

UW-Whitewater

Gender Equity Report

**Submitted by the UW-Whitewater Women's Issues
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Executive Summary

In the spring of 2008, the Chancellor and the Provost authorized and funded the Gender Equity Report. Faculty members from the Women's Issues Committee collaborated with representatives from university administration and the Office of Institutional Research to form the Gender Equity Task Force in order to complete this report. The goal of the project is to initiate improved gender equity for students, staff, faculty, and administrators across campus.

The report will focus on campus statistics and allow university constituencies to draw many of their own conclusions. However, the task force also drew on research studies and its own expertise about gender in order to guide readers less familiar with gender as a topic of inquiry.

While this report focuses on gender, the task force considered data disaggregated by race and ethnicity wherever such disaggregation was practical. Recent gender research across disciplines has pointed out that the experience of gender differs substantially across race and ethnicities. Therefore, an accurate understanding of gender cannot be achieved if race and ethnicity are not also considered. The committee would also have liked to consider socio-economic status since that is an important factor in the experience of university students and employees. However, data about the socio-economic status of students and employees is currently unavailable and could not be included here.

As often as possible, information for this report is provided across a span of six years. In order to evaluate the graduation rate of students, we needed to follow cohort groups over six years, and this was a useful increment of time over which to evaluate faculty as well, since that is typically how long it takes for faculty to become tenured. For purposes of consistency, we analyzed other groups over a period of six years also.

Information for this report comes from the Office of Institutional Research unless another source is specified.

The task force identified 12 areas for analysis:

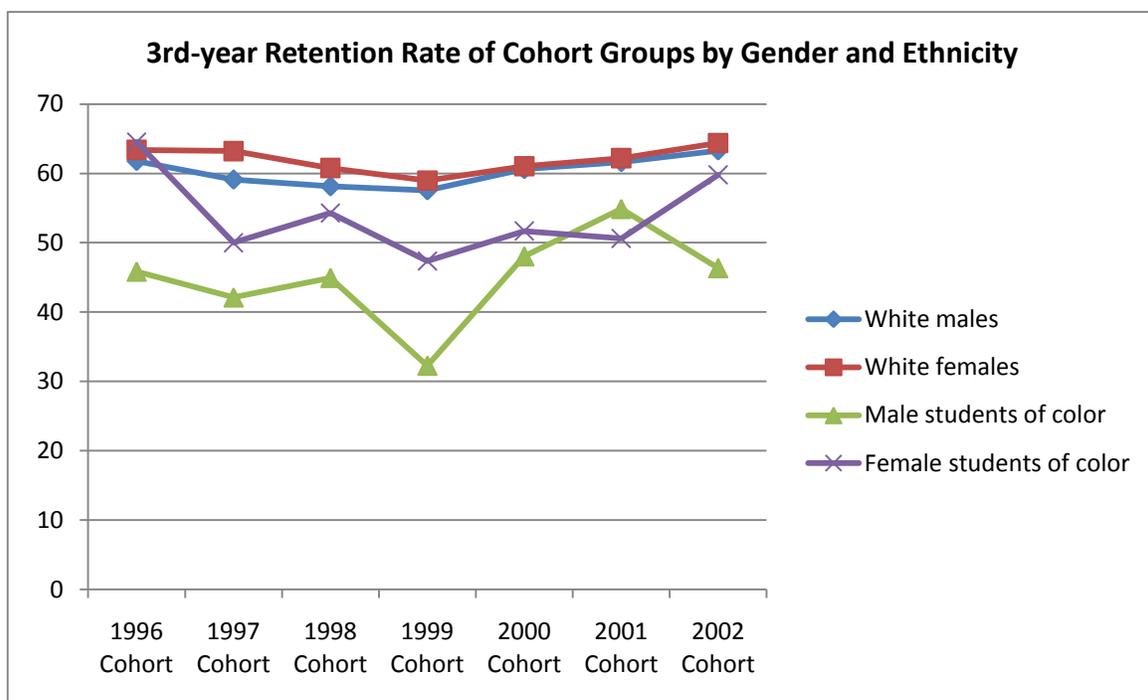
- Third-year retention and six-year graduation rates by gender and ethnicity
- Cohort-group majors by gender over six years
- Instructional academic staff rates and promotion by gender, race and ethnicity
- Instructional academic staff salaries by gender, race and ethnicity
- Faculty percentages by gender, race and ethnicity
- Faculty tenure and promotion rates by gender
- Department chairs by gender
- Non-instructional staff (Administrative Divisions) by gender, race, ethnicity and salary
- Classified staff headcounts by gender and salary
- Perpetrators and victims of crime by gender
- Programming, victim services and data on sexual assault
- Summary of females in athletics

STUDENTS

Third-year Cohort Retention Rates by Gender and Ethnicity

Data about cohort retention rates at UW-Whitewater is presented in the following graph by gender and race/ethnicity. Because the enrollment numbers in many ethnicities are too small to provide statistically meaningful information, the information for students of color was aggregated. If we were to look at the information by gender only, we would see that female students are being retained at the University of Wisconsin-Whitewater at consistently higher rates than males. If we consider race and ethnicity as well, however, we see that it is only white females whose retention rates are uniformly higher than those of males. Female students of color are retained at a lower rate than white students, male and female, and male students of color are retained at a consistently lower rate than all other students. (Figure 1).

Figure 1



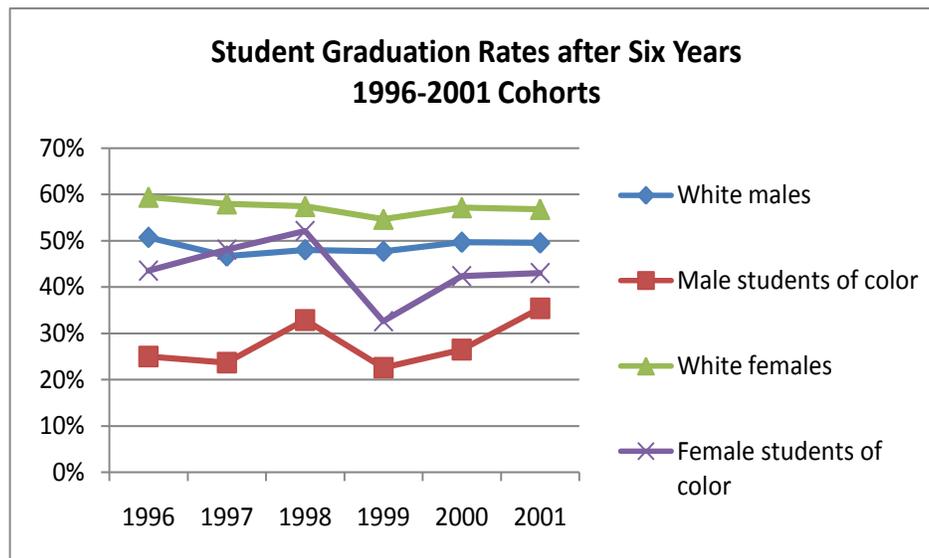
Total median number: white males, N=831; white females, N=924; male students of color, N=76; female students of color, N=79

Six-year Cohort Graduation Rates by Gender and Ethnicity

Data about 6-year graduation rates at UW-Whitewater is presented in the following graphs by gender and race. Because the enrollment numbers for many ethnicities are too small to provide statistically meaningful information, the information for students of color was aggregated. If we

were to look at the information by gender only, we would see that female students are graduating at the University of Wisconsin-Whitewater in uniformly higher numbers than males. If we consider race and ethnicity as well, however, we see that it is only white females whose statistics are uniformly higher than those of males in relation to these performance indicators. Statistics for white males are higher than female students of color, though not uniformly, and statistics for female students of color are higher than those of male students of color. It is important to note that in all cohorts, statistics for the graduation of male students of color are considerably lower in relation to graduation rates in any of the other groups (Figure 2).

Figure 2



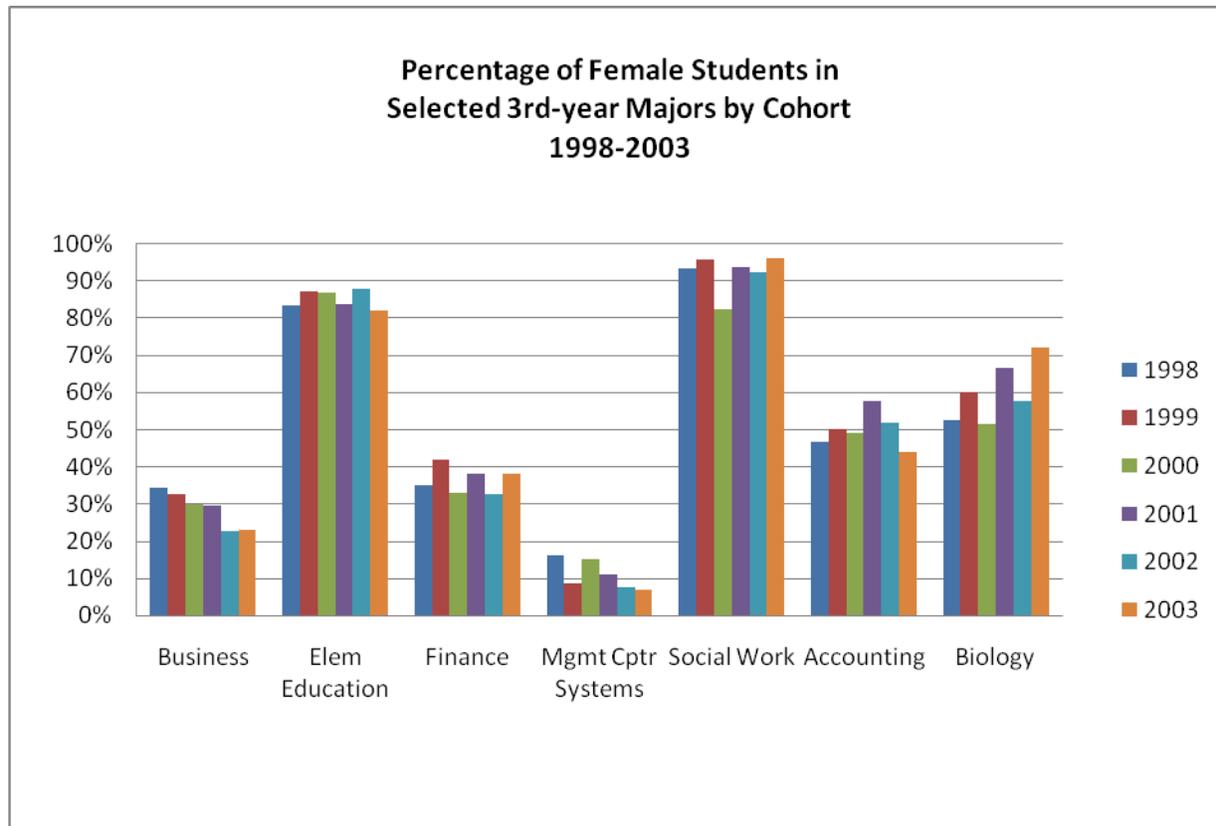
Total median number: white males, N= 831; white females, N=924; male students of color, N=76; female students of color, N=79

