



W I S E L I

*Women in Science & Engineering Leadership Institute
University of Wisconsin-Madison*



Climate Workshops for Department Chairs

- Introduction
 - Why focus on Department Chairs?
 - Goals of Workshops
 - Description of Workshops
- Participation
- Evidence of Effectiveness
 - Measuring Change
 - Evidence from participating departments
 - Evidence from Campus-wide Climate Surveys



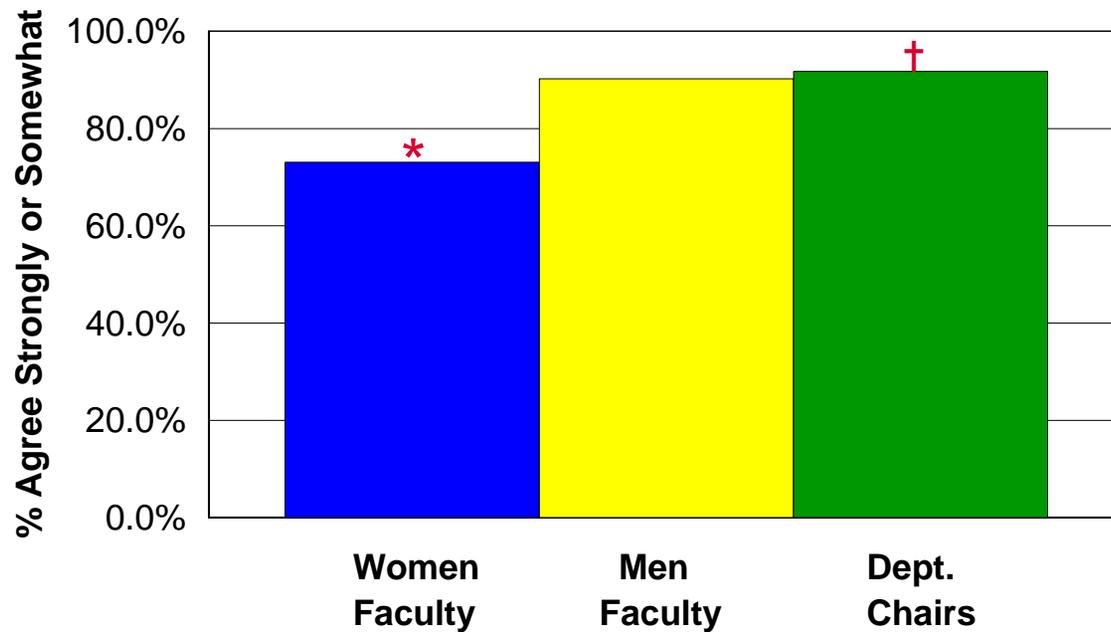
Why focus on Department Chairs?

- Individuals experience climate in their immediate workplace – the department
- Chairs can significantly influence womens' experiences in their departments
- Chairs' perspectives of climate differ from those of other faculty, especially women faculty
 - Study of Faculty Worklife at the University of Wisconsin-Madison, 2003



Why focus on Department Chairs?

The climate for women in my department is good



* Significant t-test between women and men faculty at $p < .05$.

† Significant t-test between dept. chairs and all other faculty at $p < .05$.



Goals of Climate Workshops

- To increase awareness of climate and its influence on the research and teaching missions of a department
- To identify various issues that can influence climate in a department
- To present research on how unconscious assumptions and biases may influence climate
- To enable chairs to assess climate in their own departments
- To provide chairs with opportunities to enhance climate in their departments by learning from each others' experiences and ideas.
- To provide chairs with advice and resources they can use to enhance climate in their departments



Description of Climate Workshops

Series of three workshops

- Session #1
 - General Discussion of Climate
 - Present results from the “Study of Faculty Worklife”
 - Introduction to Departmental Survey

- Session #2
 - Receive Survey Results
 - Share selected results
 - Obtain advice, resources and consider possible actions

- Session #3
 - Report on sharing results with departmental members
 - Report on actions taken/changes implemented



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Participation in Climate Workshops

- To date – 26 Department Chairs have participated
 - 9 chairs from COE (90%)
 - 9 chairs from School of Medicine (including 55% of basic science departments)
 - 3 chairs from CALS
 - 4 chairs from L&S
 - 1 chair each from Pharmacy and Vet Med



Participation in Departmental Surveys

- Surveys sent to approximately 2998 individuals
- 1392 people responded for a response rate of 47%
- Larger departments tend to have lower response rates in the 30-40% range.
- Smaller departments tend to have response rates in the 60-70% range.



