in September was to "Develop a 10-year Plan (goals, objectives, and initiatives) for each of the five major areas." The timeline established for the Task Force activities included:

- ◆ Review the UW System Status of Women Report (Summer, 2000)
- ◆ Develop a 10-year Plan (goals, objectives, and initiatives) for each of the five major areas (September-November, 2000)
- ◆ Disseminate the 10-year Plan to governance groups for feedback (November-December, 2000)
- ◆ Revise and submit the 10-year Plan to the Provost's Office (January, 2001)
- ◆ Provide an initial overview to the implementation committee (to be formed in Spring, 2001)

Progress to Date

The Task Force met in September to receive its charge. Five subgroups were formed to establish goals, objectives and initiatives around each of the major areas identified above. The Task Force organized its activities in order to meet the time line for the first report to UW System (January, 2001). Subgroups, formed based on interests of the Task Force members, met during October and provided their preliminary drafts to the full Task Force. The Task Force held meetings on November 14 and 15 to receive suggestions on the subgroup work. Members also provided input on format and content in early December. A draft of a preliminary Plan was prepared and shared with Provost Mocker and Chancellor Wells in mid-December.

On December 20, 2000 (9:30-10:30 a.m.), the Task Force met with Louise Root-Robbins, UW System Coordinator for Women's Issues, to discuss our campus environment for women's issues. The goal was to provide an opportunity for Ms. Root-Robbins to meet the Task Force members (and vice versa) and to discuss in general the efforts to improve work environments to better support women. In a subsequent meeting (10:30-11:30 a.m.), Ms. Root-Robbins met with Chancellor Rick Wells, Provost Don Mocker, Helen Bannan (Director of Women's Studies), Heidi Fencl (Outreach Program Manager of Science Outreach and Women and Science), and Linda Hartenian (Chair, Task Force on Women's Issues). The goal of this meeting was to obtain a better understanding of UW System guidelines for the 10-year plan and to clarify the need for

systematic inclusion (during the development and implementation phases) of multiple constituencies within the UW Oshkosh community.

Best Practices

The University of Wisconsin Oshkosh has several programs and initiatives which it shares with pride to those campuses around the System that are pursuing development of such programs, including mentoring programs for faculty/academic staff and for classified staff, administrative internships, Science Outreach, and Women and Science Program. The Appendix includes descriptions and materials related to each effort.

Overview of Ten-Year Plan to Address Women's Issues

The goals, objectives, and initiatives identified below provide guidance for the collection of baseline data, determination of University strengths and weaknesses, and creation of near-term and long-term plans. As such, the goals, objectives and initiatives assume neither deficiencies nor strengths of the University's existing units, plans, and programs.

The following five areas have been ordered to reflect the sequence in which they should be undertaken and progress from general to specific. For example, while several activities may occur simultaneously, creation of an Implementation Committee must occur before other broad and specific issues can be addressed. The Implementation Committee will coordinate an appropriate timeline based upon resources and logical sequencing of activities. UW System dollars for multi-year support to achieve any of the following goals will be pursued as the Implementation Committee proceeds with planning.

Responsibilities for fostering a positive campus climate permeate all levels in the University. The Chancellor, Provost and College Deans set the tone for the entire campus by providing the leadership that builds a sense of shared community for students, faculty, and staff. Administration has the responsibility to establish/implement equitable policies and to make inclusive statements/endorse initiatives for women; people of color; and lesbian, gay, bisexual and transgendered (LGBT) individuals. University faculty and staff have the responsibility to encourage activities and initiatives that develop open-mindedness, respect and acceptance of diversity and alternative styles of life. Students have the responsibility to foster a sense of shared community among students in academic and non-academic (Residential Hall) settings.

Organizational Structure: Implementation Committee. Creation of a standing Implementation Committee (hereinafter referred to as "Committee") is a key component of the Plan. Immediate formation of the Committee is necessary to ensure appropriate leadership and coordination of the processes of investigation, advisement, and review of University programs to accomplish the goals, objectives, and initiatives of the Plan. The Committee would be composed of appointed and voluntary representatives (i.e., faculty, academic staff, classified staff, students, community representatives) and reports directly to the Chancellor. The Chair of the Committee would

- serve as a liaison with UW System Administration
- serve as a member of the UW System Committee on the Status of Women
- develop a UW Oshkosh advocacy program for supporting individuals who are faced with family/personal and learning/working environment issues.

