



W I S E L I

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



Outline

- Introduction to ADVANCE/WISELI
- Survey overview
- Preliminary results of "Climate" questions (Departmental Interactions)



NSF ADVANCE

- “The goal of the ADVANCE program is to increase the participation of women in the scientific and engineering workforce through the increased representation and advancement of women in academic science and engineering careers.”
- Fellows, Leadership, and Institutional Transformation Awards
- IT Awards: \$3.75 million over 5 years
- Nine universities funded in round 1; ten in round 2
- Evaluation and assessment significant component



Women in Science & Engineering Leadership Institute (WISELI)

- PIs Prof. Molly Carnes (Medicine) and Prof. Jo Handelsman (Plant Pathology)
- Project began 1/1/02, ends 12/31/06
- Use UW as 'living laboratory' to study the issues of women in science and engineering
- Develop initiatives and determine their impact
- Conclusions will be data driven



Selected WISELI action items

- Climate workshops for department chairs
- Workshops for chairs of faculty hiring committees
- Evaluation of existing campus programs that address gender equity
- Leadership development/mentoring of senior women faculty
- Leadership development/mentoring of academic staff

***** WISELI Survey of Faculty & Staff *****

Study of Faculty Worklife at the University of Wisconsin-Madison



This questionnaire was developed to better understand issues related to quality of work life for faculty at the University of Wisconsin-Madison. This is part of a larger project, funded by the National Science Foundation, to develop new initiatives for faculty on campus.

Please return this completed questionnaire in the envelope provided to the:



University of Wisconsin Survey Center
630 W. Mifflin, Room 174
Madison, WI 53703-2636



Study of Faculty Worklife at the University of Wisconsin-Madison

- Instrument developed from interview data collected in 2002 from women faculty and academic staff in Biological & Physical sciences
- Intended for Biological & Physical Sciences faculty; extended to all faculty by the Office of the Provost
- First wave mailed February, 2003; in field until May, 2003
- Overall response rate of 60.3% (N=1340)



Behind the Scenes

- Funding
 - Contributions from Colleges
 - Contribution from Provost's Office
- Instrument construction
 - Incorporating interests of many different parties
 - Pre-testing
 - Unique concerns about surveying UW-Madison faculty



Behind the Scenes

- Human Subjects
 - Tracking respondents
 - Confidentiality vs. anonymity
- Reactions to the Survey
 - Positive and negative



Topic Areas

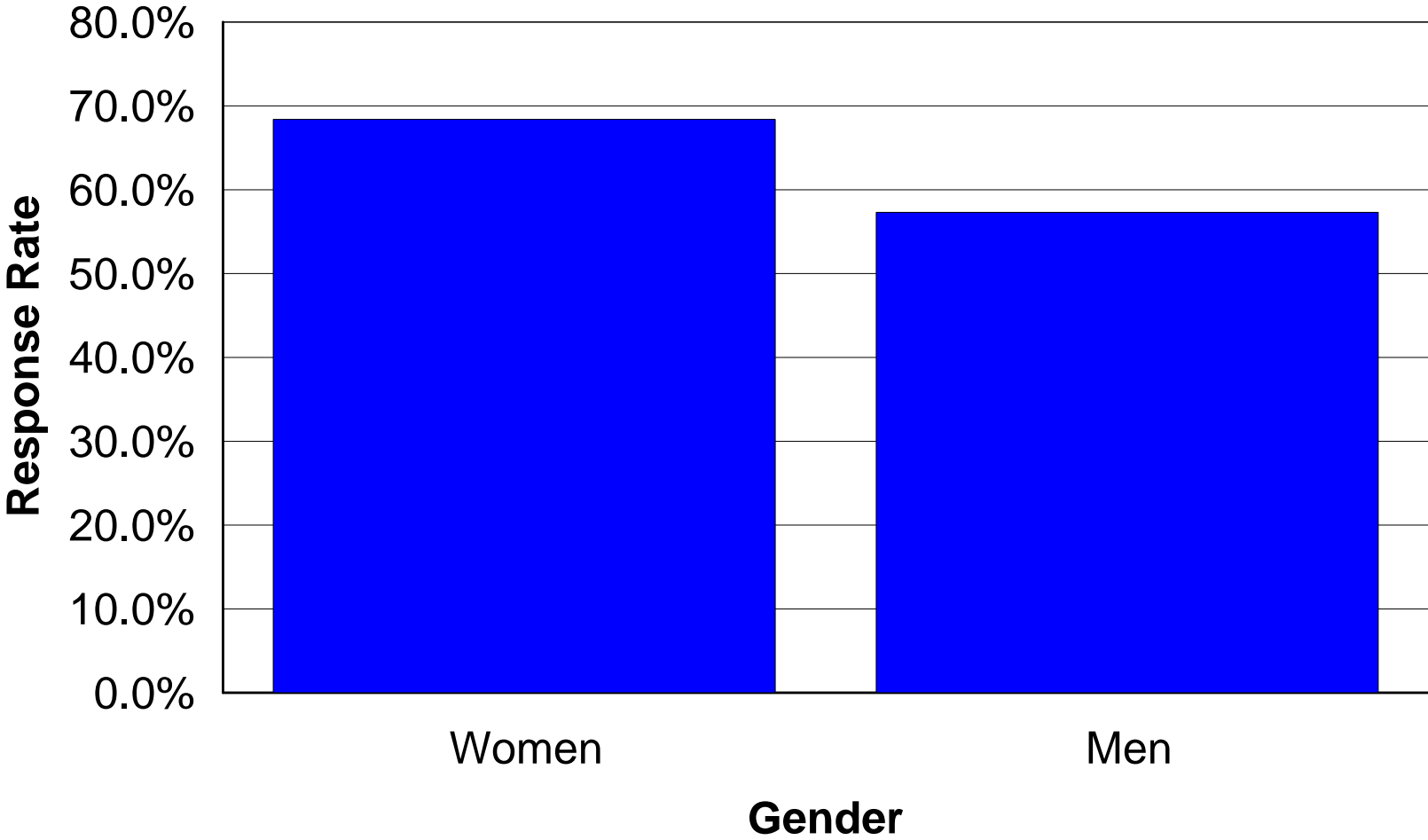
- Hiring Process
- Tenure Process
- Professional Activities
 - Time use, Resources, Interactions with Colleagues
- Satisfaction
- Programs & Resources
- Sexual Harassment
- Work/Life Balance
 - Balance, Childcare, Parent care, Spouse/Partner, Health
- Diversity