Cohort-group Majors at Third Year by Gender

The committee examined the distribution of majors by gender and department at third year (Figure 3). Information was not disaggregated by race and ethnicity because the number of students of color in the majors was too small to be statistically significant. Some majors, including some traditionally associated with masculinity, have had success at achieving gender balance. For example, women have traditionally been under-represented in the sciences and in disciplines requiring strong math skills, but female students are well-represented at UW-Whitewater in such majors as Biology and Accounting. Gender segregation was strongly visible in many other majors, however, including General Business, Elementary Education, Social Work, Management Computer Systems and Finance. Those majors associated with human service or education, leading to work with lower salaries and fewer opportunities for promotion, tended to be dominated by females. Those departments whose graduates earn higher starting salaries and have more opportunities for promotion, tend to be dominated by males. This graph represents a snapshot of the kind of gender segregation the committee discussed rather than a

critique of particular majors. More detailed information about cohort-group majors is also available (See supporting materials).

Figure 3



Total median number: Business, N=4; Elementary Education, N=93;
Finance, N=16; MCS, N=5; Social Work, N=41.5; Accounting, N=34; Biology, N=18

INSTRUCTIONAL ACADEMIC STAFF

Percentages and Promotion by Gender, Race and Ethnicity

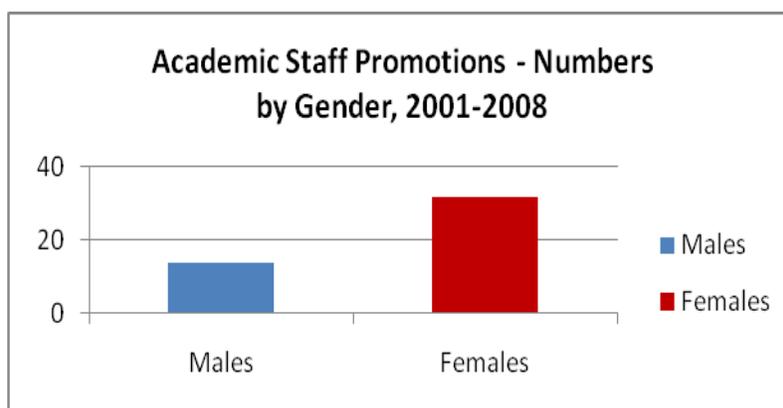
Race and Ethnicity: In the information about faculty, department chairs, instructional academic staff, and non-instructional academic staff (the category that includes administrators), Asian Americans are excluded (see appendix for graph showing percentage of Asian Americans). The reason for this exclusion is that on a national level, Asian Americans are not under-represented in the professions, and their socio-economic status as a group is more similar to whites than to other minorities. Faculty, department chairs, instructional academic staff, and non-instructional academic staff are generally drawn from a national rather than a regional pool. Asian Americans are not under-represented in these positions on our campus. To fold Asian Americans into

aggregated data about racial and ethnic minorities on our campus would be to distort the data about under-represented minorities.

The percentage of people of color among instructional academic staff, excluding Asian Americans, was so low (less than 5%) that a graphic representation of the numbers was not meaningful. We were also unable to include information about instructional academic staff of color and promotions because those numbers were so small (2 over an 8-year period). Twenty-two departments had no people of color among their instructional academic staff over a six-year period. These low numbers and the absence of people of color from some departments' instructional academic staff are problematic in and of themselves. An additional consideration, however, is the degree to which departments or offices draw on the pool of instructional academic staff for tenure-track, advising, or other positions in the university. In other words, the low number of people of color among instructional academic staff may be making the pool of candidates for other positions less diverse.

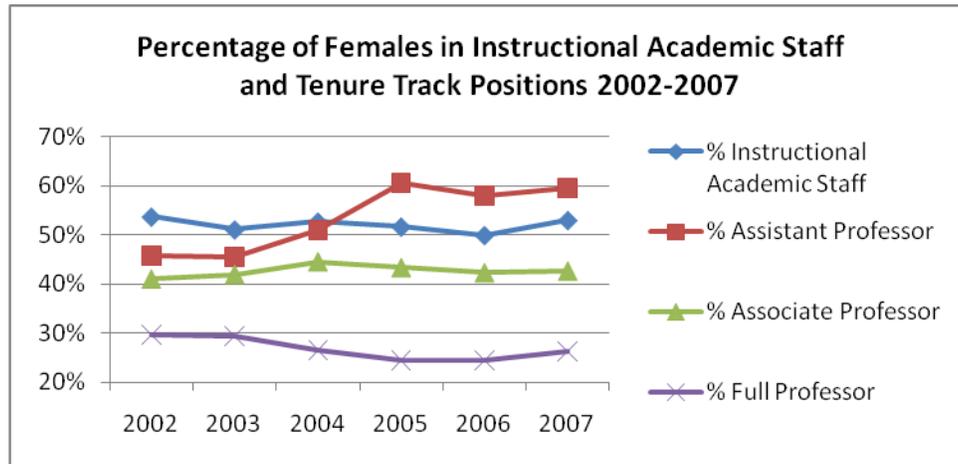
Gender: Females have a representation among instructional academic staff overall that is very close to 50%, though not in every department. Women are over-represented among instructional academic staff receiving promotion over the last eight years. We include aggregate data here because the numbers of instructional academic staff who receive promotions in any given year is small, and we include eight years because this suggests a clear trend and because eight years of data were available to us (Figure 4).

Figure 4



It is important to note that the overall trend in academic settings is for the proportion of females to be highest at the lowest status levels. The proportion of females among instructional academic staff is especially interesting if seen alongside the proportion of female assistant, associate, and full professors. Figure 5 shows that the percentage of females is higher in the lower status positions of instructional academic staff and assistant professor than in the higher status positions of associate professor and full professor.

Figure 5



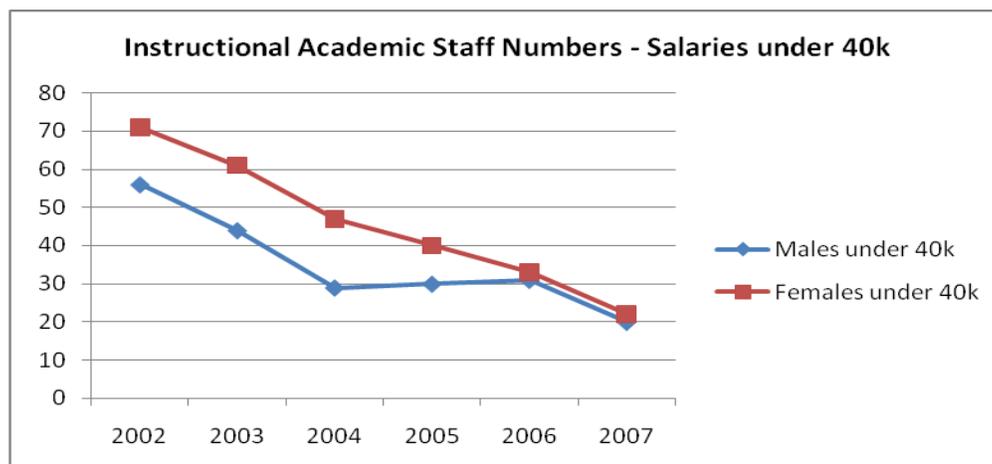
Total median number: instructional academic staff, N=91; assistant professor, N=57; associate professor, N=52; full professor, N=24.5

Salaries by Gender, Race and Ethnicity

In order to examine the problem of the “sticky floor” for women, we compared the number of men and women making below \$40,000 a year. We chose \$40,000 partly because it is a substantial increment below the \$50,000 cut-off we used to examine the “glass ceiling” in Figure 6, and partly because it is a salary that provides a very marginal living, particularly for a family.

While the data about instructional academic staff salaries suggests a gender discrepancy in salaries below \$40,000 a year as little as two years ago, that discrepancy seems to have been addressed in recent years. The number of people of color in the lowest salary bracket, excluding Asian Americans, was too low to be disaggregated here—with a mode of four (Figure 6).

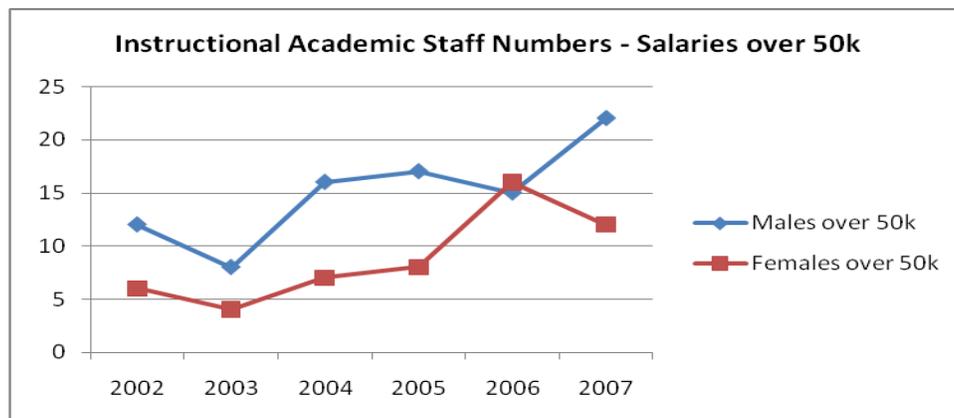
Figure 6



Because we wished to show the “glass ceiling” as well as the “sticky floor” for women, we also include data about non-instructional academic staff making more than \$50,000 a year. A gender discrepancy does persist in salaries above \$50,000 a year (Figure 7). The number of people of color in this category was extremely small—a mode of 0.

We chose \$50,000 as cut off because it provided us with interesting comparisons. For example, too few academic staff earn salaries above \$60,000 for that to be a useful cut-off point.

