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Gender equity

Wisconsin

# Week

February 27, 2002

## UW addresses salary inequity

**Kent Barrett**

**T**he university has taken another step in a continuing effort to ensure gender equity in salary among its faculty.

Provost Peter Spear says ensuring equal pay among male and female faculty is not just a matter of equity and fairness; it is also a step toward a positive overall campus climate.

"Equity and a positive climate in general help us achieve and maintain our excellence in teaching, research and service," Spear says. "Salary equity and a positive campus climate benefit everyone by helping to improve our institution."

A 1992 study found a significant gap in salaries between male and female faculty members on campus. The study prompted the Faculty Senate to approve a plan to review the salaries of female faculty on an individual basis, resulting in 372 salary increases totaling \$830,000. The senate plan also asked for a follow-up study, which was completed in 1995.

The 1995 study revealed no aggregate gender gap, but it did recommend continued monitoring of the situation. Another study was completed in 1998, which also revealed no aggregate salary gap between male and female faculty members.

However, an outside consultant advised that while the 1998 study did not reveal an overall problem, gender inequities could still exist on an individual basis. That advice led to a recently completed exercise by the provost's office to address any cases of gender pay inequity at UW-Madison.

"Our university is one of a handful of research institutions that can boast of a long commitment to gender pay equity," says Linda Greene, associate vice chancellor in the office of the provost and

*continued on page fifteen*



## CAMPUS

### **Pay equity**

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*continued from page one*

coordinator of the exercise.

Deans and department chairs were asked to nominate women whose salaries should be reviewed. In addition, women could request their own reviews. Through this process, the salaries of 117 women — or about 23 percent of the female faculty — were carefully examined.

In each case, the school or college compared the female faculty member's salary with three male faculty members with similar education, training, academic ranks, years since degree, specialization and academic unit. Academic units were also asked to consider a faculty member's merit, based on her performance and ability to obtain grants, market demands for her specialties, and administrative duties.

The provost's office then reviewed each case to ensure academic units closely followed those guidelines.

As a result, 42 faculty members, or about 8 percent of the university's female faculty population, received pay adjustments. The median pay adjustment was \$5,000, which was retroactive to the beginning of the 2000-01 school year. Total payroll for female faculty increased by \$200,000.

Spear says the exercise should be viewed as part of a continuous effort to address gender pay equity. Spear also says equity will be a routine consideration as part of the annual performance and salary review process. "We want to embed pay equity in our culture so that it is not necessary to carry out periodic special exercises to adjust for equity slippage," Spear says. ■



WW 10/24/01

*Wind is rising,  
 r is wild with leaves,  
 and our summer evenings,  
 October eves!*

— Humbert Wolfe

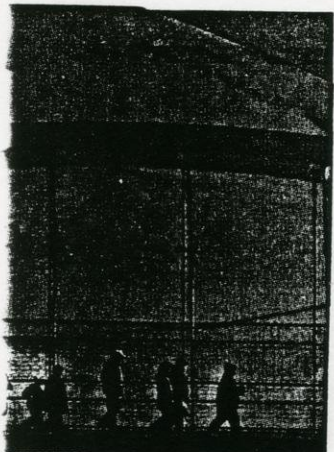
gathering is come," the Old  
 anac says, "and the farmer will  
 o what account he has labored  
 ong seasons of spring and summer."  
 campus we pause to weigh our  
 year, admiring the peaking colors  
 of Observatory Hill (left) or even the  
 ampus Drive on a football Saturday  
 day above 50 degrees is a  
 ne more walk along the lakeshore  
 prompt percussion performance  
 pling oaks or a stroll under a  
 ico.

*fall; die, flowers, away;  
 ight and shorten day:  
 eaks bliss to me  
 rom the autumn tree.*

— Emily Brontë

ntës among its contributors, the Old  
 anac suggests the autumn forecast  
 ol rhyme: "Cover your keister;  
 easter!" Fifty-eight days until winter.

Ailler, Michael Forster Rothbart



# Gender equity to be focus of 'living lab'

Emily Carlson

**W**ith the help of the National Science Foundation, the university will establish a "living laboratory" for gender equity in science with the establishment of an institute to promote the advancement of women in science and engineering.

The institute, to be known as the Women in Science and Engineering Leadership Institute, will serve as a catalyst for initiatives to enhance the advancement of women in science and to measure the success of such efforts.

The new initiative, supported by a \$3.75 million grant from NSF, is intended to help broaden representation of women in science at all levels, says Jo Handelsman, professor of plant pathology and an institute co-founder.

"Although we've made strides to eliminate gender bias in the workplace, we are far from having a level playing field in science laboratories at universities," Handelsman says. "Today, only 21 percent of UW-Madison faculty in science and engineering are women. We have a ways to go to achieve equity."

The Wisconsin initiative is being supported by NSF's ADVANCE program and is intended not only to increase representation of women in science, but to help them achieve a greater role in scientific leadership and enhance the culture of science as it affects women.

"There are major deficiencies in the U.S. workforce in many fields of science and engineering, and NSF realizes that if we draw more women into these fields, we'll begin to address some of these core issues," says Molly Carnes, professor of medicine and a co-founder of WISELI.

"WISELI represents a major step toward improving the campus climate," says

*continues on page fourteen*

## Connections prog

Kent Barrett

The university and UW Colleges are

*Gender equity*

Chancellor John Wiley. "With their grant, NSF turned to us for leadership on the issue of women in science. They know we can lead the campus, and the nation, in making a difference."

UW-Madison was one of nine U.S. universities NSF selected from a pool of 76 applicants to undertake a national initiative aimed at improving the working environment for women scientists.

"UW-Madison has a history of improving conditions for women faculty and staff," Handelsman says. "We've made a difference, and that's what convinces us that we can solve the problem."

She says statistical evidence indicates that women scientists on the Madison campus are just as likely as men to receive tenure, and that there seems to be no overall difference in pay scales between men and women in science and engineering disciplines. Mentoring programs and gender equity pay exercises have corrected some of the glaring problems that were identified a decade ago, yet a general climate problem remains, Handelsman says.

Carnes says female faculty cite issues similar to those documented at other universities. For example, research has shown that women are at a disadvantage in evaluations of their work, and thus career success, through such seemingly innocuous things as speech, eye contact, comfort levels and conflicting role expectations.

WISELI, which will be housed in the College of Engineering, will develop and introduce a series of diverse initiatives to address the climate issue from various perspectives. Each initiative will be studied to assess its impact.

"The most important thing about the proposal is that it will allow us to evaluate the efficacy of existing programs," says Linda Greene, an associate vice chancellor who oversees gender equity and faculty development. "The results will help the university develop new programs that will attract and retain women scientists." ■

**Women in Science and Engineering Leadership Institute will:**

- Examine issues of resource distribution as they relate to gender.
- Develop workshops on campus climate for department chairs.
- Provide leadership development for women academic staff scientists.
- Initiate programs in lab management on issues affecting women.
- Provide grants to help women manage career and family conflicts.
- Develop national leadership programs for women faculty.
- Host a seminar series featuring outstanding women scientists.



*Gender equity*



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## UW-MADISON ADDRESSES SALARY INEQUITY

### News and Events

MADISON - The University of Wisconsin-Madison has taken another step in a continuing effort to ensure gender equity in salary among its faculty.

Provost Peter Spear says ensuring equal pay among male and female faculty is not just a matter of equity and fairness; it is also a step toward a positive overall campus climate.

"Equity, and a positive climate in general, help us achieve and maintain our excellence in teaching, research and service," Spear says. "Salary equity and a positive campus climate benefit everyone by helping to improve our institution."

### Media Resources

A 1992 study found a significant gap in salaries between male and female faculty members on campus. The study prompted the Faculty Senate to approve a plan to review the salaries of female faculty on an individual basis, resulting in 372 salary increases, totaling \$830,000. The senate plan also asked for a follow-up study, which was completed in 1995.

### Services

The 1995 study revealed no aggregate gender gap, but it did recommend continued monitoring of the situation. Another study was completed in 1998, which also revealed no aggregate salary gap between male and female faculty members.

However, an outside consultant advised that while the 1998 study did not reveal an overall problem, gender inequities could still exist on an individual basis. That advice led to a recently completed exercise by the provost's office to address any cases of gender pay inequity at UW-Madison.

"Our university is one of a handful of research institutions that can boast of a long commitment to gender pay equity," says Linda Greene, associate vice chancellor in the office of the provost and coordinator of the exercise.

Deans and department chairs were asked to nominate women whose salaries should be reviewed. In addition, women could request their own review. Through this process, the salaries of 117 women - or about 23 percent of the female faculty -- were carefully examined.

In each case, the school or college compared the female faculty member's salary with three male faculty members with similar education, training, academic ranks, years since degree, specialization and academic unit. Academic units were also asked to consider a faculty member's merit, based on their performance and ability to obtain grants, market demands for their specialties, and administrative duties. The provost's office then reviewed each case to ensure academic units closely followed those guidelines.

As a result, 42 faculty members, or about 8 percent of the university's female faculty population, received pay adjustments. The median pay adjustment was \$5,000, which was retroactive to the beginning of the 2000-01 school year. Total payroll for female faculty increased by \$200,000.



Spear says the exercise should be viewed as part of a continuous effort to address gender pay equity. Spear also says that discussions are underway to ensure that issues of equity become a routine consideration as part of the annual performance and salary review process. As part of the ongoing effort to address campus climate, we'll be looking for ways to assess equity in salaries throughout the university community.

"We want to embed pay equity in our culture so that it is not necessary to carry out periodic special exercises to adjust for equity slippage," Spear says.

# # #

-Kent Barrett, (608) 262-0930; kentbarrett@facstaff.wisc.edu

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CONTACT: Jo Handelsman (608) 263-8783, joh@plantpath.wisc.edu;  
Molly Carnes (608) 267-5566, mlcarnes@facstaff.wisc.edu

WOMEN IN SCIENCE GET A MAJOR BOOST FROM NSF, UW-MADISON

MADISON - With the help of the National Science Foundation, the University of Wisconsin-Madison will establish a "living laboratory" for gender equity in science with the establishment of a new institute to promote the advancement of women in science and engineering.

The institute, to be known as the Women in Science and Engineering Leadership Institute, will serve as a catalyst for initiatives intended to enhance the advancement of women in science and to measure the success of such efforts.

The new UW-Madison initiative, supported by a \$3.75 million grant from NSF, is intended to help broaden representation of women in science at all levels, says Jo Handelsman, a UW-Madison professor of plant pathology and an institute co-founder.

"Although we've made strides to eliminate gender bias in the workplace, we are far from having a level playing field in science laboratories at universities," Handelsman says. "Today, only 21 percent of UW-Madison faculty in science and engineering are women. We have a ways to go to achieve equity."

The Wisconsin initiative is being supported by NSF's ADVANCE program and is intended not only to increase representation of women in science, but to help them achieve a greater role in scientific leadership and enhance the culture of science as it affects women.

"There are major deficiencies in the U.S. work force in many fields of science and engineering, and NSF realizes that if we draw more women into these fields, we'll begin to address some of these core issues," says Molly Carnes, professor of medicine and a co-founder of WISELI.

"WISELI represents a major step toward improving the campus climate," says Chancellor John Wiley. "With their grant, NSF turned to us for leadership on the issue of women in science. They know we can lead the campus, and the nation, in making a difference."

UW-Madison was one of nine U.S. universities NSF selected from a pool of 76 applicants to undertake a national initiative aimed at improving the working environment for women scientists.

"UW-Madison has a history of improving conditions for women faculty, and staff," Handelsman says. "We've made a difference, and that's what convinces us that we can solve the problem."

She says statistical evidence indicates that women scientists on the Madison campus are just as likely as men to receive tenure, and that there seems to be no overall difference in pay scales between men and women in science and engineering disciplines. Mentoring programs and gender equity pay exercises have corrected some of the glaring problems that were identified a decade ago, yet a general climate problem remains, according to Handelsman.

Carnes says that UW-Madison female faculty cite issues that are similar to those documented at other universities. For example, research has shown that women are at a disadvantage in evaluations of their work, and thus career success, through such seemingly innocuous things as speech patterns, eye contact, comfort levels and conflicting role expectations.

"Blatant gender bias sometimes occurs," she says, "but often the problem is more subtle, one of an unwelcoming climate."

She cites a gender climate survey conducted in the UW-Madison Medical School that suggested women were far more likely than men to acknowledge that they did not feel like welcomed or valued members of the academic community, and that they were aware of informal professional networks from which they were excluded.

Because many factors affect campus climate, no magic bullet to solve the problem exists, says Handelsman.

Gender equity



WISELI, which will be housed in the College of Engineering, will develop and introduce a series of diverse initiatives to address the climate issue from various perspectives. Subsequently, each initiative will be studied to assess its impact on women, men and the institution.

Among its planned initiatives, the institute will:

- Examine issues of resource distribution as they relate to gender on the Madison campus.
- Develop workshops on campus climate for department chairs.
- Provide leadership development for women academic staff scientists.
- Initiate programs in lab management on issues affecting women.
- Provide grants to help women manage junctures where career and family conflict.
- Develop national leadership programs for women faculty.
- Host a seminar series featuring outstanding women scientists.
- Create endowed professorships for women in science.

"The most important thing about the proposal is that it will allow us to evaluate the efficacy of existing programs," says Linda Greene, an associate vice chancellor whose responsibilities include issues of gender equity and faculty development. "The results will help the University of Wisconsin-Madison develop new programs that will attract and retain women scientists."

# # #

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Terry Devitt (608) 262-8282, [trdevitt@facstaff.wisc.edu](mailto:trdevitt@facstaff.wisc.edu)

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Gender equity

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April 18, 2001

TO: News directors, editors  
FROM: Judy Holt, (608) 265-7875  
RE: SWEDISH TEACHERS AND OFFICIALS VISIT UW-MADISON

Twenty-one teachers and county administrators from Sweden are in Madison this week to share their gender-equity projects with faculty and students from the University of Wisconsin-Madison School of Education and area elementary and middle schools.

The projects were completed under the direction of Professor Britt Marie Berge at Umea University in Sweden. Group members will discuss their research projects 2-5:30 p.m. Thursday, April 19, in 259 Educational Sciences Building, 1025 W. Johnson St.

They will also participate in an online graduate class taught by professors Marianne Bloch, UW-School of Education, and Beth Blue Swadener, Kent State University, Thursday, April 19, 7-9 p.m. in 212 Educational Sciences Building. Both discussions are open to the public.

The visit is part of an eight-year faculty and graduate exchange program that the School of Education at UW-Madison has had with Umea University's School of Education, Departments of Pedagogics and Teacher Education.

Media interviews can be scheduled through Thursday evening by calling Marianne Bloch at (608) 213-5317.

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**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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- A. A Rationale for Recommendations and Time Line
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1. Expand educational opportunities for women students.
2. Increase the hiring, promotion, and retention of women faculty, academic staff, and classified staff.
3. Make the learning and working environment more welcoming to women, especially women of color and women who identify as lesbian, bisexual, or transgendered.
4. Provide conditions that allow for balancing work and personal life.
5. Create an effective organizational structure for improving the status of women in the University of Wisconsin System.

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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



## 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 21<sup>st</sup> 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 21<sup>st</sup> 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.<sup>1</sup>

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.

<sup>1</sup> 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,<sup>2</sup> 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.

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<sup>2</sup> 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.

Discipline	1987-93	1997-98	Reference
Physical Sciences	84	97	34.4%
Mathematics	70	83	40.0%
Biological Sciences	283	316	55.0%
Engineering-Related Tech	39	33	5.6%
Engineering	148	151	15.1%
Computer/Info Sciences	62	41	13.6%
Agricultural Sciences	170	140	44.2%
Women Receiving Bachelors			



## 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.

Women Receiving Graduate Degrees:	1982-83		1997-98		Reference
	N	%	N	%	
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.

UWS Total Employees:	1982-83		1997-98		Reference
	N	%	N	%	
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:<sup>3</sup>**

- Women continue to constitute the majority of academic staff, and that proportion has increased noticeably since 1988-89.<sup>4</sup>
- 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
	N	%	N	%	N
<b>Non-Instructional Academic Staff:</b>					
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
<b>Women among Non-Instructional Academic Staff by Salary Grade:</b>					
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
	N	%	N	%	N
<b>Classified Staff:</b>					
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

<sup>3</sup> 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.

<sup>4</sup> 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.<sup>5</sup>
- 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: <sup>6</sup>	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

<sup>5</sup> 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.

<sup>6</sup> 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:<sup>7</sup>

- 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	%	
<b>Legal Faculty</b>					
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.

<sup>7</sup> "Legal faculty" are those who are tenured or in the tenure track.



	1982-83		1997-98		Reference
<b>Women among Legal Faculty by Rank</b>					
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
<b>Women among Legal Faculty by Tenure Status</b>					
Tenured	878	15.4%	1,227	24.2%	T11
Tenure-Track	542	33.7%	587	45.5%	T11
<b>Instructional Academic Staff</b>					
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
<b>Faculty New Hires:</b>	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
<b>Women among Faculty in the Sciences, Math &amp; Engineering Disciplines:</b>					
Phys. Sci/Math/Engr.	53	4.4%	133	11.5%	T12
Bio. & Health Sci.	271	28.0%	264	28.9%	T12
<b>Women Receiving Ph.D.s in Selected Science Disciplines:</b>					
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
<b>Women Receiving Ph.D. and Professional Degrees-Nationwide<sup>8</sup></b>	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
<b>UWS Researchers and Scientists</b>	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

<sup>8</sup> 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



GENDER EQUITY -- AN AGENDA FOR THE '90S  
REPORT OF THE GENDER EQUITY TASK FORCE



University of Wisconsin-Madison

April 10, 1990





GENDER EQUITY -- AN AGENDA FOR THE '90s  
REPORT OF THE GENDER EQUITY TASK FORCE

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April 10, 1990

GENDER EQUITY -- AN AGENDA FOR THE '90s  
REPORT OF THE GENDER EQUITY TASK FORCE

INTRODUCTION

The purpose of this report is to set an agenda for the 1990s with the goal of achieving greater gender equity at the University of Wisconsin-Madison. Such an agenda responds to the need for a commitment to use the talents of all members of this university community as we move toward the 21st century. That commitment may be dictated by the facts of demographics-- statistics show that in the 1990s three out of every five new entrants into the labor force will be women--but it ought also to be based upon the role of a great state university to foster the talents and broaden the horizons of all its members.

This report begins with some background on the Task Force and the history of gender equity concerns at the University. Next is a brief section defining our philosophy of gender equity. Then it looks at some issues that affect all women regardless of their status in the university community, followed by sections dealing with the concerns of particular subgroups of the University community--faculty, collateral faculty, academic staff, classified staff, and students.

A. Composition and Activities of the Task Force

The Task Force on Gender Equity was appointed by the University Committee on March 10, 1989. Members appointed were: David L. Clark, Joann F. Elder, Melanie Emmons, Barbara Hornick, Janet Hyde, Leslie McCall, Marygold S. Melli (chair), Sue Sanford-Ring, Frank Siegel, Patricia Williams, and Kristin Wilson. Beginning with Fall 1989, David Clark was replaced by James C. Weisshaar.

The charge to the committee was as follows:

1. Review past and current affirmative action policies and procedures, particularly those designed to benefit women, and construct a philosophical statement to guide future policy development in this area.
2. Examine the UW-System Equal Opportunities in Education Policy and make recommendations for fulfilling the reporting expectations of that policy. Components of that policy include: student recruitment, admissions and financial aid, counseling, housing, child care, women's studies, physical education, complaints/grievances, placement service, co-curricular activities, health services, class hours, security, appointment of students to university committees, publications and monitoring institution progress.



3. Recommend mechanisms for coordinating the work of groups currently charged with responsibility for gender-related issues (safety, sexual harassment, child care).
4. Determine whether adequate safeguards exist for ensuring that equitable personnel decisions are made especially in recruitment and selection, promotion, salaries and retention of women.

The Task Force met three times in the Spring 1989 semester and biweekly in the Fall 1989 semester. We received able staff assistance from Bonnie Ortiz, then Acting Director of Affirmative Action. Lynette Gerstner, an observer from the Wisconsin State Employees Union which represents classified staff, attended a number of the meetings and was very helpful. We reviewed numerous reports (a list is included in Appendix A) and met with several officials and representatives of other committees to obtain information on relevant issues.

The Task Force also sought information from individuals. A notice was placed in Wisconsin Week soliciting comments regarding gender equity issues and an announcement requesting comments was sent to all departments to be posted on bulletin boards. In addition, Task Force members interviewed a sample of faculty, academic and classified staff, and students to obtain some feeling for the climate--or climates--for women in the campus community. The interview schedule used to guide these interviews was prepared by Task Force member Janet Hyde. It is reproduced in Appendix B. The interviewees were guaranteed anonymity and selected so that most segments of the university community were represented: faculty, both tenured and untenured; academic staff of several types such as research, administrative, and clinical; both represented and nonrepresented classified staff; and students, both undergraduate and graduate. An effort was also made to cover most colleges, so faculty were interviewed in the Colleges of Agriculture and Life Sciences, Engineering, Letters & Science, the Business School, the Schools of Education, Family Resources and Consumer Sciences, Allied Health, Nursing and Veterinary Medicine, the Law School and the Medical School. Academic staff interviewed included clinical faculty, lecturers, librarians, administrators, researchers, laboratory technicians and medical support personnel. Classified staff included administrative, supervisory, maintenance, and clerical personnel. Most of the interviewees were women and a number were black. A major goal of these interviews was to broaden perspectives beyond those of the Task Force members. The insights yielded by the interviews will be discussed later in the report.

#### B. Some History

This Task Force report is not the first time that the UW-Madison has tried to assess the problems facing women in the university community. In 1980, at the direction of the Board of Regents of the UW System, a Committee on the Status of Women was



appointed. The report of that committee was divided into the recommendations of four subcommittees--affirmative action, employment, education and student issues, and sexual harassment. The present Task Force began its work by reviewing the recommendations of the first three of those subcommittees. It did not study the recommendations of the subcommittee on sexual harassment because that issue was specifically not part of its charge. Since 1981 the UW-Madison has had a Sexual Harassment Policy Committee focusing on the many problems related to sexual harassment. That committee has recently improved complaint procedures and designed programs to educate the campus community further about the issues. These issues are gender issues and there is clearly much to be done in this area but the Task Force recognizes that the Sexual Harassment Policy Committee is responding ably to them.

The Task Force found that many of the problems and inequities found by the 1980 committee had been remedied--only to be replaced by other, often more subtle, problems. In making our report and recommendations we are indebted to the work of the 1980 committee and build upon and refer to its recommendations where relevant.

