

**EQUALITY FOR WOMEN
IN THE UNIVERSITY OF WISCONSIN
SYSTEM:
A FOCUS FOR ACTION IN THE YEAR 2000**

**Report of the Committee on the Status of Women in the
University of Wisconsin System**

**University of Wisconsin System Initiative on the Status of
Women**

October 25, 1999

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Executive Summary

On September 24, 1998, President Katharine Lyall created an ad hoc Committee on the Status of Women in the University of Wisconsin System and gave it the following charge:

As we prepare to enter the 21st century, I would like this Committee to review how far we have come and how we might focus our efforts for the next decade to ensure that the UW System uses the talent of women effectively and serves all students well. We are not alone in these goals—other universities, businesses, and nonprofit organizations have similar purposes; the Committee should look to identify "best practices" around the country that could be considered for adoption in Wisconsin. I would urge the Committee to focus its final recommendations on three to five areas which it considers the most important and the most susceptible to significant progress in the next decade.

The last Systemwide assessment of this kind was conducted by the 1980 Regents' Task Force on the Status of Women. To learn what progress has been made since then, what new conditions or needs have developed, and what successful strategies might already exist within the UW System, the Committee employed several methodologies:

- A. Collection of statistical data by the Office of Policy Analysis and Research (OPAR).
- B. A Systemwide mail survey of undergraduate students, faculty, and staff, conducted by the Wisconsin Survey Research Laboratory.
- C. Focus groups with women students, faculty, and staff at each of the UW System institutions, conducted by members of the Committee on the Status of Women in the UW System.
- D. A polling of Chancellors of the UW System institutions, asking them to identify "best practices" used at their institutions to evaluate, achieve, and maintain equity for women students, faculty, and staff.

After examining these four sources of information, the Committee concludes that substantial progress has been made, but that very significant needs and concerns persist. Moreover, it appears that many of the most important problems will not be susceptible to piecemeal solutions, but will only be solved when the UW System and each of its institutions have in place a comprehensive system for addressing women's concerns and pursuing the goal of equity for women in the University.

The Committee therefore makes five broad recommendations, to be implemented at both each individual institution and at the System level:

- 1. Expand educational opportunities for women students**, by, e.g., establishing activities and programs that attract and retain more women students to math, science, engineering, and technology fields; developing new initiatives to help women take advantages of changes in technology and increasing globalization; and ensuring access to higher education for women who are disadvantaged by economic or family circumstances.
- 2. Increase the hiring, promotion, and retention of women faculty, academic staff, and classified staff**, by, e.g., expanding the recruiting and mentoring of women faculty; improving professional development activities and career ladders for academic staff and classified staff women; and developing leadership opportunities for women to move into administration.
- 3. Make the learning and working environment more welcoming to women, and especially women of color and women who identify as lesbian, bisexual, or transgendered**, by, e.g., developing workshops and training sessions for members of the University community, beginning with administrators, managers, and supervisors; reviewing and improving the system of reporting and responding to complaints of discrimination, harassment, and sexual violence; and establishing a wider system of supports for women students and employees throughout the UW System.
- 4. Provide conditions that allow for balancing work and personal life**, by, e.g., expanding and improving childcare services and access to them; developing a more flexible workplace through flex-time, job-sharing, and equitable implementation of family leave policies; and providing domestic partner benefits such as life insurance, health insurance, retirement survivor benefits, and sick leave.
- 5. Create an effective organizational structure for improving the status of women in the University of Wisconsin System** by establishing a UW System office on the status of women; supporting the establishment of committees on the status of women at each UW institution; and mandating that each institution develop by January 2001 a plan that addresses the key areas for progress identified in this report.

Members of the Committee on the Status of Women in the UW System:

Betsy Draine, Co-chair, Associate Vice Chancellor, Professor of English, UW-Madison
 Vicki Lord Larson, Co-chair, Provost & Vice Chancellor, UW-Oshkosh

Kathy Ackley, Professor of English, UW-Stevens Point
 Patricia A. Brady, Senior System Legal Counsel, UW System
 Terry Brown, Professor of English, UW-River Falls
 Barbara Burrell, Head of Survey Design & Analysis, Wisconsin Survey Research Lab,
 UW-Extension
 Rebecca Drout, Assistant Director, Personnel Services, UW-Eau Claire
 Elliott Garb, Assistant Chancellor of Student Affairs, UW-Oshkosh
 Sarah Hasenfus, Student, UW-Marinette
 Sharon James, Associate Vice President, Academic Affairs, UW System
 Stanlie James, Director, Women's Studies Research Center, Associate Professor,
 Women's Studies and Afro-American Studies, UW-Madison
 Frances M. Kavenik, Professor of English, UW-Parkside
 Gary Keveles, Coordinator, Criminal Justice Program, UW-Superior
 Charles Kroncke, Dean, School of Business Administration, UW-Milwaukee
 Geneva Moore, Associate Professor of Language & Literature, UW-Whitewater
 John Murphy, Dean, College of Arts & Sciences, UW-Stout
 Carol Pollis, Dean, Liberal Arts & Sciences, UW-Green Bay
 Karen Reed, Student, UW-La Crosse
 Jacqueline Ross (ex officio), Director, UW System Women's Studies Consortium
 Koren Schemmel, Women's Issues Director, United Council of UW Students (1998-99)
 Susanne Skubal, Associate Director, Student Services, UW Colleges-Manitowoc
 Ethel Sloane, Professor Emerita, Biological Science, UW-Milwaukee
 Christina Stejskal, Women's Issues Director, United Council of UW Students (1999)
 Gregory Vincent, Assistant Vice Chancellor, Director, Equity and Diversity Resource
 Center, UW-Madison
 Phyllis Holman Weisbard, Women's Studies Librarian, UW System
 Kathy Winz, Professor of Criminal Justice, UW-Platteville

Staff:

Laura Stempel Mumford, Staff Director
 Cate Irsfeld, Assistant to the Staff Director (October 1998-April 1999)
 Geeta Raval, Assistant to the Staff Director (May-October 1999)

I. Introduction

A. Establishment of the Initiative on the Status of Women in the UW System

The University of Wisconsin System Initiative on the Status of Women takes place at an important historical moment for both the UW System and higher education in general. A new wave of national and professional attention is being paid to the issues raised in this report, with universities around the country undertaking similar projects, many for the first time.

The development of Plan 2008: Education Quality through Racial/Ethnic Diversity, a Systemwide project for increasing the diversity of students, faculty, and staff, provided some of the immediate impetus for the establishment of the Initiative on the Status of Women. When the final version of Plan 2008 was approved in 1998, many women across the UW System, including a group of Women's Studies administrators, expressed concern that it did not directly address issues related to gender. Yet, because they were very supportive of Plan 2008, they also did not want to dilute the plan's attention to crucial questions of ethnic and racial diversity by asking that it be expanded to include women. Instead, they proposed that President Katharine Lyall establish a new, parallel initiative focusing explicitly on the status of women to update the last Systemwide study, develop a new leadership institute, and make recommendations that would improve the status of women.

In the Fall of 1998, President Lyall announced the establishment of the UW System Initiative on the Status of Women. She appointed two ad hoc committees—the Committee on the Status of Women, co-chaired by Vicki Lord Larson (UW-Oshkosh) and Betsy Draine (UW-Madison), and the Steering Committee on the Summer Leadership Institute, co-chaired by Kate Davy (UW-Milwaukee) and Gerard McKenna (UW-Stevens Point)—chosen from recommendations made by Chancellors and others. Members were selected to represent all UW System institutions, as well as specific constituencies within the System, such as students, faculty, and both academic and classified staff.

B. Charge to the Committee on the Status of Women in the UW System

President Lyall's September 1998 charge to the Committee on the Status of Women emphasized the importance not only of identifying existing challenges to women across the System, but also of devising a limited number of practical and achievable recommendations that would improve the current conditions:

As we prepare to enter the 21st century, I would like this Committee to review how far we have come and how we might focus our efforts for the next decade to ensure that the UW System uses the talent of women

effectively and serves all students well. We are not alone in these goals—other universities, businesses, and nonprofit organizations have similar purposes; the Committee should look to identify "best practices" around the country that could be considered for adoption in Wisconsin. I would urge the Committee to focus its final recommendations on three to five areas which it considers the most important and the most susceptible to significant progress in the next decade.¹

President Lyall identified only two areas as outside the scope of the Committee's work: salary equity, which had already been reviewed at the System level (see Section II below), and individual grievances.

¹ The full text of Committee members' letters of appointment appears in Appendix 1.

II. History: Previous Efforts to Assess and Improve the Status of Women in the University of Wisconsin System

Attempts by the UW System to address issues connected to the status of women began shortly after the System was formed in 1971 through the merger of the two existing state university systems. Board of Regents Policy 74-4 (amended 83-5), for instance, prohibited discrimination in education in accordance with Federal Title IX of the Higher Education Act and affirmed the UW's position as an equal opportunity educational institution. The 1974 report of the System Task Force on Women's Studies recommended the development of Women's Studies courses and programs throughout the University. Regents Policy 75-5 expressed a commitment to equal employment opportunities for women and minorities and to the implementation of affirmative action programs "to recruit, employ, and promote qualified women and minorities."

One of the most important efforts came in 1979, when the Regents' Task Force on the Status of Women was established to examine eight areas of concern to women students, faculty, and staff. The Task Force held public hearings around the UW System during 1980 and presented its report, A Blueprint for Achievement of Educational Equity in the '80s, to the Board of Regents in 1981. Among their findings was the fact that many existing Regents policies were either not being fully enforced or had not had significant impact in reducing discrimination and increasing employment and educational opportunities for women. The Task Force made 33 recommendations to remedy the gaps identified (see Appendix 2). The 1998-99 Committee on the Status of Women carefully reviewed these findings and recommendations and, where appropriate, incorporated them into its deliberations for the present study.