Learning and Working Environment. The learning and working environment should be more welcoming to women, especially women of color and women who identify as lesbian, bisexual, or transgendered. The goal is to reduce the sense of isolation, marginalization, and

disempowerment experienced by women students, faculty, and staff. Such a learning and working environment fosters equality, cultivates and supports the unique contributions of all women, and actively seeks diverse views and women's initiatives. Activities include (a) providing workshops, forums and/or training for administrators, supervisors, directors, chairs, and faculty designed to improve the learning and working environment for women generally, for women of color specifically, and LGBT people, (b) strengthening the university system for response to (and reporting of) discrimination, harassment, and sexual violence, (c) providing a system for supporting women facing learning/work environment issues, and (d) ensuring safety and security.

Balancing Work and Personal Life. The University environment should recognize the importance of balancing work and personal lives. Research has shown that work demands lead to family conflict. Family conflict, in turn, results in lower quality of work. The university recognizes that students and employees have lives outside of the workplace that affect their performance in the university setting. By assuring that students and employees can appropriately address children/family as well as personal needs, workplace performance will be enhanced. University structure/processes should be in place and training provided to individuals to handle stress associated with balancing work and personal life. Activities include (a) identifying and meeting needs for childcare services/access, adult caregivers, and balancing work and life issues for students, staff and faculty, (b) fostering a flexible workplace environment to meet the needs of faculty and staff, and (c) providing for domestic partner benefits among faculty and staff.

Hiring, Promotion, and Retention of Women. Administrators and supervisors play a critical role in establishing and therefore *changing* the "personality" of the University. Initiatives are required to change the culture to promote policies and practices that do not discriminate against women, including (a) developing required administrator training and increased administrator accountability, (b) increasing administrator, supervisor, and campus-wide awareness of issues related to women, (c) increasing opportunities for women to move into administrative roles, (d) increasing the pool of women applicants for open positions (especially in fields where women are underrepresented), (e) improving the campus climate and working conditions to increase the retention of women, and (f) obtaining UW System support for long-term issues.

Expand Educational Opportunities for Women Students. The University currently supports its own Science Outreach Program and hosts the UW System Women and Science Program. The University Women and Science Ad Hoc Committee serves as a liaison between students and faculty members by supporting a floor devoted to women majoring in math and science at the undergraduate level. In addition the Women's Studies minor is the oldest in the state. While scholarships are available for women, they are limited. Goals include increasing the number of women (a) in non-traditional fields, and (b) seeking advanced educational opportunities.

Future

On December 22, 2000, Provost Mocker requested that Chancellor Wells form an All-University Committee for the implementation phase of the Task Force on Women's Issues. Based on December 20, 2000 discussions between Chancellor Wells, Provost Mocker, Helen Bannan, Heidi Fencl, Linda Hartenian, and Ms. Root-Robbins, the Task Force will be convened in February to provide recommendations to the Chancellor for the official name of the All-University Committee and to develop a priority list that can serve as the charge to the Committee. Task Force members will act as resources to governance groups as the Committee is formed and provided with the charge.

Appendix – Best Practices

**Mentoring and Orientation Programs
Administrative Internships
Science Outreach
Women and Science Program**

University of Wisconsin Oshkosh

Mentoring and Orientation Programs

Overview

Current Programs

Several campus-wide efforts are directed toward improving the transition into the University for new faculty and staff. The programs listed below are presented in the order in which they were developed.

- (1) An ACES Mentoring Network for classified and academic staff was implemented in the 1999-2000 academic year and will probably be expanded during 2000-2001. Detailed information can be found at this web site: <http://www.uwosh.edu/mentoring>. A "Mentor Circle" program for new instructional academic staff, whether they teach 3 credits or 15 credits, was added this past fall semester. New Instructional Academic Staff are matched with a mentor who has been at the university for 5 years or more and meet for at least a semester. These mentoring programs were developed and implemented by the Mentoring Advisory Committee, which is a composition of classified, non-instructional and instructional academic staff.
- (2) Faculty mentoring programs on our campus have a long history using both centralized and decentralized models. Because of the successes with the ACES model (above), our current Faculty Mentoring Program is following a centralized approach for training and evaluation. Information on faculty mentoring can be found at <http://www.uwosh.edu/mentoring/faculty>.
- (3) An Employee Orientation Program was developed as a result of the implementation of the mentoring program, and involves campus tours, group orientations, and orientations by supervisors. More can be found at this web site: <http://www.uwosh.edu/hr/new.html>. Our campus is in the process of adding two new workshops to the orientation program -- one on "Polk-ing around the Library", and the other is a "LunchNET Reading Group". Both will be introduced in January/February 2001 and added to the web site. Most of these programs are given by employee volunteers and coordinated by Human Resources.