Figure 7

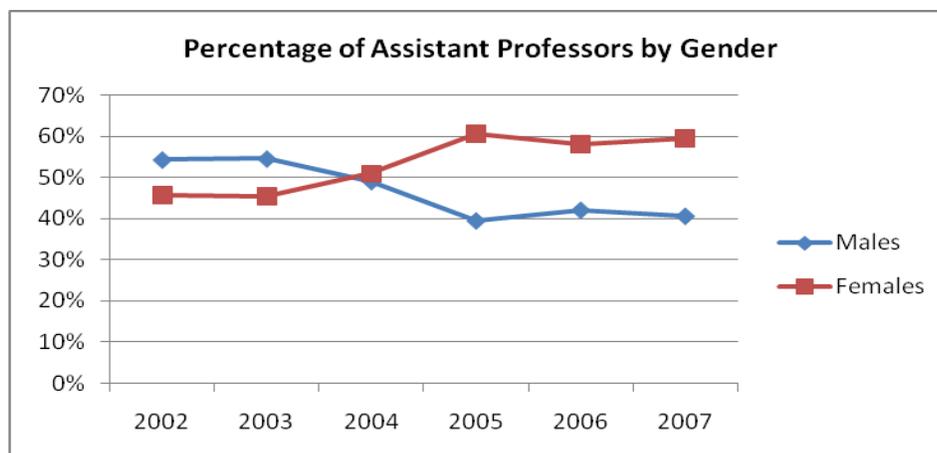


FACULTY

Percentages by Gender, Race and Ethnicity

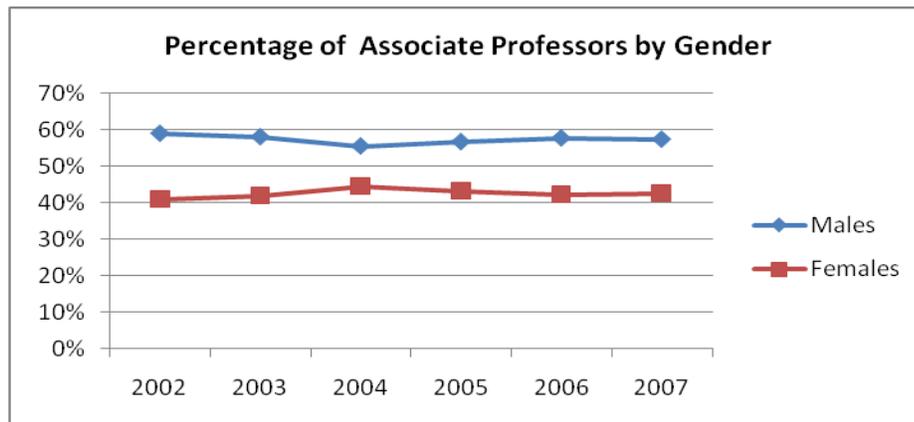
Gender: The proportion of female assistant professor faculty members has increased in recent years (Figure 8). In 2005, 2006, and 2007, the proportion of females at this rank was substantially higher than that of men. Females still remain a minority at associate professor, however, with no improvement over the six years under consideration (Figure 9). The percentage of full professors who are female seems to have dipped slightly over the period reviewed (Figure 10).

Figure 8



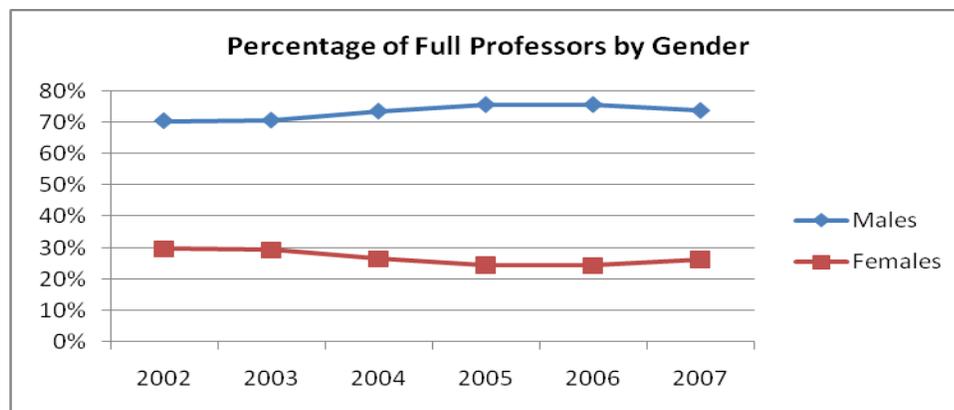
Total Number Assistant Professors: in 2002, N=105; in 2003, N=99; in 2004, N=106; in 2005, N=109; in 2006, N=107; in 2007, N=101

Figure 9



Total number Associate Professors: in 2002, N=122; in 2003, N=124; in 2004, N=119; in 2005, N=120; in 2006, N=123; in 2007, N=129

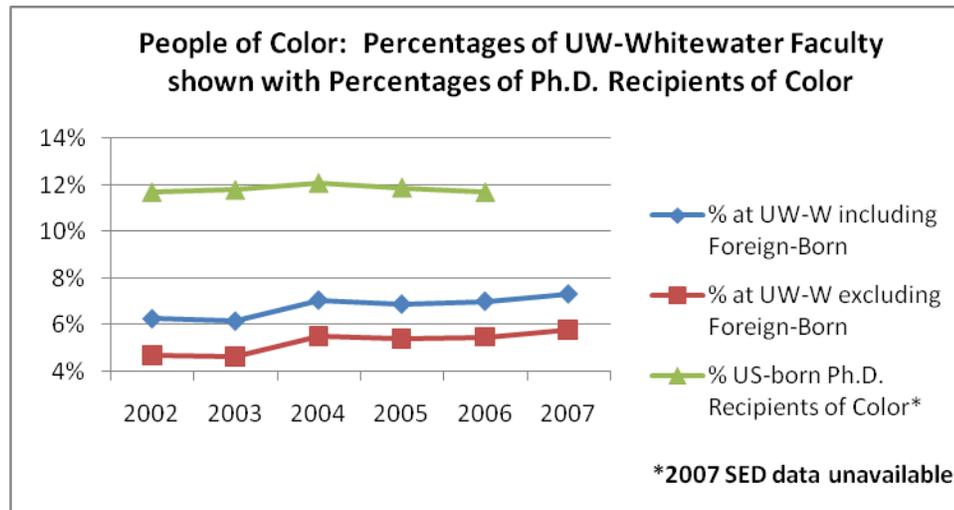
Figure 10



Total number Full Professors: in 2002, N=91; in 2003, N=95; in 2004, N=94; in 2005, N=98; in 2006, N=94; in 2007, N=91

Race/Ethnicity: When we considered the number of faculty members who are people of color, we excluded Asian Americans from consideration because they are not under-represented in the academy. At all levels, African-American, Latino, and Native American males and females are under-represented as faculty members. Figure 11 shows both the percent of faculty of color based on university statistics, which include foreign-born faculty, and the percent of faculty of color with foreign-born faculty excluded. These percentages should be compared to the percentage of doctorates earned by African Americans, Latinos and Native Americans, according to the Survey of Earned Doctorates. The Survey of Earned Doctorates, or SED, is a federal agency survey which considers foreign-born faculty in a separate set of data (<http://www.norc.org/projects/Survey+of+Earned+Doctorates.htm>).

Figure 11

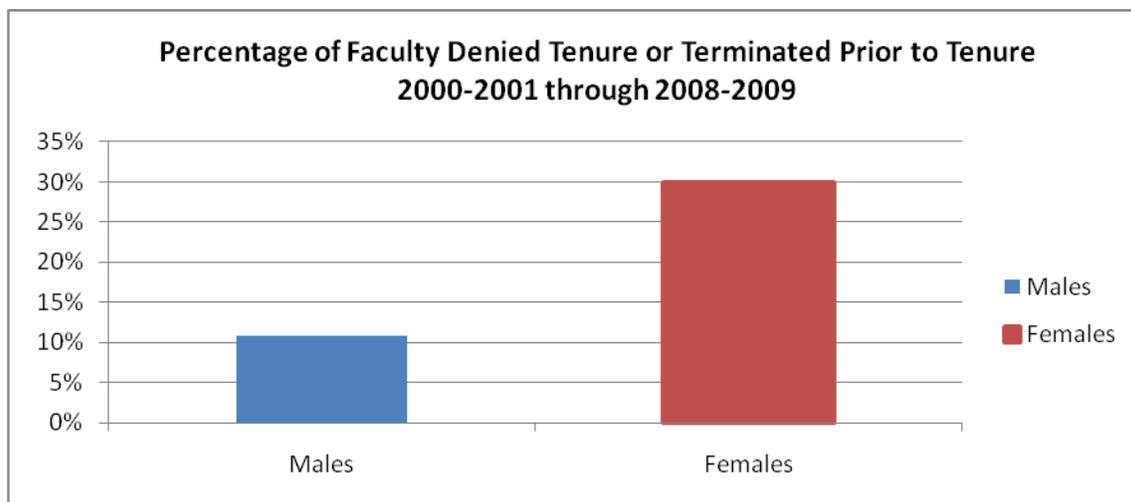


Median number US-born Ph.D. recipients of color, excluding Asian Americans 2002-2007, N=26513
 Median number faculty of color, excluding Asian Americans but including other foreign-born, N=23
 Median number faculty of color, excluding Asian Americans and foreign-born, N=18

Tenure and Promotion

While females have been hired in larger numbers over the last several years, females are less likely to be granted tenure and less likely to be promoted to full professor. Females are also more likely to be terminated before going up for tenure. Because we did not see any trends up or down over the nine years available, we included aggregate rather than trend data here (Figure 12). We saw no particular difficulty for people of color reflected in the data, and numbers were too small to provide meaningful information. For this reason people of color are not disaggregated in the tables below.