In 1981, the Board of Regents also adopted a Systemwide policy on sexual harassment (BOR policy 81-2), requiring that each UW System institution develop and implement disciplinary policies and educational programs to address the problem. Two other System policies are particularly relevant to the status of women: GAPP #38 (1987; revised 1994) established policy and procedural expectations for childcare centers and programming and was later revised to provide more specific guidelines on obligations, mission and access to such centers. Finally, BOR policy 91-8 provides guidelines for consensual relationships in which power differentials exist.

Other major efforts to address the status of women faculty and staff came from the Office of Women (1971-1993), headed by Marian Swoboda. This office collected and collated data on women employed throughout the UW System and issued annual reports on such topics as new faculty hires by gender and multicultural status, as well as occasional discussion papers. Among the key documents from that office are the 1988 report Equal Opportunities in Education: Eliminating Discrimination Based on Gender, which offers a detailed review of Systemwide and individual institutional efforts to implement the recommendations of the 1981 Task Force Report; and the 1990 discussion paper Retaining and Promoting Women and Minority Faculty, a study of climate issues in which faculty members themselves discuss both problems and possible solutions.

Detailed collection and distribution of data on the status of women ceased in 1993, when Marian Swoboda retired and the Office of Women was eliminated. However, the annual Accountability for Achievement reports, which the UW System has been required to submit to the state of Wisconsin since 1995, do include some specific data about the status of women. The reports cover both hiring and promotion of women and minority faculty and the reporting and resolution of sexual harassment complaints.

In 1986, the UW System began to create a formal title and salary range structure to meet new state statutory requirements on race and gender equity. A 1989 salary equity study and retitling exercise reviewed job descriptions and titles for all academic staff, and from 1991 through 1997, changes were implemented that adjusted salary ranges in order to eliminate differences associated with gender and race. Among the results were the creation of a number of new job titles and the revision of many job descriptions to reflect actual duties more accurately. Responsibility for additional analyses of salary equity issues and for maintaining salary equity now lies with the individual UW System institutions.

Two additional Systemwide reports not specifically concerned with gender have also provided significant background for the current study. The 1986 Regents report Planning the Future includes a section on Women and the Future of the University of Wisconsin System, with resolutions designed "to achieve full representation of women among institutional faculties by the year 2000," an increase of women in administration, salary equity for academic staff women, and implementation of 1981 Task Force resolutions on professional development and employment practices for both academic staff and classified staff women. For students, a key goal was "to substantially eliminate the underrepresentation of women student degree recipients in science and technology by the year 2000." (See resolution SG 15, pp. A16-A19.)

The recent report on The Graying of the Faculty in the UW System (April 1999) also has special relevance for this study of equity for women. The report predicts that 38.4 percent of the total number of 1997-98 faculty will retire over the decade 1998-99 to 2007-08, with a greater proportion occurring in the first five years of that period (p. 11). The high number of retirements during the coming decade provides a once-in-a-lifetime opportunity to change the gender demographics by hiring women faculty in proportion to their availability.

Several individual UW System institutions have also conducted studies on the status of women and/or established committees to monitor gender-equity issues. To cite just two examples: UW-Madison has a Committee on Women in the University, which issues an annual report featuring data on the status of women faculty and staff; an ombuds office for women faculty and staff; a women faculty mentoring program; and a history of conducting campus studies on gender equity issues. UW-River Falls has had a Chancellor's Committee on the Status of Women since 1993, and during the late 1990s, the campus conducted a number of assessment projects, including climate surveys of faculty, staff, and students focusing on issues related to gender, race, and ethnicity.

III. Method: How the Committee Addressed the Challenge

Between October 1, 1998, and October 25, 1999, the Committee on the Status of Women met eight times to review existing conditions, identify areas that might be addressed, plan the study, receive focus group training, analyze the results, review report drafts, and present its final report to President Lyall. In addition to reviewing research gathered by others, Committee members used brainstorming sessions, facilitated exercises, small group discussions, and extensive deliberations to define issues, develop and refine priorities, and make decisions about how to address specific questions. The Committee also used an online listserv to communicate with one another between meetings. In addition, Committee members visited UW System institutions to conduct focus groups. Two subcommittees, one on data collection (chaired by Frances M. Kavenik, UW-Parkside) and one on "best practices" (chaired by Terry Brown, UW-River Falls), also conducted meetings and research and reported to the committee of the whole.

To determine "how far we have come" regarding the status of women required the collection of objective statistical data on the presence of women at all levels of university staff and within the disciplines as students, as well as the collection of qualitative and quantitative data on women's experiences and perceptions about the climate. To determine what new conditions or needs have developed required face-to-face interaction with informants. To identify successful strategies and best practices required a polling of UW System and other institutions. Thus, the Committee employed several methodologies to gather the necessary information:

- A. Collection of statistical data by the Office of Policy Analysis and Research (OPAR);
- B. A mail survey to a sample of members of the University community asking about their experiences and opinions regarding climate issues for women;
- C. Focus groups at each of the UW System institutions, to hear in depth about the concerns of women and to ensure that issues that may not have been addressed in the mail survey (especially those that may be newly emerging) would be heard;
- D. A polling of Chancellors of the UW System institutions, asking them to identify "best practices" used at their institutions to evaluate, achieve, and maintain equity for women students, faculty, and staff.

A. Collection of Statistical Data by the Office of Policy Analysis and Research (OPAR)

In order to be consistent and draw as precise comparisons as possible between the conditions referred to in the 1981 Task Force and the present status of women, the Committee asked OPAR to generate new data for the years since 1981 on the key issues

addressed in the 1981 report,² as well as on other issues that the Committee expected to emerge as salient in 1999. OPAR developed charts and tables on gender distribution of staff, faculty, faculty in particular fields, and new faculty hires; instructional and non-instructional academic staff, specific administrative titles, and classified staff; student enrollment, and undergraduate, graduate, and professional degrees granted in particular fields.

The charts and tables are included in Appendix 3 and are summarized in section IV.A. of this report.

B. UW System Gender Climate Survey of Students, Faculty, Academic and Classified Staff

The Committee contracted with the Wisconsin Survey Research Laboratory (WSRL) to conduct a Systemwide mail survey of undergraduate students, faculty, and staff on issues such as classroom, workplace, and campus climate; access to services such as childcare; and perceptions of equity in evaluation and promotion. Approximately 2,500 members of the UW System community were surveyed, using three different survey instruments, which were developed by the data subcommittee in consultation with WSRL staff and reviewed by the Committee as a whole. The results were then collated and analyzed by WSRL staff. The complete report appears in Appendix 4 and is summarized in section IV.B. of this report.

C. Focus Groups of Students, Faculty and Staff, and Special Populations

The Committee was interested in finding ways to incorporate the voices of women throughout the UW System directly into its report and to craft recommendations that would address the challenges that University women perceive. To achieve these ends, the Committee decided to conduct focus groups at each UW System institution that would produce qualitative information about the experiences and perceptions of women students, faculty, academic and classified staff, and several subgroups within those populations. To ensure as wide an exposure as possible to the experiences of women throughout the UW System, Committee members decided to conduct the focus groups themselves, rather than hiring professional facilitators, and to lead groups at institutions other than their own. The Committee contracted with Russell Consulting for a training session on facilitating and recording focus group sessions and for the creation of a detailed outline of the formats for the groups and the reports on them.

² Because OPAR generated all of its data from current databases, some of the numbers cited below are quite different from those used in the 1981 report. In a few cases, this seems to imply that significant changes occurred in the period between the writing of the 1981 report and the collection of 1982 information; however, these apparent changes are probably due to differences in data collection and analysis.

The Committee conducted 16 focus groups of women faculty and staff, one at each UW System institution including Extension and System Administration; and 14 focus groups of women students, one at each UW System institution excluding Extension and UW System Administration. (UW Colleges were represented by one three-campus group of faculty/staff and another of students.) To be certain that the concerns of specific sub-populations of women were included in our study, the Committee conducted three additional focus groups: one group of women faculty and staff who identified as lesbian or bisexual (held at UW-Madison); one group of women faculty and staff who were women of color (UW-Milwaukee); and one group of women administrators (UW-Milwaukee). (These two campuses, the largest in the UW System, were selected to ensure that there would be sufficiently large numbers of these special populations to make up the focus groups.)

A full report on the focus groups appears as Appendix 5, and their findings are summarized in section IV.C. of this report.

D. Collection of "Best Practices" for Achieving Gender Equity

The Committee wanted to determine if there were existing practices and policies throughout the UW System and elsewhere that were already effective in addressing some of the challenges faced by women students and employees. Members therefore requested that the 15 UW System Chancellors submit lists of practices within their institutions that are designed to evaluate or improve women's status in areas such as climate, access to services, and employment equity. The Best Practices subcommittee, chaired by Terry Brown, examined these lists and looked outside of the UW to find practices that might be adopted from corporations, nonprofit organizations, or other universities for use in Wisconsin.

The Best Practices Report suggests some possible solutions to the challenges identified by the Committee and supplements the Committee's recommendations with examples of practices that are already in place.

The subcommittee's complete report appears as Appendix 6 and is summarized in section IV.D. of this report.

IV. 1999 Findings on the Status of Women in the UW System

A. Summary of Office of Policy Analysis and Research (OPAR) Data

The statistical data collected by OPAR, along with some data available from other sources, indicate changes in specific areas since the last Systemwide report on the status of women employees and students. Unless otherwise noted, the following statements describe total UWS populations for 1982-83 and 1997-98. Summary tables follow the statements that describe them, and table (T) and chart (C) numbers refer to Appendix 3, where the complete data are presented.

STUDENTS:

- The number and proportion of women students enrolled in the UW System has increased since 1982-83, so that women now constitute the majority of total students, of undergraduates, and of those enrolled in graduate and professional programs.

Women Enrolled by Level:	1982-83		1997-98		Reference
	N	%	N	%	
Total	78,910	49.5%	82,244	54.6%	T1
Undergrads	68,841	50.0%	70,345	54.5%	T1
Grad/Professional	10,069	46.4%	11,899	55.4%	T1

- The number and proportion of women receiving bachelors degrees in most science/math/engineering (SME) fields have increased, although they still constitute a minority of SME majors.
- There is one noteworthy exception: The proportion of women undergraduates in the biological and life sciences has increased nearly 10%, making women now the majority of those receiving bachelors degrees.
- The one striking departure from this upward trend is in computer science, where the proportion of women receiving degrees has dropped significantly.