Developing Programs

The Affirmative Action Office is in the process of developing three new programs for classified staff. The timeline for implementation is spring/early summer 2001:

- (1) ...a classified staff advisory committee with the mission of promoting active participation in university decision-making, informed communication, a positive professional environment for all classified employees, and to serve as advisors for the Chancellor. This committee is being developed with the inclusion of the local union representatives. It will take over the responsibilities for numbers 2 and 3 below when it is formed in spring 2001.
- (2) ...a process for classified staff to become involved on university committees and ad hoc groups, including search and screen committees. This will become a responsibility of a sub-committee of the classified staff advisory committee but it is being implemented at the same time as implementation of the classified staff advisory committee.
- (3) ...a classified staff development and appreciation program day planned for June 2001 (to become an annual event). The implementation team is composed of more than 25 volunteer classified staff with a few academic staff on committees. The day-long program will be composed of development/learning workshops, awards and recognition programs, and a means to provide community for all involved.

University of Wisconsin Oshkosh Faculty Professional Development Opportunity

Announcing -- The University Leadership Fellowships

The Office of the Chancellor and the Office of the Provost and Vice Chancellor for Academic Affairs announces the establishment of the "University Leadership Fellowships" initiative to provide an enriched professional development opportunity for senior members of the University's faculty.

Purpose of the Fellowship Program:

A strong academic institution derives its strength from the individual and collective strength of the University's faculty. Recognizing this condition, and to provide innovative professional development opportunities for senior members of the University's faculty, this Fellowship Program is established to accomplish the following specific objectives:

- ✓ To establish a new avenue for independent, professional and collegial advice, support and assistance from the University's faculty in advancing the interests of the University;
- ✓ To provide interested faculty a challenging and enriching professional developmental opportunity through leadership in support of the University's future plans and efforts; and
- ✓ To provide useful and essential information, orientation, and other supporting professional services to the new Chancellor, to the Interim Provost and Vice Chancellor, and, once appointed, to the new Provost and Vice Chancellor.

Term of Service

Starting in January 2001, the appointment will continue until September 2002, the start of the 2002-03 academic year.

Remuneration

Starting in the Winter Interim 2001, individuals selected will receive fifty percent release time during the remainder of the 2000-01 academic year, and three-quarters release time during the 2001-02 academic year.

Focus of Assignment

There are two different openings in the University Leadership Fellowship program. (While the application process for each is separate, individuals may express an interest in either one or both of the positions by filing the information noted in the application section below.)

Chancellor's Office University Leadership Fellow

The Chancellor's Office Fellow will be asked to provide support and assistance relating to the preparation and implementation of a University-wide strategic and operational planning process. Working under the immediate direction of the Chancellor, the Fellow is asked to provide professional support to the planning efforts and other related initiatives while also observing and participating in the leadership of the University's administrative operations.

Provost and Vice Chancellor's Office University Leadership Fellow

The Provost and Vice Chancellor's Office Fellow will be asked to provide support and assistance relating to the oversight of various academic policy issues and questions arising within the division of Academic Affairs. Working under the immediate direction of the Provost and Vice Chancellor, the Fellow is asked to provide professional support to the planning efforts and other related initiatives such as student retention programs, while also observing and participating in the leadership of the University's administrative operations.

Qualifications for Selection

1. Hold a tenured faculty appointment at the University of Wisconsin Oshkosh.
2. Have an interest in, and commitment to, the purposes of the program.
3. Present a track record of activity and accomplishment in departmental-, college-, or university-wide initiatives.
4. Possess thorough working knowledge of the University's history, structure and governance framework.
5. Be conversant with various organizational units (e.g., governance groups, academic affairs, student affairs, and administrative affairs, etc.).
6. Possess demonstrated proficiency in group and interpersonal relations, including speaking, writing and skills pertaining to the use of information technology.
7. Have experience with (and/or knowledge of) strategic and operational planning is desirable.