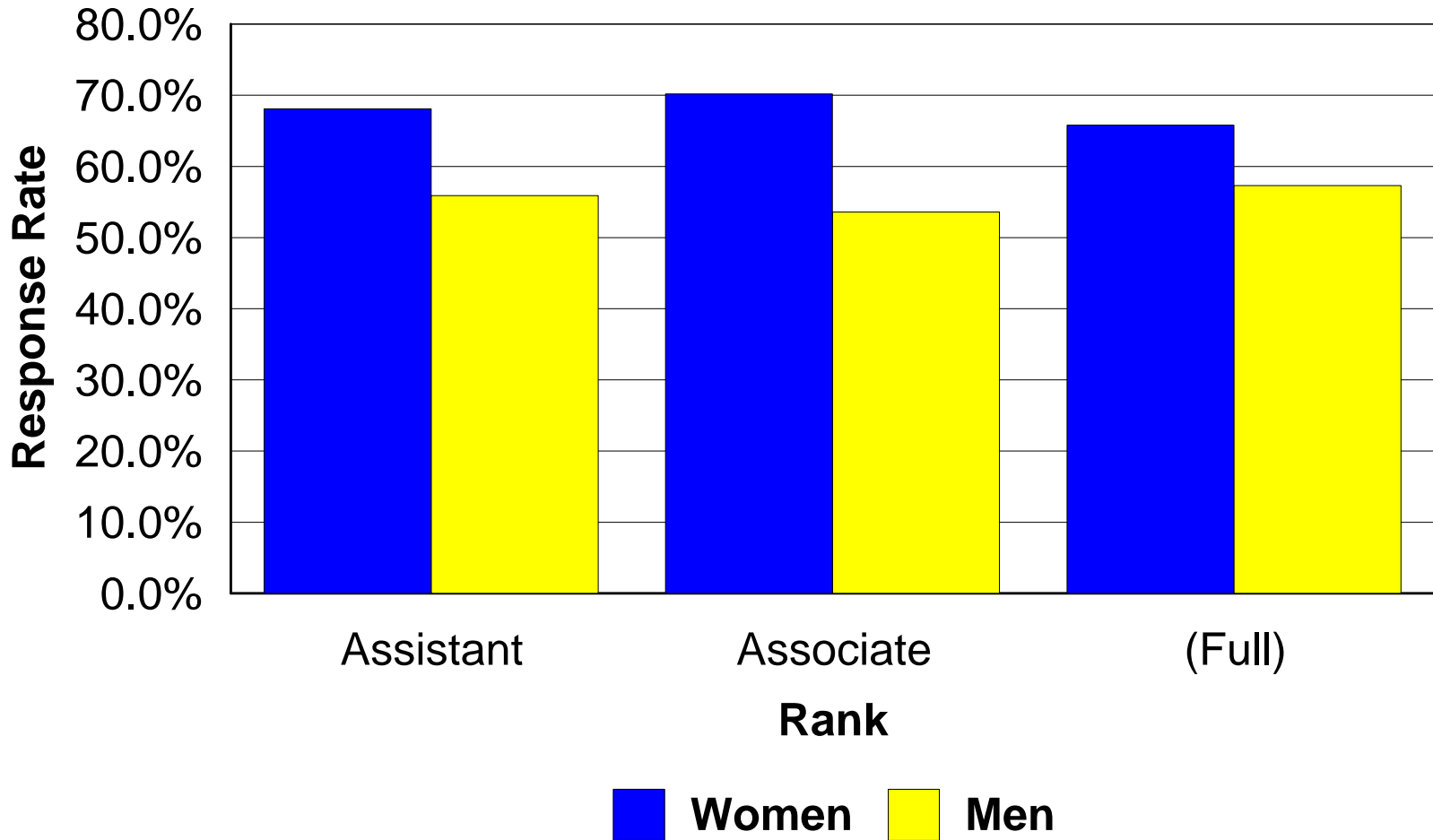
Response Rates

- Overall response rate of 60.3% (N=1340)
 - Women: 68.4%
 - Higher response from female nonwhites
 - Men: 57.3%
 - Lower response from men in the Law and Business Schools
 - Lower response from male nonwhites

