

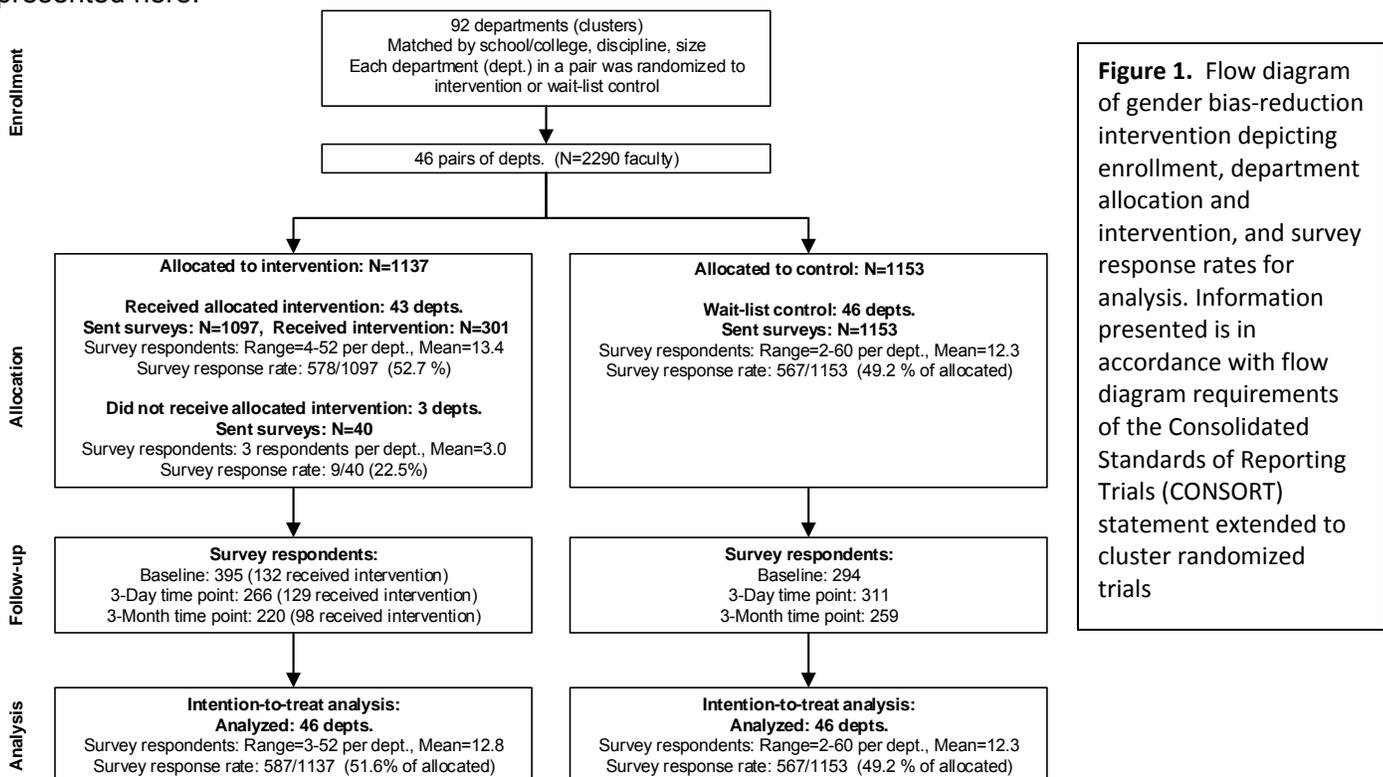
There was no change in the Specific Aims proposed in the original grant application. We report progress on all three Specific Aims since funding began October 1, 2009.

**Specific Aim #1. Clarify the relationships among department climate, academic productivity, job satisfaction, intent to leave, and attrition for male and female faculty members.**

Studies, Results, and Plans: We collected information on academic productivity from review of research publication, administrative grant funding databases, and US patent databases. Attrition data were collected from UW human resources databases. Because we completed the intervention ahead of schedule, the final survey of faculty worklife went into the field May, 2012 and closed September 2012. The results from 5 questions related to department climate were used to evaluate the impact of the intervention in Specific Aim #2 on department climate. Post-intervention, faculty in experimental departments expressed greater perceptions of fit ( $P= 0.024$ ), valuing of research ( $P = 0.019$ ), and comfort in raising personal and professional conflicts ( $P = 0.025$ ). Other analyses that address this aim are on-going.

**Specific Aim #2. Test the impact of a Bias Literacy Workshop on faculty: (a) motivation to respond without prejudice, (b) equity self-efficacy, and (c) positive equity outcome expectations and department climate.**

Studies, Results, and Plans: Linear mixed-effects models showed significantly greater changes post-intervention for faculty in the 46 experimental departments/divisions vs. the 36 wait-list control departments on several outcome measures, most notably self-efficacy to engage in gender equity promoting behaviors ( $P = 0.013$ ). When  $\geq 25\%$  of a department’s faculty attended the workshop, significant increases in self-reported action to promote gender equity occurred at 3 months ( $P = 0.07$ ). These results were presented at NIH in a meeting with all R01 recipients from this RFA. A manuscript describing the research is under review in a peer-reviewed journal. The CONSORT flow diagram is presented here.



**Specific Aim #3. Examine receptivity and resistance to an equity intervention (Bias Literacy Workshop) through conversation analysis of verbal and non-verbal cues.**

Studies, Results, and Plans: Examination of participant behaviors in videotaped pilot workshops was used to develop and standardize the final intervention for Specific Aim #2. A facilitator's guide accompanied by cartoonized examples of how presenters can respond to participant's questions has been completed and is available through our website ([wiseli.engr.wisc.edu](http://wiseli.engr.wisc.edu)).