Women Receiving Bachelors Degrees:	1982-83		1997-98		Reference
	N	%	N	%	
Agricultural Sciences	170	40.8%	140	44.2%	T2
Computer/Info. Sciences	65	25.8%	41	13.6%	T2
Engineering	148	11.8%	151	15.1%	T2
Engineering-Related Tech.	29	6.8%	33	9.6%	T2
Biological/Life Sciences	283	46.5%	616	56.0%	T2
Mathematics	70	32.0%	83	40.9%	T2
Physical Sciences	84	23.6%	97	34.4%	T2

- Women still comprise nearly half of those receiving law degrees, although that proportion has decreased slightly since 1982-83.
- In that same period, the number of women receiving degrees in medicine has more than doubled.
- In 1997-98, women received significantly more graduate degrees in business than in 1982-83, although the number granted Ph.D.'s is still extremely small.
- In science/math/engineering fields, the increase has also been quite significant, and women now constitute just over half of those receiving Ph.D.'s in the biological and health sciences.
- At the graduate level, the number and proportion of women receiving degrees in computer science have also decreased substantially since 1982-83.

	1982-83		1997-98		Reference
	N	%	N	%	
Women Receiving Graduate Degrees:					
Law	131	45.3%	126	43.4%	T3
Medicine	40	27.2%	88	50.3%	T3
Business Masters	201	26.6%	312	41.4%	T3
Business Ph.D.s	1	8.3%	5	20.0%	T3
Physical Sci/Eng./Math Ph.D.s	26	13.8%	61	21.7%	T3
Bio./Health Sci. Ph.D.s	27	29.7%	81	50.9%	T3
Computer Sci. Masters	65	25.8%	41	13.6%	T3
Computer Sci. Ph.D.s	33	23.7%	16	20.8%	T3

TOTAL EMPLOYEES:

- Women represent almost half of the total employees in the UW System.
- Although their numbers have nearly doubled since 1982-83, multicultural women still comprise only a tiny proportion of UW System employees.

	1982-83		1997-98		Reference
	N	%	N	%	
UWS Total Employees:					
Women among Total Employees	11,045	43.5%	13,060	48.6%	C1a, C1b
Multicultural Women among Total Employees	526	2.1%	1,017	3.8%	T4

ACADEMIC STAFF:³

- Women continue to constitute the majority of academic staff, and that proportion has increased noticeably since 1988-89.⁴
- Multicultural women constitute a slightly larger proportion of academic staff than of the general UWS employee population.
- As salary grade rises, women make up a smaller proportion of the academic staff population.

	1988-89		1997-98		Reference
Non-Instructional Academic Staff:	N		%		N
Women among Total Academic Staff	2,465	53.5%	3,484	59.1%	C2a, C2b
Multicultural Women among Total Academic Staff	185	4.0%	345	5.9%	T5
Women among Non-Instructional Academic Staff by Salary Grade:					
Salary Grade 01-03	1,061	63.1%	1,352	66.8%	T6
Salary Grade 04-06	1,210	54.1%	1,805	58.9%	T6
Salary Grade 07-08	169	30.7%	266	42.1%	T6
Salary Grade 09-11	25	18.7%	61	36.1%	T6

CLASSIFIED STAFF:

- Women make up the majority of UWS classified staff, but that proportion has not increased significantly since 1982-83.
- Among classified staff, multicultural women are represented at a level slightly below their proportion among total UWS employees.

	1982-83		1997-98		Reference
Classified Staff:	N	%	N	%	
Women among Total Classified Staff	6,483	56.9%	5,501	57.7%	C3a, C3b
Multicultural Women among Total Classified Staff	226	2.0%	315	3.3%	T7

³ In addition to faculty, the UW employs two categories of staff: academic, or professional staff (divided into instructional and non-instructional) and classified, or civil service, staff.

⁴ Because of the Systemwide retitling exercise that began in 1986, direct comparisons cannot be drawn between numbers of academic staff, including administrators, in 1982-83 and 1997-98.

ADMINISTRATORS:

- The number and proportion of women among senior administrators have increased substantially since 1988-89.
- With the exception of UW Colleges Deans, women make up significantly less than half the senior administrators at UW System institutions.
- Women constitute less than a quarter of UW System department chairs, a position traditionally identified as a key step in the route to senior administration.
- When salary is used as a proxy for status, the lack of women in top-level positions becomes even more apparent.⁵
- At these top levels of administration, multicultural women are represented in proportions even smaller than their presence in the general population of UW System employees.

Women among Executive/ Administrative Title Groups: ⁶	1988-89		1997-98		Reference
	N	%	N	%	
Chancellors	16	18.8%	27	30.0%	T8
Deans	67	26.9%	89	35.7%	T8
Campus Deans (Colleges)	5	35.7%	7	50.0%	T8
Department Chairs	49	12.0%	86	21.6%	T8

⁵ Although issues of salary equity are outside the scope of our study, salary can be a useful indication of status within the university hierarchy. In 1981, only five women within the System earned more than \$45,000, compared to 310 men. In order to take advantage of the database available through the National Center for Education Statistics (NCES), this data uses \$75,000—the top salary range recorded in the annual IPEDS report that every educational institution submits to the federal government—as a proxy for similar status. The use of salary as a proxy for position was also intended to make it easier to compare the presence of women in the upper ranks of UW administration with their representation at colleges and universities that may use different job titles. However, NCES, to which institutions of higher education must report this data, would not make peer data available to the Committee, so it is impossible to draw any meaningful comparisons in this area.

⁶ The Chancellor title group includes Chancellor, Associate Chancellor, Assistant Chancellor, Provost, Vice Chancellor, Associate Vice Chancellor, and Assistant Vice Chancellor; Dean includes Dean, Associate Dean (Academic and Non-Academic), and Assistant Dean (Academic and Non-Academic); Campus Dean includes UW Colleges Campus Dean and Associate Campus Dean .

Women among Full-Time Executive/ Administrative /Managerial Staff by Salary Class	1997-98		Reference:
	N	%	
All Women			
\$55,000-64,999	143	41.2%	C4a
\$65,000-74,999	82	34.7%	C4a
\$75,000 and above	90	24.4%	C4a
Multicultural Women			
\$55,000-64,999	9	2.6%	C4b
\$65,000-74,999	8	3.4%	C4b
\$75,000 and above	7	1.9%	C4b

FACULTY:⁷

- Women have made significant gains among legal faculty, where their numbers and proportion have increased by nearly 10% since 1982-83.
- Multicultural women still make up a very small proportion of legal faculty—slightly below their representation among the general population of UWS employees.

	1982-83		1997-98		Reference
	N	%	N	%	
Legal Faculty					
Women among Total Legal Faculty	1,420	19.4%	1,814	28.5%	T9
Multicultural Women among Total Legal Faculty	64	0.9%	173	2.7%	T10

- While the representation of women has increased at all faculty ranks, the greatest growth has occurred at the lower ranks, with women constituting the majority only at the level of instructor.
- While the proportion of women decreases as rank rises, the proportion of women among tenured faculty has increased significantly.
- The proportion of women among instructional academic staff (IAS) has increased so that women now comprise nearly half of IAS.

⁷ "Legal faculty" are those who are tenured or in the tenure track.

	1982-83		1997-98		Reference
Women among Legal Faculty by Rank					
Professor	293	9.5%	501	17.1%	T11, C5
Associate Professor	374	18.8%	660	32.9%	T11, C5
Assistant Professor	523	29.4%	608	44.8%	T11, C5
Instructor	230	47.0%	45	54.9%	T11, C5
Women among Legal Faculty by Tenure Status					
Tenured	878	15.4%	1,227	24.2%	T11
Tenure-Track	542	33.7%	587	45.5%	T11
Instructional Academic Staff					
Women among Total Instructional Academic Staff	994	43.8%	1,858	49.4%	C6a, C6b
Multicultural Women among Total Instructional Academic Staff	47	2.1%	148	3.9%	C7

- Among new faculty hires, the numbers and proportion of women increased significantly between 1980-81 and 1992-93, the last year for which such data were collected.
- During that period, the number and proportion of new faculty hires of multicultural women also increased, to a rate above their representation among UWS employees overall.

	1980-81		1992-93		Reference
Faculty New Hires:	N	%	N	%	
Women among Total New Hires	113	32.8%	124	41.5%	C8a, C8b
Multicultural Women among Total New Hires	8	2.3%	18	6.0%	C8a, C8b
Multicultural Women among New Multicultural Hires	8	21.1%	18	37.5%	C8a, C8b

- Women still constitute a very small proportion of faculty in the sciences, particularly in physical science/math/engineering fields.
- Both at the UW System and nationally, women constitute a substantial proportion of the availability pool (those receiving Ph.D.s) in the biological and health sciences.
- Women continue to receive less than one-fourth of the Ph.D.'s in the physical sciences, including mathematics.
- The number of women Researchers and Scientists has risen over the last decade, but their proportion has actually fallen slightly, and remains below one-third.
- Multicultural women continue to be represented among Researchers and Scientists at a rate consistent with their presence in the general UWS employee population.