### C. Where We Are Now

Today, at the beginning of the 1990s, the Task Force found that, in terms of gender equity, the university was a better place than it was a decade ago--but only incrementally so. There has been an increase in the enrollment of women students, from 48% of the undergraduate enrollment in 1980 to 51% in 1989. There has been an increase in the percent of women faculty from 14% in 1980 to 17.6% in 1989. More departments have larger percentages of women. Twenty-nine of the 124 departments at the university now have women faculty members in proportion to the representation of women in the estimated availability pool for that discipline. However, for five of these departments, this means that the department has no women because so few women are trained in that discipline. Of departments that needed to hire women to meet their work force goals, 53 hired women in the five year period (1983-1988) for which the Task Force had information. Six of those departments hired only women. (See tables in Appendix C.)

Women are more visible in 1990 in the governance structure of the University. The Report of the 1980 committee had recommended that

"The Nominations Committee should be urged to make a concerted effort to recruit women nominees for committees. Because of the small pool of available women, that committee should make a special effort to involve all women faculty members so that the same small group of women are not asked continually to be nominees or to serve on appointed committees. . . .



Lists of all university committees should be circulated to all campus women with the request that they indicate committee assignments that would be of interest to them. Not only will this match possible committee members with committees in which they are most interested and most able to contribute, but also women will become known to nominations committees and administrators who make appointments."

This recommendation has been implemented. Each spring, the Secretary of the Faculty sends a list of all committees and their functions to all faculty, and asks them for nominations (themselves or others) for these committees. Responses are then used when committee selections are made.

The University of Wisconsin-Madison has much more activity focused on issues of gender equity than it had in 1980. Committees on Parental Leave Policy, Child Care, Security, Sexual Harassment, and Women in Athletics are actively pursuing gender equity issues. The Women's Studies Program is well established and recognized as one of the best in the nation. A series of summer conferences on Feminism and Legal Theory sponsored over several years by the Law School has attracted national attention.

These changes have begun to alter the face of the university community. Perhaps, the most important addition to the feminist presence on the campus is the appointment in 1988 of the first woman chancellor of the University of Wisconsin-Madison. Her competence and leadership have added immeasurably to making the University community a more gender equitable place.

All of the above are positive developments. But there are negatives also, and they are disturbing. Ninety-five departments out of the 124 at the university have not reached their work force goals. Forty-two of them did not hire any women in the five year period 1983-1988. In 12 of these departments the availability of women was 33% or higher. Clearly, more must be done to attract qualified women faculty. Just as important, as will be discussed later in the report, is the need to retain the women hired. A 1988 study<sup>1</sup> has documented the fact that probationary women faculty are twice as likely as men to leave the university voluntarily.

The formation of committees, too, does not necessarily mean that a problem is solved. There is a Sexual Harassment Policy Committee, but sexual harassment continues to occur. There is a Child Care Committee, which issued an impressive report, but the supply of child care on campus is still woefully inadequate.

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1. L. Reed, R. Douthitt, B. Ortiz, & D. Rausch, Gender Differences in Faculty Retention at the University of Wisconsin-Madison (September 1988).



## I. A PHILOSOPHY TO GUIDE GENDER EQUITY POLICY

The Task Force viewed the request to construct a philosophical statement to guide future policy development on gender equity as perhaps the most important item in its charge.

Gender equity operates on the principle of equality of opportunity: that all members of the university community-- faculty, staff, and students--should have equality of opportunity regardless of gender. Equality is a complex notion because it must function in an unequal world, a world fashioned by stereotyped gender roles. The task for a policy guided by principles of gender equity is to remove barriers, to overcome stereotypes, and to foster new approaches so that there is true equality of opportunity. Ultimately the university benefits; we move closer to a true meritocracy because genuine merit is uncovered when stereotypes and prejudice are swept away.

It is important to recognize that equality of opportunity for one group within the university may have implications for other groups. For example, true equality of opportunity for women students might mean having as many women faculty as men faculty, to serve as role models and provide women students with an expansive view of what they themselves are capable of. This in turn implies a need to hire above availability to reach a faculty composition that more nearly reflects the student body.

The principle of hiring above availability (affirmative action) becomes more imperative when one considers the statistics involved. Because historically the faculty has been so overwhelmingly male (over 82% even in 1989), even if one hires women at availability, and assuming equal retention rates, it will still take 30-40 years for the overall composition of the faculty to rise gradually to current availability. And even this is an optimistic prediction because retention rates are not equal.

Women now constitute the majority of undergraduate students at universities nationwide. They constitute an increasing proportion of the work force. To respond to the needs of the increasing numbers of women students, and to maximize the chances of selecting the best candidates for the work force of the 1990s, vigorous programs for gender equity in student matters and in hiring will be essential. It follows, therefore, that gender equity and merit are supportive terms, not mutually exclusive ones, as some would have us believe.

This concept of gender equity, that society must make the best use of the abilities of all its members, will be vital to our development as a scholarly community as we move into the decade of the 1990s and look to the 21st Century.



## II. GENERAL CONSIDERATIONS COMMON TO ALL WOMEN AT THE UW-MADISON

### A. Family Issues

Family issues are among the most important concerns for women on campus, whether they are faculty, academic or classified staff, or students. The availability of affordable, quality child care may determine whether or not a student-parent remains in school and whether or not a woman continues a career. The nature of parental leave policies and the strength of efforts to hire spouses directly affect our ability to attract and retain qualified women in faculty and staff positions. We are now a society in which 44.8% of the work force is women; half of all married mothers with infants younger than age two (2.8 million mothers) are in the work force--a 108% increase since 1970.

Given these societal changes, the University environment must be supportive of family needs so that women can freely pursue educational and career opportunities. Measured against a working life of forty or more years, the period of time in which a woman bears and raises small children is brief. Significant efforts to assist women during these difficult years make good economic sense, as major corporations have recently come to realize.<sup>2</sup> In this important area, the University should play the roles of innovator, educator, and leader.

1) Child Care. Women have historically assumed primary responsibility for the welfare of their children. They continue to do so today, even in the face of increasing demands outside the home. Although child care obviously impacts on both male and female employees and students, it is most often the woman who faces the more severe conflict between work/study and care of children at home. Single parents, a growing segment of society, face formidable obstacles to the pursuit of educational and career goals.

The University Child Care Committee at the UW-Madison has been active since 1970. Recent efforts culminated in the report "Unfinished Business: Children, Families, and Child Care at UW-Madison." This outstanding work summarizes the current status of child care on campus and details twenty immediate, intermediate, and long range initiatives that would build toward the goal of serving, by the year 1995, the needs of 25% of the 9,500 children, ages birth through fifth grade in 1983, of students, faculty, and staff. Most recently, the Child Care Committee

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2. Corporations are increasingly giving benefits in the work/family area. See, Rodgers, F.S. & Rodgers, C., "Business and the Facts of Family Life," Harvard Business Review (Nov-Dec. 1989) 121-129. See also, "Saying No to the Mommy-Track," N.Y. Times, Sunday, January 28, 1990, Sect. 3, Pt. 2, p. 29.



prepared a budget that addresses all twenty initiatives in prioritized fashion and suggests creative funding strategies.

It is crucial that significant financial support of child care on campus become a line item in the next biennial budget. In particular, we urge funding of the following measures:

(a) Establishment of the position of Child Care Coordinator, a staff member in charge of promoting and coordinating the expansion and delivery of high quality child care on campus. This person would be directly responsible to the Vice Chancellor for Gender Equity Issues.

(b) Creation of a plan for affordable health care for student families. Many student-parents now have insurance for themselves but not for their children.

(c) Creation of an extended hours child care center on campus, open up to 24 hours per day, seven days per week, to serve children whose parents must work nights and weekends.

(d) Inclusion of space allocation for child care facilities in all new construction or major remodeling projects of University buildings, beginning with the 1991-1993 biennium.

Details of these and other elements of the Child Care Committee's program are presented in the document "Unfinished Business." The program is not inexpensive. However, child care is central to providing equality of opportunity for women not only in the University but also throughout state government. The University should consider cooperating with other groups in state government to seek a child care initiative and funding from the state.

2) Parental Leave. Closely related to problems of child-caring for women are those related to child bearing. Newborn or newly adopted children make particular demands on the time of parents of both genders, but especially mothers. In 1987, a committee was appointed to develop a policy for parental leave, i.e., for leave from work for purposes of caring for a newborn or newly adopted child.

The report of the Committee on Parental Leave Policy was issued in October, 1988. The Gender Equity Task Force endorses that report. Several of its recommendations are already in place, whereas several others need to be taken to the Regents and possibly the legislature for approval. We recommend that those final levels of approval be sought immediately. Furthermore, parental leave policy at the university should be monitored periodically to ensure that it is in compliance with state law and possibly new federal laws. The Wisconsin Family Leave Law mandates six weeks of job-guaranteed leave for mothers or fathers for care of a newborn or newly adopted child, as well as care of



an elderly relative, a task that falls disproportionately on women.

The Parental Leave Policy Committee included eleven recommendations, which are too lengthy to summarize here. We wish, however, to highlight our support for several of the recommendations:

(a) Part-time Appointments. In order to ease the transition back to work, faculty and staff should be allowed part-time work for the first year after the birth or adoption, with the option to return to full-time work.

(b) Equal Treatment for Mothers and Fathers. Our commitment to principles of gender equity leads us to insist that parental leave policy treat mothers and fathers equally in all respects, including the right to a job-guaranteed leave and the right to use accumulated sick leave to yield a paid leave.

(c) Paid Infant Care Leave. The Task Force recommended that the University explore means of financing a paid infant care leave of six months. We endorse this recommendation. The promise of parental leave cannot become a reality for lower-income workers because they cannot afford unpaid leave. Paid infant care leave is essential.

(d) Stopping the Tenure Clock. We support the recommendations that untenured faculty be permitted to stop or extend the tenure clock by (a) shifting to temporarily reduced appointments, thereby extending the tenure period proportionately; (b) extending the tenure clock for the amount of time that paid sick leave is taken; and (c) extending the tenure clock, upon request from the faculty member, by one year even if no leave is taken. We anticipate that this policy on the tenure clock will give women faculty with new babies a more equal chance to earn tenure.

3) Spouse Hiring. In the two earner families of the 1990s, it is vital that attention be paid to the fact that a job offer to one spouse often results in considerations of career changes for both spouses. Increasingly, faculty hiring includes the issue of a spousal hire. The size of this university should be a great asset in the new era in which there will be fierce competition for talented faculty couples. The number and variety of positions available at the UW-Madison should be a major advantage.

Although spouse hiring may receive most attention in the recruiting of faculty, it is an issue important in the recruitment, retention, and satisfaction for all employees--both female and male. The Task Force recommends that a central referral source be established for assisting current employees and applicants being recruited in securing employment for



partners. This should include establishing contacts with other public and private employers in the area.

## B. Women of Color

Women of color constituted 1.5% of the faculty, 3% of the academic staff, 2.3% of the classified staff, and 3.2% of the student body in 1989. In addition to all the other issues raised in this report for women in general, women of color have the additional issues of racism and being a disproportionately small minority at a university that is overwhelmingly white.

A number of women faculty, staff, and students of color were interviewed as part of the process described earlier. Faculty women raised the issue of triple demands on their time; because of well-intentioned efforts to include women and minorities, they are the objects of excessive numbers of requests to serve on university committees and perform other sorts of university service, in addition to extra service at the national level in professional organizations. Time for scholarly work can then be crowded out, and these women may suffer the consequences at the time of evaluation.

Students report a similar problem. One recounted an incident in which she approached a white male professor after class, asking him why no works of women of color were included on the syllabus. He replied that he would be happy to include some if she would supply the citations. Upon reflection, she decided not to do so, believing that she needed to devote her time to studying and that it was not her job to educate the professor.

This raises the issue of curriculum. Most students who are women of color report that they feel invisible in the curriculum. Strong efforts at curriculum reform are essential to represent this group.

Problems of social isolation are frequently mentioned. Women of color constitute a tiny minority of the faculty and typically are alone in their departments. They report not feeling a part of the team of faculty colleagues. Furthermore, they report some problems with white male students resisting their authority, as well as problems of student resistance when they attempt to include discussions of race and ethnicity in mainstream courses.

Women of color who are graduate students report difficulties in the dynamics of working closely with a faculty advisor. It is nearly impossible for them to find a faculty member who is also a woman of color with whom to work, and almost invariably they must work with a white man. It is far more difficult to establish a close relationship in such a situation than it is between a white male graduate student and a white male faculty member.



In short, if we are to address issues of gender equity for all women on the Madison campus, we will have to address issues of race equity as well.

### C. Language

Language presents issues of gender equity. Sexist language includes the use of "man" to refer to all humans, the so-called gender-neutral use of pronouns such as "he," and the masculine form in occupational titles such as "chairman" of the department. Sexist language has no place in a university because it may contribute to a hostile environment for women students, staff, and faculty, by excluding them from discourse, occupational titles, and so on. Research shows, for example, that the use of male references in the description of an occupation lowers people's ratings of the competence of women in performing that occupation.<sup>3</sup>

Based on the belief that sexist language is unacceptable on both moral and scholarly grounds, many professional organizations such as the American Psychological Association and the American Sociological Association mandate the use of nonsexist language in their style manuals. Many college textbook publishers, including McGraw-Hill and Scott, Foresman, have similar regulations for style.

The Gender Equity Task Force recommends that the University of Wisconsin-Madison move to a uniform policy of nonsexist language in all official communications and titles. All official forms, application guidelines, and so on, should be examined for instances of sexist language and revised accordingly. Titles such as "chairman" should be changed to "chair." Faculty, teaching assistants and other instructional personnel should be encouraged to reflect this nonsexist language policy in their class materials, lectures and other instructional activities.

### D. Sexual Harassment

Sexual harassment continues to be a major impediment to gender equity. Therefore, the Task Force wishes to reiterate that sexual harassment, in all its manifestations--from behavior that creates a hostile environment for work or learning to direct solicitation of sexual favors--is unacceptable, and must not be tolerated at the University of Wisconsin-Madison. As discussed earlier, the Gender Equity Task Force supports the work of the Sexual Harassment Policy Committee. In particular, it supports the work of that committee in the following areas:

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3. Hyde, J.S., Children's Understanding of Sexist Language, 20 Developmental Psychology, 697-706 (1984).



(1) Implementing an educational campaign to inform the entire University community about the issue of sexual harassment, defining its various forms, stating clearly that sexual harassment is against the law and university policies, summarizing what a victim can do about it, and publicizing the names of persons to whom complaints may be made.

(2) Clarifying the procedures for processing informal and formal complaints of sexual harassment, including the policy on confidentiality and nonretaliation.

(3) Expanding the network of persons available to serve as the first contact for sexual harassment problems in departments and other work units across the campus, and providing training for these individuals.

(4) Providing advocates to assist individuals who may be experiencing sexual harassment.

(5) Supporting publication of a report of complaints received by the Affirmative Action Office and Dean of Student's Office.

#### E. Safety

One major factor affecting the quality of life for women is that of safety. The Security Committee was formed to promote the personal safety of all who study, work, and visit the UW-Madison campus. It particularly evaluates the security needs and concerns of women and makes policy recommendations to the Chancellor. Problems which continue to be addressed by this committee include date rape, improving lighting on campus to enhance nighttime safety, and providing education for the campus community on assault/safety issues. The Security Committee promoted the addition to the curriculum of a self-defense course which is now being offered by the Department of Physical Education.

The committee developed a proposal for a Center for the Prevention of Sexual Violence. The report, endorsing the proposal, was forwarded to the Dean of Students and the Chancellor in February 1990, and awaits administrative action.

As a part of their educational campaign, the Committee has: assisted in the printing of brochures, "Date Rape," and "Assault," and targeted distribution of these brochures each semester to reach instructors whose classes include high percentages of freshmen and sophomore students; distributed brochures from Men Stopping Rape in campus residence halls; regularly promoted Chimera assertiveness/self-defense classes which are offered for women on campus each semester.

The Committee has worked cooperatively with the campus Police and Security Division and the Office of Planning and



Construction to promote campus safety. The Office of Planning and Construction now has a one-half time employee who will systematically assess lighting needs, the availability of emergency telephone and other safety issues. Several activities are planned for Sexual Assault Awareness Week, including posters on campus buses, information campaigns in the student unions and residence halls, and a program with a nationally recognized speaker. The Gender Equity Task Force commends the work of this important group.

#### F. Advocacy for Gender Equity

One of the problems that runs through the history of gender equity concerns on the Madison campus is the question of who should be charged with the coordination of the various initiatives and committees. In 1980, the Committee on the Status of Women recognized this and faulted the Affirmative Action Office for not being more proactive. It recommended two initiatives to enhance the gender equity performance of the university: (1) the creation of an ombudsperson office to handle grievances of women on campus and (2) the establishment of an Advisory Committee in compliance with Regents' Guidelines of 1975 to work closely with the Affirmative Action Office and to aid and monitor progress. Neither of these recommendations has been implemented. Instead, much of the coordination still rests with the Affirmative Action Office which has been burdened with increasing demands for reporting and compliance activities.

The Task Force has concluded that the problems of gender equity are sufficiently important and intractable that the visibility of an office at the Chancellor's level, staffed by a faculty member, is the appropriate solution. That person would be an Associate Vice Chancellor for Gender Equity.

That person would:

- (1) Act as an ombudsperson to deal with the problems and grievances of women on campus, particularly when those problems involve conflict with the department in which the person is employed.
- (2) Work with appropriate institutional personnel to develop and implement training programs for all faculty and staff to increase awareness of and sensitivity to gender equity problems and work-family issues.
- (3) Coordinate the work of the many committees that deal with gender equity issues.
- (4) Work with departments and the Affirmative Action Office to ensure that affirmative action goals are met.



- (5) Work with departments on retention of women, including spousal retention problems.
- (6) Work with the Equity Action Committees described below to ensure that they are organized and functioning effectively to carry out the tasks assigned them.
- (7) Supervise the reporting requirements of the UW-System in connection with the UW-System Equal Opportunities in Education Policy and work to establish standardized reporting procedures to the UW-System and the legislature.

#### G. Implementing Gender Equity

There are two matters that need to be dealt with in implementing gender equity in the university community. The first is the need for education. It seems clear from the interviews and complaints received by the Task Force that there is a need at all levels of the University to be more aware of and responsive to equity needs. A comprehensive training program should be put in place for all faculty and staff. Special attention should be paid to training for department chairs, supervisors and other management employees and for teaching assistants.

The second matter is oversight of the implementation of gender equity initiatives. The 1980 Committee on the Status of Women recommended the establishment of Equity Action Committees in each school and college for such purpose. In 1981 all schools and colleges were asked by the Chancellor's Office to establish these committees. However, in 1987 the Committee on Nondiscrimination and Affirmative Action in Faculty Employment (CONAFE) surveyed the committees and found there was great variety in the composition and in the level of functioning of these groups. Some were performing the tasks foreseen by the 1980 Committee; others were inactive; still others functioned for very limited purposes.

The Task Force believes that the concept of an Equity Action Committee is a good one, particularly in the milieu of the academic environment of a large, decentralized university. Therefore, we recommend that the Equity Action Committees be revitalized to oversee equity problems in each college. They would be organized and have the functions proposed by the Committee on Nondiscrimination and Affirmative Action in Faculty Employment in its May 1987 report. (A copy of the report is in Appendix E.)

The duties recommended by the report for the EACs include publicizing affirmative action issues, advising the deans and departments on affirmative action matters and acting as a grievance agency. The organization recommended by the report includes representation by faculty, academic staff and classified



employees, and regular reporting to the dean. We suggest that consideration be given to including student members also.

In the College of Letters and Science it is recommended that there be four EAC's, one each for departments in each of the four divisions. The work of all EAC's would be monitored and coordinated by the new Associate Vice Chancellor for Gender Equity.

### III. THE FACULTY

#### A. The Climate for Women Faculty.

The University of Wisconsin-Madison is a diverse, complex and decentralized place. A faculty member lives her professional life and makes her scholarly contributions as a member of her department. That is the environment in which she must succeed and, therefore, the support that she receives there is vital to progress for women faculty. Although the vast majority of the 124 departments that make up the university are overwhelmingly male, they vary greatly in the type of climate they provide for women faculty. The result is that one cannot speak of the climate for women faculty; rather, there are multiple climates.

In an effort to gain some feeling for the various climates for women faculty throughout the university and, also, to obtain an idea of what constitutes a supportive one, Task Force members interviewed a number of faculty in a variety of departments. (These interviews are described in more detail on p. 2 of the report.)

The most significant piece of information gleaned from our interviews was the importance of the number of women in a department in creating a supportive environment. The greater the proportion of women in the department, the less they were perceived differently and the fewer problems they reported. Women were no longer "outsiders" in a male world. There seems to be a "critical mass" that spells the difference between a friendly environment and a hostile one. We cannot say what number constitutes that critical mass but we do know that a single woman is not sufficient to create it. In fact, a single woman may feel her "token" status clearly--even though that may be far from the intent or perception of her colleagues.

Our interviews confirmed other problems with the present university environment, particularly for untenured professors. The image of an assistant professor working for tenure, dashing home for dinner and then back to the lab or library to work until midnight, presumes that he has a wife to cook the meals and care for the children. The assumption is that a faculty member has a "domestic support staff," preparing meals, handling clothes and caring for children. Such a luxury is one that most women--and men who share child care responsibilities--do not have. It is a



structure that probably is ill suited to the realities of the 1990s for men as well as women, but it may explain the present day fact that most faculty women are single or parents of older children.<sup>4</sup>

B. The Importance of Numbers and the Case of Departments with No Women

Historically, the academy has been a male preserve. It still is: in 1989, only 17.6% of the faculty were women. What is even more significant is the uneven distribution of the women. Of the 124 departments at the UW-Madison, 21 had no women faculty in 1988 and 27 had only one; in other words, one-third of the departments had no more than one woman on their faculty.

Setting a goal of achieving appropriate numbers of women faculty is important to several facets of the university endeavor. It assists in the hiring of women who see the presence of other women as an indication of a friendly and normal work place. It is vital to the retention of women faculty. Finally, it is important for the purpose of attracting women graduate students, particularly in nontraditional fields.

Although the Affirmative Action Office reports that overall, hiring of women faculty for the Madison campus meets the availability goals for our faculty, this only means that across the campus the total number of women hired is approximately equal to the percentage of women in the available pool. Many departments have failed to hire women. In fact, 95 of the 124 departments have not met their availability goal. Furthermore, even if departments hired at availability it would take 30-40 years for the composition of a department to rise gradually to availability given the limited number of open faculty positions.

Fourteen of the 21 departments that had no women faculty had not hired any women in the five-year period 1983-88. However, in all cases, based on the estimated pool of women available, each department should have been able to hire two or more women.<sup>5</sup> As might be expected, most of these departments are ones in which women traditionally have not sought careers.

The Task Force contacted these departments; we were struck by the number that reported having identified prospective women faculty but lost them to other offers. We feel it is important to encourage these departments to exert greater effort to recruit women. Data indicate that same-sex role models are extremely

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4. See Report, note 1, supra.