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Evidence of Effectiveness

- Measuring Change
 - Applying the Stages of Change Model – Formative Evaluation of Workshops
 - Assessing achievement of Goals – Summative Evaluation of Workshops



Stages of Change Model

1. **Precontemplation** - unaware that a problem exists
2. **Contemplation** – aware that a problem exists and thinking about making a change
3. **Preparation** – believing that change is possible and planning on making a change in the immediate future
4. **Action** – making a change
5. **Maintenance** – continuing to engage in the new desirable behavior and avoiding relapse

Prochaska Janice M., James O. Prochaska, and Deborah A. Levesque. “A transtheoretical approach to changing organizations.” *Admin Policy Mental Health* 28 (2001):247-61.

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Applying the Stages of Change Model

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Evaluation of Climate Workshops

Goals	Goal definitely met	Goal somewhat met	Goal was not at all met
Increased awareness of climate and its influence	14 (74%)	5 (26%)	0
Identification of various issues that can influence climate	15 (79%)	3 (16%)	1 (5%)
Understanding influence of unconscious biases and assumptions on climate	8 (42%)	10 (53%)	1 (5%)
Assessing climate in your department	16 (84%)	3 (16%)	0
Learning from the other participants and facilitator	16 (84%)	3 (16%)	0
Access to advice and resources to improve climate	7 (39%)	10 (56%)	1 (6%)



Evaluation of Workshops

“I expected to (and did) obtain a better understanding of climate-related issues and how to deal with them constructively.”



Evaluation of Workshops

“I really wanted to know whether the climate in my department was as positive and supportive as I perceived it to be.

The workshop reinforced this idea but also pointed out a couple of problem areas that we are addressing.”



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Evaluation of Climate – Chairs' Evaluation

The climate is:	
Significantly more positive	2 (11%)
Somewhat more positive	12 (63%)
The same as it was before	5 (26%)
Somewhat more negative	0
Significantly more negative	0



Evidence from Participating Departments

Departments Resurveyed	Mean 1 st Survey	N	Mean 2 nd Survey	N	Change
Department A	3.21	24	3.71	56	0.5
Department B	3.07	15	3.29	17	0.22
Department C	3.82	60	4.25	53	0.43
Department D	3.79	124	3.63	86	-0.16
Overall Mean Score	3.47		3.72		0.25