	1982-83		1997-98		Reference
Women among Faculty in the Sciences, Math & Engineering Disciplines:					
Phys. Sci/Math/Engr.	53	4.4%	133	11.5%	T12
Bio. & Health Sci.	271	28.0%	264	28.9%	T12
Women Receiving Ph.D.s in Selected Science Disciplines:					
Physical Sci/Eng./Math Ph.D.s	26	13.8%	61	21.7%	T3
Bio./Health Sci. Ph.D.s	27	29.7%	81	50.9%	T3

	1980-81		1995-96		Reference
Women Receiving Ph.D. and Professional Degrees-Nationwide⁸	N	%	N	%	
Ph.D. Recipients	10,247	31.1%	17,811	39.9%	C9a, C9b
Professional Degree Recipients	19,164	26.6%	31,986	41.7%	C10a, C10b
Ph.D.s in Bio./Health Sciences (1995-96 only)	NA	NA	3,590	43.5%	NCES
Ph.D.s in Physical Sciences (1995-96 only)	NA	NA	1,381	20.7%	NCES
	1988-89		1997-98		Reference
UWS Researchers and Scientists	N	%	N	%	
Women among Total Researchers and Scientists	194	33.4%	270	32.6%	T13
Multicultural Women among Total Researchers and Scientists	16	2.8%	25	3.0%	T13

B. Summary of Gender Climate Survey Data

The 1999 UW System Gender Climate Study consisted of a mail survey sent to a randomly selected sample of male and female faculty, female academic staff, female

⁸ The existing proportion of any particular group of faculty and the potential for future changes are usually evaluated in terms of the national availability pool, which for new faculty is generally considered to be those receiving doctoral or other terminal degrees in a given year. Source: National Center for Education Statistics, Digest of Educational Statistics 1998 (Washington, D.C.: U.S. Department of Education, 1999), Table 298, p. 324.

classified staff, and female undergraduate students from all UW System Institutions in the Spring of 1999. Nonwhite female undergraduates were oversampled in the study. A full report by the Wisconsin Survey Research Lab on the methods and findings of the study is contained in Appendix 4.

The following are the major findings from the survey:

- The majority of all groups surveyed--faculty, instructional academic staff, non-instructional academic staff, classified staff and women undergraduates--were either satisfied or very satisfied with being an employee or a student on their campus.
- All groups were presented with a set of statements related to aspects of their experiences as either employees or students on their campus or in their department and their perspectives on aspects of the climate for women, minorities, and gay, lesbian, bisexual and transgendered individuals on their campus. On all items a majority of faculty, instructional academic staff, non-instructional academic staff and classified staff reported positive experiences and positive opinions about the climate on their campus. On nearly one-half of the statements, however, a substantial minority of faculty, instructional academic staff, non-instructional academic staff and classified staff expressed negative experiences and opinions.
- Students gave positive responses to nearly all of the statements. On only two statements did a majority of students express negative opinions. Seventy percent believed students used sexist humor occasionally or often, and 53 percent believed students made fun of lesbian, gay, bisexual or transgendered people occasionally or often.
- Ninety-one percent of the students agreed with the statement that instructors treated them with the same respect as they treated their peers.
- Eighty-one percent of the students disagreed with the statement that they had been discouraged from considering some majors due to their gender.
- Seventy-two percent of female students agreed with the statement "When I entered the university, I was prepared to take entry level courses in science, math, or engineering;" 18 percent disagreed.
- A majority of all groups surveyed believed the terms *friendly*, *concerned*, *respectful*, *cooperative*, and *supportive* described their campus. A majority did not believe their campus was racist, sexist, or homophobic. However, 27 percent of female students and 18 percent of non-instructional academic staff and classified staff thought their campus was homophobic.
- In general male faculty were more positive about the climate than female faculty and female instructional academic staff, faculty were more positive than instructional academic staff, and male faculty were more positive than female faculty. On only one

item were women more positive than men--the statement concerning how often they had received a smaller raise than their peers.

- A majority of faculty and staff believed their supervisor, department chair or department was supportive of parental leave policies.
- A majority of all groups was aware of a person or office they could go to with a complaint if they felt mistreated or discriminated against. Students were less aware than faculty and staff of such an office or person. An estimated 22 percent of faculty and instructional academic staff, 29 percent of non-instructional academic staff and classified staff and 30 percent of female students said they would not feel comfortable going to that person or office if they had a complaint.
- Over one-quarter of faculty and instructional academic staff believed that coworkers occasionally or often attributed their success to factors other than their ability (26%), that they occasionally or often received inaccurate information on the criteria for performance evaluations (27%), seldom or rarely received clear and meaningful feedback from their department on their performance (27%), and seldom or rarely had been invited to collaborate with department coworkers (25%).
- Also, 24 percent of faculty and instructional academic staff and 28 percent of non-instructional academic staff and classified staff believed the climate on their campus is less supportive of women than of men.
- Over one-quarter of non-instructional academic staff and classified staff believed that on their campus in most meetings ideas males present are valued more highly than ideas females present (29%), job performance expectations for female employees are higher than for male employees (29%), and female staff members are seen as less qualified than male staff members in similar positions (26%).
- Twenty-four percent of the female undergraduate respondents believed that the climate for women of color was not similar to that for white women. Thirty-two percent of nonwhite women and 24 percent of white women agreed with that statement.
- Twenty-five percent of the students felt like they are outsiders in their class; 34 percent of nonwhite and 24 percent of white women students.
- Twelve percent of faculty and instructional academic staff, 23 percent of non-instructional academic staff and classified staff and 12 percent of female undergraduate students checked that they occasionally or often felt afraid for their safety on campus.

C. Summary of Focus Group Findings

The purpose of the focus groups was not to evaluate the current state of affairs for women—a task fulfilled by the Gender Climate Survey. Rather, the purpose was to hear, in a setting that allowed for discussion and follow-up, about the obstacles women still perceive for women on campus and the solutions they would like to see pursued.

A full report detailing the methods and findings of the focus groups is contained in Appendix 5.

The following are the challenges perceived by participants, arranged according to the population groups that face these challenges:

1. Women throughout the University:

- Less respect for women than for men--in the classroom, in student life, and at work
- Lack of a clear structure, at the individual institutions and at UW System, for addressing obstacles to women's equality
- Lack of confidence in, or discomfort with approaching, the office(s) charged to receive complaints of sexual harassment and gender discrimination
- Perception that higher administration lacks commitment to full inclusion of women
- Fear for safety in campus buildings and in walking to transportation or parking
- Inadequate childcare—not enough childcare slots; hours too limited

2. Women Students:

- Attitude conveyed by some professors and fellow students that women lack aptitude for science, math, engineering, or technology
- Inadequate treatment of women as subject matter and of women's issues in courses, especially general education courses
- Inadequate funding for and respect for Women's Studies, at some institutions
- Inadequate treatment of lesbian/gay/bisexual/transgender (LGBT) subject matter in relevant courses; absence of courses in Gay and Lesbian Studies
- Lack of sufficient financial aid, especially for women with children
- Need for financial aid to cover childcare; childcare costs too high for many students
- Faculty/instructor's refusal to allow student parents to miss class due to a child's illness
- Barriers to higher education for women on welfare
- Unequal opportunities for women students in athletics
- Student climate of hostility to lesbians and to feminists
- Women's Center either inadequately supported or lacking on campus
- Inadequate support for programs to prevent alcohol abuse, sexual assault and violence

3. Women Faculty, Academic Staff, and Classified Staff:

- Low number of women faculty in science, math, and engineering; lack of role models
- Extra workload of advising and committee work for women faculty

- Lack of recognition, for classified staff and non-teaching academic staff, of the level and quality of work performed by women, especially as reflected in titles and salary
- Particularly, lack of recognition for increases in level of work by classified staff women
- Limited opportunity for promotion for classified staff and academic staff
- Lack of orientation to the University and lack of clarity in job expectations for some academic staff and classified staff
- “Old boys' networks” in administration and offices--excluding women from information and decisions and devaluing their contributions in meetings and on work projects
- Uneven and thus inequitable implementation of family leave policies for faculty/staff

4. Women Administrators:

- Low number of women in higher administration; lack of role models
- Lack of mentoring and/or training for leadership, administration, and management

5. Women of Color:

- Isolation of women of color as students, faculty, or staff
- Near absence of minority women in the faculty; lack of role models
- Extra workload of committees, outreach, and advising for women faculty of color

6. Lesbian and Bisexual Women:

- Inadequate treatment of lesbian/gay/bisexual/transgender (LGBT) subject matter in relevant courses; absence of courses in Gay and Lesbian Studies [appears also under “Women Students,” since such coverage is a concern for heterosexual women as well]
- Student climate of hostility to lesbians; derogatory remarks or jokes about lesbians
- Lack of benefits for domestic partners, financially disadvantaging lesbian/gay employees
- Perception that higher administration lacks commitment to full inclusion of lesbians and bisexuals in the University community

The Committee was struck by the intensity with which focus group participants described these concerns and by their frustration that problems identified decades ago have not yet been solved.

For each of these concerns, focus group members also offered potential solutions, which are recorded in the Report on Focus Groups, Appendix 5. The Committee considered these solutions, along with other information it gathered, in arriving at its five key recommendations.

D. Summary of "Best Practices" at UW System Institutions

Recognizing that UW System institutions have been working for decades to address challenges facing women, the Committee sought to gather a list of programs and

practices that individual institutions have developed and view as a success or as promising for improving the status of women in the University. Under the direction of Terry Brown (UW-River Falls), a subcommittee collated "best practices" submitted by the Chancellors, sought others from outside the UW System, and produced a report, which it hopes will be used by individual institutions as they assess and revise their programs designed to achieve equality for women in the University.

The full "Best Practices Report," with a list of practices submitted by UW System Chancellors, appears as Appendix 6.

In conducting its work, the Subcommittee on Best Practices observed that:

- (1) In key areas of concern for women, individual UW System institutions have devised programs that, on the face of information available to the Subcommittee, seem to offer models suitable to replication at other UW System institutions.
- (2) The goal of progress for women in the UW System would be well served by a more methodical and ongoing mechanism for soliciting, evaluating, and sharing practices that work to create a more hospitable campus culture for women students, faculty, and staff.

In addition, the Subcommittee makes general observations on "best practices" in the five areas that the full Committee on the Status of Women designated as areas of concern. Those observations are detailed in Appendix 6. The Subcommittee urges UW System institutions to consult the full list of "best practices" and to contact institutions that have programs in areas of common interest.

V. Analysis of 1999 Findings

The statistics on women in the University, the gender climate survey, the focus group findings, and the compilation of "best practices" all provide data for an assessment of how much progress the UW System has made since 1981 with respect to the status of women. After examining these four sources of information, the Committee on the Status of Women in the UW System concludes that substantial progress has been made, but that very significant needs and concerns persist. Moreover, it appears that many of the most important problems will not be susceptible to piecemeal solutions, but will only be solved when the UW System and each of its institutions have in place a comprehensive system for addressing women's concerns and pursuing the goal of equity for women in the University.