5. The estimated availability is the percentage of Ph.D.'s or other terminal degrees granted to women nationally.



important in the success of women in nontraditional disciplines. Also, as pointed out earlier in this report, the climate for women improves as the number of women present in an academic department or work unit increases. Ensuring that at least two women faculty members are present in each department is a necessary step to provide a situation in which young women will be more comfortable and therefore more likely to succeed as they move into disciplines and professions that have traditionally been predominantly male.

Therefore, we recommend that deans, directors, and chairs be directed to develop comprehensive plans for hiring more women faculty, particularly in departments with no women or only one woman. They should be held accountable at the time of merit increase determination for implementing this recommendation.

### C. The Retention of Women Hired

Given the leadership role of the faculty in all university matters, including gender equity, retention and promotion of women faculty is probably the major gender equity problem that the university faces in the 1990s. The University makes a substantial investment each time a new faculty member is recruited and hired, and has a strong interest in providing the support and professional development opportunities necessary to allow those individuals to become permanent, tenured colleagues. Departments must realize that hiring women is not enough. Hiring policies should reflect an appreciation for the long-term commitment and support necessary to retain newly hired faculty members, particularly when they form an underrepresented group. The report of the 1980 Committee on the Status of Women saw retention of women faculty as a problem and the situation has not improved measurably. Retention is a complex problem that requires commitment and efforts by individual departments over the long term. It involves the day to day process of developing working relationships, ensuring peaceful coexistence between colleagues who may have varying styles, personalities and outlooks apart from differences of gender.

Although at least 23% of new faculty members hired since 1974 have been women, only 9.3% of full professors in 1987 were women. A 1988 study of Gender Differences in Faculty Retention investigated the causes of this failure by surveying all faculty who began tenure track positions at the UW-Madison between July of 1977 and June of 1980. The reason for choosing this group of faculty was that a decision on their tenure would have been made by the time of the study. Of the 264 persons in the group, 215 were actually surveyed. Our recommendations are based primarily on the findings from that study.

Forty-seven percent of the women and 38 percent of the men in the study left the UW-Madison. Women were more than twice as likely as men to leave voluntarily before a tenure decision was



made. Both men and women cited better pay and improved career opportunities most frequently as their reasons for leaving.

The study focused primarily on the perceptions of the faculty--both those who stayed and those who left--of the tenure process and institutional supportiveness of their work. Although both men and women reported problems with learning what was expected of them (a majority of both men and women reported that, contrary to university policy, they received no written guidelines) women had more difficulty than men. The following recommendations are intended to improve the orientation and support for all untenured faculty although women perceive the need to be greater than men.

1) Orientation. We recommend that the Vice Chancellor for Academic Affairs work with representatives of Departments and Schools/Colleges to ensure that adequate orientation programs are in place for all new faculty. The orientation program should include, at a minimum, attention to the following areas:

- a. Tenure Requirements and Reviews. Each department should ensure that every new faculty member receives written guidelines and requirements for tenure, and has individual discussions with the department chair or mentor about the expectations. The one-to-one discussion may be even more important for women, who may not be fully integrated into informal informational channels. In addition, all probationary faculty members should receive annual written and oral reports of their progress toward tenure. These discussions should begin in the first year of the appointment, so that the new faculty member may have the maximum possible time to complete the requirements.
- b. Information about how to compete for research support available from the graduate school and external agencies. Funding agencies may be willing to send representatives to the University to conduct training sessions on grant preparation.
- c. An overview of academic requirements for undergraduate and graduate students to help the new faculty member prepare to fulfill advising expectations.

2) Getting Started. The Task Force heard concerns that women may need more help in getting started on research than men because they are less integrated into informal information networks or are less aggressive than men in seeking start-up packages when they are hired. Department chairpersons should be advocates with the Dean and the Graduate School to ensure that women receive the best possible financial support, adequate space and equipment as they begin to develop the research program that will be necessary for a successful tenure bid. Data from the study of the differences in retention of men and women faculty



showed that women perceived much less support from their department chairs than did their male colleagues.

3) Personnel Procedure Safeguards. One issue clearly related to retention problems for faculty women is that of adequate safeguards to ensure that equitable personnel decisions are made. The Task Force is convinced that the best safeguards come from changing the departmental milieu to provide a collegial supportive environment for women.

However, until that occurs--and even after that there will certainly still be cases of conflict--there should be some procedure for affording that faculty member an informal, nonadversary avenue to obtain help with her departmental problem. The Task Force recommends that this duty of advocate and ombudsperson be one of the roles assigned the new Associate Vice Chancellor for Gender Equity.

4) Equitable Assignments. Women faculty members, particularly those in departments with few women, often are "over utilized," i.e., they are called upon to assume more committee and advising responsibilities than their male colleagues. These responsibilities may adversely affect their productivity. Department chairs and Deans should be cognizant of that fact. Deliberate efforts should be taken to ensure that these duties, as well as teaching assignments, are made equitably to men and women.

5) Mentors. One of the secrets to success in the unstructured world of academe is the existence of a mentor for the untenured professor. For mentoring to work, there must be a feeling of mutual respect and trust and a sincere desire to help. For women in the predominantly male world of the university faculty, particularly in departments with no other women or only one other woman, the search for a mentor has been problematic. Department chairs and established faculty should be aware of these problems and endeavor to be supportive.

Based on information learned in the faculty retention study, a volunteer mentor program for untenured women, that is not department related, has been organized by one faculty member and maintained with little institutional support. The program clearly fills a need because 106 of the 168 untenured women in the faculty are currently participating. The Task Force recommends that the Office of the Vice Chancellor for Academic Affairs assume financial and organizational responsibility for the program, which should be expanded to include all junior faculty who choose to participate.

#### D. Pay Equity

No formal study of faculty pay equity has been done since 1978. During the past few years, the gap between average salaries of men and women full professors has widened. There is



widespread perception that this discrepancy reflects gender bias. A comprehensive study of salaries should be undertaken, including factors such as the length of service, instructional and public service excellence, research productivity and market influences, to determine whether there is evidence of gender bias. Any inequity identified should be remedied.

#### IV. THE ACADEMIC STAFF

##### A. The Climate for Women in the Academic Staff

The principal climate problem cited by women in the academic staff was the structural one of interaction on the basis of the inequality of faculty and academic staff. In this context it was hard to sift out issues of gender discrimination from issues of status and collegiality. To the extent that faculty are men and academic staff are women, the problem of structure is exacerbated by the issue of gender.

Other climate matters identified for academic staff were the tendency of male superiors and colleagues to dismiss efforts of women as less important than those of men, the fact that women have fewer role models in the upper ranks and that academic staff have historically been excluded from the decision making process. Some academic staff women felt that older women academic staff members were not supportive of younger ones.

##### B. Pay Equity for Women Academic Staff

One area in which gender bias has been demonstrated is that of pay scales for women in the noninstructional academic staff. This is one of the most diverse categories at the UW-Madison, encompassing employment that is academic, research or administrative in nature. In 1987 a new academic staff title structure and compensation plan was implemented in an attempt to rationalize job descriptions and pay scales for these employees. In 1989 a study of salaries under the compensation plan was made by Professor Robert M. Hauser and Taissa S. Hauser of the Sociology Department. They found that men's salaries were 18.2% higher than women's. Although 7.2% of this difference was rationally related to differences in schooling, work experience, and jobs, the remaining 11 percentage points were not. Five per cent of the difference occurred because jobs with similar requirements, activities, responsibilities, and working conditions were downgraded in the evaluation process for the new compensation plan if they were held by women and upgraded if they were held by men. A 2.5 percentage point difference resulted from men being given higher prefix levels within the same title series than women with the same qualifications and job characteristics. Finally, a 3.5 percentage point difference arose because women with the same personal qualifications, job characteristics, and salary grades were paid less than men.



The recommendations of the Hauser report are now being implemented by the UW-System (the Compensation Plan is a system-wide one). The Task Force strongly supports the efforts of the Office of Equal Opportunity Programs under Marian Swoboda to correct these inequities. The process should be closely monitored by the UW-Madison administration to ensure that the current problems are resolved and a system that will prevent future inequities is in place.

#### C. Job Security

Most members of the UW-Madison academic staff have fixed term appointments, which must be reviewed annually. This lack of job security was a concern frequently expressed to the Task Force. Indefinite and longer term appointments, have not been adequately awarded and may have been assigned with gender bias. The 1989-90 budget process mandated a review of all academic staff employees with 10 or more years of service in the same unit for possible indefinite status or longer term appointment; this year all those with seven or more years of service must be reviewed. The Academic Staff Personnel Committee has the issue under study. The Task Force recommends that their considerations include possible gender bias in the process of awarding--or failing to award--indefinite or other longer term appointments.

#### D. Participation in Decision Making

As stated earlier, it may not be gender related but the structure of the University creates morale problems for the academic staff. Shared governance for academic staff, formally implemented in 1985 should help address this issue. The Task Force supports more equitable academic staff representation on departmental and university wide committees, particularly those charged with planning and policy making.

#### E. The Special Problem of CHS (Center for Health Science) Appointments

In clinical departments of the Medical School there are two tracks of faculty rank; a tenure track and a CHS (Center for Health Sciences) track. CHS appointees are judged by their clinical service and teaching performance and are not usually expected to have significant independent basic or clinical research programs. The CHS track is essential to the clinical and teaching programs of the medical school and some departments (anesthesiology and surgery) appoint all new assistant professors to the CHS track; those who develop successful research programs have the opportunity to switch to tenure track appointments. While CHS appointees are legally academic staff and not faculty, both tracks are similar with respect to a ladder of ranks, instructor to professor. The CHS track, however is not a legal faculty track and CHS appointees do not have the privileges of their tenure track counterparts. By definition, tenure is not granted to CHS appointees regardless of their title (i.e.,



professor (CHS) are untenured) and they have no security beyond their immediate contract periods. CHS appointees are not eligible for funding by the Graduate School Research Committee and unless granted voting status by their home departments, they cannot vote in faculty meetings. Of the medical school faculty, 33 percent are CHS appointees. Women make up 20.6 percent of the CHS track positions and 10.4 percent of the tenure track. There are probably many reasons for the proportionally greater representation of women in the CHS track. Interviews have indicated that some women elect the CHS track because of their greater time commitments to child rearing.

Some CHS track appointees feel that they are second class citizens in the medical school. Most departments are sensitive to this issue and have granted faculty status (i.e., voting rights) to CHS appointees. These voting rights may be limited, depending upon the department; CHS appointees cannot vote on promotion within the tenure track, for example. There is considerable sentiment among CHS appointees to eliminate the class barrier and have one class of faculty, all of whom would be eligible for tenure. While this would alleviate morale problems among CHS appointees, it would bring significant new problems to the medical school. The criteria for promotion to tenure would have to undergo considerable revision, to allow for promotion of faculty who had no significant research activities. This is contrary to the concept of universities as repositories of scholarly activity as defined by research productivity. Present CHS appointees granted tenure would also become eligible to serve as department chairs and the central position of scholarly basic academic research could be seriously affected. On the positive side, the importance of teaching as a factor in promotion would be strengthened.

There is reason to believe that significant numbers of female CHS appointees would be tenurable were their tenure clocks slowed (to half speed, for example) during pregnancy and in the neonatal period. Although this is technically possible under present rules, it apparently has never been done. Another solution for women who wish to pursue an academic career yet devote blocks of time to child rearing would be provision for two women to share one FTE tenure track appointment with each of their tenure clocks running at half speed.

The problem is expected to increase in the coming years as the difficulty in obtaining extramural research support increases in the present highly competitive arena. The percentage of CHS faculty in the medical school will probably increase, and with that increase, the level of discontent may also escalate. It will be in the best interests of the medical school to be sensitive to this issue and to protect and extend the policy of granting faculty status (i.e., departmental voting rights) to CHS appointees.



Because no wholly satisfactory solution to this problem is apparent, the Task Force recommends that a thorough study of the CHS track be undertaken in the near future.

## V. THE CLASSIFIED STAFF

### A. The Climate for Women in the Classified Staff

The UW-Madison is a hierarchical structure of three groups: the faculty, academic staff, and classified staff. This structure becomes a gender issue because women have historically been concentrated in the lower ranks. For example, in many departments, the faculty, at the top of the structure, is predominantly male while the administrative and clerical support staff at the opposite end is almost exclusively female. The treatment of this predominantly female staff by male faculty was described by those interviewed as disrespectful, indifferent, and unresponsive. Attitudes and behavior of older male faculty were most often cited as particularly bad. Probably the largest number of complaints the Task Force received centered on the treatment accorded classified staff by faculty and, at times, by members of the academic staff. In many cases, classified staff are dedicated professionals with high levels of duties, responsibilities, expertise, experience and education, but who are treated with less respect than their colleagues with academic titles.

In nonclerical areas, classified staff experience classical gender-biased problems associated with women in traditionally male occupations: sexual harassment of various types, marginalization of their contributions, and refusal by management to recognize security problems specific to women.

On the other side of the coin, a man in a female-dominated position reported feeling discrimination from both men and women because he was doing "women's work."

### B. Participation in Decisionmaking

One of the morale problems directly related to the hierarchical structure mentioned above is the complaint of the classified staff that they are not included in the decision making process on the campus. They point out that there are many committees such as the Security Committee, some of the Equity Action Committees, the Gay/Lesbian Interests Committee and the Disabled Persons on Campus Committee, that have faculty, academic staff, and student representatives but no classified staff representatives.

The Task Force recommends that represented and nonrepresented classified staff be appointed to relevant university and departmental committees.



### C. Facilitate Career Advancement

Concern was expressed to the Task Force that career advancement for women in the classified service continues to be a problem. The report of the 1980 Regents' Committee on the Status of Women had identified the problem as follows:

[U]pward mobility for classified women at the university is still a career ladder without rungs. Even female employees in the clerical classifications relating to administrative work have a barrier to upward mobility unique to the university: most middle and upper administrative positions are not classified positions, but are academic positions. To cross this barrier, employees must pass through a bureaucratic jungle . . . . At the UW-Madison, special committee action is required before a classified employee may move to an academic position. Few women have been able to cross these barriers. . . .

They recommended that "highly skilled persons who reach a maximum level within classified service classifications should be enabled to transfer into the academic staff categories and thereby continue in career advancement."

In the ten years since the 1980 committee report was made, the steps involved in moving from classified to academic staff have become more complex. This limits upward movement on the campus of classified staff in administrative positions, many of whom are women. Classified staff ought not be limited in their upward movement because they wish to remain in the classified service or are not able to move out of the classified service.

The Task Force recommends that the university work aggressively to achieve greater flexibility in career advancement for classified staff.

### D. Pay Equity for Nonrepresented Staff

The nonrepresented classified staff at UW-Madison is a group of approximately 1,100 employees not covered by collective bargaining agreements, yet subject to the restrictive rules of the state civil service system. More flexibility is needed in rewarding this group of classified employees. Although there currently are procedures which allow for salary increases and lump sum awards for nonrepresented staff through interim merit, exceptional performance, and equity awards, funds are limited and not always available. The University should be encouraged to pursue the necessary changes or expansion of current procedures needed to increase the funds available for these awards.



## VI. STUDENTS

### A. The Climate for Women Students

1) Undergraduates. Women are becoming the new majority in higher education. Nationally, women are beginning to outnumber men in institutions of higher education. And this may be just the beginning of a trend. Between 1970 and 1985 the increase in the number of women represented nearly 80% of the growth of total enrollment in institutions of higher education. Between 1970 and 1984 there was a 41% increase in the number of women college graduates, while there was a decrease of 5% in male graduates. Similar changes occurred nationally at the graduate level so that by the mid-1980s women earned almost half the masters degrees and over 35% of the doctorates granted.

The UW-Madison reflects these trends. In October 1989, women comprised 51% of the undergraduate enrollment and 49% of the total enrollment. There are approximately 57 departments at UW-Madison in which 50% or more of the undergraduate majors are women. In approximately 43 of these departments, 50% or more of the masters level majors are women. Even at the Ph.D. level, approximately 28 of these departments have 50% or more women.

The climate in which these women find themselves is surprisingly unfriendly. Outside the School of Family Resources and Consumer Sciences, the School of Nursing, and the School of Allied Health, no department in the University except Nutritional Sciences in the College of Agriculture has more than 50% women faculty.

Of the 124 departments of the UW-Madison, 21 of them have no women faculty members. In these 21 departments, women's undergraduate enrollment is at 34.1%, and women's enrollment diminishes only slightly by the masters level (women's enrollment is at 33%). However, by the time these women students reach the Ph.D. level, their numbers have been significantly winnowed down to 19.3% of total enrollment. The lack of women faculty for role models is clearly evident. Women students are not staying in these departments long enough to reach a level where they would qualify as faculty members.

The recruitment and retention of women faculty is an important factor in creating a desirable milieu for our students.

Students, of course, have contact not just with faculty but with teaching assistants. Undergraduates complained that male teaching assistants practiced sexual harassment and urged that teaching assistants be required to attend training on the problem of sexual harassment.

2. Graduate Students. Women doctoral students face particular problems with a lack of a supportive environment. Like their male counterparts, they willingly undertake a rigorous



training program, for personal and academic achievement. Yet, they experience a greater struggle because of gender related problems. The small number of women faculty limits those who would prefer a woman adviser. The close relationship that faculty develop with their graduate students may be inhibited by the attitudes of male faculty toward women in their profession. One graduate student reported that a senior male faculty member in a science department had let it be known that he did not want "girls" as advisees.

The problems for women graduate students are not limited to relationships with faculty. Surprisingly, the attitude of their male peers sometimes posed greater problems than faculty attitudes did. Particularly in male dominated departments, women reported that male graduate students fail to treat their women colleagues with dignity and respect.

#### B. Curriculum and Instruction

There are several themes relating to curriculum and instruction that run through gender equity concerns. The first is concern about sexual harassment in the classroom, verbal and otherwise. The Sexual Harassment Policy Committee has addressed this problem and recommended procedures designed to offer students access to a grievance process that minimizes the cost to the student.

A second theme, one that is of particular concern to women graduate students, is that research on women and for women often appears to receive less respect and support than more traditional research topics. Feminist and women's studies suffer from ghettoization in certain departments. Furthermore, where opportunities for such research do exist, students are often forced to seek instruction in a variety of departments engaging in very different discourses, adding again to the obstacles encountered by women who are attempting the essential task of rectifying the gender blindness of most scholarly work.

A third theme is the need to improve the classroom environment for women by including positive representations of women, utilizing gender balanced language, and providing instruction free of sex-role biases and stereotypes. Departments should be urged to be sensitive to the needs of their women students.

#### C. Academic Advising

All students should be encouraged to work up to their full potential in the discipline of their choice. One of the needs the university has for the future is to increase the enrollments of women in nontraditional fields. Unfortunately, students report that academic advisers, both men and women, sometimes discourage women from entering male dominated fields. Academic advisers are very important persons in the career choice of



students because their advice is sought at a point where the students must choose a major.

The Task Force recommends that University policy clearly state that women should not be discouraged from pursuing careers in the discipline or profession of their choice merely because it has traditionally been dominated by males. In fact with three out of every five entrants in the work force in the 1990s being women, it is essential that they move into traditional men's fields to provide necessary talent.

The Task Force has been informed that the College of Letters and Science has a committee of advisers that meets to consider problems; it recommends that this issue be considered by that committee.

#### D. Graduate Student Support.

Adequate financial assistance is critical for successful completion of advanced degrees. Some types of support may be more desirable than others. Research assistantships are likely to allow graduate students to focus on work pertinent to their degree, while teaching assistantships may require the commitment of substantial time to less relevant subject matter and activities. Fellowship support may carry no expectation of work beyond that required for completion of the graduate degree.

Data on the amount and types of graduate student support provided to men and women in each major, each divisional committee group, and at UW-Madison should be provided annually by the Graduate School. Analysis of these data will show whether more desirable types of support go disproportionately to men. This may be especially important in traditionally male dominated fields, where women need special encouragement to pursue advanced degrees and prepare for academic professions.

#### E. Equal Opportunity in Education.

The UW-System requires annual submission of a report of activities which respond to the guidelines established in the UW-System Policy on Equal Opportunities in Education. One of the specific charges to the Task Force was to review that policy and to make recommendations for fulfilling its reporting expectations. The Task Force is satisfied that the UW-Madison is meeting the many goals of the system policy and that much of the reporting required by system can be fulfilled by coordinating reports from various committees working on gender equity issues. The reporting function, however, should be lodged with staff, specifically the Associate Vice Chancellor for Gender Equity.

#### F. Intercollegiate Athletics

The University of Wisconsin-Madison has continued to make a strong commitment to the development and support of women's



athletics. Nationally, statistics show that, between 1970-71 and 1986-87, the number of women participating in high school athletics increased sixfold. Between the same two time periods, the number of women participating in collegiate athletics has merely tripled. The undergraduate population at UW-Madison is 51% female yet females comprise only 32% of the student athletic population.

The Athletic Board Task Force on Sex Equity in Athletics conducted a thorough study of gender equity issues and, on May 8, 1989, issued a report on its findings. We applaud the Athletic Board's efforts to investigate and address these issues. We heartily support their report and its recommendations. In particular, the following points deserve special attention:

(1) Action must not stop with the report; its recommendations must be implemented immediately.

(2) Currently there are 14 men's intercollegiate sports, compared with only 11 for women. There must be a move to equity. A very feasible first step is to begin a women's softball team. This should be implemented immediately.

(3) Along with the move toward equity in the number of sports available, equity must be maintained in athletic scholarships awarded to men and women. This means that the number of scholarships for men and women should be proportional to the number of participating athletes.

(4) There should be a move toward equity in the number of men and women coaches, as well as male and female administrators. Once equity is achieved, it must be monitored each year to ensure that it is maintained. It is critical that there be an increase in the number of women coaches for a number of reasons; chief among these is the need for young women athletes to have role models of successful and committed women in athletics. A similar issue exists with respect to women administrators, who are now significantly underrepresented in upper and middle management ranks. With the establishment of new leadership the moment is particularly opportune to redress this imbalance.

(5) Attention must also be given to more subtle issues of climate for women athletes, coaches, and administrators. It must be made clear that women have a rightful place in intercollegiate athletics. Often women are given the message that they are being tolerated, or that they are stealing chunks of a budget that rightfully belongs to men's athletics. The message must always be that men and women are entitled to share equally in the budget and all other athletic resources such as court time or pool time. Physical aggression or sexual harassment--whether athlete-to-athlete, coach-to-athlete, or coach-to-coach--create a hostile climate for women and cannot be tolerated. The Athletic Director must take responsibility for educating all administrators, coaches, and athletes about these issues.



(6) This university, because of its large athletic program, is in a strong position to provide a future generation of excellent women coaches. Through physical education and coaching programs at both the undergraduate and graduate levels, young women should be nurtured for careers in coaching.

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## VII. CONCLUSIONS AND RECOMMENDATIONS: A GENDER EQUITY AGENDA FOR THE 1990s

This report sets an agenda to achieve greater participation by women at all levels at the University of Wisconsin-Madison. The need for such an agenda is dictated, first of all, by demographics. Statistics show that in the 1990s three out of every five new entrants into the labor force will be women. Today, they constitute almost 45% of the work force. They also constitute the majority of undergraduate students at the University.