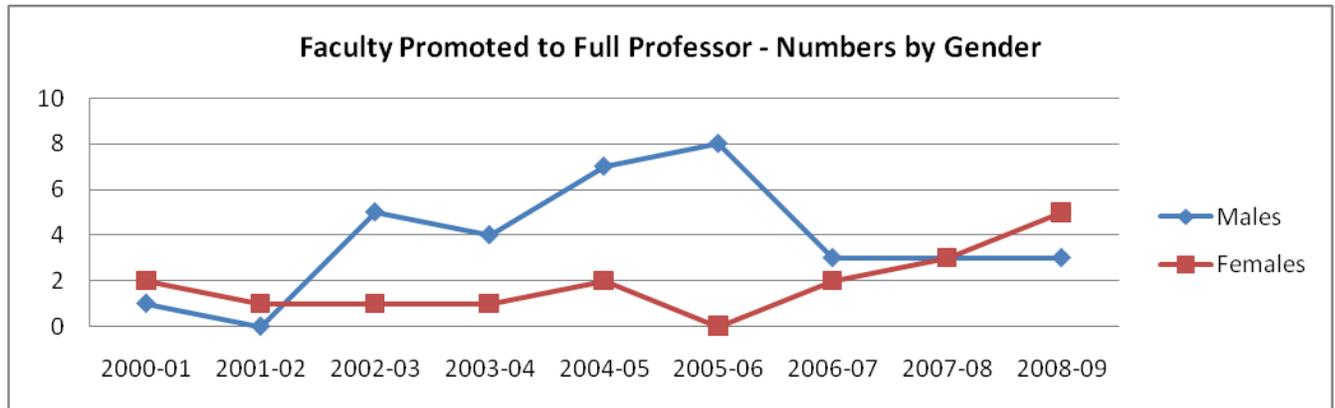
Figure 12



Total denied or terminated prior to tenure: N=31

In relation to the promotion of females to full professor, the data suggest that more males than females go up for full professor overall and more males are promoted (Figure 13). Though more females have applied for full professor over the last several years, the numbers are too small to be seen as a trend. Faculty of color were too few to be included here.

Figure 13



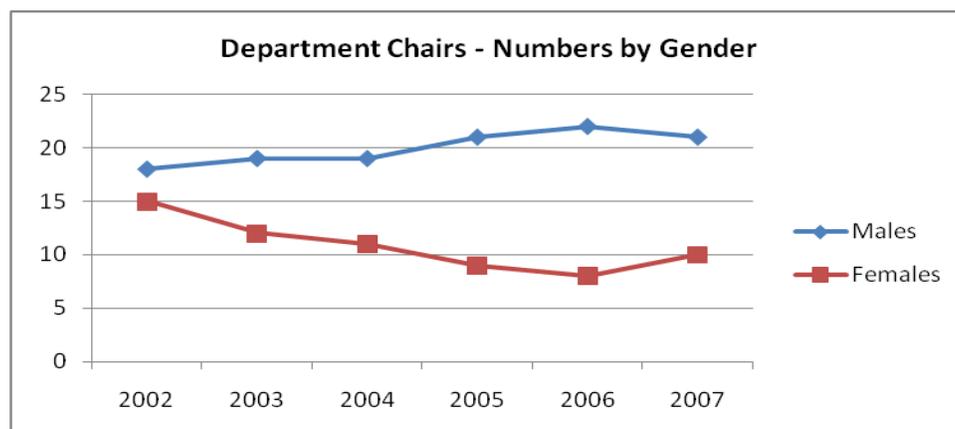
ADMINISTRATORS

Department Chairs

When the committee considered the gender and race of administrators at UW-Whitewater, we were concerned not just with headcounts, but also with the system of advancement. In order to understand this system, we considered the gender and race of department chairs on campus (Figure 14). The data show fewer females than males assuming the role of department chair, with a downward trend in the number of female department chairs. Faculty members of color

could not be disaggregated from this data, since only between one and two faculty of color served in this position during the years under consideration. These numbers are important because upper-level administrators are often drawn from the ranks of department chairs, and chairs in many departments have a substantial amount of decision-making power, as well as a strong influence over department climate.

Figure 14



Administrative Divisions

The committee examined five administrative divisions—Academic Affairs (including Non-Instructional Academic Staff), Administrative Affairs, Advancement, Student Affairs, and the Chancellor’s Office—for a number of different dynamics, including headcounts, salary range and gender segregation. Though we examined data across race and ethnicity as well as gender, we were only able to disaggregate information regarding race/ethnicity in Academic Affairs, and even for Academic Affairs the disaggregation was meaningful only in the data regarding total numbers. In these figures, “people of color” refers to unrepresented minorities, i.e., African Americans, Latinos, and Native Americans. None of the figures in this portion of the report include classified staff, who are considered separately.

Numbers: Trends in the Academic and Student Affairs Divisions were different enough from those in other administrative divisions that we considered them separately. Dynamics in Advancement, Administrative Affairs, and the Chancellor’s Office were similar enough to be routinely aggregated.

In Academic Affairs white females and white males were close to equal representation, though females of color had significantly lower numbers than males of color (Figure 15). There were higher numbers of white females than white males in Student Affairs, but both males and females of color had very low representation in Student Affairs. There were 7 people of color in Student Affairs in 2002 and 2003 and only 4 in 2007 (Figure 16). In Advancement, Administrative Affairs, and the Chancellor’s Office, females were consistently underrepresented (Figure 17), while the number of people of color in these three divisions was too low to be represented in the figures. The total of people of color in all three divisions over the six years considered moves from 1 in 2002 to 2 in 2006 and 3 in 2007.

Figure 15

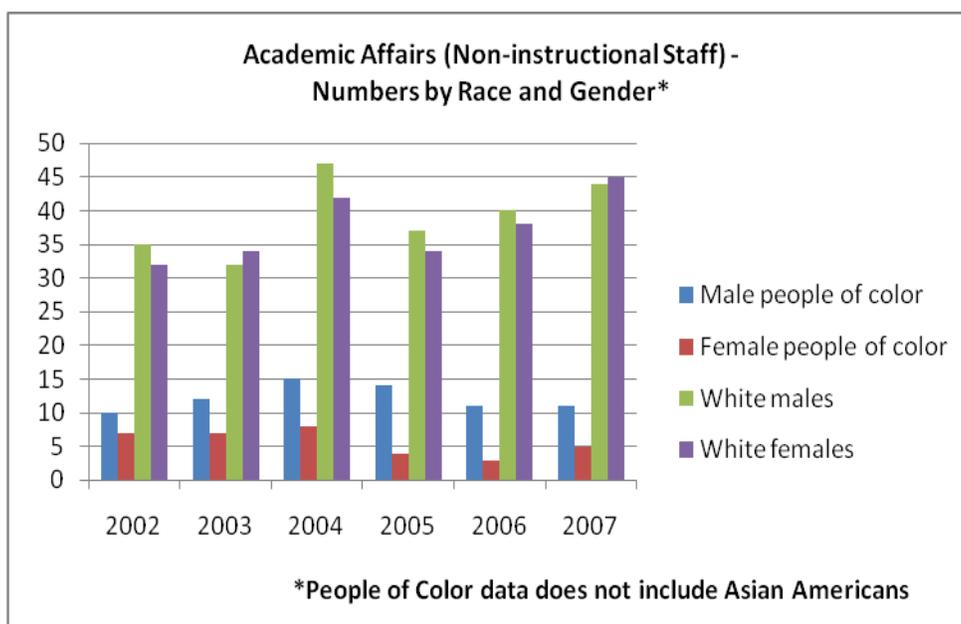


Figure 16

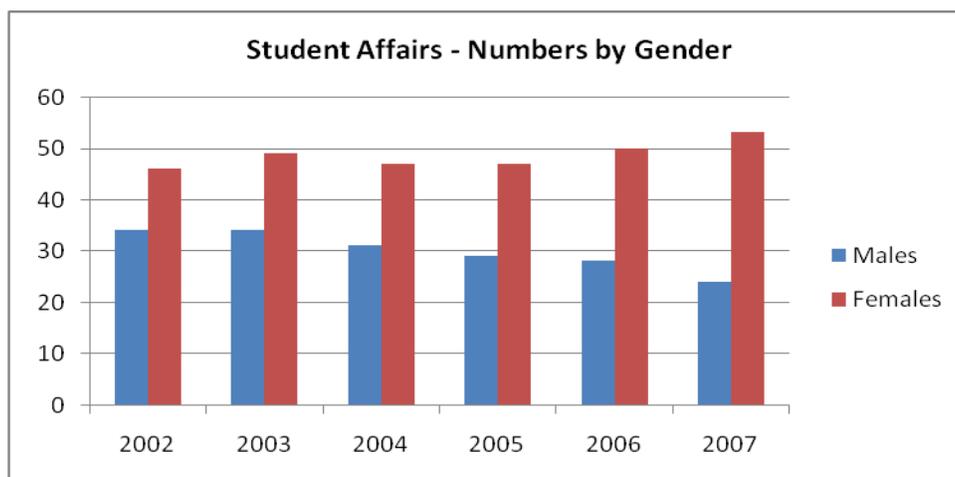
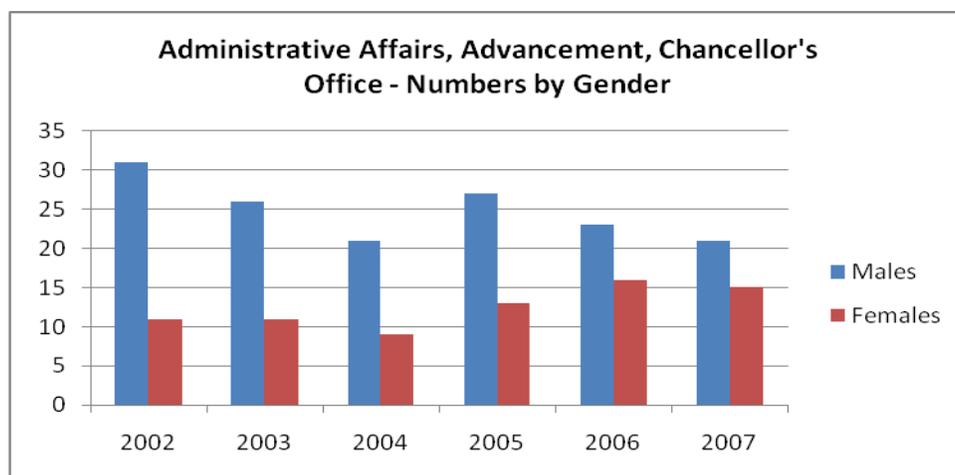


Figure 17



Gender segregation: Females in these five divisions are concentrated in Academic Affairs and especially Student Affairs, a division associated with conventional care roles for females and where overall salary is lower than in the other divisions. Females are outnumbered, on the other hand, in the other divisions of administration, where overall salary is higher.