A. Overall Analysis

Since 1981, dramatic progress has been made in educational opportunities for women, though less in the physical and technological sciences than elsewhere, and less for women of color than for white women. Visible, but as yet insufficient, progress has been made in the hiring of women faculty and in the promotion and advancement of women in the academic staff. Classified staff women face challenges to their career advancement and equitable treatment that are long-standing and that have received insufficient attention. The learning and working environments seem to have improved markedly; yet crucial concerns about climate are still raised. New policies and programs designed to allow students and employees to better balance personal life and work or study have been implemented, but need improvement. Finally, while some UW System institutions have organized well to address certain women's issues, most institutions appear to lack a coordinated system for addressing women's needs, and at UW System Administration, the infrastructure for supporting progress for women has deteriorated since 1981.

B. Analysis of Five Key Areas of Concern

Patterns of concern and a consensus on areas for needed action emerged out of the Committee's analysis of statistics, survey data, focus group findings, and "best practices" in the System. The Committee divided its analysis of the status of women into the following key areas of concern:

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; and
5. Organizational Structure.

1. Educational Opportunities for Women Students

Great progress has been made in the proportion of women pursuing undergraduate, graduate, and professional degrees, to the point that Systemwide, women are enrolled in greater numbers than men. Increases in women's attainment of degrees have been dramatic in medicine, business and the biological sciences. Yet in the physical sciences, mathematics, and engineering there has been minimal progress, and in computer/informational sciences, there has been a significant decline. While this situation mirrors national trends, UW System is well positioned to become a national leader in rectifying the relative absence of women students in key scientific and technological fields. Curriculum reform designed to retain women students in the sciences has been successful in certain fields at some UW System institutions and should be further extended to cover all the physical sciences, mathematics, engineering, and computer/informational sciences at all UW System institutions where there are courses in these areas. Interventions are also needed at the pre-college, college, and graduate-school level, to attract women to the physical and technological sciences, to retain them in the introductory course sequences in those fields, and to mentor them as they major in these fields and seek employment.

Approximately a quarter of women students and half of women students of color who were surveyed reported that the climate for women of color is not similar to that for white women, and 17 percent of women students said that women of color are isolated. Forty percent indicated that students often use racist humor, and more than a quarter reported insulting or disparaging remarks about people of color. Participants in focus groups also cited the campus isolation of women students of color. Efforts are needed to increase the number of women students of color and to create for them a more welcoming educational and social environment.

Under recent welfare reform provisions, women can no longer receive welfare assistance while attending college. In addition, participants in focus groups report that women with modest incomes who are supporting children do not find adequate financial aid available. The UW System needs to partner with legislators and state administrators to devise methods of ensuring access to higher education for women who are currently excluded because of economic disadvantage, welfare status, or family responsibilities.

Progress toward the goal of equity in intercollegiate athletics—a major concern in 1981—has been substantial, in large part due to the mandate provided by Title IX of the federal Higher Education Act. With few exceptions, the proportion of women among UW System scholar-athletes during the 1997-98 academic year was well over 40 percent, as was the proportion of each institution's total athletic budget devoted to women's athletic programs. However, participants in focus groups indicate that attaining full parity with men in availability of team participation, athletic scholarships, and financial supports for teams is of real importance to the morale of women students. Continued efforts to achieve parity between men and women in UW System athletics are thus called for.

Since 1981, there has been a virtual revolution in the curriculum in terms of its inclusion of women's voices, women as subject matter, and serious treatment of gender issues. Women's Studies, which the 1981 Task Force Report characterized as underfunded and undersupported, is now stronger at most UW System institutions, and programs developed by the UW System Women's Studies Consortium, such as the Women in Science Program (housed at UW-Oshkosh), have received national attention and praise. Still, a number of the UW's Women's Studies programs continue to operate with very small budgets, and most lack line faculty. In addition, focus group participants repeatedly asserted that general education courses did not adequately reflect relevant scholarship on women or gender issues and that courses in Gay and Lesbian Studies were not available. These assertions should be tested at each institution.

2. Hiring, Promotion, and Retention of Women Faculty, Academic Staff, and Classified Staff

The increase in women faculty from 19.4 percent of total faculty in 1982-83 to 28.5 percent in 1997-98 represents a substantial gain, but it is not sufficient to move the percentage of women in the faculty toward a figure reflecting national availability. Statistics point to two promising avenues for an improved pace of hiring women faculty. First, the percentage of women faculty in the biological and physical sciences, mathematics, and engineering lags conspicuously behind the percentage of women receiving Ph.D.'s in those fields. Special efforts to identify and recruit the qualified women candidates in those fields could therefore yield a significant increase in the pace of hiring of women faculty. Second, since most faculty hiring is at the junior level, the percentage of women who are full professors remains low, at 17.1 percent. Special efforts to identify and recruit women full professors (or advanced associate professors) from other institutions could have a strong impact on the gender climate in the University. The experience of a UW System institution that piloted an incentive program for the hiring of women in the sciences, offering temporary partial salary support for such hires from a fund managed by the Provost, suggests that small incentives can motivate search committees to find competitive women candidates.

Faculty participants in focus groups throughout the UW System repeatedly alleged a failure of search committees to seek out women candidates and to recruit them aggressively. Written guidelines for search committees should clearly indicate steps the committee should take to ensure that qualified women candidates are informed of the opening and are treated at every step of the recruitment process with as much respect and collegiality as male candidates.

Retention of women faculty is obviously a goal, given the large investment that each faculty hire represents. Faculty mentoring programs at UW System institutions have proven their effectiveness in retaining junior faculty through to promotion to associate professor, and a pilot program targeted at female senior faculty suggests that forums for mentoring and faculty development should be developed further for associate and full professors. Questions about equity of workload between male and female assistant professors were raised repeatedly in faculty/staff focus groups. A comparison of

workload of male and female assistant professors seems in order, so that if there are significant workload differences, they can be remedied and an equal playing field can be assured for men and women attempting to gain tenure. Finally, when successful women professors receive offers from other institutions, every effort should be made to construct a competitive counteroffer.

The number and percentage of women administrators in the UW System has increased substantially in the last decade. However, women hold less than a quarter of positions in the top salary class for executives and administrators (\$75,000 and above). This statistic squares with the observation of women across the UW System that they see few women in the top decision-making positions at their institutions. Each UW System institution could expand its use of those "best practices" for increasing the pipeline of women administrators which have been piloted around the System: administrative internships, half-time faculty/administrator positions, job shadowing, and workshops on administration. In terms of hiring practice, UW System institutions should be particularly cautious when filling "acting" administrative positions, since there is a widespread perception that ad hoc decisions to fill those positions with male candidates who are familiar to top administrators are crowding out potential female candidates.

For academic staff women, the issue is not proportional representation in their employee class, since women have been more than 50 percent of the total academic staff for some time. Rather, the issues are upward mobility and recognition. The OPAR statistics on salary grades of non-instructional academic staff show a clear trend of pooling of women in the lower salary ranks, with a contrast between 66.8 percent women in salary grades 1-3 and, at the other end, 36.1 percent women in salary grade 9-11. Academic staff women reported in focus groups that the routes to promotion are unclear; that changes in the quality and quantity of their workload have not been reflected in title or salary changes; and that many supervisors do not convey clear job expectations or provide helpful feedback on performance. Dissatisfaction with feedback from supervisors and with job-performance expectations for females was expressed by 27 percent (re feedback) and 29 percent (re expectations) of surveyed non-instructional academic staff and classified staff—unhealthy percentages, given the generally positive opinions expressed by these groups about other aspects of their employment. Academic staff women in focus groups asked for better orientation to the University and opportunities within it; identification of clear career paths; training of supervisors in how to conduct effective performance reviews; better professional development opportunities; and mentoring or networking opportunities.

Instructional academic staff women asked for attention to issues recently aired in discussions of the 1998 report Teaching Academic Staff in the UW System—principally, the need for greater respect and collegiality toward instructional academic staff and the need for instructional academic staff who are qualified to be faculty to be fairly considered for faculty positions.

Classified staff women—currently 5,501 women, or 57.1 percent of the classified work force—seem in many ways to be the least well served by UW System efforts to provide

opportunity and a positive work environment to women. In focus group and committee discussions, many faculty and staff members expressed dismay over work conditions for classified staff women that feel like a long-standing insult to women as a group and to clerical staff as a class. The stereotype of the secretary as helpmate (coffee-making, report-typing, and office-straightening) still drives the way many supervisors and faculty treat office staff, who now function as departmental administrators, work-flow managers, and information-system consultants. Neither salary grades nor work titles have kept up with the ever-more-sophisticated skills required and tasks performed by classified staff working in offices. Women in the faculty/staff focus groups called for a reexamination of the system by which classified staff women are titled, paid, and otherwise given recognition. Women who supervise classified staff women expressed deep frustration with their inability, under the current civil service structure, to promote, retain, or provide competitive compensation to classified staff women whose performance is meritorious (and thus beneficial to the institution).

In the survey addressed to women in the classified staff and the non-instructional academic staff, 71 percent rated themselves as very satisfied or satisfied with their experiences as employees at the university. This rating was 7 percent less positive than the ratings "very satisfied/satisfied" of faculty and instructional academic staff (78 %) and students (78%). This merged group (classified staff and non-teaching academic staff) registered substantial (over 25%) concern over the following aspects of their employment: receiving a smaller raise than peers (25%); unclear or inadequate feedback from supervisors (27%); female staff members being seen as less qualified than male staff members in similar positions (26%); lack of opportunities for women to improve their position through transfers and promotions (28%); a less supportive climate for women than for men (28%); ideas of males being valued more highly than ideas presented by females in meetings (29%); job performance expectations being higher for females than for males (29%); and lack of professional development opportunities (34%).