They need women role models and mentors. But there is a conspicuous imbalance in the UW-Madison faculty in the number of women. Only 17.6% of the faculty are women, and 95 of the 124 departments at the University haven't met their women work force goals.

An agenda to achieve greater participation by women also reflects the commitment of a great state university to foster the talents and broaden the horizons of all its citizens.

Throughout this Report, the Task Force has made recommendations for actions to advance gender equity at the UW-Madison. In this section, we try to summarize those recommendations. We call this

### A GENDER EQUITY AGENDA FOR THE 1990s

#### INSTITUTIONAL COMMITMENT

A Philosophy to Guide Policy. The recommendations in this report and future policy at the University of Wisconsin-Madison should be guided by a philosophy that places a high priority on moving closer to a true meritocracy by achieving gender equity, i.e., providing equality of opportunity regardless of gender. Equality is a complex notion because it must function in an unequal world, a world fashioned by stereotyped gender roles. The University community must foster new approaches so there is true equality of opportunity. Gender equity and merit are supportive terms, not mutually exclusive ones.

Role of Individual Departments. Individual departments must face the responsibility for implementing gender equity for staff and students. In a faculty-governed environment, the department is the key to the success of the program. It is in departments that faculty are hired and retained and students are taught.



## ADVOCACY FOR WOMEN

Associate Vice Chancellor for Gender Equity. An Associate Vice Chancellor for Gender Equity should be appointed. That person would be a faculty member who would act as an advocate for women and as an ombudsperson to investigate grievances not adequately handled elsewhere as well as to implement recommendations made in this report. The duties of that important office are outlined on page 12 of this report.

Making Committee Recommendations Effective. The University has been fortunate in having a number of active and highly competent committees studying problems related to gender equity. In addition to the Child Care and Parental Leave Policy Committees that have already been mentioned, the Sexual Harassment Policy Committee, the Athletic Board Task Force on Sex Equity in Athletics, and the Security Committee all have made recommendations to improve gender equity on campus. Some of these recommendations are already being implemented; others will be soon.

Sometimes, however, it seems that there are a lot of committees and little action. The Task Force recommends that one of the principle duties of the Associate Vice Chancellor for Gender Equity be to coordinate the work of these committees and others created for gender issues and to oversee the implementation of the committee recommendations.

Implementation and Monitoring of Gender Equity Concerns. The Equity Action Committees, recommended by the 1980 Committee on the Status of Women, should be revitalized and reshaped as recommended in this report (see page 13) to implement and monitor gender equity concerns.

## CLIMATE FOR ALL WOMEN--STUDENTS, FACULTY AND STAFF

Child Care and Parental Leave. The structure of the University work place must be reevaluated in light of the changing world of the family. The availability of affordable, quality child care may determine whether or not a woman faculty member succeeds in her career and whether or not a student-parent remains in school. The nature of parental leave policies and the strength of efforts to hire spouses directly affect the University's ability to attract and retain qualified women in faculty and staff positions. The University environment must be supportive of family needs so that women can freely pursue educational and career opportunities.



A child care plan has been developed and recommended by the Child Care Committee. A parental leave policy has been prepared by the Parental Leave Policy Committee and has been partially implemented. A spousal hire program has been initiated and should be expanded.

The University should implement the recommendations of the Child Care Committee and the Parental Leave Policy Committee to the fullest extent of its capability.

But child care and parental leave are central to providing equality of opportunity for women not only in the university but also throughout state government. The University should seek to cooperate with other groups in state government to seek special initiatives and funding for the state in these areas.

Education on Gender Equity and Sexual Harassment. An educational program should be instituted to provide information on gender equity and sexual harassment issues for all personnel, including faculty and supervisors and, particularly, teaching assistants. Such a program is vital to creation of a supportive environment for all women in the University.

Nonsexist Language. The University should move to a uniform policy of nonsexist language throughout all official writings, including curricular materials.

## WOMEN FACULTY

Improving Departmental Climate for Women. The key to improving gender equity lies in changing the climate for women in individual departments. A faculty member lives her professional life and makes her scholarly contributions as a member of her department. That is the environment in which she must succeed and the support she receives there is vital to her progress. The University must place a high priority on developing a supportive climate for women faculty within departments.

Correcting the Conspicuous Imbalance in the Number of Women Faculty. Probably the most important ingredient of a supportive climate in a department is the proportion of women to men. The Task Force found that the greater the number of women faculty in a department, the less they are perceived differently and the fewer problems they report.

We call this phenomenon "The Importance of Numbers." We are concerned that the numbers are so poor. Ninety-five of the 124 departments at the university have not reached their women work force goals. Twenty-one of those departments have no women and



27 have only one. But, in a five year period (1983-88) 42 of those departments did not hire any women.

As the above statistics indicate, there is a conspicuous imbalance in the number of women on the faculty. Therefore, the University must place a high priority on increasing the number of women faculty to achieve an equitable work force representation for women. The Task Force recommends that deans and directors be directed to develop comprehensive plans for hiring more women faculty with specific emphasis on increasing the number of women faculty in departments without any or with a very small proportion of women.

Deans, directors, and chairs should be held accountable at the time of merit increase determination for implementing this recommendation.

Improving Women Faculty Retention. The University must address the problems of low retention rates for women faculty and take steps to correct conditions contributing to this problem. A 1988 study has documented the fact that women faculty are twice as likely as men to leave the university voluntarily before a tenure decision was made and that they are much more apt to find the climate in their departments unfriendly and unsupportive.

The Task Force recommends the following to improve the support offered untenured faculty, particularly women:

a) Better communication of tenure requirements, including written guidelines and annual written and oral progress reports;

b) Assistance for new women hires to obtain the best available financial support, adequate space and equipment to develop a research program necessary for a successful tenure bid;

c) An ombudsperson (we recommend an Associate Vice Chancellor for Gender Equity) to provide a nonadversary avenue for untenured women to obtain help with departmental problems.

d) Equitable distribution of committee and instructional assignments;

e) A mentoring program for all untenured faculty.

#### ACADEMIC AND CLASSIFIED STAFF

Academic Staff Pay. The gender bias in pay scales for women in the noninstructional academic staff has been clearly documented



in the Hauser report. Although the recommendations of that report are now being carried out by the UW-System, the Associate Vice Chancellor for Gender Equity should monitor the progress of those recommendations to ensure that they are fully implemented.

Classified Staff. Proposals for measures to facilitate career advancement, improve participation in decision making and implement pay equity for classified staff should be actively pursued by the University administration.

## STUDENTS

Providing Role Models and Mentors. Women students--51% of the undergraduate enrollment and 49% of the total enrollment at the UW-Madison--complain that they are discouraged by the lack of women faculty for role models and mentors and by the practice of sexual harassment by male teaching assistants. But, because historically the faculty has been so overwhelmingly male (still over 82% in 1989), even if women faculty were hired at availability rates, it would take 30-40 years for the overall composition of the faculty to rise gradually to current availability. And this is an optimistic prediction because retention rates for women faculty are not equal to those of men.

At present, there are approximately 46 departments at UW-Madison in which more than 50% of the undergraduate majors are women. But only four of these departments have 50% or more women faculty. Twenty-one of the 124 departments have no women faculty yet undergraduate enrollment in those departments is over 34%.

To respond to the needs of the increasing numbers of women students and to maximize the chances of selecting the best candidates for the work force of the 1990s, the University must institute vigorous programs for gender equity in student matters and hiring.

Women in Nontraditional Disciplines. One of the needs the University has for the future is to increase enrollments of women in nontraditional fields. With women's enrollments increasing, it will be necessary to attract them to all fields to provide sufficient personnel. Academic advisers should be trained to encourage women students to undertake study in areas where women have been low in numbers.

Women's Concerns on Curriculum and Instruction. The Task Force recommends that measures to improve classroom environment for women--implementing the proposals of the Sexual Harassment Policy Committee, including positive representations of women and utilizing gender balanced language in curricular materials and



providing instruction free of sex-role biases and stereotypes--be vigorously pursued by the university.

Women in Intercollegiate Athletics. The Athletic Board Task Force on Sex Equity in Athletics has issued a report addressing the problems of women and athletics and recommending solutions. The Task Force supports the Athletic Board recommendations. On pages 27 and 28 of this report, the Task Force has listed points that it recommends be given special attention.

## FUTURE STUDY

Further study is needed on a number of gender equity issues:

- (a) pay equity for women faculty (page 18);
- (b) special support for women of color, both staff and students (page 9);
- (c) possible gender bias in the use of the CHS track in the medical school (pages 20-22);
- (d) possible gender bias in the use of indefinite appointments for academic staff (page 20);
- (e) possible gender bias in the award of graduate student support (page 26).



Appendix A - Reports reviewed by the committee



REPORTS REVIEWED BY THE TASK FORCE

- U.W.-Madison, Representation of Women in the Faculty by Department. October 1988.
- U.W.-Madison, Institutional Resource Committee for the Regents' Task Force on the Status of Women. Report May 1980.
- U.W.-Madison, Athletic Board Task Force on Sex Equity in Athletics. Status of Women's Athletics. Report May 1989.
- U.W.-Madison, Sexual Harassment Policy Committee. Report of 1988-89 Sexual Harassment Committee. May 1989.
- U.W.-Madison, Committee on Parental Leave Policy. October 1988.
- U.W.-Madison, Enrollment Report for First Semester 1988-89. Office of the Registrar Student Statistics. October 1988.
- Gender Differences in Faculty Retention at the U.W.-Madison. September 1988.
- U.W.-Madison, Future Directions: The University in the 21st Century. The Future Directions Committee. September 1989.
- University of Michigan. Women's Agenda for the 1990s. The University Record, Vol. 44, Number 27 (April 3, 1989) pp. 17-19.
- U.W.-Madison, Interim Report on Pay Equity Among Category A Academic Staff. Center for Demography and Ecology Working Paper 89-4. April 1989.
- U.W.-Madison, The Madison Plan. Office of the Chancellor. February 9, 1988.
- U.W.-Madison, The Madison Plan: One Year Later, Office of the Chancellor. February 1989.
- U.W.-Madison, Medical School Equity Action Committee. Report June 1989.
- U.W.-Madison, School of Business Equity Action Committee Report. August 1989.
- U.W.-Madison, ADP Equity Action Committee Semiannual Reports. July and February 1988.
- University Child Care Committee. Unfinished Business: Children, Families and Child Care at U.W.-Madison. July 1988.
- U.W.-System, Achieving Faculty Diversity: A Source book of Ideas and Success Stories. 1988.



Appendix B - Interview form used to solicit  
information from individuals  
(faculty, academic, classified staff,  
and students) to obtain some feeling  
for women in the campus community.



Interview Schedule

Interviewer \_\_\_\_\_ Date \_\_\_\_\_

Introduction: I am a member of the Gender Equity Task Force, appointed by the University Committee. We are charged with (a) reporting on the current state of gender equity for faculty, staff, and students at the University, and (b) envisioning directions for the future that would move the university toward a goal of improved gender equity. Your response will be anonymous; I will not record your name on this form. You can be assured of complete confidentiality of your responses.

Respondent Information:

## Status:

Faculty            Rank: \_\_\_\_\_  
 Unclassified Staff  
 Classified Staff  
 Student            Year: \_\_\_\_\_

Department/Unit \_\_\_\_\_

Sex: Male  Female 

1. How would you characterize the climate for women (faculty/staff/students) in your department/unit? For example, is it a supportive environment? Is it a hostile environment? Please give a general characterization as well as one or two specific examples.
  
2. Have you personally experienced any discrimination on the basis of your gender in this department/unit? Have you personally witnessed any instances of gender discrimination against someone else in this department/unit? What was the nature of these incidents? (Examples might range from clear cut ones, such as not getting a job because of your gender or receiving a poor grade for that reason, to more subtle types, such as not being invited to join an office luncheon group on account of your gender.)



3. In your opinion, what makes for a good climate for women (faculty/staff/students)?
  
4. Our committee is charged with preparing a comprehensive report on gender equity on this campus. In your view, what are the most important issues in gender equity? (List 3-5)
  
5. Are there any new programs or initiatives that you would like to see happen in order to achieve greater gender equity?
  
6. In your view, what departments/units are especially good in terms of their climate for women (faculty/staff/students)?
  
7. Is there anything else you would like to tell the Gender Equity Committee?

If your interviewee is interested in making further comments, have that person send them in writing to Bonnie Ortiz, 175 Bascom Hall, indicating status (faculty, staff, student) and gender. Assure that person that all comments are confidential.



Appendix C - Representation of Women on Faculty



UW-Madison October 1988	Total Departments	124
	No Women Faculty Members	21
	Up to One Woman Faculty Member	27

UW-Madison October 1988

Departments Needing One Woman or More to Reach Availability 95

Of those Departments, Those Hiring No Women 1983 - 88	42
Of those Departments, Those Hiring All Women 1983 - 88	6
Of those Departments, Those Hiring >0 but <100% Women (charts attached)	47



UW-Madison  
Representation of Women in the Faculty

Departments with 20 or More Full Time Faculty

<u>Department</u>	<u>Oct. 1988 Workforce</u>	<u>Number of Women</u>	<u>Availability of Women % (*50% or higher)</u>	<u>Women Hired 1983-88</u>
<u>College of Agriculture and Life Sciences</u>				
1. Agricultural Economics	32.1	1.0	12.7	2.0
2. Agronomy	22.0	0	10.1	0
3. Biochemistry	26.2	2.0	28.1	0
4. Soil Science	22.0	1.0	10.6	1.0
5. <u>School of Business</u>	81.5	7.0	16.5	6.0
<u>School of Education</u>				
6. Art	30.7	6.0	55.5*	3.0
7. Curriculum & Instr.	40.5	9.0	55.5*	3.9
8. Educational Psychology	20.0	2.0	51.7*	1.0
<u>College of Engineering</u>				
9. Civil & Environ. Eng.	30.0	0	4.1	0
10. Elect. & Computer Eng.	49.0	1.0	2.9	1.0
11. Mechanical Engineering	30.0	2.0	2.6	2.0
12. <u>Sch. of Fam. Res &amp; CS</u>	37.9	22.9	82.4*	13.0
13. <u>Law School</u>	46.3	7.0	32.0	2.0
<u>College of Letters &amp; Science</u>				
14. Anthropology	20.0	4.0	45.0	2.0
15. Communication Arts	25.3	8.0	42.0	6.0



<u>Department</u>	<u>Oct. 1988 Workforce</u>	<u>Number of Women</u>	<u>Availability of Women % (*50% or higher)</u>	<u>Women Hired 1983-88</u>
16. Chemistry	42.0	2.0	16.8	2.0
17. Computer Sciences	35.8	5.0	10.4	3.0
18. Economics	38.9	3.0	14.9	0
19. English	45.3	13.8	52.5*	6.0
20. French & Italian	23.3	7.3	64.5	1.0
21. Geography	21.0	4.0	20.3	4.0
22. Geology & Geophysics	20.0	3.0	13.5	2.0
23. History	51.5	10.0	30.2	6.0
24. Mathematics	62.6	2.0	15.0	0
25. School of Music	50.2	10.6	31.7	4.0
26. Philosophy	22.0	3.0	23.2	1.0
27. Physics	47.0	2.0	7.4	0
28. Political Science	40.0	6.0	21.6	4.0
29. Psychology	33.5	9.5	45.5	4.0
30. Social Work	23.0	8.0	55.5*	6.0
31. Sociology	44.9	9.7	40.4	5.0
32. Zoology	25.5	1.5	25.9	0
<u>Medical School</u>				
33. Human Oncology	25.3	3.0	26.1	3.0
34. Medicine	64.2	2.0	28.3	1.0
35. Pediatrics	29.8	3.0	46.4	3.0
36. Psychiatry	21.2	2.5	37.7	1.0
37. Surgery	32.4	0	8.7	0
38. <u>School of Nursing</u>	25.1	25.1	96.2*	12.5
39. <u>School of Pharmacy</u>	31.0	3.0	21.5	3.0



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Table 3

**ALL DEPARTMENTS REACHING THEIR WOMEN WORKFORCE GOAL**

<u>Department</u>	Total Department (* = 10 or less)	<u># of Women</u>	% <u>Availability of Women</u>
<b><u>College of Agriculture and Life Sciences</u></b>			
1. Dairy Science	16.0	1.0	7.7
2. Nutritional Sciences	11.9	6.0	53.6
3. Plant Pathology	17.7	3.0	17.7
<b><u>School of Education</u></b>			
4. Physical Education & Dance	19.1	8.6	41.1
<b><u>College of Engineering</u></b>			
5. Electrical & Computer Eng.	49.0	1.0	2.9
*6. General Engineering	7.0	2.0	5.8
7. Mechanical Engineering	30.0	2.0	2.6
*8. <u>Institute for Envir. Studies</u>	4.3	1.0	20.8
<b><u>College of Letters and Sciences</u></b>			
9. Astronomy	12.0	1.0	12.2
*10. Classics	4.5	1.5	39.6
11. Computer Sciences	35.8	5.0	10.4
12. Geography	21.0	4.0	20.3
13. Geology & Geophysics	20.0	3.0	13.5
*14. History of Science	6.2	1.6	25.6
15. South Asian Studies	11.0	4.0	31.3



<u>Department</u>	<u>Total Department (* = 10 or less)</u>	<u># of Women</u>	<u>% Availability of Women</u>
<u>Medical School</u>			
*16. Anesthesiology	7.0	1.0	20.5
*17. History of Medicine	4.4	1.0	29.9
18. Pathology & Lab. Medicine	18.2	5.0	30.8
*19. Physiology	9.8	2.0	24.0
20. Preventative Medicine	19.3	6.0	33.5
21. <u>School of Nursing</u>	25.1	25.1	96.2
22. <u>School of Allied Health</u>	11.4	8.0	38.8
<u>University Outreach</u>			
*23. Cont. Education in the Arts	8.2	3.5	47.8
*24. Liberal Studies	7.6	4.0	44.2



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Table 4

**ALL DEPARTMENTS WITH NO WOMEN BUT NOT SUFFICIENT AVAILABILITY**

<u>Department</u>	<u>Total Men</u>	<u>% Availability of Women</u>
<u>College of Agriculture and Life Sciences</u>		
1. Agricultural Engineering	15.0	1.8
<u>College of Engineering</u>		
2. Engineering Mechanics	14.8	3.4
3. Nucl. Eng. & Eng. Physics	13.7	4.2
4. Engin. Professional Devel.	16.0	4.4
<u>College of Letters &amp; Sciences</u>		
5. Hebrew and Semetic Studies	4.0	4.4



Representation of Women in the Faculty  
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ALL DEPARTMENTS NEEDING ONE WOMAN OR MORE TO REACH AVAILABILITY

<u>Department</u>	Total Department (* = 10 or less)	# of Women	# of Women Needed to Reach Availability
<u>College of Agriculture and Life Sciences</u>			
1. Agricultural Economics	32.1	1.0	3
2. Agricultural Journalism	14.9	1.6	3
3. Agronomy	22.0	0	2
4. Bacteriology	14.0	2.0	2
5. Biochemistry	26.2	2.0	5
6. Cont. & Vocational Ed.	10.3	1.0	3
7. Entomology	19.0	1.0	2
* 8. Food Microbio. & Toxicology	6.0	0	2
9. Food Science	16.0	2.0	2
10. Genetics	12.7	0	5
11. Horticulture	19.5	1.0	2
12. Meat & Animal Science	18.6	0	2
*13. Poultry Science	6.0	0	1
14. Rural Sociology	13.0	2.0	3
15. Soil Science	22.0	1.0	1
16. Veterinary Science	13.0	1.0	2
17. Natural Resources - Forestry	12.3	0	1
18. Nat. Resources - Land Arch.	13.0	2.0	3
*19. Nat. Res. - Wildlife Ecology	6.0	0	1
20. <u>School of Business</u>	81.5	7.0	6



<u>Department</u>	<u>Total Department (* = 10 or less)</u>	<u># of Women</u>	<u># of Women Needed to Reach Availability</u>
<u>School of Education</u>			
21. Art	30.7	6.0	11
*22. Counsel. Psych & Counsel. Ed.	10.0	3.0	2
23. Curriculum & Instruction	40.5	9.0	13
*24. Cont. & Vocational Ed.	5.0	.5	2
25. Educational Administration	12.9	2.0	3
26. Educational Policy Studies	10.6	3.0	1
27. Educational Psychology	20.0	2.0	8
28. Rehab. Psych. & Spec. Ed.	15.0	5.0	3
<u>College of Engineering</u>			
29. Chemical Engineering	19.0	0	1
30. Civil & Envir. Engineering	30.0	0	1
31. Industrial Engineering	14.5	0	1
32. Metal. & Mining Eng.	17.0	0	1
33. <u>School of Fam. Res. &amp; Cons. Sc.</u>	37.9	22.9	8
34. <u>Law School</u>	46.3	7.0	8
<u>College of Letters &amp; Science</u>			
*35. African Languages & Lit.	8.7	2.7	1
36. Anthropology	20.0	4.0	5
*37. Afro-American Studies	8.1	2.1	1
*38. Art History	8.0	3.0	2
39. Botany	14.4	2.0	2
40. Communication Arts	25.3	8.0	3
41. Chemistry	42.0	2.0	5



<u>Department</u>	<u>Total Department (* = 10 or less)</u>	<u># of Women</u>	<u># of Women Needed to Reach Availability</u>
42. Communicative Disorders	15.9	5.0	4
*43. Comparative Literature	9.0	2.5	3
44. East Asian Languages & Lit.	10.5	1.0	4
45. Economics	38.9	3.0	3
46. English	45.3	13.8	10
47. French & Italian	23.3	7.3	8
48. German	16.1	4.0	5
49. History	51.5	10.0	6
50. Journalism & Mass. Comm.	17.5	3.5	2
51. Library & Info. Studies	11.5	5.5	1
*52. Linguistics	6.2	2.0	1
53. Mathematics	62.6	2.0	7
54. Meteorology	19.3	1.0	1
55. School of Music	50.2	10.6	5
56. Philosophy	22.0	3.0	2
57. Physics	47.0	2.0	1
58. Political Science	40.0	6.0	3
59. Psychology	33.5	9.5	6
*60. Scandinavian Studies	4.0	1.0	1
61. Slavic Languages	11.0	5.0	2
62. Social Work	23.0	8.0	5
63. Sociology	44.9	9.7	8
64. Spanish & Portuguese	18.7	7.0	3
65. Statistics	18.8	1.0	2
66. Theatre & Drama	14.0	5.0	1
*67. Urban & Regional Planning	8.5	1.0	1
68. Zoology	25.5	1.5	5



