A Summary of the Report to the Faculty Senate
by
The Committee on Affirmative Action in Faculty Employment
May, 1995

This committee is charged with monitoring progress and assessing needs for changes in the recruitment and retention of women and minority faculty; formulating recommendations; and monitoring campus administration progress in facilitating affirmative action policy in faculty employment. Its work this year has focused on those portions of the Affirmative Action Plan (AA Plan), submitted to the OFCCP in December, 1994, that relate to these charges.

Our analyses of data in the AA Plan along with additional analyses by committee members are presented in the full report, which is on reserve in the UWM Library and is also available through the University Committee. Additionally, deans have been given a copy.

Below are the key findings and recommendations.

Findings

Most troubling is the absence of data from Human Resources in areas which are critical to analyses of career histories of our faculty from the date of application and hiring to termination. Although there is now a data base for the former, a systematic method of tracking the various stages of each person's career at UWM is not yet in place. Here are questions for which data need to be sought and analyzed:

1. Is the process of attaining tenure and of attaining the rank of Full Professor different for female and male faculty? for minority and white faculty?
   a. Does it take differing amounts of time to move up in rank depending on one's gender or race?
   b. Does it take more appeals and reconsiderations depending on one's gender or race?
   c. Is there any evidence that within department Executive Committees and the Divisional Committees different promotion criteria are used for female and male candidates?
   minority and white candidates?

2. Does the workload of female and male faculty or minority and white faculty differ?

3. What factors contribute to a positive climate for women and minorities in their departments and schools and colleges, and how do individual units across campus measure up?

4. What units are successful in recruitment and retention of female and minority faculty, and what characterizes the success of these units?
5. What units are not successful in recruitment and retention of female and minority faculty, and what specific steps can be taken to correct problems among faculty and administration in these units?

6. What do female and minority faculty recommend for improving the work place environment on campus?

Recommendations

1. Appropriate, reliable, and accessible (clearly presented) data bases should be created immediately so that administrators and individual departments can learn about the employment histories of faculty related to hiring, tenure, promotion decisions, and reasons for leaving UWM before or after seeking tenure. It is important that data are created for each department rather than aggregating data by school or college. Only then can problems in specific departments be identified and remediated. Administrators should be held accountable for providing these data to departments on a yearly basis.

2. A survey of faculty and academic staff should be developed that seeks information about climate and other workplace issues that affect job satisfaction, productivity, and issues of safety on campus. The results should be widely distributed on campus, and any serious problems remedied. Regular and systematic monitoring should be done.

3. Assessment of the effectiveness of deans in attaining goals of the AA Plan needs to be improved. Data from #1 and #2 above should provide regular feedback to deans about the presence of serious problems in their school or college. Being held accountable for effectively addressing the problems should be an expectation, and therefore it needs to be a more useful part of each dean's yearly evaluation by the Chancellor. This committee will work with the Chancellor to improve the usefulness of what deans presently provide for their annual evaluation.

4. During the expected downsizing of UWM over the next few years, campus administration should be vigilant about noting where, with restricted hiring opportunities, the fragile progress toward diversity of the faculty is threatened. Aggressive recruiting of qualified female and minority candidates should be a priority whenever a position is filled. Replacing retired faculty, who will mostly be white males, provides an opportunity to meet diversity goals in the future.

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