Application Procedure

Faculty interested in being considered for selection as a University Leadership Fellow should forward a letter of application to the Chancellor or the Provost and Vice Chancellor, depending on the position of interest. Letters should address the applicant's interests, as well as the qualifications and experiences relevant to this Fellow Program and assignment. Complete application materials must include a current curriculum vita and the names and telephone numbers of three references. All materials should be received no later than 4:00 p.m., Monday, December 18, 2000.

University of Wisconsin Oshkosh Science Outreach Overview

Student Programs

Scientist-in-Residence Program. The Scientist-in-Residence Program is a three to five day hands-on science experience for elementary or middle school students. A team of UW Oshkosh students and one faculty member or master science teacher comes to your school to lead an exploratory science experience in each class each day. Topics center around a question or process and students are provided with a wide range of activities, both serious and fun. A parents' night or chemistry show can be included. Scientist-in-Residence programs can take place during University breaks in January and March. We book early, so we encourage you to plan in advance if you can!

Gifted and Talented Program. If you are looking for a challenging day for your gifted and talented middle school students, you might be interested in our day-long or half-day on-campus programs for students. The time is spent in a teaching laboratory pursuing a scientific topic or question with our student assistants. Full day programs can be arranged during January interim. However, a limited number of half-day programs can be arranged during the school year.

Shows and Presentations. We hold a chemical show, planetarium show, and career fair. The Buckstaff Planetarium was completed in 1964 as part of the Halsey Science Center construction project. It was named after Ralph Buckstaff, a local industrialist, UWO alumni, and meteorological enthusiast. Buckstaff contributed many things to the University community, including a diary of weather observations dating from 1900 and three weather observatories in Oshkosh. He also donated an extensive meteorite collection to the Oshkosh Public Museum, and served as director of the Buckstaff Observatories without salary for many years. Museum Director John H. Kuony observed that it was "a most fantastic stroke of fortune to have had such a man in its midst." When it was built, the planetarium was intended to expand the university's offerings in astronomy, geography, meteorology, mathematics, and physics. Currently, the Planetarium is used mostly for Outreach activities through Science Outreach and Continuing Education, as well as the university's astronomy classes.

Science Olympiad. Science Olympiad is an interscholastic competition designed to increase student interest and enthusiasm in science and improve the quality of science education. The Science Olympiad tournaments consist of 20-25 individual and team events which students prepare for during the school year. These challenging, fun events motivate and confront students from all ability levels with both theoretical and practical science problems. The emphasis is on participation, interaction, learning, having fun, and developing team spirit. A tremendous amount of excitement is generated at a Science Olympiad tournament where students from all science areas compete and cheer one another on. One of the goals of Science Olympiad is to elevate science education and learning to a level of enthusiasm and support that is normally reserved only for varsity sports programs. Many schools that have participated in Science Olympiad have reported an increase in student interest and enrollment in science classes. The National Science Olympiad web page is found at <http://www.geocities.com/CapeCanaveral/Lab/9699>.

G.S. Science Safari. Science Outreach and FRAGS co-sponsor a day of hands-on science activities for girls in grades 4th - 6th. See the Girl Scout web page at: <http://www.girlscouts.org>.

Teacher Programs

Summer Science Workshops (SUMS). UW Oshkosh Science Outreach offers summer workshops in biology, chemistry, and physical science. Introductory and Intermediate tracks are offered. Each track covers the same basic content, but the intermediate track goes into more depth. All workshops share the common element of increasing participants' knowledge base about the scientific subject studied through hands-on activities. Attention is given to connecting all units to current science teaching standards.

Subscribe to Listserv. We maintain an e-mail listserv so that we can disperse information that comes to us about educational grant opportunities, as well as about activities on campus and in the community which may be of interest to you or your students. If you have access to e-mail and are interested in being included on this listserv, please send a quick email message to hfenci@uwosh.edu .

