

MEMORANDUM

To: Katharine Lyall, President, UW System

From: Jack Miller, Chancellor

Date: December 4, 2000

RE: Progress on Implementation of Recommendations from President's Committee
On the Status of Women in the UW System

During the past year, our campus has undergone extensive discussions for the purpose of goal setting. We have identified 38 specific goals and implementation plans to reach them. Several of these goals and implementation plans relate directly to the issues raised in the Committee's report. As such, they are serving as some of the focal points in our efforts.

Additional campus-wide input on the report has been sought and is being collected. The Women's Issues Committee, the Lesbian/Gay/Bisexual Awareness Committee, the Sexual Assault Prevention Advisory Committee, and the Feminist Post-Modern Study Group, which was originally formed for the purpose of preventing attrition of female faculty, have all been requested to provide comment and suggestions for implementation of the five component areas of recommendations in the report on the status of women. Although not each of the committees are equally focused in mission on the substance of the report, all do bear some relationship to at least one or more of the five areas.

In an effort to solicit feedback specifically from students regarding the Status of Women Report, the Dean of Students shared copies of the report with key student groups including UW-Whitewater's NOW Chapter, IMPACT (the student gay, lesbian, bi-sexual, and transgender organization), Whitewater Student Government, and a cohort of Women's Center Volunteers. Each of the student organizations established a review team to read the report, offer suggestions, and write a formal response.

The following are some of the actions undertaken as related to each of the areas of recommendation.

Educational Opportunities for Women Students. We are collecting demographic data. Indications are that not only are the number of female students increasing, up 153 (3%) since fall

1990, and also the number of women of color has increased, up 88 (28%) since fall 1990, but also the diversity of the number of majors in which they are choosing. For example, the number of women in mathematics and science majors has increased from 297 in the fall of 1996 to 416 in the fall of 2000, an increase of 40%.

We have a goal to increase funding to support undergraduate student research and female researchers are being encouraged to apply for it. This is particularly emphasized in the areas of mathematics and science. Similarly, we have a specific goal to “increase the number of women...participating in extracurricular activities.” We are currently developing survey instruments to identify historical levels of participation. Focus groups are being formed to find ways to increase that level of participation. Obviously, we are working diligently to reach compliance with such external standards as Title IX. We currently have a committee designing alternatives and weighing the cost/benefit ratios of the alternative ways to reach full compliance.

Hiring, Promotion, and Retention of Women Faculty. This has been an issue of concern. Historical analysis indicates that the number of female faculty members has gone from 108 to 119 (up 10%) over a ten-year period from 1989-90 to 1999-2000. Similarly, the number of academic staff has gone from 136 to 188 (up 38%) and the number of classified employees from 205 to 212 (up 3%). A number of specific examples of increased participation in administrative positions are the recent hires of a new Assistant Chancellor for Student Affairs, Dean of Students, Human Resources Director, and News and Public Affairs Director. As other leadership opportunities occur, all due consideration for the diversity of the pool will be maintained.

Another specific goal of the University is to add 40 full-time tenure earning faculty positions. Some of these will be net gain and others will be opportunities created when academic staff positions in high need areas are vacated and long-term commitments can be made to faculty positions. This will add to the opportunity to hire additional faculty members, thus additional opportunities to diversify our faculty.

Improving the Learning and Working Environment. This is an area in which we are diligently establishing baseline data. We are examining teaching loads by gender for both faculty and academic staff and looking at compensation by gender at ranks.

Fall Semester
2000

Female		<u>Assist. Professor</u>	<u>Assoc. Professor</u>	<u>Professor</u>
Arts & Communication	load*	10.57	8.00	10.18
	\$**	42,447	49,332	57,947
Business & Economics	load	10.24	5.95	9.80
	\$	67,529	62,374	71,258
Education	load	9.71	8.67	8.58
	\$	43,702	48,974	60,027
Letters & Sciences	load	11.25	11.49	12.07
	\$	41,366	48,257	61,133

Male		<u>Assist Prof</u>	<u>Assoc Prof</u>	<u>Professor</u>
Arts & Communication	load	11.06	9.83	9.44
	\$	42,051	50,141	60,768
Business & Economics	load	9.50	10.10	8.47
	\$	61,080	67,178	75,420
Education	load	8.94	6.50	8.83
	\$	42,476	53,724	63,521
Letters & Sciences	load	11.84	11.15	11.32
	\$	43,571	52,193	63,454

*Load/arranged data is taken from Fall 2000. Data is credits per head count. Load is regular course selection counts plus 1/10th arranged (individualized) instruction. No adjustments are made for reduced chair loads, grad class reductions, overloads, part-time or LOA.

**Salary data is taken from 2000-01 Redbook and new hires. Salaries do not include those with administrative positions. Chair stipends are removed to reflect actual base salaries.

This data is now being statistically analyzed with years in rank controlled to determine whether faculty of differing genders are equal in pay and size of teaching load.

Balancing Work and Personal Life. One of our most important goals is to “partner with the community and region to develop improved housing opportunities, childcare, and quality of life...” While these are important to both male and female faculty members and staff, they are particularly critical to single working female parents and to professional working couples. We are working to expand the number of spaces in our on-campus day-care facility. We have worked extensively with the community and outside developers to create more affordable housing opportunities in the community. Both of these efforts are meeting with some success.

Organizational Structure of the Institution. We wish to increase the opportunities for success for all employees and particularly for female and multicultural employees. Goals include “providing release time, training, and technical support to faculty and staff wishing to infuse technology into courses.” This additional support will provide chances for people to enhance their teaching skills. Another goal is to “create a central fund for professional presentations of research at national and international conferences.” One of the issues that is often raised by female faculty members (as well as male) is the lack of opportunity to present their work because of personal cost to travel. This is an area in which we are working to establish private funds. Another goal is to “create a central fund to support faculty sabbaticals.” Our plan is to develop that fund. We need to be able to assure women that they will have adequate opportunity to develop their workplace skills and that those opportunities will be equivalent for all faculty members.

In closing, we continue to work on our processes through existing committees and through specified goals. As suggestions are made, the new ideas will be evaluated and potentially incorporated in our plan.

JM/em

Progress Report on Implementation of Rec Status of Women