Salary: In addition to the discrepancy in salary between Student Affairs and the other administrative divisions, there are salary discrepancies between males and females in all five divisions of administration. More females than males in all five divisions are more likely to be making under \$40,000 a year. In all divisions except for Student Affairs, many more males than females are likely to be making more than \$70,000 (Figures 18-23).

Figure 18

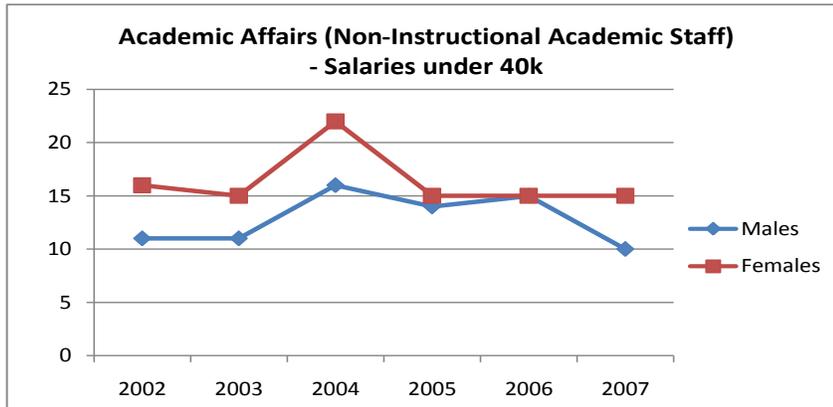


Figure 19

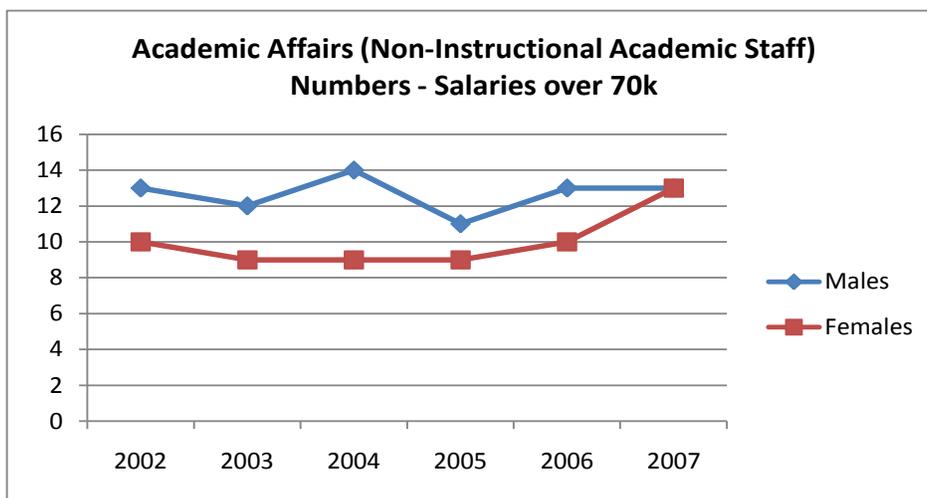


Figure 20

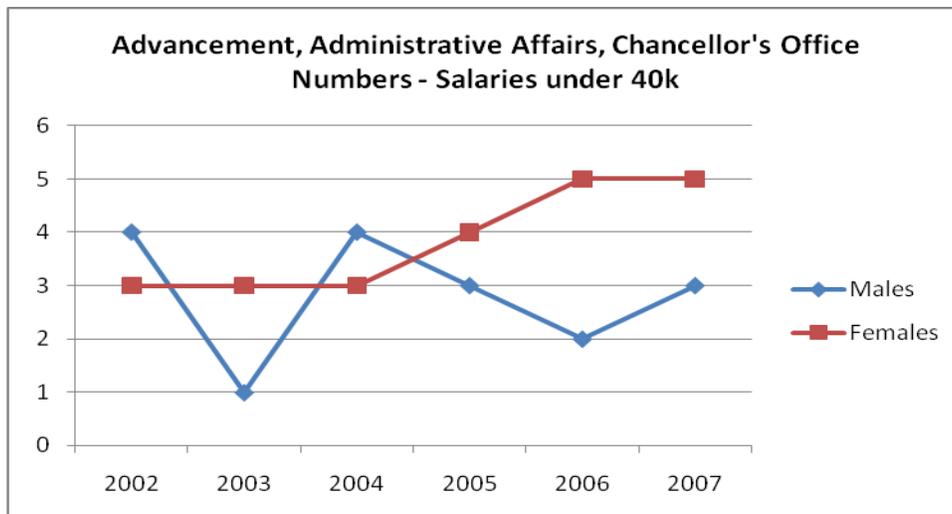


Figure 21

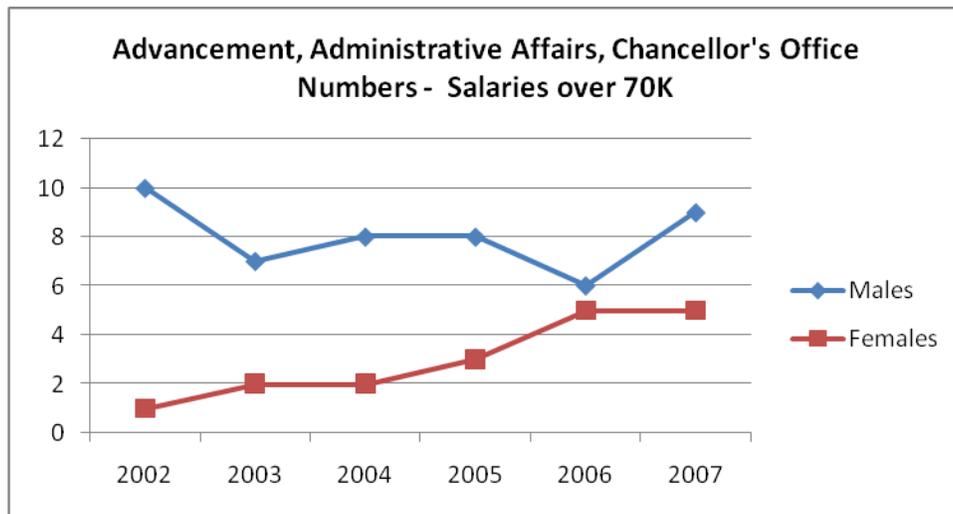


Figure 22

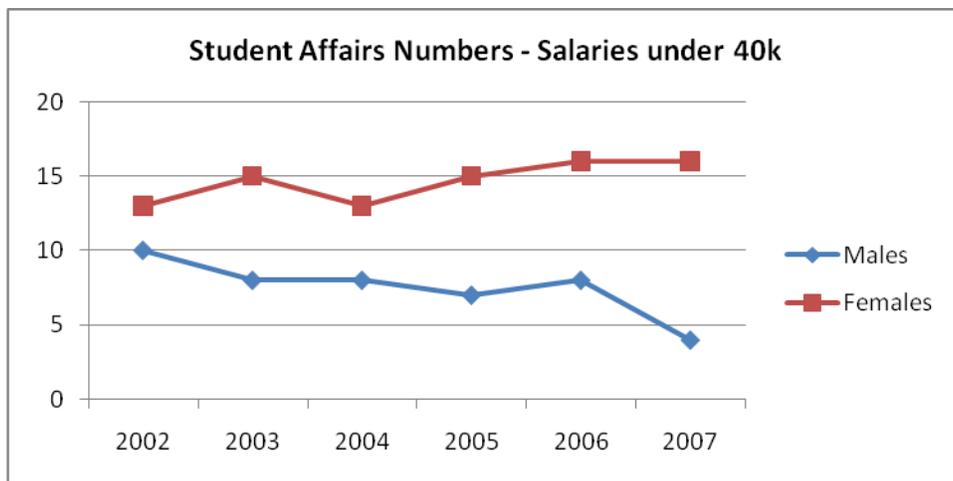
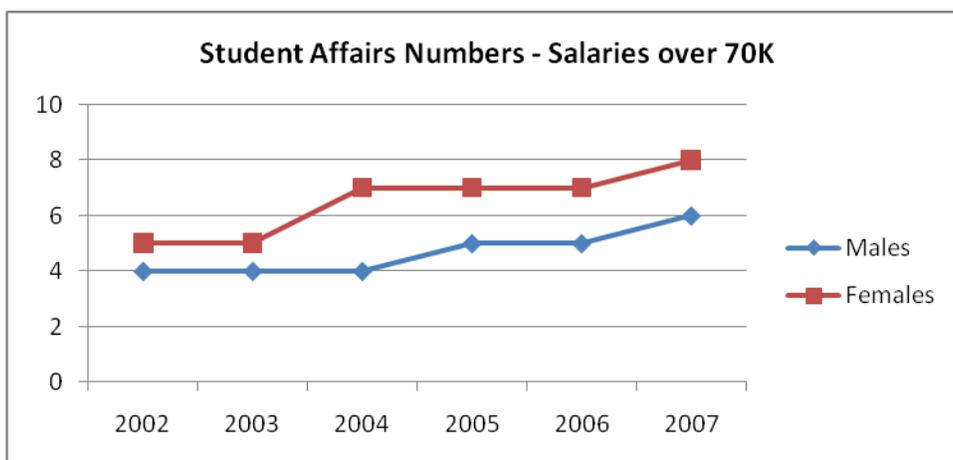


Figure 23



CLASSIFIED STAFF

The committee examined classified staff for number and salary for the years 2003 to 2008. The number of Latinos, Native Americans, and African-Americans working as classified staff at UW-Whitewater is so small—with a median of 9 out of 360 total classified staff—that their numbers could not be disaggregated.

Numbers: Females make up a larger number of classified staff, with a median of 206 between 2003 and 2008, than do males, with a median of 154 for those same years.

Salaries: As with other groups of employees, however, females make up the highest number of classified staff at the lowest salary levels and the smallest number at the highest salary levels. Though the number of females making less than \$15.00/hr has been diminishing over the last three years, there are still substantially more females than males at this lowest salary level. (Figure 24). There are many more male than female classified staff making more than \$30.00/hr, on the other hand, and the discrepancy is growing (Figure 25).

The pay discrepancy appears to be caused in part by gender segregation at the classified level. Males and females tend to have different kinds of jobs, which are associated with different salary plans. For example, no females have been employed over the last 6 years at salary plan 4 (skilled blue collar), which includes some of the highest hourly wages on campus. Females have been under-represented at salary plan 7 (technical), with a median of 14.5 females employed at this level to a median of 29 males employed at this level. Females are over-represented at salary plan 2 (clerical), on the other hand, one of the lowest salary categories—with a median representation of 133.5 to the male's median representation of 4.