State Organizations

Wisconsin Society of Science Teachers (WSST). WSST's purpose is to promote, support and improve science education in the state of Wisconsin by providing leadership, advocacy, and programs to enhance the teaching and learning of science. To find out more about WSST, or to become a member, visit the WSST Homepage at <http://www.wsst.org/WSST.htm>

Wisconsin Elementary Science Teachers Inc. (WEST). The purpose of WEST is to enhance the science education of children, preschool through eighth grade, and to promote public understanding and appreciation of elementary and middle level science education in the state of Wisconsin. To find out more about WEST, or to become a member, visit the WEST Homepage at <http://www.westsci.org/>

Wisconsin Earth Science Teachers Assoc. (WESTA). For more information about WESTA visit the WESTA Homepage at <http://www.elknet.net/pogg/index.html>

University of Wisconsin System Women and Science Program Overview

The UW System Women and Science Program began as a collaborative eight-semester visiting professorship program, funded by the National Science Foundation and intended to address the under-representation of women and minorities in mathematics, science and engineering. The success of that project led to the program's institutionalization as part of the University of Wisconsin System in the fall of 1996. It is funded by all institutions and housed on the Oshkosh campus. It seeks to reach students who, though qualified to do science, choose another major. Through faculty development, the program's goal is the reform of aspects of introductory science courses--content, climate and pedagogy--that discourage capable students from further study of science.

One focus of the Women and Science Program is to reverse female and minority attrition from science at the undergraduate level. A 1987 National Science Foundation study found that of students entering college intending a career in science or engineering, nearly half drop out of the sciences after a single year of introductory courses. Another 23% defect before graduation. The Women and Science Program seeks to revitalize introductory, as well as advanced, curricula and increase female and minority representation in science by a) increasing faculty expertise in gender and science scholarship and pedagogy; b) providing role models of professional women scientists; c) improving classroom and campus climate; and d) creating "science communities" that will promote effective learning. Since these innovations have been shown to be attractive to non-minority men as well as to women and people of color, this project should create an improved learning climate for all science students.

In order to affect lasting change in the way that science is learned, the Women and Science Program has a strong emphasis on faculty development. The NSF sponsored "Science, Diversity, and Community: Revitalizing Introductory Curricula" Visiting Professorship project resulted in a pool of faculty throughout the UW System who are experts in pedagogy, curriculum, and climate. These experts are available to give talks and conduct workshops and seminars on a wide range of topics.

The commitment and knowledge of the Women and Science participants has made possible a number of faculty development initiatives. The Department of Undergraduate Education of the National Science Foundation has provided funding to offer Curricular Reform Institutes to teams of faculty nationwide. While at the Institute, teams work together with other teams and mentors from the W&S Program on course development or revision projects. The Institute also provides ongoing support to participants as they implement their projects upon return to campus. A related program is the UWS Women and Science Consulting Service, offering campuses throughout the country the chance to invite a consultant, or team of consultants, to their institution to advise on both climate and pedagogy. Finally, an Opening Workshop for all incoming science, mathematics and engineering faculty and mentors in the UW System is offered each fall. This workshop focuses on active and interactive pedagogies in both classrooms and laboratories, and is led by program mentors.

Connections between members throughout the program are maintained in part by the annual W&S Program Spring Retreat, which is a conference for all people associated with the program so that they can come together and trade information about what is happening in their classes and on their campuses. The program is also developing a data base of successful innovations, both large and small, so that interested faculty members can easily find sources of information to use in their own science classes and laboratories.

Resources

Consulting Service: Women and Science Program members are available for consulting visits to campuses nationwide. Costs are born by the contracting institution. For UWS schools, these visits are partially supported by the W&S Program. Consultants can provide expertise in pedagogies, climate, assessment, and other teaching issues related to gender and science.

Workshops and Seminars: Women and Science Program members are also available for talks and seminars on a smaller scale than the consulting visits. System campuses need to pay travel costs for the speaker only.

Program Director: The Women and Science Program Director makes campus visits over a multi-year cycle. While on campus, she can meet with students, teaching staff, and administrators. She is also available to give talks or seminars. Finally, the W&S Office is a source of letters of support for grant proposals and review processes.

Communications

Newsletter: The UWS Women and Science Program Newsletter is published annually in November. It is mailed to all UW System L&S Deans and to Vice Chancellors and Advisory Board members. Others can be added to the mailing list by contacting Amy at melchior@uwosh.edu.

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Created Sept. 20, 1998; Modified September 28, 1999.