<u>Department</u>	<u>Total Department (* = 10 or less)</u>	<u># of Women</u>	<u># of Women Needed to Reach Availability</u>
<u>Medical School</u>			
69. Anatomy	15.0	2.0	3
*70. Family Medicine & Practice	7.2	.4	1
*71. Genetics	4.6	1.0	1
*72. Obstetrics & Gynecology	9.0	1.0	2
73. Human Oncology	25.3	3.0	4
74. Medicine	64.2	2.0	16
*75. Medical Microbiology	7.7	1.0	2
*76. Medical Physics	7.6	0	1
77. Neurology	18.0	2.0	2
*78. Neurophysiology	9.5	1.0	2
79. Oncology	16.4	2.0	3
80. Opthamology	15.0	2.0	1
81. Pediatrics	29.8	3.0	11
*82. Pharmacology	7.5	1.0	1
*83. Physiological Chemistry	8.3	1.0	1
84. Psychiatry	21.2	2.5	5
85. Radiology	11.7	1.0	2
*86. Rehabilitation Medicine	4.5	0	1
87. Surgery	32.4	0	3
88. <u>School of Pharmacy</u>	31.0	3.0	4
<u>University Outreach</u>			
*89. Governmental Affairs	4.0	0	1
*90. Communication Programs	4.6	0	2
*91. Health & Human Issues	6.0	2.0	1



<u>Department</u>	<u>Total Department (* = 10 or less)</u>	<u># of Women</u>	<u># of Women Needed to Reach Availability</u>
<u>School of Veterinary Medicine</u>			
92. Medical Sciences	11.0	3.0	1
93. Pathobiological Sciences	14.0	2.0	3
94. Comparative Biosciences	13.0	3.0	1
95. Surgical Sciences	13.0	1.0	4



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Table 6

DEPARTMENTS NEEDING ONE WOMAN OR MORE TO REACH AVAILABILITY

*Those Hiring All Women 1983-88*

# of Women Hired

School of Education

- |                                      |     |
|--------------------------------------|-----|
| 1. Educational Policy Studies        | 1.5 |
| 2. Rehab. Psych. & Special Education | 1.0 |

College of Letters & Science

- |                                   |     |
|-----------------------------------|-----|
| 3. African Languages & Literature | .7  |
| 4. Linguistics                    | 2.0 |
| 5. Scandinavian Studies           | 1.0 |
| 6. Slavic Languages               | 2.0 |



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Table 7

DEPARTMENTS NEEDING ONE WOMAN OR MORE TO REACH AVAILABILITY

Those Hiring >0 but <100% Women 1983-88

% of Women Hired

College of Agriculture and Life Sciences

1. Agricultural Economics	28.6
2. Bacteriology	16.7
3. Food Science	20.0
4. Rural Sociology	14.3
5. Soil Science	25.0
6. Veterinary Science	33.3

7. <u>School of Business</u>	20.7
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School of Education

8. Art	50.0
9. Counsel. Psych & Counselor Education	50.0
10. Curriculum & Instruction	41.9
11. Cont. & Vocational Education	50.0
12. Educational Administration	40.0
13. Educational Psychology	20.0

14. <u>School of Family Res. and Consumer Science</u>	65.0
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15. <u>Law School</u>	30.8
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## College of Letters and Science

16. Anthropology	33.3
17. Afro-American Studies	25.0
18. Communication Arts	50.0
19. Chemistry	18.2
20. Communicative Disorders	45.5
21. Comparative Literature	60.0
22. English	75.0
23. French & Italian	33.3
24. German	45.5
25. History	54.5
26. Journalism & Mass Communication	20.0
27. Library & Information Studies	77.8
28. Meteorology	14.3
29. School of Music	33.3
30. Philosophy	16.7
31. Political Science	21.1
32. Psychology	30.8
33. Social Work	54.5
34. Sociology	37.0
35. Spanish & Portuguese	30.8
36. Theatre & Drama	60.0
37. Urban & Regional Planning	40.0

## Medical School

38. Human Oncology	30.9
39. Medicine	5.3
40. Oncology	25.0
41. Pediatrics	33.3
42. Psychiatry	33.3



43. Radiology 15.6

44. School of Pharmacy 37.5

School of Veterinary Medicine

45. Medical Sciences 62.5

46. Pathobiological Sciences 33.3

47. Surgical Sciences 14.3



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Table 8

DEPARTMENTS NEEDING ONE WOMAN OR MORE TO REACH AVAILABILITY

*Those Hiring No Women 1983-88*

	<u># of Men Hired</u>
<u>College of Agriculture and Life Sciences</u>	
1. Agricultural Journalism	3.0
2. Agronomy	6.0
3. Biochemistry	6.0
4. Cont. & Vocational Education	2.0
5. Entomology	4.0
6. Food Microbiology & Toxicology	1.0
7. Genetics	1.5
8. Horticulture	4.0
9. Meat & Animal Science	3.0
10. Poultry Science	0
11. Natural Resources - Forestry	2.0
12. Natural Resources - Land Architecture	2.0
13. Natural Resources - Wildlife Ecology	1.0
<u>College of Engineering</u>	
14. Chemical Engineering	4.0
15. Civil & Environmental Engineering	3.0
16. Industrial Engineering	8.0
17. Metallurgical & Mining Engineering	5.0
<u>College of Letters &amp; Science</u>	
18. Art History	0



19 Botany	3.0
20. East Asian Languages & Literature	1.0
21. Economics	15.0
22. Mathematics	6.0
23. Physics	9.0
24. Statistics	2.5
25. Zoology	2.0

### Medical School

26. Anatomy	1.0
27. Family Medicine & Practice	3.0
28. Genetics	.5
29. Obstetrics & Gynecology	3.0
30. Medical Microbiology	1.0
31. Medical Physics	3.7
32. Neurology	4.0
33. Neurophysiology	1.0
34. Opthamology	3.0
35. Pharmacology	1.0
36. Physiological Chemistry	2.0
37. Rehabilitation Medicine	2.0
38. Surgery	8.0

### University Outreach

39. Governmental Affairs	0
40. Communication Programs	.6
41. Health & Human Issues	0

### School of Veterinary Medicine

42. Comparative Biosciences	3.0
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UW-Madison  
Representation of Women in the Faculty

Departments with 33% or Higher Availability of Women  
THOSE HIRING NO WOMEN - 1983-88

<u>Department</u>	<u>Availability of Women % (*50% or higher)</u>	<u>October 1988 Workforce</u>	<u>Number of Women</u>
<u>College of Agriculture and Life Sciences</u>			
1. Cont. & Vocational Ed.	42.3	10.3	1.0
2. Genetics	37.8	12.7	0
3. Natural Res. - Land Arch.	36.6	13.0	2.0
<u>College of Letters &amp; Science</u>			
4. Art History	68.6*	8.0	3.0
5. East Asian Lang. & Lit.	44.0	10.5	1.0
<u>Medical School</u>			
6. Anatomy	34.6	15.0	2.0
7. Genetics	37.8	4.6	1.0
8. Obstetrics & Gynecology	36.8	9.0	1.0
9. Medical Microbiology	34.2	7.7	1.0
<u>University Outreach</u>			
10. Governmental Affairs	33.1	4.0	0
11. Communication Programs	40.7	4.6	0
12. Health & Human Issues	46.7	6.0	2.0



Appendix D - Representation of Women in Student Body



## Departments with &gt; 50% Women Undergraduate Majors

October 1988

<u>Department</u>	<u>Total Faculty</u>	<u>% Women</u>	<u>Total Undergrads</u>	<u>% Women</u>	<u>Total Masters</u>	<u>% Women</u>	<u>Total PhD</u>	<u>% Women</u>
<u>College of Agriculture &amp; Life Sciences</u>								
Agric. Journalism	14.9	10.7	83.5	61.1	30.0	56.7		
Bacteriology	14.0	14.3	232.5	51.8	25.5	51.0	48.5	59.8
Cont. & Vocational Ed.	10.3	9.7			57.0	76.3	83.0	61.1
Food Science	16.0	12.5	78.0	55.1	44.0	65.9	47.3	49.7
Genetics	12.7	0	82.0	65.2	6.0	100.0	49.0	51.0
Meat & Animal Science	18.6	0	84.0	53.6	12.5	24.0	9.3	16.1
Nutritional Sciences	11.9	50.4	38.5	89.6	21.5	79.1	14.5	65.5
Poultry Science	6.0	0	21.0	57.1	10.5	57.1	2.8	35.7
Veterinary Science	13.0	7.7			49.0	50.0	38.5	45.5
<u>School of Business</u>								
Majors-Bus: Mktng			224.2	55.3	108.5	51.6		
Bus: Arts Administr.					19.0	68.4		
Bus: Health Svc Admin.					28.5	64.9		
<u>School of Education</u>								
Art (Majors: Art,	30.7	19.5	465.8(Art)	66.6	100.0	48.0		
Art Education			40.0(Ed)	75.0	8.5	88.2		
Cnsl Psych & Cnslr Ed	10.0	30.0					68.0	58.8
Majors: Cnslng Psych								
Counselor Ed					79.5	79.9		
Curriculum & Instr.	40.5	22.2			118.0	72.0	142.0	62.3
Major: Elemen. Ed.			803.5	89.8				
Educ. Policy Studies	10.6	28.3			20.5	56.1	31.5	52.4
Educational Psychology	20.0	10.0			90.0	73.9	57.0	61.4
Physical Ed & Dance	19.1	45.0						
Majors: Physical Ed			128.0	58.2	34.0	67.6	49.5	41.4
Dance			16.5	93.9				
Rehab Psych & Spec Ed	15.0	33.3						
Majors: Rehab Psych			61.5	91.1	44.0	81.8	22.0	59.1
Special Education			157.5	94.0	31.5	87.3	27.0	70.4



<u>Department</u>	<u>Faculty</u>	<u>Women</u>	<u>Undergrads</u>	<u>Women</u>	<u>Masters</u>	<u>Women</u>	<u>PhD</u>	<u>Women</u>
<u>School of Family Res. &amp; Cons. Science</u>								
	37.9	60.4						
Majors: App. Des/Tex & Clothing			57.0	93.0	10.0	90.0	7.0	100.0
Child & Family Studies			127.5	96.1	14.5	93.1	24.0	91.7
Consumer Science			91.5	68.3				
Dietetics			75.5	90.1				
Food Service Administration			12.0	91.7				
General Home Economics			65.5	77.1				
Interior Design			191.0	95.3				
Retailing			161.5	93.8				
<u>College of Letters &amp; Science</u>								
Art History	8.0	37.5	58.0	84.5	18.0	83.3	9.0	55.6
Classics	4.5	33.3	3.7	62.1	6.0	33.4	8.0	12.5
Communication Arts	25.3	31.6	480.3	54.9	31.0	48.4	48.5	39.2
Commun. Disorders	15.9	31.4	62.0	98.4	102.0	95.1	34.5	66.7
Comparative Literature	9.0	27.8	20.5	58.5	16.0	93.8	27.5	58.2
East Asian Lang & Lit	10.5	9.5						
Majors: Asian Studies			30.2	61.3				
Japanese					12.0	58.3		
English	45.3	30.5	690.8	65.8	84.5	77.5	130.5	55.6
French & Italian	23.3	31.3						
Majors: French			64.2	71.9	38.0	71.1	39.0	73.1
Italian			10.2	86.6	8.5	47.0	9.0	55.6
German	16.1	24.8	60.0	71.9	13.0	76.9	43.5	44.8
Hebrew & Sem. Studies	4.0	0	8.5	76.5	6.5	8.3	11.5	17.4
Jrnalism & Mass Comm.	17.5	20.0	613.6	65.0	58.0	56.9		
Library & Info Studies	11.5	47.8			170.0	74.4	23.5	61.7
Linguistics	6.2	32.3	12.3	58.2	21.0	61.9	17.5	60.0
School of Music	50.2	21.1	124.5	64.4	65.0	49.0	48.0	43.8
Pol. Science (Intl Rel)	40.0	15.0	279.9	56.3				
Psychology	33.5	28.4	379.8	60.9	9.0	44.4	65.0	56.9
Scandinavian Studies	4.0	25.0	3.3	69.7	7.0	71.4	3.0	100.0



Department	Total Faculty	% Women	Total Undergrads	% Women	Total Masters	% Women	Total PhD	% Women
Slavic Languages	11.0	45.5			22.0	54.5	13.0	57.7
Major: Russian			16.8	52.4				
Social Work	23.0	34.8	33.0	83.3	214.0	80.8		
Major: Social Welfare			81.3	85.9			36.5	56.2
Sociology	44.9	21.6	333.2	66.8	78.0	49.4	108.0	46.3
South Asian Studies	11.0	36.4			10.5	57.1		
Major: Asian Studies			30.2	61.3				
Spanish & Portuguese	18.7	37.4						
Majors: Spanish			95.7	77.1	39.0	76.9	29.0	55.2
Ibero-Amer. Studies			35.1	73.0	18.5	70.3		
Portuguese					3.5	57.1	3.0	66.7
Theatre & Drama	14.0	35.7	47.3	71.5	47.0	55.3	8.0	75.0
Zoology	25.5	5.9						
Majors: Biology			21.0	66.7				
Natural Science			21.8	61.0				
<u>School of Nursing</u>	25.1	100.0	496.0	96.4	108.5	94.5		
<u>School of Pharmacy</u>	31.0	9.7	368.0	57.6	3.0	100.0	10.0	50.0
<u>School of Allied Health</u>	11.4	70.2						
Majors: Med. Technology			63.0	79.4				
Occupational Therapy			223.0	93.7	4.0	100.0		
Physical Therapy			408.0	75.0	15.0	93.3		
Physician Assistant			95.0	81.1				
<u>School of Vet. Medicine</u>	51.0	17.6	302	58.2				







<u>Department</u>	<u>Total Faculty</u>	<u>% Women</u>	<u>Total Undergrads</u>	<u>% Women</u>	<u>Total Masters</u>	<u>% Women</u>	<u>Total PhD</u>	<u>% Women</u>
<u>College of Engineering</u>								
Chemical Engineering	19.0	0	426.8	26.5	25.0	24.0	96.5	12.4
Civil & Envir. Engin.	30.0	0	345.0	9.9	73.5	11.6	57.0	10.5
Elec. & Computer Eng.	49.0	2.0	820.0	8.8	152.0	4.6	118.0	4.2
General Engineering	7.0	28.5						
Major: App. Math, Eng. & Physics			57.2	17.5				
Industrial Engineering	14.5	0	294.2	26.5	40.5	37.0	34.5	11.6
Mechanical Engineering	30.0	6.7	700.5	7.4	61.5	4.9	70.0	2.9
Engineering Mechanics	14.8	0	199.5	13.5	26.5	3.8	44.0	9.1
Metall. & Mining Engin.	17.3	0	37.0	24.3	19.0	26.3	37.0	8.1
Major: Geological Engin.			11.0	27.3				
Nucl. Eng. & Eng. Phys.	13.7	0	100.0	8.0	17.0	11.8	40.0	7.5
<u>Law School</u>	46.3	15.1	922	41.8				
<u>College of Letters &amp; Science</u>								
Anthropology	20.0	20.0	60.5	44.1	47.5	58.9	60.5	47.1
Afro-American Studies	8.1	25.9	22.8	40.9	10.0	90.0		
Astronomy	12.0	8.3	16.0	20.8	2.0	0	12.0	16.7
Botany	14.4	13.9	9.5	21.1	2.0	50.0	27.0	46.3
Chemistry	42.0	4.8	57.2	35.5	18.0	11.1	259.0	23.6
Computer Sciences	35.8	14.0	172.1	15.5	89.5	19.0	99.5	14.1
East Asian Lang. & Lit.	10.5	9.5						
Major: Chinese			7.0	35.7	11.5	73.9	13.0	38.5
Japanese			11.5	34.8	12.0	58.3	.5	0
Economics	38.9	7.7	370.5	21.9	19.0	18.4	187.5	17.6
Geography	21.0	19.0	64.3	34.2	36.5	45.2	30.0	36.7
Major: Cartography			24.5	14.3	11.0	27.3		
Geology & Geophysics	20.0	15.0	25.0	26.0	28.5	35.1	37.0	24.3
Major: Earth Science			17.0	17.6				
History	51.5	19.4	352.8	40.3	94.0	39.9	157.5	36.8
Mathematics	62.6	3.2	202.3	33.8	32.0	26.6	169.0	18.3
Meteorology	19.3	5.2	6.8	19.1	29.5	44.1	30.0	10.0
Philosophy	22.0	13.6	73.8	32.5	34.0	35.3	44.0	22.7
Physics	47.0	4.3	50.0	16.7	19.0	10.5	167.5	11.6



Political Science	40.0	15.0	434.7	41.0	29.0	37.9	93.0	33.3
Statistics	18.8	5.3	13.3	26.3	44.0	45.5	73.0	16.4

<u>Department</u>	<u>Total Faculty</u>	<u>% Women</u>	<u>Total Undergrads</u>	<u>% Women</u>	<u>Total Masters</u>	<u>% Women</u>	<u>Total PhD</u>	<u>% Women</u>
Urban & Regional Plan.	8.5	11.8	52.0	41.3	17.0	5.9		
Zoology	25.5	5.9	139.3	46.7	20.5	41.5	31.5	50.8
Major: Molecular Biology			86.7	38.4	2.0	50.0	99.5	36.2
<u>Medical School</u>	172.9	6.0	597	34.8				
<u>School of Pharmacy</u>	31.0	9.7	21.5	37.2	21.0	38.1	51.0	41.2

<u>Department</u>	<u>Total Faculty</u>	<u>% Women</u>	<u>Total Undergrads</u>	<u>% Women</u>	<u>Total Masters</u>	<u>% Women</u>	<u>Total PhD</u>	<u>% Women</u>
Anthropology	20.0	20.0	60.5	20.0	20.0	20.0	20.0	20.0
Afro-American Studies	8.1	25.9	25.8	25.9	8.1	25.9	8.1	25.9
Astronomy	12.0	8.3	18.0	8.3	12.0	8.3	12.0	8.3
Botany	14.4	13.9	9.5	13.9	14.4	13.9	14.4	13.9
Chemistry	42.0	4.8	57.5	4.8	42.0	4.8	42.0	4.8
Computer Sciences	35.8	14.0	172.1	14.0	35.8	14.0	35.8	14.0
East Asian Lang & Lit.	10.5	9.5		9.5	10.5	9.5	10.5	9.5
Major: Chinese			7.9					
Japanese	11.5	11.5	35.7	11.5	11.5	11.5	11.5	11.5
Economics	38.9	7.7	370.5	7.7	38.9	7.7	38.9	7.7
Geography	21.0	19.0	64.5	19.0	21.0	19.0	21.0	19.0
Major: Cartography			24.5					
Geology & Geophysics	20.0	12.0	28.0	12.0	20.0	12.0	20.0	12.0
Major: Earth Science			17.8					
History	51.5	19.4	325.8	19.4	51.5	19.4	51.5	19.4
Mathematics	32.8	3.2	202.9	3.2	32.8	3.2	32.8	3.2
Meteorology	18.5	5.2	6.8	5.2	18.5	5.2	18.5	5.2
Philosophy	22.0	10.5	79.8	10.5	22.0	10.5	22.0	10.5
Physics	47.0	4.3	80.0	4.3	47.0	4.3	47.0	4.3



UW-Madison  
October 1988  
Departments with No Women Faculty Members  
Student Enrollment

	Total Men Faculty	Undergraduate Major			Masters			PhD		
		Total Enrollm.	Women Enrollm.	% Women Enrolled	Total Enrollm.	Women Enrollm.	%Women Enrolled	Total Enrollm.	Women Enrollm.	%Women Enrolled
<u>College of Agriculture &amp; Life Sciences</u>										
1. Agricultural Eng.	15.0	62.0	5.0	8.1	3.5	1.0	28.6	9.5	0	0
2. Agronomy	22.0	33.5	4.5	13.4	21.0	4.5	21.4	17.0	5.0	29.4
3. Food Mic. & Toxicology	6.0	78.0	43.0	55.1	5.0	3.0	6.0	24.0	10.0	41.6
Majors: Food Science (Undergrad) Environ. Toxicology (Grad)										
4. Genetics	12.7	82.0	53.5	65.0	21.0	10.0	47.6	82.0	33.0	40.2
Graduate includes Genetics & Plant Breeding & Plant Genetics										
5. Meat & Animal Sci.	18.6	84.0	45.0	53.6	12.5	3.0	24.0	9.3	1.5	16.0
6. Poultry Science	6.0	21.0	12.0	57.0	10.5	6.0	57.0	2.8	1.0	35.7
7. Nat. Res.-Forestry	12.3	22.0	2.5	11.4	13.0	3.0	23.1	13.0	0	0
Majors: Forest Sci. (Undergrad) Forestry (Grad)										
8. Nat. Res.-Wild.Ecol.	6.0	103.8	50.0	48.0	11.0	6.0	54.5	8.5	0	0
<u>College of Engineering</u>										
9. Chemical Eng.	19.0	426.8	113.0	26.5	25.0	6.0	24.0	96.5	12.0	12.4
10. Civ. & Environ. Eng.	30.0	345.0	34.0	9.9	73.5	8.5	11.6	57.0	6.0	10.5
11. Eng. Mechanics	14.8	199.5	27.0	13.5	26.5	1.0	3.8	44.0	4.0	9.1
12. Industrial Eng.	14.5	294.2	78.0	26.5	40.5	15.0	37.0	34.5	4.0	11.6
13. Metal. & Mining Eng.	17.0	37.0	9.0	24.3	19.0	5.0	26.3	37.0	3.0	8.1
14. Nucl. Eng & Eng Phy.	13.7	100.0	8.0	8.0	17.0	2.0	11.8	40.0	3.0	7.5
15. Eng. Prof. Devel.	16.0									
<u>College of Letters &amp; Sciences</u>										
16. Hebr. & Sem. Stud.	4.0	8.5	6.5	76.5	6.5	.5	8.3	11.5	2.0	17.4
<u>Medical School</u>										
17. Medical Physics	7.6									
Undergrad Major: Physics										



	Total Men Faculty	Undergraduate Major			Masters			PhD		
		Total Enrollm.	Women Enrollm.	% Women Enrolled	Total Enrollm.	Women Enrollm.	%Women Enrolled	Total Enrollm.	Women Enrollm.	%Women Enrolled
18. Rehab. Medicine	4.5									
19. Surgery Masters: Medicine	32.4	597	208	34.8						
<b>University Outreach</b>										
20. Governm. Affairs Majors: Poli. Sci. (Undergrad) Public Policy & Admin. (Grad)	4.0	434.7	178.2	41.0	108.0	48.5	44.9	1.0	0	0
21. Communication Pgms Majors: Communication Arts	4.6	480.3	263.5	54.9	31.0	15.0	48.4	48.5	19.0	39.2

Appendix E - Annual Report of the Committee on  
Nondiscrimination and Affirmative  
Action in Faculty Employment, May 1987



ANNUAL REPORT OF THE  
COMMITTEE ON NONDISCRIMINATION AND AFFIRMATIVE ACTION  
IN FACULTY EMPLOYMENT  
1985-86, 1986-87

The committee met several times during the fall of 1985 in an attempt to define again its function, its relationship to the various school/college Equity Action Committees (EACs) and to delineate its activities for the year. It was decided that one important ongoing function of CONAFE could be to monitor the activities of the various EACs on the Madison campus since it was perceived that there are significant differences in their function and activity. CONAFE had, in fact, found this to be the case when it reviewed EAC activities several years ago.