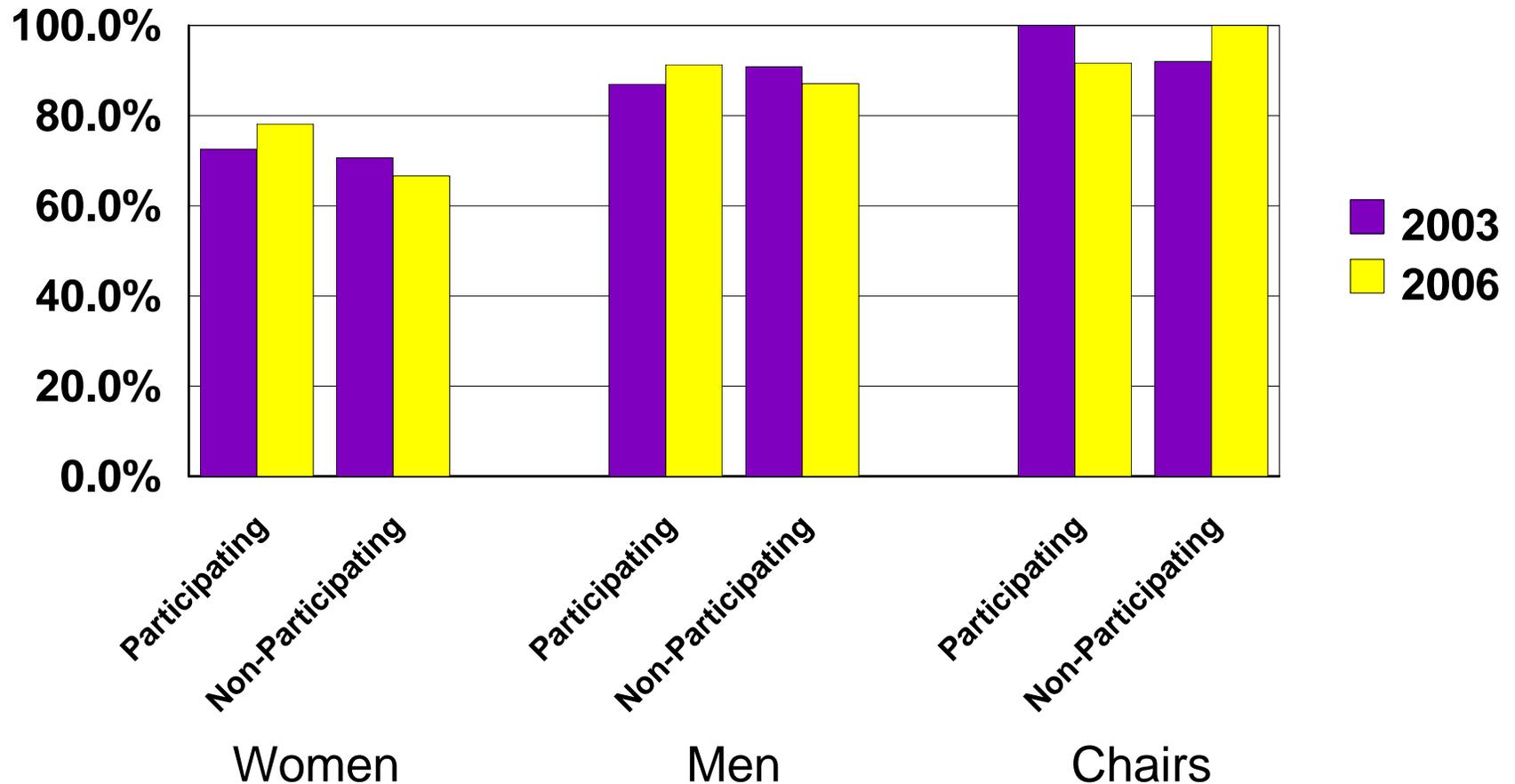
Survey Questions	1 st Survey Mean	2 nd Survey Mean	t-score
Others in the department respect my opinions.	3.66	3.83	-1.99
Others recognize how my work contributes to the mission or purpose of my department.	3.49	3.71	-2.39
There is somebody in the department who promotes my professional development.	3.18	3.50	-2.76
My work is commensurate with my training and experience.	3.81	3.98	-1.88
I have the same level of responsibility and recognition as those whom I consider my peers.	3.48	3.70	-2.06