Classified staff women in focus groups across the UW System suggested the following remedies for these problems: changes in the civil service structure so that classified staff can be compensated in relation to performance; training for supervisors on how to set clear job expectations, evaluate performance systematically, and give clear feedback; creation of career ladders within the classified staff, with better recognition of high levels of skills needed in quickly changing jobs, especially those previously characterized as (merely) clerical or technical; creation of more and better professional development; and building of a culture in which contributions of employees are valued without discrimination on the basis of sex or employee classification.

Committee members noted that the recent decision to implement "broad-banding" for non-represented classified staff represents a promising opportunity to provide compensation in relation to skills, experience, and specific duties of the individual. Committee members suggested extending the practice of broad-banding and other, more flexible methods of human resource management to all workers in the classified staff. It was also said that it is time for a systematic review of classifications (most especially

within the clerical staff), in order to ensure that women within a classification are paid in relation to qualifications and skills required by the position.

3. The Learning and Working Environment

The 1999 Gender Climate Survey demonstrates that the majority of women students, faculty, academic staff, and classified staff are very satisfied or satisfied with their experience at their respective institutions. However a substantial percentage of employees—24 percent of surveyed faculty and instructional academic staff and 28 percent of surveyed non-instructional academic staff and classified staff—believe that the climate on their campus is less supportive of women than of men. Among the students, concern is greatest regarding climate for women students of color; 24 percent of female undergraduate respondents believe that the climate for women of color is not similar to the climate for white women. A focus group of lesbian/bisexual faculty and staff suggested that anything but heterosexual identity feels “unsafe” and that untenured lesbian and bisexual faculty face pressures to either conceal their sexual identity or excel in their work beyond normal expectations in order to overcome prejudices they sense among students and faculty. Discussions among Committee members also suggested the need for UW System institutions to build a new sense of shared community, one that, by explicit statement, includes and welcomes women, people of color, and lesbian, gay, bisexual, and transgendered people. Strategies toward that end were suggested in focus groups and Committee discussions. Both emphasized the importance of public statements by top administrators and workshops on how to build an inclusive climate.

When, in spite of University efforts to provide an inclusive climate, a complainant alleges discrimination, harassment, or hostile climate, the effectiveness of the campus office that receives complaints is of utmost importance. While surveys showed that the majority of students, faculty, and staff is aware of an office to go to with a complaint of discrimination, more than a quarter of all three groups would not feel comfortable going to that office. The surveys do not identify what factors trigger that discomfort. Focus group participants said that complaints offices have not been able to convince complainants that they will be protected from retaliation; that the reporting process is unclear or intimidating to potential complainants; that the reporting structure of some complaint offices gives an appearance that the office is not isolated from administrative pressure to quell complaints; and that tenured faculty are not held accountable for sexual harassment of students. While these impressions may not be accurate for all UW System institutions, the Committee was struck by the fact that such accusations were general around the System. Committee members were unanimous in concluding that each campus needs to review its system for responding to complaints and must assure a venue for complaints that all members of the university community can view as respectful, responsive, fair, and effective.

One way to prevent complaints is to provide sources of support and advice to groups that are vulnerable to discrimination and harassment. Students in focus groups seemed to regard the campus women’s center as the appropriate source for such support and advice for women, and they expressed dismay that such centers lack funds to provide services

such as counseling for victims of sexual violence, or preventive programs such as self-defense classes. Committee members were aware that on some campuses such supportive services are available from other sources such as the Office of the Dean of Students, campus health center or counseling center, or University Houses. Committee members infer that the roles of the campus women's center and other offices need to be clarified, cooperation and efficiency need to be pursued, and supportive services need to be made available to women students through centers or offices they trust. Where responsibility rests for supportive services, financial resources need to be adequate, as well. Faculty and academic staff asked for a clearly designated advocate or ombuds for women— a confidential source for information and advice, as well as an advocate for needed changes in policy or practice.

Safety on campus for students merited a separate recommendation by the 1981 Task Force report. In the 1999 surveys, safety was a relatively minor concern for students, faculty, and instructional academic staff; 12 percent of those groups checked that they occasionally or often felt afraid for their safety on campus. Apparently, the efforts of UW System institutions to provide “safe escort” at night, to light parking areas better, to install emergency phones, and to issue clear instructions about how to ensure personal safety have created a more secure environment for those groups. However, a striking 23 percent of non-instructional academic staff and classified staff checked the item indicating their fear for their safety on campus, and student participants in the focus groups repeatedly described safety as a major concern. It is important that each institution investigate further to determine what safety factors could be improved. Candidates include walking paths to parking areas where most classified staff and non-instructional academic staff are assigned and isolation or darkness of drop-off and pick-up sites for state vans, given that in the winter, both starting time and ending time of work for classified and non-instructional academic staff occur in darkness. Participants in focus groups cited these issues and others, such as isolation or inadequate lighting in parking areas, inadequacy of security staff, night patrol, and night escort, and unavailability of telephones for emergency communication. These issues should be investigated, and preventive measures (such as programs of information about safety measures) should be expanded.

4. Balancing Work and Personal Life

Childcare, has become more available on most campuses, but the concerns of the 1980 Task Force persist—namely, that “child care centers existing in the UW System . . . are often understaffed, budgets are inadequate, and survival is a continuing question” (p. 14). While 1999 survey participants report that childcare services are available on campus, focus group participants and Committee members familiar with childcare services at their institutions report that infant care is minimal or missing, childcare slots are not always available when they are most needed (at the beginnings of semesters), costs are too high for some students, and hours are not early enough, late enough, or comprehensive enough (e.g., for school snow days) for many parents. Like the 1980 Task Force, this Committee perceives that the financial basis for campus childcare needs to be revisited. While the 1981 report recommended “that the Board of Regents designate non-allocatable

segregated fees as a possible funding source for child care centers,” this Committee sees a wider range of options which should be explored by each institution: expansion of scholarships for student parents to use for childcare; pursuit of federal and state grants for research on childcare and child learning; private donations; and allocation of GPR dollars to childcare on campus, especially where these dollars can be directed to educational research, training of degree candidates, and other educational activities.

Great strides have been made in the provision of parental leave since 1981. All UW System institutions now fall under federal and state mandates to provide parental leave to employees, and special provisions have been made in state law for extension of the probationary period for new parents in the faculty. A majority of survey respondents reported that their supervisor, department chair, or department was supportive of parental leave policies. Still, focus group participants said what Committee members themselves have heard on their own campuses: that good family leave policies are not always implemented equitably, even for the faculty, for whom getting an eventual fair outcome seems more certain than for the classified staff. Education of supervisors and attention by ultimate employment authorities—deans, associate deans, and directors—seem to be the keys to this problem. Student parents should not be forgotten just because they have not been granted specific rights under federal and state law. Focus groups reported stress on student parents whose instructors would not allow necessary absences for care of a sick child or for childbirth; if absences of student athletes can be excused, there should be an institutional policy of similar accommodation for student parents with sick children and for students who give birth during the school year.

Desire for a more flexible workplace emerged strongly in focus groups. Though UW System institutions have made some moves toward flex-time, job-sharing, and part-time work paid at the full-time base, changes in the culture of work and in workers’ expectations suggest that more flexibility will make the UW System a more attractive employer. Participants also asked that departments take personal and family responsibilities into consideration when scheduling meetings and other activities outside normal work hours. Such changes could improve job satisfaction, and even retention, for both women and men but have special relevance to women, who still tend to carry the primary responsibility for children and other dependents.

A new issue since 1981 is the provision of domestic partner benefits. Focus group participants echoed concerns and arguments that Committee members have heard frequently at their own institutions. Same-sex partners face an economic disadvantage (by comparison with married couples) when their partners are denied joint health insurance coverage and retirement survivor benefits. While some departments or supervisors may interpret “immediate family” to include a domestic partner—e.g., in granting family leave or in pursuing spousal hires—such practices are not well publicized (perhaps out of fear of backlash) and thus may not be accessed when needed. It is time for both an open review of ways in which the institution can provide domestic partner benefits and a strenuous effort to make any state statutory changes necessary in order to make benefits for domestic partners equal those for married spouses.

5. Organizational Structure

While UW System institutions report a variety of “best practices” that they are pursuing to achieve equality for women—many of which are successful and admirable—only a few have an ongoing process of attention to women’s progress. Where there is a committee or commission on women that advises the administration and has a strong liaison with it, efforts to remedy problems in the climate for women seem to be focused and relatively successful. The Committee speculates that the absence, on most campuses, of an infrastructure for addressing women’s concern may account, at least in part, for the persistence of a great many concerns identified by the 1981 Task Force Report. Conversely, if each UW System institution were to put in place a committee on the status of women, charged with advising the institution's administration in planning and monitoring progress for women, it is likely that steady progress could be made.

The 1993 elimination of the UW System Office of Women has left gaps in leadership, in advisory support to institutions, and in monitoring of progress toward eliminating sex discrimination in education. In focus groups, faculty and staff at all UW System institutions asked for leadership from UW System Administration and for a supportive link between a designated point person at UWSA and a designated point person at each institution. A UW System office on the status of women could guide the process whereby UW System institutions respond to this report, could serve as a resource for campus-based or collaborative initiatives on women’s issues, and could continually assess the pace of progress for women in the UW System. Such an office could supply the needed structure for planning and accountability at the System level, while supporting the work of point people from all the UW System institutions.

Both individual institutions and UW System Administration need a fresh start on women’s issues—a chance to rethink current programs and to re-plan, so that each institution can put in place a comprehensive set of initiatives that address challenges to the equality of women at that university. This should occur on a short timeframe, or it risks dissipation of energy: One year of planning should be enough time to set the stage for a decade of effective action. The year 2000 presents the opportunity for UW System institutions to produce workable action plans to achieve key goals for women at their institutions, guided by the analysis of this Committee and their own local assessments of progress for women at their institutions.

VI. A Vision of the Future for Women in the University of Wisconsin System

To assess its position with respect to gender equity, the UW System must not only evaluate the present condition of women in the University; it must also predict future conditions and consider how they will affect the University's ability to serve women. For that reason, the Committee identified some key trends that will have an impact on the environment for women in the University of the future. The Committee then envisioned, for the year 2010, a University that will fully include women in its achievements—because it will have anticipated and responded to changes in the environment that could make a crucial difference for gender equity.