In mid-January (1986) the chairs of twelve EACs were requested to provide CONAFE with the following: current committee membership; committee guidelines or charge; a copy of the most recent report to the Dean; and minutes of meetings held during the previous two years. Eleven responses were received. On the basis of this information the attached matrix was developed to describe and compare the various EACs with regard to membership and certain administrative, informational, monitoring and ombudsman functions. In a few instances EAC chairs were contacted for clarification of certain points.

As can be seen from the matrix (Table 1) there are considerable differences in the composition and expected functions of many of the EACS. Whereas one committee is charged chiefly with salary issues, other committees have much broader charges and one even includes receiving sexual harassment complaints. Whereas several committees seem quite concerned with student issues, such as recruitment and retention, others do not list this as a function.

Perhaps the most important information in the matrix is the rating given the various EACs on their level of activity. The rating is on a 0-5 scale with 5 representing the highest level of activity and adherence to the EAC's guidelines. Again this is based entirely upon information provided by the EAC chairs in response to our request. Note that there was no evidence of any activity whatsoever for two committees and that only two committees were considered to be making a serious attempt to be an effective and functioning committee according to their own committee guidelines.

On the basis of our survey we conclude the obvious--there are significant differences in activity of EACs. Since these committees are essentially advisory to the Deans, these differences may reflect the attitudes of various Deans regarding the importance of these committees. Members of CONAFE wish to reaffirm their belief that these activities are important and should not be allowed to be ignored. We believe that where narrowness in mission is apparent, committees need to broaden their concerns. Inactivity needs to be replaced by meaningful activity. CONAFE has drawn up recommended guidelines and composition for EACs on campus. We do offer the suggestion that the University Committee and/or Faculty Senate recommend to Administration that Deans be advised to encourage greater involvement of the EACs.

Additional activities for the 1986-87 year included meeting with the chairs of the various EACs with the Dean from each School. This gave us the opportunity to personally relate our concerns and suggestions directly.

Finally, we have assembled a questionnaire to be submitted to probationary faculty and their department chairs (and/or Executive Committees) to try and address such issues as teaching responsibilities, research responsibilities, service commitment, and resident or teaching assistant supervisory activities. The purpose of this study will be to determine work-load differences (if any) for women and minority probationary faculty.

(continued)



**TABLE 1**  
**CONAFE Review of Madison Campus Equity Action Committees\*\***

	<u>AgLS</u>	<u>AHP</u>	<u>Bus</u>	<u>Educ</u>	<u>Engr</u>	<u>Law</u>	<u>L&amp;S</u>	<u>Med</u>	<u>Nurs</u>	<u>Phar</u>	<u>VM</u>
<b>Membership</b>											
Faculty	X	X	X	X	X	X	X	X	X	X	X
Academic Staff	X	X		X	X	X	X	X	X	X	X
Classified Staff	X			X	X	X		X	X	X	X
Students	X			X		X		X	X	X	
<b>Administrative functions</b>											
Meet regularly	X	X	X	X	X	X	X	X	X		
Report annually	X	X	X	X	X		X	X		X	X
Liaison with UW-MSN Aff.Act.Off.	X	X	X	X	X		X	X			X
Liaison with other EACs				X				X			
<b>Informational functions</b>											
Advise the Dean	X	X	X	X	X	X	X	X		X	X
Inform the faculty	X	X	X	X	X		X	X			X
Inform staff	X	X	X	X	X			X			X
Inform students	X				X			X			
Advise search/screen cmtes.	X	X	X	X					X		
<b>Monitoring functions</b>											
Hiring		X	X	X	X	X		X	X	X	X
Conditions of employment	X	X		X	X					X	X
Salary issues		X		X		X	X				
Student recruitment				X							
<b>Ombudsman functions</b>											
Receive equity complaints	X	X		X	X	X	X	X		X	X
Receive student complaints				X				X		X	
Receive sexual harassment complaints				X							
Level of activity (0-5)	0	4	4	5	2	3	1	5	1	0	1

\* From Data Reported Jan 1986 to CONAFE

(continued)



- Suggested Charge to the Equity Action Committees -

Prepared by Committee on Nondiscrimination and Affirmative Action in Faculty Employment  
(CONAFE)

The Committee shall deal with issues related to equity, including both nondiscrimination and affirmative action. These issues are recruitment, promotion, compensation, retention, and quality of the work or learning environment. It is suggested that the committee include at least six members, including representatives of the faculty, academic staff, classified staff, and that membership be staggered with three-year terms. The chair may be appointed by the Dean. The committee should meet on a regular basis, at least twice yearly. The Committee is charged with the following responsibilities.

1. inform employees of the existence of the EAC and its mission with a list of the representatives;
2. advise the Dean on conditions of employment, particularly with respect to the hiring, promotion, retention and compensation of women, the disabled, and minority groups;
3. assist faculty search committees and when requested meet with departmental search committees to provide information on current policies regarding affirmative action procedures, and to offer advice on the recruitment of qualified women, minority groups, and disabled candidates;
4. receive and consider any issues and concerns regarding equity or the unfair treatment of employees making a recommendation to the Dean in such cases;
5. inform departments and other employing units of appropriate equity practices and policies established for the campus and monitor the implementation of those practices and policies;
6. call to the attention of the Dean any area of concern with respect to equity action in the School; and
7. prepare an annual report on all these subjects for submission to the Dean, and using appropriate structures within the academic unit, such as the Academic Planning Council, college senate, etc., inform the faculty and staff.

COMMITTEE MEMBERS:

Susan Finman  
Donald R. Harkness  
Gretchen Schoff  
Gregory MacEwen, Chair  
Diane Rausch  
June M. Unger  
Dolores K. Vetter



# Report proposes initiatives for progress in gender equity issues

By Bill Arnold

Providing a climate at UW-Madison that enables women to achieve their goals, to be successful and to attain leadership positions is one of the key goals in a report drafted by the Committee on Women in the University.

The committee's report — which is set to be presented to the UW-Madison Faculty Senate in December — includes a set of initiatives that has the potential to make way for progress in gender equity issues for both faculty and academic staff.

"The report builds on several current policies and proposes some new initiatives," said Chancellor David Ward. "I look forward to working with deans, chairs, the University Committee and the Senate to develop policies that are responsive to the report."

The committee has recommended that 'Climate for Women' be a top priority for institutional change, and it calls for new initiatives to educate the university community on climate issues, to increase accountability in recruitment and retention, and to increase the number of women in leadership positions.

"I wholeheartedly support the committee recommendations, and I look forward to an ongoing, campus-wide discussion about how we might achieve them," Ward said. "For these proposals to work, we need campus-wide ownership of what is in the report."

Of course, we are not starting from ground zero, Ward said. He cited as progress: the requirement that departments provide a faculty guidance person for untenured faculty; the provision that extends the tenure clock in cases of childbirth or adoption; workshops for administrators on their responsibilities toward women faculty and staff; and the Women Faculty Mentoring Program. The recent Gender Equity Pay Remedy for Faculty compensation should also contribute to the retention of women faculty at UW-Madison.

"An absolutely key effort has been the Women Faculty Mentoring Program," Ward said. "I am grateful for the work that Robin Douthitt (professor of family resources and consumer sciences), Barbara Wolfe (professor of economics and preventive medicine and director of the Institute for Research on Poverty) and other women faculty have contributed as mentors. They have provided valuable guidance to newer members of our faculty team, and that guidance has helped us to retain more women on our faculty," he said.

These efforts have resulted in some successes in increasing the numbers of women faculty. "Ten years ago, 14 percent of the faculty were women," noted Ward. "Now they are 20 percent. That 6 percent gain results from more than a decade of dedicated efforts to hire and promote women. During the past five years, the percentage of women being hired as assistant professors has been about 34 percent, and in this year's hiring, there was an extraordinary leap to 48 percent. With our large faculty — with males predominating in the tenured ranks — even substantial increases in hiring are slow to change the overall ratio of males to females in the faculty."

The report stresses that continued efforts to hire women at the junior ranks need to be coupled with an increase in the percentage of women hired at the senior ranks and with new efforts to provide a supportive climate for the work of women faculty. "With all of this in mind, UW-Madison has begun a major effort in the hiring, retention and collegial treatment of women faculty," said Ward.

Part of the education effort on climate issues has already started, with a series of workshops for department chairs, each one stressing the chair's responsibilities toward women faculty, probationary faculty and academic staff. This year, that workshop series will continue and will be extended to include administrative staff and supervisors.

To move toward a more conducive climate for women, the report says that the university should focus on hiring women faculty where they are least represented.

*'I wholeheartedly support the committee recommendations, and I look forward to an ongoing, campus-wide discussion about how we might achieve them.'*

Chancellor David Ward

In departments in which women are under-utilized, deans should review each appointment and help to ensure that women candidates have been adequately sought and fairly evaluated. Training in recruitment strategies for department chairs, administrators and search committees will be a key component of this effort, and there will also be some modest monetary incentives — such as provost's funds — to help departments make competitive offers to minority faculty and to women in science.

Like the committee's other recommendations, the successful fulfillment of the committee's third recommendation — to increase the number of women at UW-Madison in leadership positions — will necessitate dialogue from an array of faculty and academic staff constituencies. The dialogue will explore ways to ensure equal opportunities for women as department chairs, named chairs, as directors and fellows of research institutes, as faculty governance leaders, and as college and university administrators.

Ward said he has been mindful of the need to represent women well on search committees for the provost and deans. "I will continue to be vigilant on this point. If we have a 'glass ceiling' at UW-Madison, we can eliminate it with the combined efforts of and dialogue with our governance bodies and the administration," Ward says.

Nancy Denney, chair of the Committee on Women in the University, predicts that progress on gender issues at UW-Madison will accelerate in coming years. "I am very pleased by the responsiveness of Chancellor Ward, Associate Vice Chancellor Betsy Draine, and others in the administration to the recommendations made by the Committee on Women for improving the climate for women on campus," Denney says.

"UW-Madison has clearly made progress in recent years in making this campus more hospitable to women faculty and academic staff, and with the ongoing support for gender equity exhibited by the administration, I feel confident that

we can make even greater progress over the next few years," Denney says.

Denise Denton, associate professor of chemistry and electrical and computer engineering, likes the fact that Chancellor Ward supports improving the climate for women. "It's really nice to see that we're in sync with what's going on in the state — especially in terms of working to break the 'glass ceiling.' We are not operating in a vacuum," says Denton, who is a member of the Committee on Women in the University.

Draine calls for a team approach to meeting goals for hiring, promoting and retaining women. "Chairs and supervisors who are well-educated about university policies, deans who set expectations for equity within the college, and faculty and academic staff governance bodies that take gender equity seriously are all important players in making progress for women on this campus," Draine says.

The University Committee and the Academic Staff Executive Committee have recently reviewed the outline of recommendations drafted by the Committee on Women, and they will soon be discussed by the deans. After those discussions and further consultation with the Faculty Senate and the Academic Staff Assembly, details of new initiatives for women will be announced.



PHOTOS/JEFF MILLER

## You can go home again

The groundbreaking ceremonies for the Alumni House expansion were a festival of symbols linking UW's heritage with its future. As homing pigeons were released into the sky (top), Wisconsin Future Alumni president Charles Knapp spoke of the importance of the new space to student leaders today, during college years, and in the future, when, like the birds, they will always have a home to which they can return. The same sense of the past informing the future was evident when Wisconsin Alumni Association director Gayle Langer (below right) spoke with major supporters Beverly Below Fetzer ('60) and her daughter Laurie Fetzer Schults ('83), of Glencoe, Ill. Langer joined the Alumni Association in 1959, when the site for the project was chosen, and while Beverly Below Fetzer's father, Martin, was president of the national Alumni Association. It is for him and his wife that the new Martin and Florence Below (BEE-low) Alumni Center is named. Tying it all together (center) was current volunteer president Tom Prosser ('58), of Neenah, who served as master of ceremonies, addressing an enthusiastic crowd from the Alumni House balcony.



## Segregated student fee, parking 'surcharge' slated to end after this year

By Bill Arnold

If UW-Madison's budgetary wishes are granted during the next session of the state Legislature, two measures adopted in 1989 to finance the university's intercollegiate athletic program will end in 1995, the university's top budget officer says.

A per-semester segregated student fee and a transportation revenue transfer "surcharge" paid by holders of campus parking permits are slated to be discontinued after the 1994-95 academic year, says John Torphy, UW-Madison's vice chancellor for administration.

The two recommendations are included in the 1995-97 biennial budget request forwarded by UW-Madison and approved by the UW System Board of Regents. The budget request is now being reviewed by the state Department of Administration, and the Legislature will take it up during state budget deliberations early next year.

The current \$20 (\$10 per semester) student segregated fee for athletics — which has provided about \$725,000 annually for non-income sports since 1990 — will be discontinued and replaced by ticket and licensing revenue, Torphy says.

The annual transfer of \$481,000 in parking revenues would also be eliminated if the budget request is enacted. In its place would be a provision that provides athletics with parking revenues generated from athletic events and special events held in UW-Madison athletic facilities, Torphy says. Preliminary estimates suggest net parking revenue (revenue after all related expenses are paid) from athletic and special events will be about \$250,000 in 1995-96.

Torphy says this new provision continues the requirement that at least \$50,000 of the parking revenue from athletics be set aside for scholarships for women's athletics.

With the Athletic Department's budget now "in the black," Chancellor David Ward has said he sees no need to continue the student segregated fee, which helped to provide needed revenue to Intercolle-

giate Athletics when it had a nearly \$2 million budget deficit in the late 1980s, Torphy says.

"The fee and the transfer came in together, and it's the administration's view that they should go out together," he says.

Changing the provision for the transfer of parking revenue will help "rationalize" how athletic and special-event parking revenues are distributed, Torphy says. "Prior to the legislative action that created the transportation transfer, no parking revenues generated by sporting events and special events at UW athletic facilities were retained by Athletics," he says. "The legislative action required a transfer of more money than Athletics was generating. This budget proposal attempts to make sure that only those parking revenues created by athletic events and facilities accrue to (Intercollegiate) Athletics."

Lori Kay, director of Transportation Services, says campus parking permit holders should not expect to see a reduction in parking rates as a result of this change.

"I know that there is the implication that the end of the parking revenue transfer would mean that parking rates will be lowered. However, because of per-year increases of between 5 and 10 percent for fixed costs, maintenance costs and financing of new construction, our rates will stay about the same or increase only a small amount during the coming year," Kay says.

The segregated fee and the transportation transfer revenue "surcharge" have been targets of faculty, staff and student protest since they were instituted to help finance non-income sports and women's athletic scholarships. But Torphy says that the budget proposal is good news — not only because it signals that Athletics has reached a position of financial stability — but also because it frees up more money for students.

"The administration has no intention of continuing the student segregated fee in the next biennial budget," he says. "We promised that it would be discontinued and, barring any legislative changes, it will be."

## Regents approve pay, title adjustments to correct gender, race inequities

By Bill Arnold

Academic staff members who work at UW-Madison and throughout the UW System could see some equity-based changes in their pay and job titles, following action by the Board of Regents last week.

On Nov. 11, the board voted unanimously to approve the recommendations of a multi-year review of the salary and position title structure for about 10,000 academic staff members who work at UW-Madison and other UW System institutions. The recommendations propose pay and title adjustments to correct system-wide inequities based on gender and race.

Like faculty, academic staff are unclassified UW employees. One segment of the academic staff — called "Category A" staff — includes 7,500 employees system-wide working in academic support, business services, student services, administrative support, and support-based aspects of instruction and research. The other segment — called "Category B" staff — is made up of the 2,500 staff who are instructors and researchers, most of whom are employed at UW-Madison.

The present salary and title structure for academic staff dates back to 1986 and the implementation of the then-new legislation directing the UW and the Department of Employment Relations (DER) to develop a personnel structure for aca-

ademic staff using an outside consultant. The new structure eliminated a "campus autonomy" system of personnel classification for academic staff and created a uniform framework across the System.

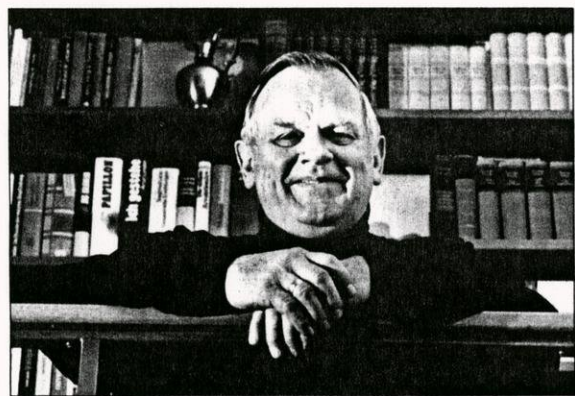
Following the implementation of the new structure in 1986, two studies — one conducted in 1988 and the other in 1989 — concluded that gender and possible race bias existed in both the structure and in how it was implemented. (The 1989 study of the UW-Madison academic staff was conducted by Robert Hauser, a professor of sociology at UW-Madison, and his wife, Taissa Hauser, an associate scientist at the Institute on Aging).

Based on information from the studies and the recommendations of a committee appointed by then-President Kenneth Shaw to review the studies, in October 1989 the Board of Regents directed the UW System to develop a plan to remove any bias. It is that plan, concluded after nearly four years of intensive, system-wide analysis and participation, that Regents were asked to approve and to authorize the implementation of the new title and rate structure, and appropriate equity adjustments.

With the Regents approval now on the record, state law and UW System procedures require the following steps for Category A:

- President Katharine Lyall will submit the plan to the DER for review and approval of the proposed Category A salary and title structure changes. (Without DER approval, the proposed title and salary structure cannot be put into place).

(Continued on page 7)



ANDREW GREENSEID

## PROFILE

SAMUEL M. JONES

Borne into Great Hall by eight uniformed beefeaters and torchbearers is the boar's head, wreathed with candles and stuffed, literally, with Aristotle. Soon to follow will be a feast of roast beef and figgy pudding (what some rogues call fruit cake in clever disguise).

And music. Plenty of music. Welcome to the Memorial Union's annual Tudor Holiday Dinner Concerts, a Yuletide tradition since 1933. And since 1972, the orchestrator, in several senses of the word, of this

*'While I've been director, I've seen children grow up, get married and have children of their own.'*

renowned event has been Samuel Jones, professor of music, who since 1961 has directed the Madison Philharmonic Chorus, which supplies musical accompaniment to this most Bunstable-ian of feasts.

This 61st season will be Jones' last, although he will not retire from the School of Music. As the fourth Tudor feast director, Jones has followed in the fondly recalled baton-sweeps of

Edgar B. "Pop" Gordon, Russell Paxton and Vance George.

Jones describes his tenure as hearkening back to the beginnings of the annual event in Wisconsin.

"Some of the later directors like Vance George envisioned more of a concert. I've gone back to Pop Gordon's format, which was heavy on audience participation," Jones says. "After all, the evening belongs to the audience."

What that evening typically holds for almost 350 guests thronging the hall is a cherished sequence of musical "rituals," many written by Jones, including the announcement of the boar's head and the wassail bowl, and the greeting to the hall.

"It's a very casual event — people get up and stroll around between courses, visit with friends at other tables. Small minstrel groups come by and serenade individual tables," Jones says.

Jones' efforts at conviviality have paid off in repeat customers.

"While I've been director, I've seen children grow up, get married and have children of their own. We have people coming from as far away as Chicago and Iowa," he says. Wisconsin also is well-represented, with guests hailing from all areas of the state.

In addition to the musical "calls," Jones incorporates a short audience sing-along. The repast features a gallery of international carols from Italy, Spain, Israel, Latin America, France, Germany, Norway, Russia and several African nations, in addition to liturgical works in Church (old) Russian and Latin.

Jones himself is fluent in French, German, Italian and Spanish, and is the only U.S. expert on Latin American Creole liturgies. These, he says, actually have precipitated social and political change in Nicaragua and El Salvador.

His love of the Spanish language drew Jones to Latin America from rural Oklahoma, where he grew up. En route he earned his Ph.D. from the University of Michigan, and a master's from Middlebury College. He also attended the prestigious Eastman School of Music in Rochester, N.Y., graduating with both bachelor's and master's degrees.

It was in Rochester, he says, that he first met with the Tudor dinner tradition. "The University of Rochester brought Tudor dinners to this side of the Atlantic. But UW-Madison's is surely one of oldest in this country," Jones says.

Legend has it that the original feast of academe took place at "Oxenford University" sometime during the reign of Elizabeth I. A student saved himself from the offices of a wild boar by throttling the creature with a handy volume of Aristotle. Having choked to death on the philosophy, the dead boar, its Aristotle still intact, was paraded through the university's Greate Halle.

Tickets for this year's concert and dinner, scheduled for Nov. 30 and Dec. 1-3, 4, 6 and 7, have already sold out.

— Barbara Wolff



opment: The Case of Western Ghats, India" by Kamaljit Bawa, professor of biology, University of Massachusetts. Sponsored by Forestry, Botany and the Institute for Environmental Studies. 145 Birge, 4 p.m.

## MOVIES

### 18 Friday

MEMORIAL UNION MOVIES. "Barcelona." From the director of "Metropolitan," the film follows the party-hopping of two quarrelsome American cousins searching the title city for romantic diversion. \$2.50 UW students and Wisconsin Union members; \$3 all others. Play Circle, Memorial Union, 5, 7, 9:15 p.m.

### FOCUS FILMS: STAR TREK WEEKEND.

"Star Trek IV" (7 p.m.). Earth has brought about its own disaster by killing off all the humpback whales. An alien travels across the universe to start planet Earth over again as Kirk and the crew travel back in time to save the whales and planet Earth. "Star Trek VI" (9:15 p.m.). Disaster has brought the Klingons low and now they must make a treaty with the Federation, but treacherous warmongers sabotage the affair and now Kirk and the Enterprise crew must solve a mystery before the saboteurs can start a new war with the Klingons. \$2 UW students and Wisconsin Union members; \$2.50 all others. 109 Union South.

### 19 Saturday

FOCUS FILMS: STAR TREK WEEKEND. "Star Trek II: The Wrath of Khan" (7 p.m.) brings the old revolutionary back from exile to take his revenge on Kirk and the crew of the Enterprise. "Star Trek IV" (9:15 p.m.). See Nov. 18. "Star Trek VI" (midnight). See Nov. 18. \$2 UW students and Wisconsin Union members; \$2.50 all others. 109 Union South, 7, 9 p.m., midnight.

MEMORIAL UNION MOVIES. "Barcelona." See Nov. 18. \$2.50 UW students and Wisconsin Union members; \$3 all others. Play Circle, Memorial Union, 7, 9:15 p.m.