Figure 24

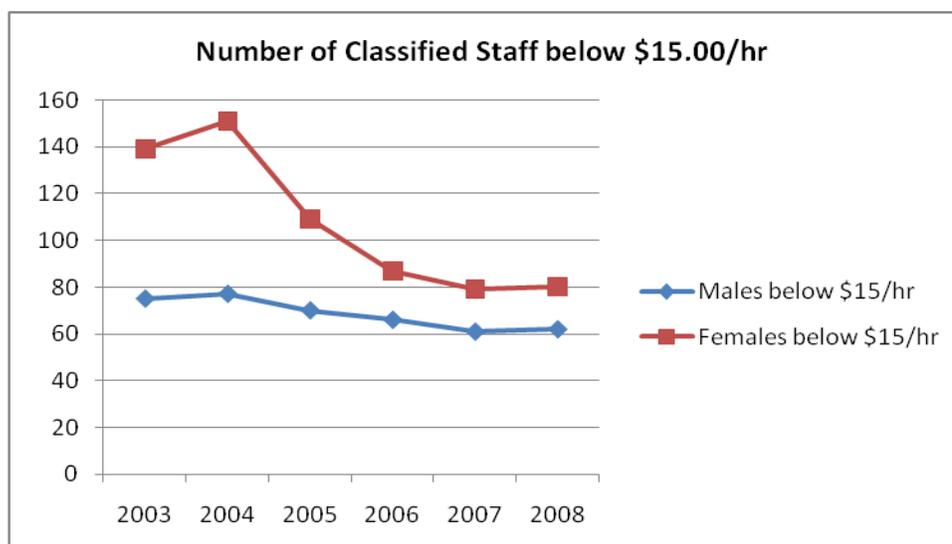
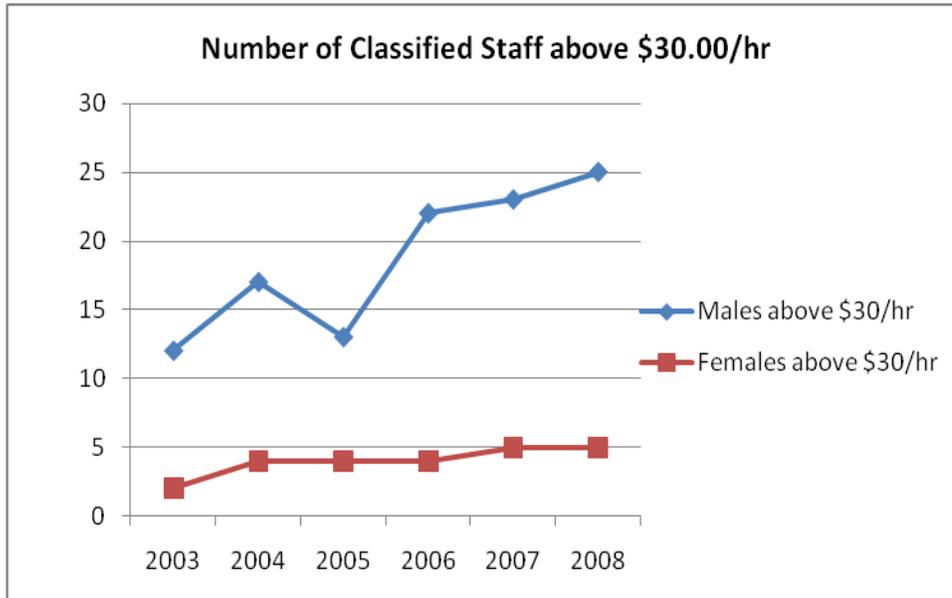


Figure 25



CRIME

Statistics about crime on the UW-Whitewater campus were only available over the last three years. According to Chief of Police Matt Kiederlen, most notable fluctuations in crime levels are probably caused by differences in reporting requirements. The police department provides information to both the Uniform Crime Statistics and the Clery Act. Each may have different definitions of a particular crime. Plus, different administrators report crimes differently. Though the current Chief of Police has not changed any of the reporting methods, there were reporting changes during early administrative transitions.

Kiederlen stated that the increase in drug and alcohol violations over the last three years is, again, due to a change in reporting more than a change in the actual number of infractions. Two factors contribute: an increased emphasis on enforcing drug and alcohol codes and an increased number of police on campus.

Statistics consistently demonstrate that men are more likely to be both perpetrators and, except in the case of sexual assault, victims of all kinds of crime on campus (see supporting materials). While these findings are mirrored in state and national statistics, they are nevertheless a cause for concern (Figures 26-28).