Five environmental changes, the challenges they pose, and a vision of a future that meets those challenges effectively:

1. Rapid developments in **Science, Math, Engineering (SME) and Technology** will open opportunities and create challenges for workers, researchers, teachers, and students. However, current trends indicate that the percentage of women pursuing degrees will continue to lag in the sciences, math, engineering, and technology. This shortfall could be exacerbated by the continuance of a significant gap between the percentage of women attaining higher degrees and the percentage of women hired into the faculty of those fields. In addition, the current lag in girls' and women's use of electronic technology poses a threat of alarming scope—that from elementary school through graduate school, females will be less equipped than males to enter scientific debate and will be less informed about developments and opportunities in SME and Technology.

In the Committee's vision of the UW System in the year 2010, women will participate fully in newly opened research fields and work opportunities developed through information technology and advances in science, mathematics, and engineering. To accomplish that aim for 2010, the UW System will strengthen pre-college programs in SME/Tech; actively recruit women to undergraduate programs in SME/Tech; promote pedagogies (such as collaborative learning) that help attract and retain women students in SME/Tech; create curricular links between SME/Tech programs and liberal arts, business, and education programs; eliminate the gender gap in students' and staff's use of electronic technology; hire more women faculty in the sciences; support women's development of leadership skills in SME/Tech fields; encourage appointment of women to leadership positions in SME/Tech areas; and make whatever changes in policies, programs, and organizational culture that are necessary to provide women with a climate conducive to their success in SME/Tech departments and programs.

2. The **internationalization** of economies, politics, science, information, and culture will increase in pace and intensity. While women are half the population of a rapidly integrating world, they are not currently equal players in the planning of, reaction to, and management of globalization. Women college students have traditionally succeeded in foreign languages, area studies, and political science. However, University women are currently under-represented in areas crucial to globalization: economics, business, industry, engineering, and the scientific professions. This raises a question for educational planners: How can the University offer women the knowledge, tools and experiences that will make their full global participation possible?

In the year 2010 women graduates ought to be taking leadership roles in the international aspects of business, politics, science, law, information-exchange, and culture. The Committee envisions internationalized academic programs, with more opportunities to link language and area studies with courses and programs in business, technology, and science. Such curricular changes will draw those women students who today restrict themselves to languages and the liberal arts, broadening their capacity to contribute to international activity. To ensure the entry and retention of women in this more integrated form of international studies, institutions in the UW-System will actively recruit women undergraduates and graduate students to internationalized academic programs; will develop international internships for females and males that could lead to international careers; will develop links between their Women's Studies programs and their international academic programs; and will encourage courses, projects, and research addressing women's status and gender issues internationally.

3. The **demography** of the state and nation will continue shifting, creating implications for the demography of University students, staff, and faculty. By 2010, the population of Hispanics, African Americans, Asian Americans, and Native Americans will have increased while the percentage of Caucasians will decrease. The percentage of women over 65 will grow at a faster rate than the percentage of men over 65, producing an increased pool of late-life women learners.

The Committee envisions for the year 2010 a University reinvigorated by an infusion of the voices and experiences of the ever more variegated population of Wisconsin and the nation. It envisions a University that nurtures the talent, creativity and productivity of its students, faculty, and staff, irrespective of gender, race, ethnicity, sexual identity, handicap, or age.

In order to serve a changed population of learners, the University will work more closely with the public schools, work sites, community organizations, retirement centers, and the media. University faculty and staff will go out into the community both to recruit a diverse student body and to help the schools (as well as work places and community centers) provide people, young and old, with the educational foundation necessary for college work. From experience in the

community, faculty and staff will in turn develop new strategies for reaching a changing student body and developing them into the scholars, workers, leaders, and citizens our culture needs.

Current age demographics in the faculty suggest that in the next decade the rate of faculty retirement will rise to an historic high. As faculty retire at a rapid rate, the opportunity opens up to hire differently—so as to bring in more women, including women of color, and to produce cohorts of new faculty that are as diverse as they are talented. At most UW System institutions, new faculty hires have not replaced the retiring faculty for nearly a decade, because of budget cutbacks. Therefore the opportunity to hire more inclusively is especially rich now, as we enter a new era of rebuilding the faculty.

As the University hires more women and minorities, they should move into University leadership. At present, the pool of women and minorities in administration, management, and leadership is growing but is not flowing proportionally into the highest positions: director, dean, provost/vice chancellor, chancellor. The UW System of the future, having recognized the need to develop a more diverse leadership, will encourage each institution to identify a diverse pool of women with the potential for leadership, provide them with professional development opportunities, support their career planning, and provide them with learning and job experiences that will ready them for advancement.

4. To be competitive in recruiting the best faculty, staff, and students, the University will need to offer benefits that help with the process of **balancing work and personal life** in the twenty-first century. The definitions of family and of a fulfilling life are changing and will continue to undergo change. Married couples raising their biological or adopted children, single parents raising children, relatives other than parents raising children, partners “blending” children from previous marriages or partnerships, gay or lesbian couples raising children, couples without children, domestic partners, and singles living either alone or in groups will all command respect as employees who require consideration for the demands of their personal lives.

The availability of high-quality child care, for infants as well as toddlers, will become more and more an issue in the recruitment of the faculty and staff we want to hire. Personnel policies that recognize the stresses on parents of young children will be in demand. A University attuned to the needs of today’s families will act in partnership with child care providers to meet demand for child care, provide flexible hours, and develop a funding system that makes child care affordable for students as well as employees.

As healthy people live longer and the ill are kept alive through advances in medicine, elder care and care of dependents other than young children will be part of the lives of more and more employees. Universities need to plan for the equitable implementation of policies such as family leave and extension of the

probationary period in the case of employees with crises in elder care or dependent care. Flexibility in work schedules and part-time work options will help employees with elder-care issues, just as they will help parents of young children or employees with dependents that have special needs.

Domestic partner benefits will be expected by employees with same-sex partners, especially as cities and corporations create parity in benefits for legal spouses and domestic partners. By providing such benefits, UW System institutions will remove a source of distraction and stress from its employees with same-sex partners, enabling them to finance their health care, insurance, and retirement benefits on the same basis as married couples.

The University of Wisconsin System of 2010 will provide conditions that will allow a diverse pool of talented women to balance their work/study and personal/family needs responsibly, as they work to their full potential. Working together, and partnering with their surrounding communities, UW System institutions will become the most family-friendly and personally supportive educational settings in the nation.

5. Employees and students have rising expectations for a **learning and working environment** that accords respect to all members of the community. Women will choose to study and to work where they feel welcomed and included; where their talents are recognized and their skills are developed; where their achievements are rewarded; where they see women in leadership; and where obstacles to women's success on campus are addressed effectively.

At the outset of the twenty-first century, the University of Wisconsin System has the potential to offer a learning and working environment that will enable women to give their best to the process of education. With leadership from the UW System President and commitment by each institution's top administration, UW System institutions can create a model system for assuring a positive learning and working environment for women students, faculty, academic staff and classified staff throughout a complex state system of higher education.

VII. Recommendations

A. Rationale for Recommendations and Time Line

The recommendations focus on the areas where an investment in continued or new efforts can make the most difference for women and can achieve the most rapid and meaningful enhancement of women's participation in and contribution to the University.

Although there has been substantial progress for women within the UW System since 1980, the Committee has identified five principal areas where further progress is needed at both the System and the institutional level if we are, in President Lyall's words, "to ensure that the UW System uses the talent of women effectively and serves all students well." These areas are

- 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**

Recommendations in these five key areas are based on the Systemwide responses of women students, faculty, academic staff, and classified staff who participated in the surveys and focus groups, and on the Committee's own research and deliberations, including its assessment of the progress that has been made since the 1981 report. Some of these suggestions are already a reality in one or more UW System institutions; most need attention in every institution.

The Committee urges UW System Administration to take a leadership position in each of the key areas. However, detailed planning and implementation of new policies and practices will necessarily be up to individual UW System institutions. In the final recommendation on Organizational Structure, we suggest specific steps whereby UW System Administration can create a basic structure for addressing women's issues throughout the System while encouraging each institution to pursue its own strategies for achieving gender equity.

There can be no better time than the year 2000—the pivotal year between the centuries—for focused action designed to achieve equality for women in the University of Wisconsin System. The Committee has made five key recommendations for action and has identified specific issues that need to be addressed in order for those recommendations to be fulfilled. As indicated in its fifth recommendation, the Committee believes that, between now and the end of the year 2000, UW System institutions can make their own local assessments of progress toward the five goals and can produce workable action plans to achieve those goals. With such plans in place, UW System institutions will face

the millennium knowing that they are on course to achieve equality for women at their institutions within the first decade of the next century.

B. Five Recommendations for Action in the Year 2000

1. Expand educational opportunities for women students.

Women make up more than half the student body, but they are still a minority in fields such as math, science, and technology. Such fields will be crucial to the future of our society, and women ought to be prepared to participate in them. Likewise, women are as yet not represented proportionally in University-sponsored athletics. Finally, though the curriculum better reflects the history and experience of women than it did decades ago, it is not clear that sufficient progress has been made. To open the way further for women students in all parts of the University, each UW System institution should:

- Increase pre-college and science outreach activities in order to attract more girls to the study of math, science, engineering, technology and business. Develop or expand mentoring programs for women students in these fields, for both introductory courses and majors, and provide meaningful rewards or incentives to mentors. Encourage and fund the development of pedagogical changes designed to attract and retain more women in science, math, engineering, technology, and business.
- Develop new initiatives that will help prepare women to take advantage of ongoing changes in technology, increasing globalization, and other social shifts, so that women students can enter the cutting-edge fields of the future.
- Increase pre-college outreach to women of color, in order to attract them to degree programs at UW System institutions.
- Advocate strenuously for the development of methods to ensure access to higher education for women who are currently excluded because of economic disadvantage, welfare status, or family responsibilities.
- Continue expanding opportunities for women students in athletics.
- Increase need-based and develop merit-based financial aid for undergraduates.
- Ask degree programs and University-wide or college-wide committees (e.g., academic planning committees) to ensure that the curriculum, especially in general education courses, appropriately includes material related to women. Provide adequate support to meet the demand for courses in Women's Studies. Support the development of courses in Gay and Lesbian Studies.