### 20 Sunday

MEMORIAL UNION MOVIES. "Barcelona." See Nov. 18. \$2.50 UW students and Wisconsin Union members; \$3 all others. Play Circle, Memorial Union, 7, 9:15 p.m.

### 21 Monday

LAKESIDE FREE CINEMA. "Duck Soup." An insanely funny, pointed political satire, this is one of the Marx Brothers' most famous movies, with some of their most memorable gags. Rathskeller, Memorial Union, 8 p.m.

WOMEN IN THE DIRECTOR'S CHAIR. Seven independently made films by and about women on various topics: "Home Is Struggle/Historias Paralelas," "Walking Past Midnight," "Setu Lauluema," "Dangerous When Wet," "Broken Basket," "The Life Struggle of Aleya" and "This Unfamiliar Place." Followed by a discussion with Women in the Director's Chair program director Maria Benfield. 4070 Vilas, 8-10 p.m.

### 28 Monday

LAKESIDE FREE CINEMA. "The Rediscovered War Films of Alfred Hitchcock." These rarely seen Hitchcock shorts, "Bon Voyage," "Adventure Malgache" and "The Men Who Made the Movies," were unreleased in the U.S. until last year. Rathskeller, Memorial Union, 8 p.m.

### 1 Thursday

FOCUS FILMS. "Natural Born Killers." The latest Oliver Stone production shows us America's fascination with the morbid as it tells the tale of serial-killing lovers and how the public adored them. \$2 UW students and Wisconsin Union members; \$2.50 all others. 109 Union South, 7, 9:20 p.m.

### 2 Friday

MEMORIAL UNION MOVIES. "The Wonderful Horrible Life of Leni Riefenstahl." Ray Muller presents the controversial director of Hitler documentaries speaking out in this memoir and film. \$2.50 UW students and Wisconsin Union members; \$3 all others. Play Circle, Memorial Union, 2:45, 6, 9:20 p.m.

FOCUS FILMS. "Natural Born Killers." See Dec. 1. \$2 UW students and Wisconsin Union members; \$2.50 all others. 109 Union South, 7, 9:20 p.m.

### 3 Saturday

MEMORIAL UNION MOVIES. "The Wonderful Horrible Life of Leni Riefenstahl." See Dec. 2. \$2.50 UW students and Wisconsin Union members; \$3 all others. Play Circle, Memorial Union, 6, 9:20 p.m.

FOCUS FILMS. "Natural Born Killers." See Dec. 1. \$2 UW students and Wisconsin Union members; \$2.50 all others. 109 Union South, 7, 9:20 p.m., midnight.

### 4 Sunday

MEMORIAL UNION MOVIES. "The Wonderful Horrible Life of Leni Riefenstahl." See Dec. 2. \$2.50 UW students and Wisconsin Union members; \$3 all others. Play Circle, Memorial Union, 6, 9:20 p.m.

### 5 Monday

WISCONSIN UNION THEATER TRAVEL ADVENTURE SERIES. "Hungary—Land of Promise." Produced and narrated in person by Phil Slayton. Admission: \$3.50 UW students; \$7 all others; tickets available at Union Theater Box Office. Dec. 5-7. Wisconsin Union Theater, Memorial Union, 7:30 p.m.

LAKESIDE FREE CINEMA. "What's Up Tiger Lily?" This Woody Allen masterpiece is based on a Japanese spy thriller in which the Japanese dialogue has been replaced by Allen's sardonic and clever wit in a plot involving a worldwide hunt for a top-secret recipe. Rathskeller, Memorial Union, 8 p.m.

### 6 Tuesday

WISCONSIN UNION THEATER TRAVEL ADVENTURE SERIES. "Hungary—Land of Promise." Produced and narrated in person by Phil Slayton. Admission: \$3.50 UW students; \$7 all others; tickets available at Union Theater Box Office. Dec. 5-7. Wisconsin Union Theater, Memorial Union, 7:30 p.m.

### 7 Wednesday

WISCONSIN UNION THEATER TRAVEL ADVENTURE SERIES. "Hungary—Land of Promise." Produced and narrated in person by Phil Slayton. Admission: \$3.50 UW students; \$7 all others; tickets available at Union Theater Box Office. Dec. 5-7. Wisconsin Union Theater, Memorial Union, 7:30 p.m.

### 8 Thursday

FOCUS FILMS. "Clear and Present Danger." Jack Ryan's (Harrison Ford) boss is dying and Ryan must take the reins, but little does he know of the covert operations he "authorized." \$2 UW students and Wisconsin Union members; \$2.50 all others. 109 Union South, 7, 9:45 p.m.

## SPORTS

### 18 Friday

VOLLEYBALL. Wisconsin vs. Minnesota. Field House, 7 p.m.  
HOCKEY. Wisconsin vs. Northern Michigan. Dane County Coliseum, 7:05 p.m.

### 19 Saturday

FOOTBALL. Wisconsin vs. Illinois (W Club Day). Camp Randall Stadium, 2:30 p.m.  
VOLLEYBALL. Wisconsin vs. Iowa. Field House, 7 p.m.

HOCKEY. Wisconsin vs. Northern Michigan. Dane County Coliseum, 7:05 p.m.

### 20 Sunday

WOMEN'S BASKETBALL. Wisconsin vs. Portuguese National Team. Field House, 1 p.m.  
MEN'S BASKETBALL. Wisconsin vs. Marathon Oil. Field House, 3:35 p.m.

### 25 Friday

WRESTLING. Northern Open. Camp Randall Sports Center (Shell), 8 a.m.-6 p.m.  
MEN'S BASKETBALL. Wisconsin vs. Wright State. Field House, 3:05 p.m.

### 29 Tuesday

WOMEN'S BASKETBALL. Wisconsin vs. Western Illinois. Field House, 7 p.m.

### 30 Wednesday

MEN'S BASKETBALL. Wisconsin vs. UW-Green Bay. Field House, 7:05 p.m.

### 2 Friday

HOCKEY. Wisconsin vs. St. Cloud State. Dane County Coliseum, 7:05 p.m.

### 3 Saturday

MEN'S BASKETBALL. Wisconsin vs. Texas Tech. Field House, 1:05 p.m.  
HOCKEY. Wisconsin vs. St. Cloud State. Field House, 7:05 p.m.

## Equity-based changes ...

(Continued from page 3)

• Campuses will notify academic staff members of the titles to which they will be assigned in the newly ordered structure. After notice, position holders will have about 60 working days to appeal the proposed title assignments.

• After appeals are heard and changes made as a result of appeals, the data will be re-analyzed to determine whether gender and race bias has been eliminated. Any residual inequity will be eliminated through individual salary adjustments and final verification of the absence of gender and race bias.

*The goal is to eliminate inequities without having a negative impact on individual salaries...*

• Provided that the plan is free of gender and race bias, the Regents will be asked to approve final adjustments by July 31, 1995. Equity adjustments will be made retroactive to Jan. 1, 1995.

No external approval of the Category B project is required — UW institutions are free to assess individual salaries within Category B and make corrections necessary to address the inequities identified in the project.

Char Tortorice, chair of UW-Madison's Academic Staff Executive Committee, says the committee is pleased to see that the projects have come to a point of closure. "The challenge now will be in setting up guidelines for implementing pay adjustments," says Tortorice, who is the associate director of Testing and Evaluation Services in the School of Education.

"The Academic Staff Assembly's Compensation and Economic Benefits Committee will work closely with the UW-Madison administration to develop appropriate strategies. The goal is to eliminate inequities without having a negative impact on individual salaries in job titles that will move down pay ranges in the new structure," Tortorice says.

• In other business at the Regents meeting, Bill Reznikoff, professor of biochemistry and chair of UW-Madison's University Committee, addressed the board to express the committee's concern about possible cuts in the UW's 1995-97 biennial budget. "As educators, we have an important responsibility to tell the public why state budget cuts will impair the university's mission. Reductions in state support will result in increased tu-

ition, reduced access, lower quality and fewer services," Reznikoff said.

To alter the balance of faculty workloads at UW-Madison — away from research and toward teaching — will "inevitably decrease the acquisition of external funds," Reznikoff said.

"Reducing external revenues will have multiple effects, such as reducing opportunities for undergraduate laboratory education, lowering the quality of classroom instruction, hindering the university's ability to support the development of new industries, and reducing the externally funded university payroll."

"Reductions in external funds coming to the university will end up costing the state and the taxpayers dearly in the long run," Reznikoff said.

Regent Adolf Gundersen responded to Reznikoff's address, saying he thinks the board's "general feeling" is supportive of maintaining current resources through the "zero-growth" budget adopted by the board in August (The budget request is being reviewed by the state Department of Administration, and it will be taken up by the state Legislature next year).

• John Wiley, interim provost and vice chancellor for academic affairs, presented the Regents with specially created lapel pins to commemorate the 100th anniversary of the famous "Sifting and Winnowing" statement.

Thanks to micro-technology at UW-Madison, the pins — which are about the size of a dime — contain a remarkable amount of information. Visible to the naked eye is the outline of the state of Wisconsin, and within it, the full text of the 36-word statement. Contained in the period at the end of the statement are the names of the current governor, UW System president, UW-Madison chancellor and the 1994 UW System Board of Regents.

The method used to create the pins represents just one of the technological advances in UW-Madison's College of Engineering. A silicon chip wafer, the same material used to make integrated circuits or microchips, was oxidized and treated with polymeric material. This "resist" layer was then subjected to an electron computer-controlled beam, which eventually created the map and word pattern in gold. The process was a joint effort of researchers in the college's Center for X-Ray Lithography, the Wisconsin Center for Applied Microelectronics and the Thin Film Deposition and Application Center.



## 'Tis the season

The holiday season is fast approaching and again this year members of the UW Forestry Club are offering Christmas trees for sale. The sale will be held in the indoor comfort of the University Stock Pavilion on Dec. 2-4. The sale runs 8 a.m.-9 p.m. on Friday and Saturday, and 9 a.m.-2 p.m. on Sunday. Customers can choose from Wisconsin-grown white pine, balsam fir, Fraser fir and Scotch pine trees. Trees are priced at \$3.50 to \$5 per foot. Proceeds from the sale go to support scholarships for the School of Natural Resources and a spring trip for UW forestry students.



Release: Immediately

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### NEW STUDIES FIND LITTLE DIFFERENCE IN BOYS' AND GIRLS' MATH SKILLS

By Cindy Simmons  
University News Service

MADISON--Gender differences in mathematics performance are not large and they may be getting smaller, University of Wisconsin-Madison researchers have found.

Psychology and women's studies Professor Janet Hyde and education and women's studies Professor Elizabeth Fennema used the testing from 100 different studies for their article "Gender Differences in Mathematics Performance: A Meta-Analysis," printed in the March Psychological Bulletin. They also analyzed 70 previous studies for an article called "Gender Differences in Mathematics Attitudes and Affect: A Meta-Analysis" published in the September issue of Psychology of Women Quarterly.

Hyde admits she was expecting to see a larger difference in math performance.

"The whole culture says boys are better at math," she said. "I was surprised by the results."

Females do some kinds of mathematics better than do males, while in some tests, like the SAT, males do better than females. The analysis also indicated that the overall differences between male and female performance is small and may be smaller than it was 15 years ago.

"For the last 30 years, it was considered a well-established phenomenon that boys are better than girls at math," Hyde said. "It was in all the

psychology textbooks, it was in the books on child development."

Fennema, who also coedited a book released this fall titled "Mathematics and Gender," has no patience with questions about males having a biological propensity for math.

"The evidence is extremely flimsy," she said. Math itself is a cultural creation, she added, which makes her suspicious of any biological explanation for gender differences in math performance.

"And to accept a biological explanation is to give up and say that we can't educate people," she said. "That is not the business I'm in."

Fennema is quick to point out that women are underrepresented in math-related fields. Paging through a list of faculty members at UW-Madison, she finds seven departments in engineering and three in medicine with no women faculty. Of 47 professors in the physics department, only two are women, she said.

Hyde, too, is skeptical about researchers' unwavering interest in finding a biological cause for math performance differences. "What I want to know is why gender is the focus?"

Within the study of math and gender, math is seen as a "critical filter" to higher education and higher-paying jobs.

"To get a Ph.D in education and many other fields, you have to have a lot of statistics," Fennema said. "I am not interested in creating mathematicians. I am concerned that women have options."

Fennema said teachers who make an effort to equalize girls' and boys' learning of math are able to do so.

Hyde said the studies' results mean researchers will have to look for other explanations for why women are underrepresented in math and science departments and in careers which are math-oriented.

"We have to look at the culture of science, whether it's a culture that's not very welcoming to women," she said.

Hyde said one area of "huge difference" was that males, much more than females, stereotype math as a male field. "We've got to start thinking about male attitudes in their roles as gatekeepers," Hyde said.

Girls must be told by middle school that choices they make about taking math classes may have a big impact on their careers, she said.

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## FACULTY AND STAFF NEWS

University departments and offices are welcome to share information about honors, awards and other professional achievements. Send notices by e-mail to [uwiseek@mac.wisc.edu](mailto:uwiseek@mac.wisc.edu) or by campus mail to Wisconsin Week, 19 Bascom Hall.

### Sabbaticals

The UW System Regents in December approved 1995-96 sabbaticals for 83 faculty members.

**Abramson, Lyn Y.**, L&S, Professor, Psychology; **Adams, Michael S.**, L&S, Professor, Botany; **Ahern, Patrick**, L&S, Professor, Mathematics; **Assadi, Amir**, L&S, Professor, Mathematics; **Bates, Douglas**, L&S, Professor, Statistics; **Bender, Todd K.**, L&S, Professor, English; **Bowser, Carl J.**, L&S, Professor, Geology & Geophysics; **Bradley, Fred**, Engr., Associate Professor, Materials Science & Engineering; **Bramson, Maury D.**, L&S, Professor, Mathematics; **Brennan, Mary A.**, Educ., Professor, Kinesiology; **Byrd, Michael E.**, L&S, Professor, Philosophy;

**Cameron, Douglas C.**, Engr., Associate Professor, Chemical Engineering; **Compton, J. Lin**, CALS, Professor, Continuing & Vocational Education; **Cortez, Edwin M.**, L&S, Associate Professor, Library & Information Studies; **Courtenay, William J.**, L&S, Professor, History; **Davidson, Richard J.**, L&S, Professor, Psychology; **Dunlavy, Colleen**, L&S, Associate Professor, History; **Essig, Linda**, L&S, Associate Professor, Theatre & Drama; **Fiske, Stafford H.**, L&S, Professor, Communication Arts;

**Gilbert, Jess**, CALS, Associate Professor, Rural Sociology; **Glenberg, Arthur**, L&S, Professor, Psychology; **Gower, Stith T.**, CALS, Associate Professor, Forestry; **Harris, Phillip E.**, CALS, Professor, Agricultural Economics; **Hauer, Robert M.**, L&S, Professor, Sociology; **Heberlein, Thomas**, CALS, Professor, Rural Sociology; **Hill, Mark D.**, L&S, Associate Professor, Computer Science; **Hoessel, John G.**, L&S, Professor, Astronomy;

**Ingwersen, Niels**, L&S, Professor, Scandinavian Studies; **Jasper, Cynthia**, FRCS, Associate Professor, Consumer Science; **Joseph, Deborah A.**, L&S, Associate Professor, Computer Science; **Kessel, Raymond**, Outreach/Med., Associate Professor, Health & Human Issues/Med. Genetics; **Ketchum, Cavaliere**, Educ., Professor, Art; **Kindig, David A.**, Med. Professor, Preventive Medicine; **Kirsch, John A.**, L&S, Professor, Zoology; **Kleinhenz, Christopher**, L&S, Professor, French & Italian; **Kritzer, Herbert M.**, L&S, Professor, Political Science; **Kugelmass, Jack**, L&S, Associate Professor, Anthropology;

**LeMoine, Fannie**, L&S, Professor, Classics; **Lempp, Steffen**, L&S, Associate Professor, Mathematics; **Lindberg, Leon**, L&S, Professor, Political Science; **Lindstrom, Diane**, L&S, Professor, History; **Lowe, Truman**, Educ., Professor, Art; **Mac Ewen, E. Gregory**, Veterinary Med., Professor, Medical Science; **McChesny, Robert W.**, L&S, Associate Professor, Journalism & Mass Communication; **McCubbin, Marilyn**, Nursing, Associate Professor, Academic Affairs; **Metz, Mary H.**, Educ., Professor, Educational Policy Studies; **Moermond, Timothy**, L&S/IES, Professor, Zoology; **Mortensen, C. David**, L&S, Professor, Communication Arts; **Murphy, J. J.**, L&S, Professor,

### Communication Arts;

**Newmann, Fred M.**, Educ., Professor, Curriculum & Instruction; **Nystrand, Martin**, L&S, Professor, English; **Orlick, Peter**, L&S, Professor, Mathematics; **Ostergren, Robert C.**, L&S, Professor, Geography; **Perrone, Philip A.**, Educ., Professor, Counseling Psychology; **Prakash, Ved**, L&S, Professor, Urban & Regional Planning; **Prepost, Richard**, L&S, Professor, Physics; **Proctor, Richard A.**, Med., Professor, Medicine/Medical Microbiology; **Quin, Paul A.**, L&S, Professor, Physics;

**Riley, David**, FRCS, Associate Professor, Child & Family Studies; **Rodini, Robert J.**, L&S, Professor, French & Italian; **Rogers, Joel**, L&S/Law, Professor, Sociology; **Ron, Amos**, L&S, Associate Professor, Computer Science; **Scarpace, Frank L.**, Engr./IES, Professor, Civil & Envir./Academic Program; **Schaub, Thomas H.**, L&S, Professor, English; **Schreiber, Peter A.**, L&S, Professor, English & Linguistics; **Seltzer, Marsha M.**, L&S, Professor, Social Work; **Senn, Alfred E.**, L&S, Professor, History; **Shea, Daniel**, L&S, Professor, Mathematics; **Stampe, Dennis W.**, L&S, Professor, Philosophy; **Streibel, Michael**, Educ., Professor, Curriculum & Instruction; **Stretton, Antony**, L&S, Professor, Zoology; **Sutton, R. Anderson**, L&S, Professor, Music; **Sutula, Thomas**, Med. Associate Professor, Neurology;

**Terwilliger, Paul**, L&S, Professor, Mathematics; **Thesen, Arne**, Engr., Professor, Industrial Engineering; **Thompson, Linda**, FRCS, Professor, Child & Family Studies; **Thomson, Elizabeth**, L&S, Professor, Sociology; **Tylus, Jane**, L&S, Associate Professor, Comparative Literature; **Uhlenbrock, Dietrich**, L&S, Professor, Mathematics; **Verma, Manindra**, L&S, Professor, Linguistics/South Asia Studies; **Vernon, Mary**, L&S, Professor, Computer Science; **Way, Wendy**, Educ., Professor, Continuing & Vocational Education; **Weisner, Gary**, L&S, Professor, Communicative Disorders; **West, Kenneth**, L&S, Professor, Economics.

### Appointment

**Craig T. January**, a nationally recognized physician-scientist who has dedicated much of his career to researching faulty heart rhythms, was named head of cardiology at the UW Medical School and UW Hospital and Clinics, effective Jan. 1. He replaced A. James Liedtke, who stepped down as section head but remains with the department.

January, a specialist in treating heart arrhythmias, has been a faculty member at University of Chicago Medical Center for 12 years and was acting chief of cardiology from 1990-92.

### Awards and Honors

**Randolph (Rand) Valentine's** dissertation, "Ojibwe Dialect Relationships," has won the Book Award of the Society for the Study of the Indigenous Languages of the Americas, in honor of a work that "most significantly contributes to our knowledge of the indigenous languages of the Americas." Valentine is joining the faculty of UW-Madison starting with this semester, with a joint appointment to the Department of Linguistics and the American Indian Studies Program. He is working on a

book-length study of Ojibwe stylistics.

**Mary Ellen Roach Higgins**, emeritus professor, Family Resources and Consumer Sciences, and adjunct professor, University of Minnesota, received the 1994 Commemorative Lecturer Award at the annual meeting of the International Textiles and Apparel Association in Minneapolis. This honor recognizes the recipient's distinguished, long-term contributions to the field of textiles and apparel.

**Valdis J. Zeps**, professor, Linguistics and Slavic Languages, was on leave of absence during the fall semester while on a Fulbright Fellowship. The fellowship supports research and study in Latvia. Zeps, who was born in Latvia, has made a lifelong study of the place-names of Latgala, one of the three regions of the Latvian republic.

**A.B. Balanteckin**, professor of physics, has been selected a Fellow in the American Physical Society (APS). The APS elects only one-half of one percent of its members to fellowship. Balanteckin was cited by the APS "for his development and use of symmetry concepts in nuclear structure, heavy-ion fusion dynamics, and particle production in high-energy collisions," and for his work on the solar neutrino problem.

**W. Lee Hansen**, professor of economics, has received the Marvin Bower Award from The Board of Trustees of the National Council on Economic Education (NCEE) in recognition of his leadership and innovation in economic education. The award was created by Bower, who served as managing director of McKinsey & Company from 1950 to 1967 and was chair of NCEE Board for many years. Hansen has served on the National Council's board for almost two decades and led its effort to create an economics curriculum for grades K-12.

**Margarita M. Zamora**, professor, Spanish and Portuguese, has been awarded the Katherine Singer Kovacs Prize for an outstanding book published in English in the field of Latin American and Spanish literatures and cultures. The Modern Language Association of America awarded the prize for Zamora's book *Reading Columbus*, published by the University of California Press. The prize consists of a check for \$1,000 and a certificate.

**Warrington Colescott**, emeritus Leo Steppart Professor of Art, has been appointed the Richard Koopman distinguished chair for the visual arts, spring 1995, at the Hartford (Conn.) School of Art.

**Ruth Benca**, associate professor of psychiatry and an expert in sleep disorders, has been awarded two research grants totaling nearly \$1 million to study the psychobiology and other

aspects of sleep disorders. Benca was awarded \$437,000 over four years from the National Institute of Mental Health (NIMH) and \$423,000 Research Scientist Development Award from the NIMH to support her sleep-related research over a five-year period.

The College of Engineering's 1993 annual report, "Quality," produced by the Engineering Publications Office, has won first place in the National Association of Government Communicator's publications competition. The office includes **Phil Biebl**, graphic artist; **Roxanne Beisel**, program assistant; **Annie Walljasser** and **Kelly Radloff**, editors; and **Karen Walsh**, director. A brochure produced by the office about the college's Computer Aided Engineering Center also won an honorable mention in the contest.

## New awards program honors classified staff

By Bill Arnold

If you know a UW-Madison classified employee who deserves some special recognition, you now have until Feb. 1 to nominate that person for a Classified Employee Recognition Award.

The initial January deadline has been extended to allow more time for people to submit nominations.