Figure 26

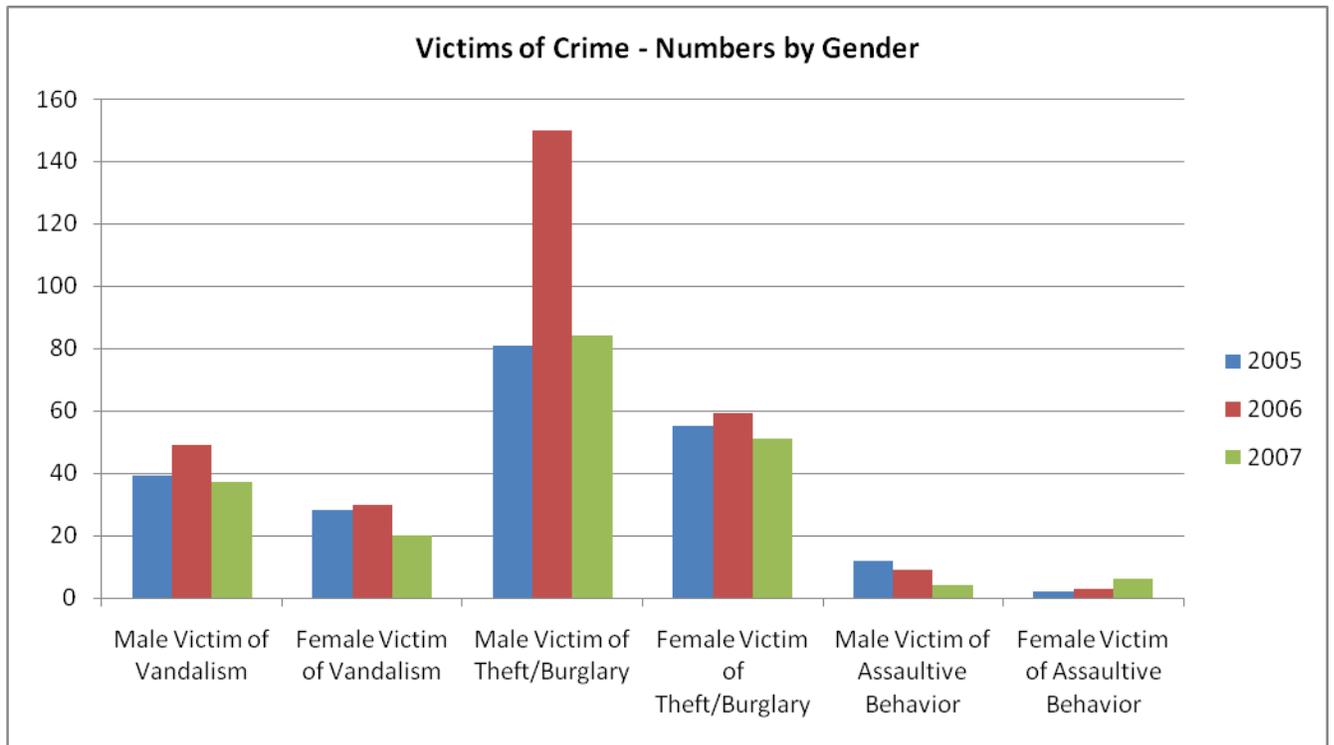


Figure 27

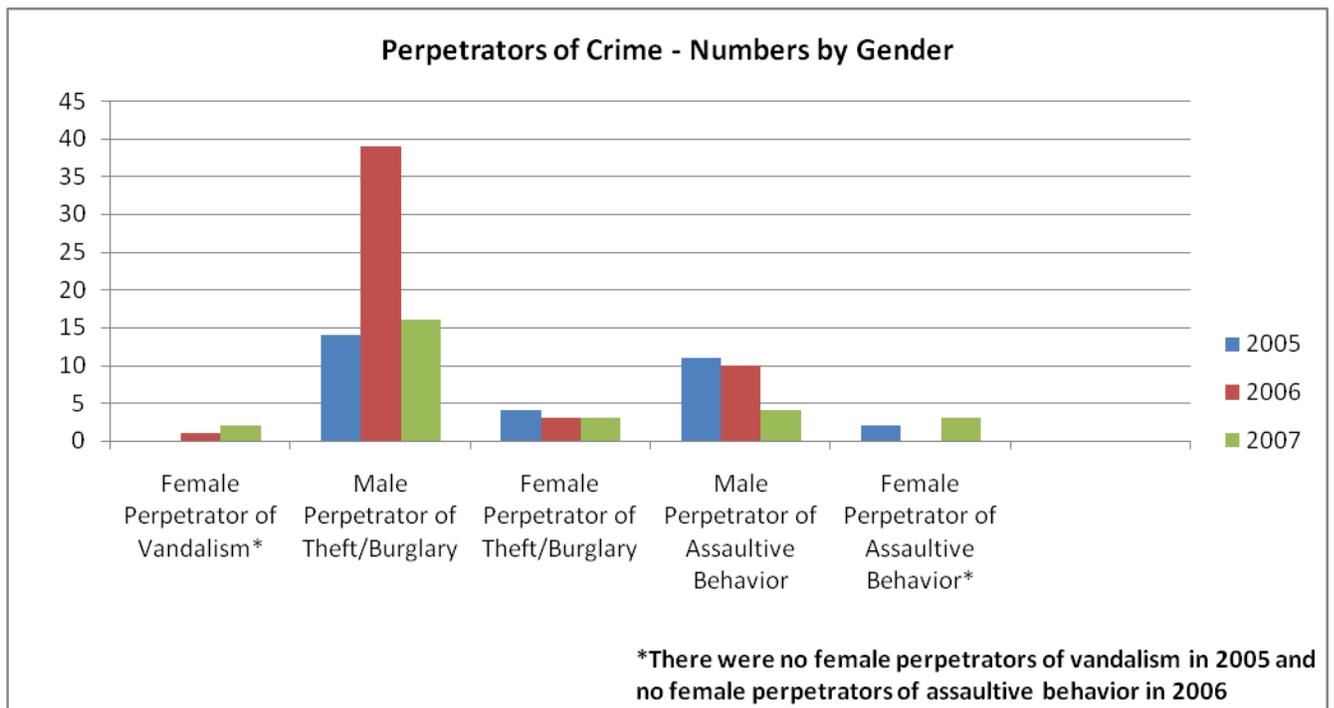
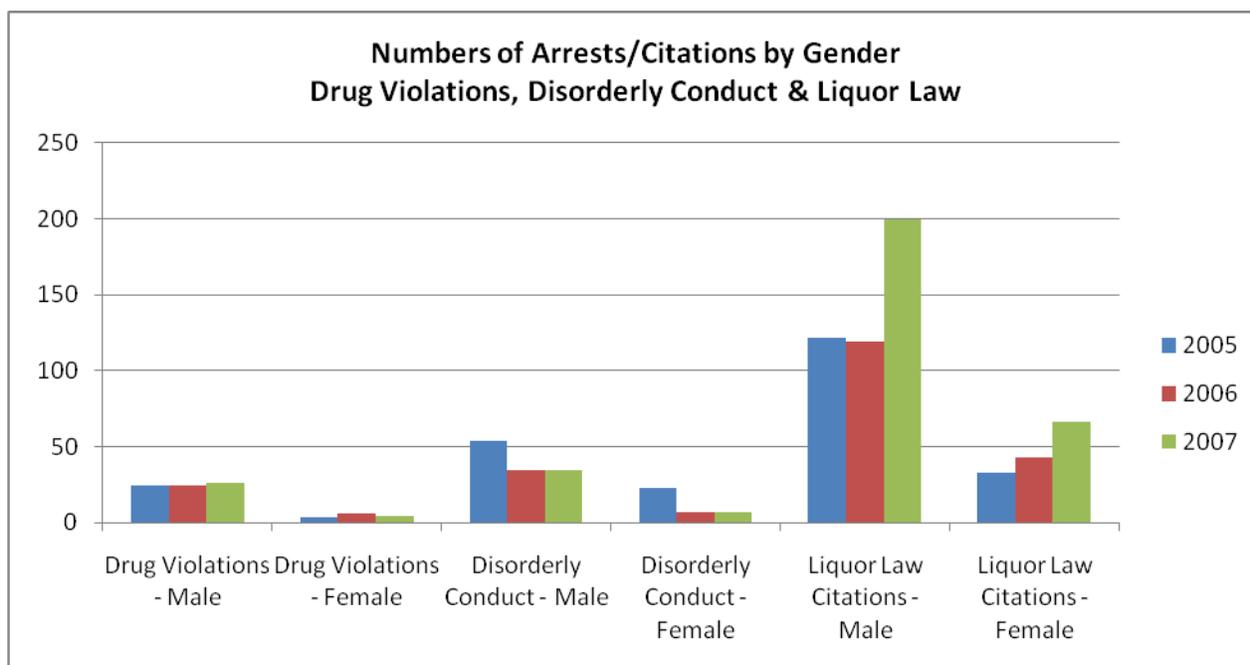


Figure 28



SEXUAL ASSAULT

UW-Whitewater offers extensive programming on sexual assault. In 2007, for example, 1,550 new students attended “Can I Kiss You?” during orientation. This interactive program covered issues of consent, respect, bystander intervention, and victim empathy. In addition, all new students were sent an 11-page booklet describing the sexual assault, harassment, and stalking definitions and penalties; UW-Whitewater’s disciplinary process and sanctions; national and campus statistics; victim services; victim rights; self-protection strategies; bystander intervention strategies; location of self-defense courses; and phone numbers and web sites for assistance or more information. About 575 first-year students were educated about sexual assault laws and penalties, national and campus statistics, consent, bystander intervention, victim empathy and services, self-protection strategies, phone numbers and web sites for more information through an interactive exercise in their New Student Seminar classes. Another 600 were educated about personal safety by the University Police in their New Student Seminar classes.

UW-Whitewater also provides victim services. The Sexual Assault Response Team (SART) is composed of 6-12 staff, faculty and graduate students who go through an initial 8-hour training and monthly inservice training. They take turns carrying a cell phone 24 hours per day for one week at a time. The SART team provides information and referral, support, transportation, and advocacy to students who have been sexually assaulted and to staff, faculty, friends and family members concerned about a sexual assault survivor. This service is available 365 days per year. Team members are aware of the laws, procedures and services available all over the state of Wisconsin. Services are provided both over the phone and in person. Team members accompany a sexual assault survivor to the police or hospital, if requested. Through donations, the team is able to help cover the costs for tests and medication at the University Health and Counseling Services. The team also serves as a campus liaison with law enforcement, local hospitals and sexual assault service providers in the community. The Coordinator attends the Walworth County Domestic Abuse/Sexual Assault

Taskforce and Wisconsin Coalition Against Sexual Assault regional meetings. The team impacts the entire campus community by serving as a centralized source of information through both the SART team phone number and its extensive web site. In 2007, the web site was visited 32,056 times for an average of 88 times per day.

A campus-wide Sexual Assault Prevention Advisory Committee advises the Sexual Assault Prevention Coordinator on: identifying campus needs for sexual assault prevention efforts; setting biennial goals; designing a campus plan to meet the goals; suggesting departmental responsibilities for implementation; and reviewing progress, as requested by the Coordinator. An annual summary of programming and progress on goals is submitted to the Dean of Students. The committee consists of student and staff representatives from many offices and student groups.

Sexual assault data were only available for the last three years. The data available suggest that UW-Whitewater does not compare favorably with institutions of similar size. Data about sexual assault reports, however, can be very misleading. According to Coordinator of Wellness Services Marilyn Kile, higher numbers of reports can signify a better educated campus. Victims are more likely to report if they know what sexual assault is and are aware of supportive services. While continued outreach, even mandatory education, is advisable, there is no reason to conclude that UWW's sexual assault rate, though too high, is worse than other similar campuses.

ATHLETICS

The University of Wisconsin-Whitewater Intercollegiate Athletics has made significant progress in the development of its female sport programs since 2002 (Figure 28). This progress is due in large part to the department's strategic plan, which includes, but is not limited to, expanding female participation opportunities, improving facilities and creating new positions for females in administration and coaching.

Improvement in our female sport programs has been a direct result of the following changes that occurred recently:

- Receipt of the NCAA Division III Strategic Alliance Matching Grant. This position provides the opportunity for a female to be in a high ranking administrative position in Athletics as an Assistant Director for Compliance and Student Services. After the three-year grant is complete, the institution has expressed its intent to support this position;
- Receipt of the NCAA Division III Ethnic Minority and Women's Internship Grant. This position has enabled the department to hire an ethnic minority or female in a significant leadership capacity in Athletics.
- Support for Senior Woman Administrator position. There is ongoing institutional and NCAA support for the highest ranking female as a Senior Woman Administrator;
- Addition of female coaching opportunities. Athletics was able to provide a female Assistant Cross Country and Track and Field Coach;
- Creation of an Assistant Sport Information position for a female staff member;
- Establishment of a head coach of Women's Track and Field and a different head coach for Men's Track and Field. In the past, there was only one head coach for Men's and Women's Track and Field;
- Implementation of a Graduate Assistant program for female sports. This provides opportunities for females to become coaches after graduating college; and

- Creation of Varsity Reserve teams for female sports, which have increased participation and will continue to fulfill our female's interests and abilities on campus.

Intercollegiate Athletics is a valuable contributor to the educational process of our students by providing an environment that supports the educational mission of the University and a quality intercollegiate athletic experience. An integral part of this mission is the Division III philosophy that student-athletes are indeed students first, athletes second and therefore, earning a baccalaureate is paramount. Excellence in academics and athletics is an expected result of the Warhawk athletic experience.

Figure 28

Roster Management Status 4/2009

Sport	Number	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	Proposed 2008-2009
Women	Minimum										
Basketball	26	21	22	22	22	19	15	18	23	23	24
Bowling	18				10	12	15	14	17	22	15
Cross											
Country	26	25	20	23	25	28	21	17	26	24	26
Golf	12	12	12	9	7	7	11	8	11	9	13
Gymnastics	19	17	19	20	10	12	11	17	19	20	19
Soccer	34	23	24	29	25	25	30	34	28	37	30
Softball	24	24	25	26	27	22	18	22	24	26	24
Swimming & Diving	24	24	18	25	18	21	22	19	28	30	30
Tennis	14	13	15	15	12	12	12	13	15	18	15
Track (Indoor)	60	37	38	38	47	48	44	48	53	53	58
Track (Outdoor)	60	30	33	38	41	49	46	47	58	49	53
Volleyball	21	17	18	21	21	19	17	19	21	24	20
Men	Maximum										
Baseball	30	29	31	31	30	32	29	33	31	31	29
Basketball	20	17	20	20	20	17	19	19	19	19	19
*Cross											
Country	18	24	18	14	19	19	12	14	14	18	24
Football	100	100	98	100	100	100	100	100	96	98	99
*Soccer	25	23	24	25	25	24	26	25	25	26	25
*Swimming & Diving	24	15	19	23	16	16	17	22	19	22	28
Tennis	12	14	9	13	12	12	12	13	12	14	13
Track (Indoor)	55	37	37	40	42	48	50	52	42	54	54
Track (Outdoor)	55	34	38	42	39	51	47	50	47	55	54
Wrestling	30	29	26	28	29	29	26	29	27	28	28
Total	707	565	564	602	597	622	600	633	655	700	700
Total Women	338	243	244	266	265	274	262	276	323	335	327
Total Men	369	322	320	336	332	348	338	357	332	365	373
% Women		43.0%	43.3%	44.2%	44.4%	44.1%	43.7%	43.6%	49.3%	47.9%	46.7%
% Men		57.0%	56.7%	55.8%	55.6%	55.9%	56.3%	56.4%	50.7%	52.1%	53.3%

CONCLUSION

The Gender Equity Task Force saw improvement in some of the gender dynamics examined. Across administrative divisions, for example, there are increasing numbers of women at higher levels of pay; and women are being hired as assistant professors in numbers that are slightly greater than those for men. Most of these trends, however, are extremely recent, and we will not know the effects of these improvements for many years.