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

Because the UW System is in increasing competition with private sector employers who offer superior compensation, benefits, and opportunities for advancement, gaps in the hiring, promotion, and retention of all women employees must be addressed immediately. For faculty, where women remain a minority, there must be equal focus on hiring a greater percentage of women and on retaining the women whom we hire. For the academic staff and classified staff, where women are well represented, two issues also require attention: (1) the level at which women are hired or to which they are advanced and (2) the support given to women for their career development. To ensure that the full capacities of women job candidates and employees are recognized and rewarded, UW System institutions should:

- Increase the percentage of women in the faculty, especially in science, math, engineering, technology, and business. Strengthen campus-wide procedures for search committees that facilitate the recruiting of women, and especially women of color, for faculty positions. Offer incentives for recruiting and hiring women faculty, such as temporary partial salary support for such hires from a fund managed by the Provost. Structure incentives so as to encourage hiring more women faculty at the senior level.
- Examine and compare the workload of male and female assistant professors, to determine whether there are differences in teaching assignments, student advising, and committee assignments. Remedy significant differences.
- Make strong efforts to retain women faculty. Continue to support existing faculty mentoring programs, and extend them to address needs such as the associate professor's continued professional development and her building of a case for promotion to full professor. Construct competitive counteroffers when women faculty receive outside offers.
- Increase the number of women in administration. Consider gender equity when filling "acting" administrative positions. Develop candidates from within through internships, half-time faculty/administrator positions, job-shadowing, and workshops on administration. Continue support for the UW System Leadership Institute and its emphasis on providing leadership development opportunities for women and other underrepresented groups.
- Assist academic staff women in their career development by providing better initial orientation to the University; identifying and creating clear career paths; training supervisors in how to conduct effective performance reviews; providing professional development opportunities; and instituting voluntary mentoring programs.
- Further explore the role of instructional academic staff (IAS), their growing percentage in the UW System workforce, and the high proportion of women among

them. Investigate issues of compensation, participation in academic decision making, and appropriate title and status, including the question of whether some IAS qualify to be faculty members.

- Provide more and better professional development opportunities to classified staff. Address both skill development for today's job needs and career development to support individual growth and maximum use of human resources.
- Request permission from UW System to extend “broad-banding” and other, more flexible, methods of human resource management to all the classified staff, not just those who are non-represented. Work with UW System Administration to conduct systematic review of classifications, in order to ensure that women within a classification are paid in relation to qualifications and skills required by the position. Make review of clerical staff classifications a first priority.
- Advocate for changes in the civil service structure that will provide classified staff with better opportunities for competitive compensation, promotion, reclassification, and recognition of meritorious performance.

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

Both the gender climate surveys and the focus groups indicate that women believe the campus climate is less welcoming to women than to men. Surveys and focus groups also indicate that women of color and women who identify as lesbian, bisexual, or transgendered feel disproportionately isolated, unsupported, unrecognized, and at times unaccepted. To create an environment that allows everyone to learn and work freely, each UW System institution should:

- Build a sense of shared community for all students and employees, with specific statements or actions that include women, people of color, and lesbian, gay, bisexual, and transgendered (LGBT) people. It is crucial that Chancellors, Provosts, and Deans make frequent statements of inclusion that specifically address these groups.
- Develop workshops, forums, and/or training sessions for students and employees, designed to improve the learning and working environment for women generally, for women of color specifically, and for LGBT people. Train senior administrators, managers, supervisors, and department chairs, and then broaden the audience.
- Review the campus system for reporting and responding to discrimination, harassment, or sexual violence, in order to achieve a venue that students, faculty, and staff view as respectful, responsive, fair, and effective. Review the reporting relationship of the office(s) receiving complaints and allegations of discrimination, harassment, or sexual violence, so that it is clear to all that the office is not under

pressure from higher administrators to suppress findings or to find against complainants.

- Review the campus system of supports for women. Consider establishing one or more ombuds or advocate, either for all women on campus or for specific groups of women-- e.g., women students, women employees (faculty, academic staff, and classified staff), women of color, and/or LGBT women and men. Review the role of (and funding for) the Campus Women's Center for supporting women students, and ensure that it has the funding, staff, and organization required to meet student needs.
- Ensure safety and security in every UW System institution and address deficiencies in lighting; safety of parking areas and pathways to them; adequacy of security staff, night patrol, and night escort; and availability of telephones and other means of emergency communication. Intensify efforts and programs to discourage alcohol and drug abuse among students and to stop perpetrators of violence and sexual assault. Better inform students and staff about what to do in an emergency.

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

Once again, many private sector employers have taken the lead in this area, and it is time for the University to follow suit. Virtually all focus groups expressed concern that the University was not sufficiently flexible in response to the individual's needs to balance a full work or student life with certain compelling personal needs, such as childcare or elder care. The Committee believes that each UW System institution should:

- Assess, expand, and improve childcare services on campus. Review the financial base for campus childcare, and provide funding from the campus, where necessary. Provide enough childcare slots to meet demand by students, faculty, and staff. Offer infant care, sick-child care, and drop-in care, and care for school snow days. Provide flexible hours to meet the needs of campus families. Offer scholarships for childcare services.
- Make implementation of family leave more equitable, by training supervisors, departments chairs, directors, and dean's staff on employee rights and institutional policies re family leave for care of children, elders, and other dependents.
- Accommodate student parents who occasionally must miss class or reschedule an exam because of family emergencies, just as employees are accommodated by "family leave" and just as student athletes are occasionally allowed excused absences for away games. Ensure that students who give birth during the school year are given an opportunity to make up missed exams and assignments.
- Develop a more flexible workplace with opportunities for flex-time, job-sharing, and part-time work paid at the full-time base. Respect family and personal life by taking outside responsibilities into consideration in scheduling meetings and other activities.

- Provide domestic partner benefits by interpreting "immediate family" to include a domestic partner wherever the institution has the scope to do so, such as in granting family leave or pursuing spousal hires. The UW System should strenuously advocate that the state make any statutory changes necessary in order to make benefits for domestic partners equal those for legal spouses in other areas such as life insurance, health insurance, retirement survivor benefit, and sick leave.

5. Create an effective organizational structure for improving the status of women in the University of Wisconsin System.

Participants in focus groups, as well as Committee members, consistently pointed out a lack of focus on women's issues at the System level and, in most UW System institutions, the lack of an office or person responsible for improving the status of women. The Committee believes that progress in the key areas we have identified cannot be made without changes in the way the UW System and its institutions are organized to address women's issues. To create a structure for planning and a system of accountability, the Committee urges UW System Administration to:

- Establish a UW System office on the status of women charged to guide the process whereby System institutions address the recommendations of this report; to serve as a resource for campus-based and collaborative initiatives; to carry out an annual Leadership Institute on the model of the 1999 pilot Institute; and to assess the pace of progress for UW System women.
- Collect data at the System level, through OPAR, that are necessary to track the status of areas designated for progress. Data collection processes and goals must help the UW System to meet the needs of women, and therefore need to be continually refined through regular contact between OPAR and the proposed UW System office on the status of women. Explore what further data are needed to track progress. For example, the gender of new multicultural faculty and the tenure status of all faculty hires have not been collected since the Office of Women was closed. This information is potentially available in the Integrated Appointment Data System (IADS), but it is lost as a result of the practices by some institutions of changing the initial appointment effective date when an individual is promoted or an appointment is renewed. Other institutions have solved this problem by retaining the original appointment date when an individual is hired into a faculty position. A uniform procedure should be set and followed to maintain this information.
- Ask each institution to have a representative Committee on the Status of Women with a person designated as chair who will maintain communication with the institution's administration and governance bodies. The committee should be charged with advising the institution's administration in planning and monitoring progress for women students, faculty, academic staff, and classified staff. Periodically convene chairs of these committees, to advise the UW System office on the status of women and to share strategies.

- Guide and support efforts of UW System institutions to refocus on the status of women and replan their efforts toward equity for women. In particular: 1) Hold a Systemwide conference on the status of women in conjunction with the University of Minnesota-based national conference "Women's Lives, Women's Voices, Women's Solutions," being held March 27-29, 2000. Involve administrators, students, staff, and faculty in a dialogue on how to address areas designated for progress. 2) Hold a retreat in the summer of 2000 for sharing "Best Practices" and for advancing the institutions' plans for improving the status of women in the areas that this report designates for progress. Ask each institution to send a delegation including top administrators and selected faculty, academic staff, classified staff, and students.
- Mandate that each institution develop and submit to UW System Administration by January 2001 a plan that establishes goals, objectives, and initiatives in the areas here designated for progress at the campus level.
- Support the implementation of institutional plans by providing expertise, advice, and technical assistance through the proposed UW System office on the status of women; by instituting any needed Systemwide policies or programs; and by providing financial assistance in areas of greatest need.

The year 2000 can be the year in which institutions in the University of Wisconsin System make the leap from a series of good-faith efforts to a system of effective practices that will actually achieve equality for women by the year 2010. To reach that goal, the Committee asks the administrations of all UW System institutions to join with President Lyall in the commitment to focus on equality for women in the year 2000. As a result of that year of focused planning, the first decade of the twenty-first century could be the era in which the UW System becomes the national model of an equitable academic environment for women students, staff, and faculty.

Appendices

1. Committee Members' Letter of Appointment
2. 1981 Report of the Regents' Task Force on the Status of Women, A Blueprint for Achievement of Educational Equity in the '80s, pp. 1-10.
3. 1982-1999 Statistical Data on Women in the UW System (OPAR)
4. 1999 UW System Gender Climate Study (Wisconsin Survey Research Lab)
5. 1999 Report on Focus Groups Conducted by the Committee on the Status of Women
6. 1999 Report on Best Practices for Achieving Gender Equity, Committee on the Status of Women
7. 1999 Report of the UW System Steering Committee on the Summer Leadership Institute