The award will be presented to up to five UW-Madison employees each year, in recognition of their exceptional service to UW-Madison and their outstanding service to the public and to students, or for other significant contributions to the university. **Jim Stratton**, director of classified personnel, says the new award isn't intended to duplicate other means of recognizing employees, such as the Merit Award Suggestion Program or nonrepresented employee performance awards.

"The Classified Employee Recognition Award is really something that we've been working on for some time, says Stratton. Academic staff and faculty already have recognition programs, and we think that it's equally important to provide recognition to classified employees. The Wisconsin Alumni Association and Chancellor David Ward have been very supportive in helping to make this award a reality."

All represented and non-represented permanent classified employees of UW-Madison — except those in the blue-collar and non-building trades, technical, and security and public safety bargaining units — may be nominated. Employees may not receive awards in consecutive years. Members of the selection committee also are not eligible. Employees must show a commitment to the university through at least three years of service.

Stratton says qualities that might identify an employee for nomination include promoting the image of the department or university through continual extension of service and courtesy to students, employees and the public; consistently promoting excellence in him/herself and colleagues; exhibiting leadership and maintaining grace under pressure/deadlines/crisis situations; or initiating/recommending innovative ideas which result in better service or efficiency. Another factor that should receive consideration is acknowledgment of community service outside the university or within the university, but not part of job responsibilities. Finally, peers may acknowledge coworkers whose behavior or personality makes the workplace more pleasant.

Employees who are selected to receive the Classified Employee Recognition Award will also have the opportunity to attend an employee development program. The employees will also have their picture and name displayed in a public place in their unit, and an awards ceremony will be held in February.

Nominations must be made to the recognition committee by Feb. 1. The nominations should be sent to the Classified Personnel Office, 228 Peterson Building. The office has nominating forms.

## ASA approves gender equity proposals

A report that makes some key recommendations on ways UW-Madison can improve its environment for women faculty and staff has received another endorsement — this time from the university's academic staff.

The recommendations of the 1993-94 annual report of the Committee on Women in the University (COWU) was approved unanimously by the Academic Staff Assembly (ASA) during its December meeting. The Faculty Senate has also endorsed the report and its recommendations.

The COWU's report calls for the governance bodies and the administration to work for improvements during the next two years.

The assembly's vote is an encouraging and clear message, says **Char Tortorice**, chair of the ASA's Executive Committee and associate director of testing and evaluation services in the School of Education.

"The unanimous endorsement puts the Academic Staff Assembly firmly on record supporting positive steps

toward achieving an improved climate for women on campus," she says.

Tortorice says that although the COWU's report is specific to academic staff and faculty, all women will benefit from the increased education and training opportunities that will focus on gender issues.

"One particularly timely idea is creating mentoring opportunities for academic staff — an idea that has bubbled up in several different arenas. Also, mentoring can be of tremendous help in moving forward other recommendations like those involving increased representation of women in science, math and engineering," she says.

"As we move forward in our efforts to continuously improve both the quality of educational offerings and the quality of life on campus for everyone, concrete recommendations — such as those in the committee's report — that address critical issues are especially welcome," Tortorice says.

The assembly's next meeting will be at 3:30 p.m., Jan. 23, in room 272 Bascom Hall.

— Bill Arnold

## Budget ...

(Continued from page 1)

tory modernization projects and for a portion of instructional supplies and expenses funding and facility renovation and maintenance projects. "Now these funds will be going to the state treasury rather than benefitting students and the campus," Torphy says.

Other state agencies were instructed to set aside 2.5 percent of the GPR-financed portion of their budgets by June 30, the end of the current fiscal year. GPR is state tax money (such as income, sales and corporate taxes) used to pay for state programs.

During the Dec. 9 meeting of the UW System Board of Regents, UW System President **Katharine Lyall** told board members the timing of the directive "makes it more difficult to manage." Lyall noted that teaching contracts had been signed for the second semester and class schedules had already been published. Also, the demand for many administrative services — including registration, housing and advising services — was at its peak.

"I expect that institutions will have to take a number of actions: We will not reduce second semester enrollments but we will have to reduce ad hoc instructor appointments and collapse the number of sections to form larger ones; we will defer planned investments in learning technology, and suspend some purchases of classroom laboratory equipment," Lyall said, and added that pending appointments and contracts not yet signed will be held until "we know better what the 1995-97 biennial budget will hold for us."

Lyall told the Regents that she expects to report back to the board at its next meeting on Feb. 9-10 about how the lapse is being managed by the UW campuses.



## Faculty exhibit showcases moments of artistic evolution

Forty-one members of the Department of Art will exhibit recent fruits of their artistic labors in the sixth annual Quadrennial Exhibition, hosted by the Elvehjem Museum of Art.

This year, 27 faculty, 11 emeritus professors and two academic staff members will exhibit. According to faculty exhibition committee member Pat Powell, director of publications for the Elvehjem, the only limitation was the amount of available space in the museum.

Committee Chair Richard Lazzaro says the 152 final pieces reflect the increasingly close proximity of art and technology, making ample use of computers, video, digital equipment, lasers and more.

"Artists today often sketch ideas on the screen, feed images into the computer and rearrange them to search out possibilities, and store their work" on disc or hard drive, Lazzaro says.

The exhibit will find Dan Ramirez's work disassembling images and creating new configurations. George Cramer prints out images and multiple-screens them to produce new ones. Frances Myers combines laser printing with etching, wood cutting and other traditional print techniques for her installations. Ted Pope creates original computer programs as works of art.

Exhibitors' pieces will encompass the widest range of media ever assembled for a UW-Madison quadrennial: drawing, painting, ceramics, metal, glass sculpture, paper pulp, installations, interactive video, and more. According to Elvehjem Director Russell Panczenko, "We see in one exhibition a glimpse of the entire contemporary art world."

Also apparent are changes that four years have brought in styles of the individual artists.

"Most everybody has evolved and developed new directions with processes and materials," Lazzaro says. "Most of our faculty exhibit nationally, and are aware of new artistic frontiers. Bruce Breckenridge, for instance, began his career creating

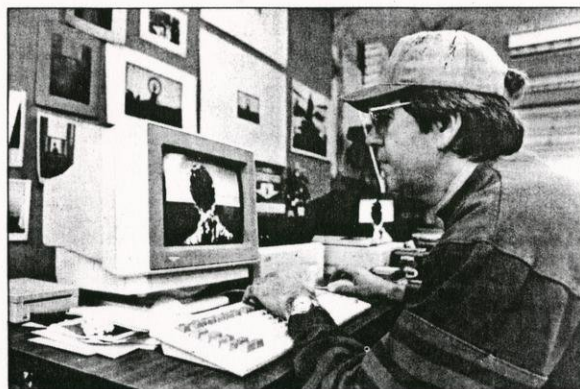
functional ceramic pieces such as cups, bowls and dishes. He eventually came out of that to make ceramic murals that look like paintings. Now he's doing large plates that resemble contemporary tondo (round) paintings."

In addition to offering a general glimpse into collective and individual artistic evolution, Lazzaro says, the exhibition will provide art students with special insight into their teachers' own artistic visions. "It's also exciting for us faculty because we have an opportunity to see each other's work. Often we see some of it, but not a body," he says.

A 75-minute video, which introduces the various artists, will run in Paige Court throughout the exhibition. The artists themselves will be on hand to discuss their creations and processes at a public reception to open the 1994 Quadrennial on Friday, Dec. 9, from 6-8 p.m. in the Elvehjem. The show will be up through Feb. 12.

For more information, contact Lazzaro, 262-3430/262-1660 or Rebecca Garrity at 263-2495.

— Barbara Wolff



JEFF MILLER



### The artist and the art

Dan Ramirez, professor of art, above, works on computer-manipulated imagery in his studio. The image on the computer screen is a close-up look at the head and shoulders of the woman who is the subject of his finished artwork, "With an Eye/I on the Landscape," at left. Ramirez, who often works by disassembling historical images to create new configurations, is just one of the art faculty using new technologies in their work. Of the 152 final pieces in the Elvehjem's Quadrennial Exhibition, many reflect the use of computers, video, digital equipment, lasers and more. A public reception to open the exhibit will be held Dec. 9, 6-8 p.m.

## Faculty Senate approves COWU's recommendations

By Bill Arnold

At a massive institution like UW-Madison, change and what it might bring can sometimes seem a bit threatening.

That was the case Monday, when the Faculty Senate took a key step forward by endorsing and approving the recommendations of the 1993-94 annual report of the Committee on Women in the University (COWU).

The report calls for the governance bodies and the administration to work to improve the climate on campus for women faculty and academic staff during the next two years. A good climate for women, it states, is one that is conducive "to the personal and professional development of women" and which gives women equal access to training, equipment, supplies, guidance/mentoring and professional development.

The senate's vote to approve the recommendations was nearly unanimous — and senators applauded after the vote. But it took some lively debate to achieve some consensus. Several senators objected to some of the specific language in the report, and others worried about implementation. Richard Knowles, professor of English, objected to the wording of a climate-related recommendation to "increase education and training of chairs, supervisors and deans on gender issues, including strategies for making UW-Madison a more hospitable work environment for women." Knowles said the deans, chairs and supervisors he knows do not need training in gender equity issues.

Knowles said he is concerned that the training "sounds like mandatory indoctrination, or heavy-handed attempts at forced indoctrination."

Betsy Draine, associate vice chancellor with responsibility for gender equity issues, disagreed. Draine said the recommended training is not mandatory and that department chairs have actually requested more training on gender equity issues. "We want to have chairs teaching other chairs on issues like parental leave. We know that in many cases supervisors

don't have enough information about situations and issues (that pertain to gender equity), and this is an opportunity to increase our resources for education and training," Draine said.

As a result of Knowles' objection, the text was amended so that the words "opportunities for" were inserted after the word "increase."

A motion to amend to approve only the headings of the major recommendations — and none of the report's specific language — was offered after a few senators said they worried that the language might not be specific enough to ensure that training and accountability measures will be implemented in a way that will be acceptable to the faculty. But, after some spirited debate, the motion failed.

Nancy Denney, professor of psychology and chair of the Committee on Women, says the senate's vote underlines "its willingness to champion efforts to achieve gender equity at UW-Madison."

"I'm very pleased with the senate's vote, and I believe that with this endorsement from the faculty, in concert with the strong commitment of Chancellor (David) Ward, Associate Vice Chancellor Betsy Draine, and others in the administration, we will be able to make significant progress over the next few years toward making UW-Madison a more hospitable work environment for women," Denney says.

Cathy Middlecamp, a faculty associate who directs the Chemistry Learning Center and a committee member, says the senate's vote is "a great step, but neither the first nor the last. I give a lot of credit to the women and men who worked on these issues before our committee did; I also know there's no shortage of work awaiting us up ahead," says Middlecamp, who is also a member of the Academic Staff Executive Committee.

"The issues that women on the faculty face are interconnected with those of the women in the academic staff. I'm glad to see a document that addresses the needs of both groups," says Middlecamp.

The report also states the university must work to achieve and maintain pay

equity for women faculty and academic staff, to improve access to child care, to increase representation of women in math, science and engineering, and to work to address the "glass ceiling" issue — so that women have an equal opportunity to advance their careers and to reach leadership positions.

A similar resolution will be presented to the Academic Staff Assembly Dec. 12.

In other business, Bill Reznikoff, professor of biochemistry and chair of the University Committee, announced the Chancellor's Office and the University Committee have been asked by the university's student government to help establish a new approach to student evaluation of teaching.

Reznikoff said the committee has met with student leaders to discuss how to provide students with numerical summaries of the teaching evaluations of faculty.

Last spring UW-River Falls students went to court to seek the release of faculty and course evaluations under the state's open records law. The state Office of the Attorney General declined to represent UW-River Falls, citing that it agreed that the evaluations were open records. Also, the request for numerical summary evaluations is in line with policy mandated by the UW System Board of Regents.

Student leaders at UW-Madison say the aggregate results of faculty evaluations should be made available to them so that students can page through a centralized directory and size up prospective teachers. The written "comments" section of evaluations — which is considered confidential by faculty — would not part of the summary evaluations, they say.

A working group of faculty and students, he says, will develop a set of standard course evaluation questions to be recommended to departments for their use. Until the questions are in place, student leaders will be provided access to summarized course evaluations derived from existing departmental questionnaires through the deans' offices. Reznikoff says the proposed policy follows requirements set by the Regents.

## Commencement set for Dec. 18

Winter commencement ceremonies will take place on Sunday, Dec. 18, in the UW Field House.

This year, approximately 1,200 undergraduates and 400 graduate and professional students will participate in the ceremonies, which are scheduled for 1 p.m. for recipients of master's and doctoral degrees, and 4 p.m. for those receiving bachelor's degrees.

John Searle, a prominent philosopher and faculty member at the University of California at Berkeley, is scheduled to speak at 1 p.m., at which time he will be conferred the honorary degree of Doctor of Humane Letters. Searle was an undergraduate at UW-Madison between 1949 and 1952.

Robin Hubbard, a candidate for a bachelor of science degree in rural sociology, will speak on behalf of the graduates during the undergraduate ceremony.

Tom Prosser, vice president of Robert W. Baird and Company and the president of the Wisconsin Alumni Association, will offer the alumni welcome to the members of the Class of 1994.

At 7 p.m., students in the ROTC programs will receive commissions as officers in the U.S. Army, Navy, Air Force and Marine Corps in a ceremony that will be held in the Senate Chambers of the State Capitol. The guest speaker will be retired Marine Col. Nicholas Hirsch of Milwaukee.

No tickets are required for the ceremonies. Degree candidates should arrive at least a half hour before the exercises begin. Parking will be available in nearby university lots and on city streets.

For additional information, call the Secretary of the Faculty's Commencement Hotline, 262-9076.

— Bill Arnold



## Senate allows extension of tenure clock

By Bill Arnold

The biological clock shouldn't have to conflict with the tenure clock.

Revised language of UW-Madison's Faculty Policies and Procedures — approved by the Faculty Senate on March 6 — provides the opportunity for additional time on the tenure clock under certain specific circumstances.

Childbirth and child-rearing are among the scenarios that can lead to extensions of the maximum probationary period for non-tenured faculty at UW-Madison. UW-Madison has had a nationally pioneering policy in effect for the past four years. The senate's vote amends the policy's language, bringing it in line with the newly developed policy for the UW System as a whole.

Guidelines for extensions in cases where faculty members have to care for a relative or deal with their own illness, or when a full-time faculty member has a significant change in his or her work responsibilities, are also part of the policy.

Every new faculty member at UW-Madison is given a maximum probationary period that is the equivalent of seven years of full-time service in the university in the ranks of instructor or assistant professor. During that period, faculty must establish a record of scholarship, teaching and service.

Under the new policy, faculty members can be granted up to a one-year extension of their probationary period for a birth or an adoption. They must make the request to the provost within a year.

Faculty receiving extensions are not required to take a leave of absence.

Jane Voichick, professor of nutritional sciences and chair of the committee that developed the report that led to the new policy, says faculty members of both sexes should not be expected to give up or delay the option to have or to adopt children because of the probationary period. "That fear of getting in too deep as a parent during the probationary period is real," she says. "But now this policy can relieve that fear, and I think it can help make faculty better parents, too."

Betsy Draine, associate vice chancellor, says UW-Madison was among the first universities in the nation to provide extensions of the probationary period for reasons of childbirth or adoption. "The vote of the Faculty Senate ratifies a vote it took four years ago to provide extensions in such cases. The vote was occasioned by the fact that UW System has decided to extend the UW-Madison model to all UW institutions. Our senate needed to put in place procedures that would fit with the new system-wide policy," Draine says.

In drafting a policy to suit all of the campuses, Draine says, two important changes were needed: One, a change in the rule that a new parent had to ask for permission from the department and the dean before applying to the provost for an extension, and two, clarification that a faculty member could ask for up to a year's extension for each childbirth or adoption.

"The feeling was that a personal matter like pregnancy or adoption should not become the subject of departmental discussion," Draine says, adding, a new parent should be able to go directly to the provost with a request and that the request should be presumed approved.

Requests for tenure clock extensions because of childbirth and adoption are no longer unusual at UW-Madison, Draine says. In fact, the provost's office processes two or three such requests each month.

The new requirement that an extension request should come within the first year after the birth or adoption of a child will need to be "grandfathered in," says Draine. "There may be some faculty members who were waiting to request the extension. We'll need to allow a semester's grace time, so that they can make a request if they wish."

The senate's next meeting will be held at 3:30 p.m. on April 3 in room 272 Bascom Hall.

## System requests flexibility in budget proposal ...

(Continued from page 1)

something wrong with the process," Grebe says, noting, however, that there may be work "duplication" between the staffs of the DOA and P&C.

"I argue for maintaining some core planning capacity at the university," Grebe says. "Based on my own experience as a regent, I believe that (P&C staff) do serve a purpose."

• **UW Hospital and Clinics.** Grebe told the committee that allowing the hospital to function more like a private health care provider — with appropriate public oversight and accountability — will ensure that it remains viable and competitive in the rapidly changing health care environment. "The Board of Regents believe the proposal to transfer the hospital to a public authority is a critical element in the governor's budget proposal," Grebe said during the briefing. "Preserving the patient base for educational purposes cannot — and should not — be accomplished in this new environment by putting more state tax dollars into the hospital."

• **Accessibility.** Legislators said they are concerned about the accessibility of UW-Madison and the other UW schools as resources continue shrinking. Sen. Chvala told Lyall and Grebe that he wants to make sure in-state students aren't denied access to the UW because of the squeeze on resources and an expected increase during the next five years of about 10,000 more state high school graduates seeking admission to UW schools.

Lyall said that it's "conceivable" that in the next few years, high school graduates may have to finish in the top 15 percent of their graduating class to be considered for admission to UW-Madison. Sen. Joseph Lean (R-Waupaca), co-chair of the Joint Committee on Finance and chair of the Senate, complimented the UW on its efforts to manage enrollments with tight resources and a continual high demand for access, citing the use of the two-year campuses to start prospective students on the road to the four-year campuses, and its efforts to lower the credit-to-degree and time-to-degree of most students.

• **Information Technology.** To keep computing costs down and information technology services efficient, it's important that decisions be made by people "as close to the end user of the services as possible," said Grebe. Referring to a biennial budget proposal to centralize and consolidate some UW computing functions at DOA, Grebe said that without further analysis it is questionable whether the centralization would be "the right management decision."

Similar briefings will continue into next week. It is expected that from about mid-April to about mid-May, the Joint Committee on Finance will start taking votes on the bill. The bill could be out of the committee by mid-May, at which time it will go to the state Assembly, and then to the state Senate. After deliberations, it will go to the governor to be signed into law.

### Board of Regents meeting

The UW System Board of Regents will hold its spring meeting on April 6-7 at the UW-Platteville.

Committee meetings will be held on April 6 starting at 1:15 p.m. The Education Committee meets in the Touche Room, first floor of the Student Center; the Business and Finance Committee meets in the M-Room, second floor of the Student Center; and the Physical Planning and Development meets in the Richland Room, second floor of the Student Center.

The full board meets at 8 a.m. on April 7 in the Touche Room of the Student Center.

## Planning principles for 1995-97 budget cuts

The UW System Board of Regents took a firm stand at its March meeting when it came to Gov. Tommy Thompson's 1995-97 biennial state budget proposal. The board adopted the following resolution regarding key resources it needs to fulfill its charge: "That the Physical Planning and Development Committee affirms that adequate funding and staffing should be provided to permit the UW System Board of Regents to fulfill its statutorily assigned fiduciary and management responsibility for its infrastructure."

The Regents also adopted the following "planning principles" for managing the proposed 1995-97 budget cuts:

1. Administrative costs should be reduced throughout the university. Our Benchmark analysis indicates we are already low in "institutional support." At least half the administrative cut should come from administrative costs outside of institutional support, including the deans' level and below.

2. Maintain current practice of increasing WHEG [Wisconsin Higher Education Grants] grants at same rate as tuition. We urge the Legislature to identify a specific WHEG appropriation for UW System students. (The Governor's budget eliminates HEAB [Higher Education Aids Board] and reassigns its responsibilities to a new Department of Education. The future of WHEG for UW System students needs to be clarified).

3. Continue to seek management flexibilities for increased productivity and improved service. We urge the Legislature to consider adopting the full array of management flexibilities recommended by the SAVE Commission.

4. Strive to sustain as much continuing education service as possible by replacing GPR [General Purpose Revenue] cuts with PR [Program Revenue] fees. To do this, we should seek from Joint Finance the flexibility to earn and spend PR for continuing and distance education without prior appropriation, but report annually on the dollars earned and how they are spent.

5. Appropriations for UW and all other state institutions should be separate. We believe that the transfer of \$1 million from UW-Madison's base budget to the State Historical Society is inappropriate. This would remove from UW-Madison's base an amount greater than

its entire increase in library funding for the past four years and establish the State Historical Society as a permanent ward of the Madison campus.

6. Operating functions should not be centralized without proven justification by cost-benefit analyses. Competitive bidding should be considered where the proposal would permit chargebacks for services. The Regents believe that the proposals to centralize operating functions run counter to efficient management principles which place the provision of services as close to the customer as possible. Our goal is to provide highest quality, responsive services at lowest possible cost. Reallocations of appropriated resources should require legislative approval.

7. In no case should academic and research computing be removed from university control and oversight of shared governance process.

8. UW students and institutions should not bear additional costs to subsidize administrative operations elsewhere in state government. Where UW participation in a centralized statewide service is deemed beneficial, its budget should be made whole for any increase in costs over the costs of self-provision or competitive market prices.

9. It is critical for the Board of Regents to maintain an effective core capital planning capacity to set capital priorities and to fit them to academic priorities.

10. Continuing investment in distance education beyond the one-time funding provided in the Governor's budget will be essential to a sustained effort. UW System should continue to seek funds for this purpose.

11. Reach EM III [Enrollment Management III] enrollment target for 1995-96 through instructional productivity improvements. UW System should strive to maintain its current level of instructional investment per FTE through the biennium. Enrollment growth beyond 1995-96 must be funded by productivity growth, reallocation, or additional resources.

12. Federal Indirect Cost funds are a reimbursement of costs already incurred and should not be cut. UW System President should confirm the understanding with DOA that Federal Indirect Cost cut of \$5 million each year may be treated as part of the lump sum cut from line 1a.



### Doing good works

Ninety UW-Madison students passed on the chance for a beach-side spring break and instead traveled to seven U.S. locations for a week of community service and learning opportunities. Here sophomore Annemarie Foti, center, takes a blood pressure measurement at an adult day care center in the mountains of Franklin, North Carolina. In addition to the 15 students who volunteered at the Franklin site, student volunteers visited and worked with communities as diverse as the homeless in Washington, D.C. and an American Indian reservation freedom school in upstate New York. The projects were coordinated by the Wisconsin Union Directorate Alternative Breaks Program. An informational meeting for summer break programs will be held March 28 at 5 p.m. at the Memorial Union. For more information call Jennie Brehl, Alternative Breaks director, at 262-7896.