At the same time, there are many areas where the task force did not see a trend toward greater gender equity. For example, among classified staff, women are increasingly under-represented in the highest paying positions; and in most administrative divisions, women are over-represented in the lowest paying positions—in proportions that do not appear to be changing. In addition, women faculty are less likely to get tenure and more likely to be terminated before tenure by a factor of about two to one.

Among the most pervasive problems the task force found was that of gender segregation. Women tend to be hired for positions that are associated with low pay, and men for positions associated with higher pay. For example, skilled blue collar workers with high salaries are exclusively male on our campus, while administrative assistants with lower salaries are almost exclusively female. Likewise, male faculty members were concentrated in higher-paying departments, and male students were concentrated in majors associated with higher salaries.

When gender studies are done in academic contexts, the data is disaggregated for race and ethnicity if possible. The task force disaggregated the UW-Whitewater data whenever it could. Unfortunately, there were frequently too few people of color in the categories examined for disaggregation to be meaningful. The absence of people of color from some divisions on our campus is highly problematic. For example, African Americans, Native Americans, and Latinos are almost completely absent from the classified staff at UW-Whitewater. These groups were similarly absent from administrative divisions, with only very small improvements in recent years. People of color are underrepresented among faculty and instructional staff as well, even considering the relative number of doctoral degree recipients.

The task force did note some concerns in relation to male students. While female students are more likely to be the victims of sexual assault, the data suggests that male students are more likely to be the victims as well as the perpetrators of other kinds of crime. Male students, particularly male students of color, are also more likely to drop out of school before graduation.

RECOMMENDATIONS

- In order to understand gender dynamics on our campus fully, more data is needed. We need to find out whether recent progress towards gender equity is a long- or short-term gain and the role climate plays in the slow progress we have made in relation to both gender and race/ethnic issues. The planned Rankin and Associates Climate Study should help to address some of these issues, but more targeted research may be needed to find out why, for example, men of color are dropping out of UW-Whitewater in such high numbers or how best to get women into areas where they are underrepresented.

The committee suggests that this report be updated every three years in order to chart the progress of gender equity on our campus and that, more immediately, research be conducted on “best practices” for addressing the problems explored in this report. In addition, individual departments and divisions should be asked to address gender and race/ethnic equity issues in ways that are relevant to them and to report on their progress in annual reports and audit and review.

- Male students, particularly male students of color, are being retained and graduated at lower rates than female students. Since the Equity Scorecard Project is ongoing, the committee suggests a consideration of male students of color as a specific group be folded into their inquiries. The Gender Equity Task Force might also collaborate in the process of considering this issue.
- Male students are more likely to be the perpetrators of sexual assault on campus, and they are more likely to be both the victims and perpetrators of other kinds of crime. The committee suggests that educational efforts regarding sexual assault and crime prevention focus on all-male groups, such as athletic teams and fraternities. We already have some very positive and effective programming addressing such issues as sexual assault and alcohol abuse, but some of this programming might be directed more explicitly toward male groups on campus. At least, Student Services and other relevant offices should be asked to examine best practice in anti-violence and drug/alcohol education for men, and consideration of these issues should be part of their annual reports.
- Gender segregation is a problem that affects the university at many levels. Assuming that gender segregation among faculty is partly caused by the same dynamic at the undergraduate level, the committee suggests attention to gender segregation of majors and minors. Individual units are already being asked to address issues of race and ethnicity brought up by the Equity Score Card and to report on tactics for addressing these issues in their annual reports. The units might also be asked to report on measures taken to address issues of gender segregation when those are pertinent to the unit. When the unit fails to address issues brought up either by the Equity Score Card or the Gender Equity Report, the unit could meet with a contingent from The Equity Score Card Committee or the Gender Equity Task Force in order to brainstorm ideas.

Approaches to attracting women to areas where they are under-represented might involve a collaboration with Women’s Studies or the First-Year Program in order to make more women aware of particular career paths. It might also involve advertising majors or minors to attract students with a wider variety of values and priorities. Operations Management might advertise its usefulness to micro-business or Public Policy might advertise its contribution to improving the quality of life of citizens.

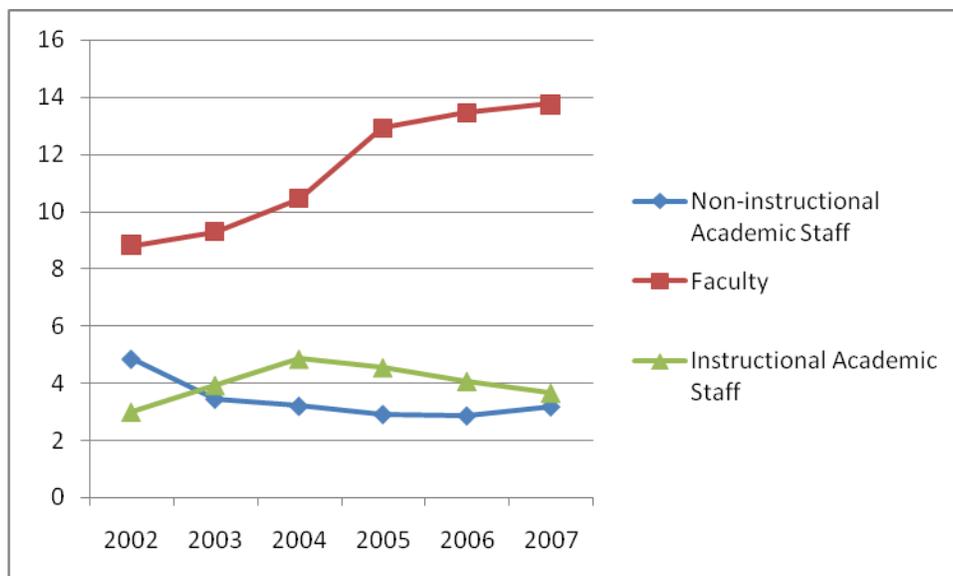
Gender segregation among classified staff, as well as pay differentials, should be investigated. A task force should be set up to examine why such male-dominated positions as electricians make more than such female-dominated positions as therapists. The same task force might also consider the absence of people of color from all divisions of classified staff and come up with plans to recruit people of color from Whitewater and nearby communities. If necessary, we might consider courses that would prepare community members to take placement exams for classified positions or lobby UW-System to address this problem.

- While UW-Whitewater is hiring women into tenure-track positions in numbers roughly equivalent to those for men, we are not tenuring women at the same rate. In fact, women are denied tenure or terminated before tenure at a rate that is roughly three times that of men. The barriers women faculty members face may be occurring at a number of levels at once. For example, women may not be mentored by their graduate faculty members in the same way that men are mentored—resulting in a shallower research agenda and a diminished chance of meeting the research requirement for tenure. Women who are interested in gender studies may find that their work is taken less seriously than that of men. Also, women may be having difficulty balancing a high teaching load, service, research expectations, and family life. The committee suggests that individual units, preferably individual colleges, consider the establishment of policies to help all faculty, male and female, to balance work and family. Flexible work schedules, telecommuting, slowing the tenure clock, and temporary part-time work might all be considered as creative ways to address the work-family dilemma for faculty.
- Though women at UW-Whitewater do appear to be breaking through “the glass ceiling,” the trend towards inclusion of women in upper-level administration is relatively recent. The university should continue to monitor gender dynamics on campus in order to be certain that the positive trend continues to move the university towards equity. The relatively low number of female chairs and female full professors suggests that the pool for women in leadership positions may be shallow. Programs to get women and minorities into leadership pipelines need to be established. Such programs might include brown bags and seminars in which the process of advancement is described and discussed. Divisions might also set up internships through which faculty interested in administration can gain experience. Any process through which advancement processes are clarified or additional paths are opened up has the potential to increase and diversify the pool from which leadership is drawn.

The “sticky floor,” the dynamic whereby women are disproportionately located in the lowest-paying positions in an organization or unit, is also a concern at UW-Whitewater. While progress has been made on the “glass ceiling,” less has been made on the sticky floor. In all employment units examined, women are over-represented in the lowest-paying positions.

APPENDIX

Percentage of Asian Americans in Faculty, Instructional and Non-instructional Staff Positions at UW-Whitewater (National Representation 3.6%; State Representation 1.7%)



GENDER EQUITY REPORT SUPPORTING MATERIALS

Statistics were provided by the UW-Whitewater Office of Institution Research, unless another source is specified

UW-Whitewater Student Retention Statistics by Gender and Ethnicity, 1996-2002 Cohorts	1
UW-Whitewater Students - Majors at Third Year by Gender, 1996-2002 Cohorts	2
UW-Whitewater Instructional Academic Staff - Promotions, 2001-2008 <i>Source: UW-Whitewater Office of the Provost and Vice Chancellor for Academic Affairs</i>	3
UW-Whitewater Instructional Academic Staff Salaries by Race and Gender, 2002-2007	4-9
UW-Whitewater Statistics by year, 2002-2007: Instructional Academic Staff by Gender, Race/Ethnicity and Department; Instructional Academic Staff by Gender, Race/Ethnicity and Education Level; Non-Instructional Academic Staff by Gender, Ethnicity, Division and Pay; Faculty Salaries by Gender, Race/Ethnicity	10-15
UW-Whitewater Faculty by Gender, Race and Department, 2002-2007	16
Number of Doctorate Recipients, by Sex, Race/Ethnicity, and Citizenship, 1996-2006 <i>Source: The Survey of Earned Doctorates (/www.norc.org/projects/Survey+of+Earned+Doctorates.htm)</i>	17
UW-Whitewater Faculty Promotions, Tenure Designations, and other Changes of Status: by Gender by College by Year <i>Source: UW-Whitewater Office of the Provost and Vice Chancellor for Academic Affairs</i>	18
Promotion to Associate Professor with Tenure and Promotion to Professor by College by Gender /Ethnicity, 2000-01 through 2008-09 <i>Source: UW-Whitewater Office of the Provost and Vice Chancellor for Academic Affairs</i>	19
UW-Whitewater Classified Staff by Sex, Race/Ethnicity, Hourly Rate, Job Title and Department, 2002-2008 <i>Source: UW-Whitewater Office of Human Resources and Diversity</i>	20-26
National, State and Campus Statistics on Sexual Assault <i>Source: UW-Whitewater University Health and Counseling Services</i>	27
UW-Whitewater - Crimes Tallied by Gender, September, 2004 – August, 2007 <i>Source: UW-Whitewater Police Services</i>	28