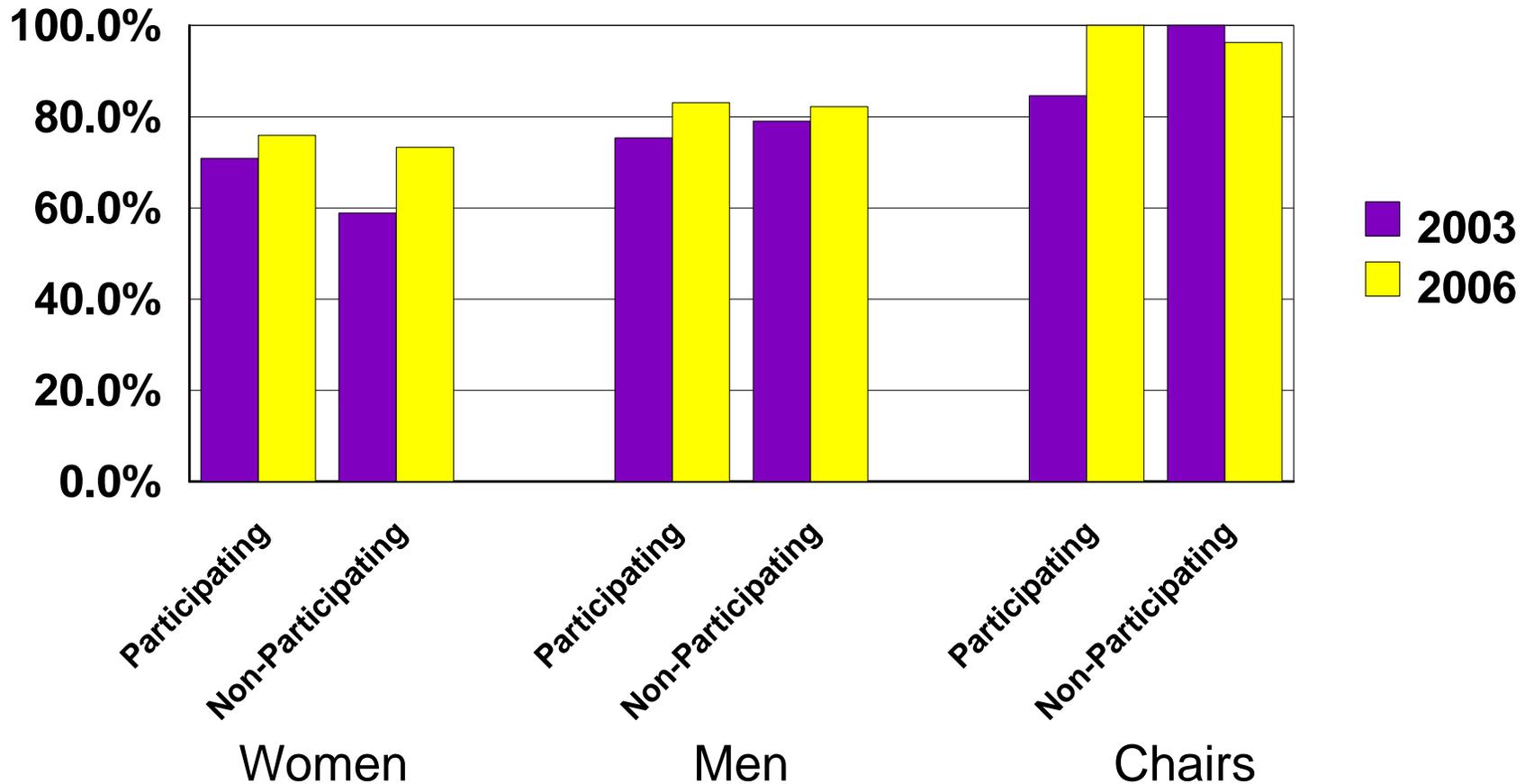
Evidence from Campus-Wide Surveys

- “Study of Faculty Worklife at the University of Wisconsin-Madison”
 - deployed in 2003 and 2006
 - distributed to all tenured and tenure-track faculty (campus-wide)
- Response rates:
 - 2003 – 60%
 - 2006 – 55%
- Results received April 26, 2006 – so findings reported are very preliminary!

Percent Agree: The Climate for Women In My Department is Good



Percent Agree: I Feel Like I "Fit" In My Department





Conclusions and Caveats

- **What about the final stage of change**

Maintenance - continuing to engage in the new desirable behavior and avoiding relapse



Conclusions and Caveats

- **Institutional Transformation takes TIME**
- **Constraints on ability to undergo “transformation”**
 - **Culture of Institution – Hierarchical? Driven by strong faculty governance system?**
 - **Size of Institution**
 - **Availability of Resources – time, personnel, funds**
 - **Support of Top Administrators**
 - **Turnover of Administrators and Chairs.**



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Thank you!