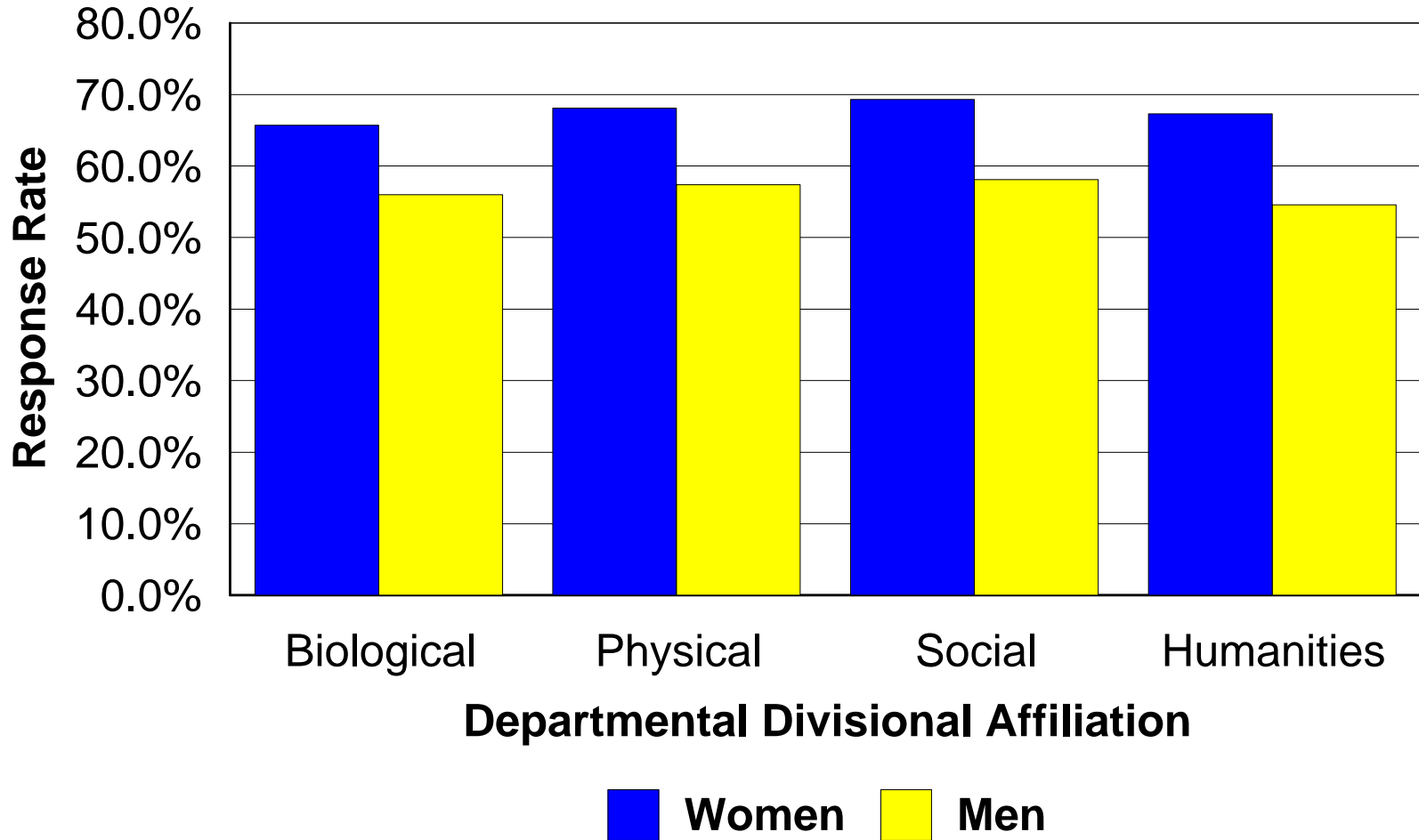
Response Rates by Gender



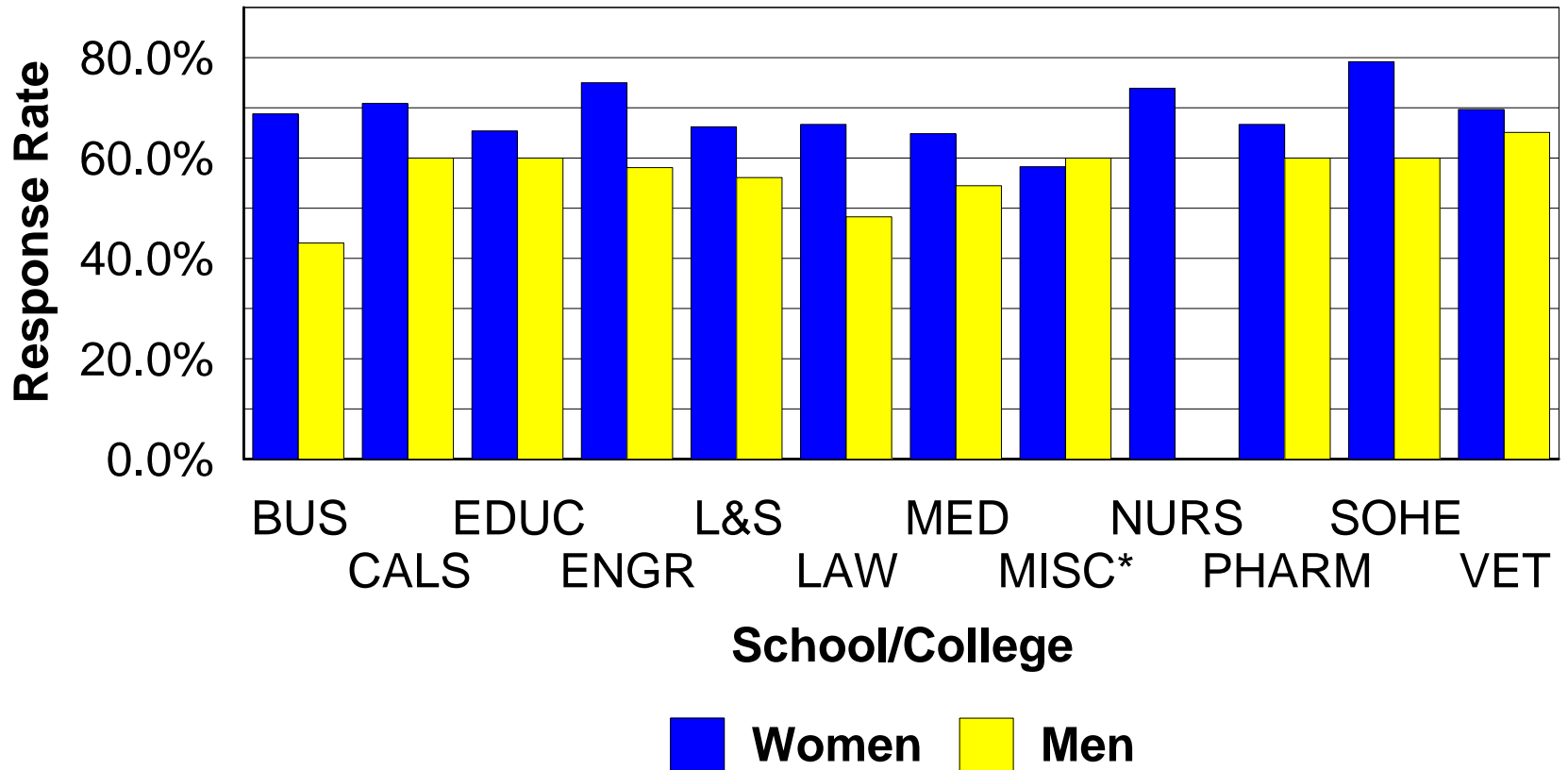
Response Rates, Rank by Gender



Response Rates, Departmental Division by Gender

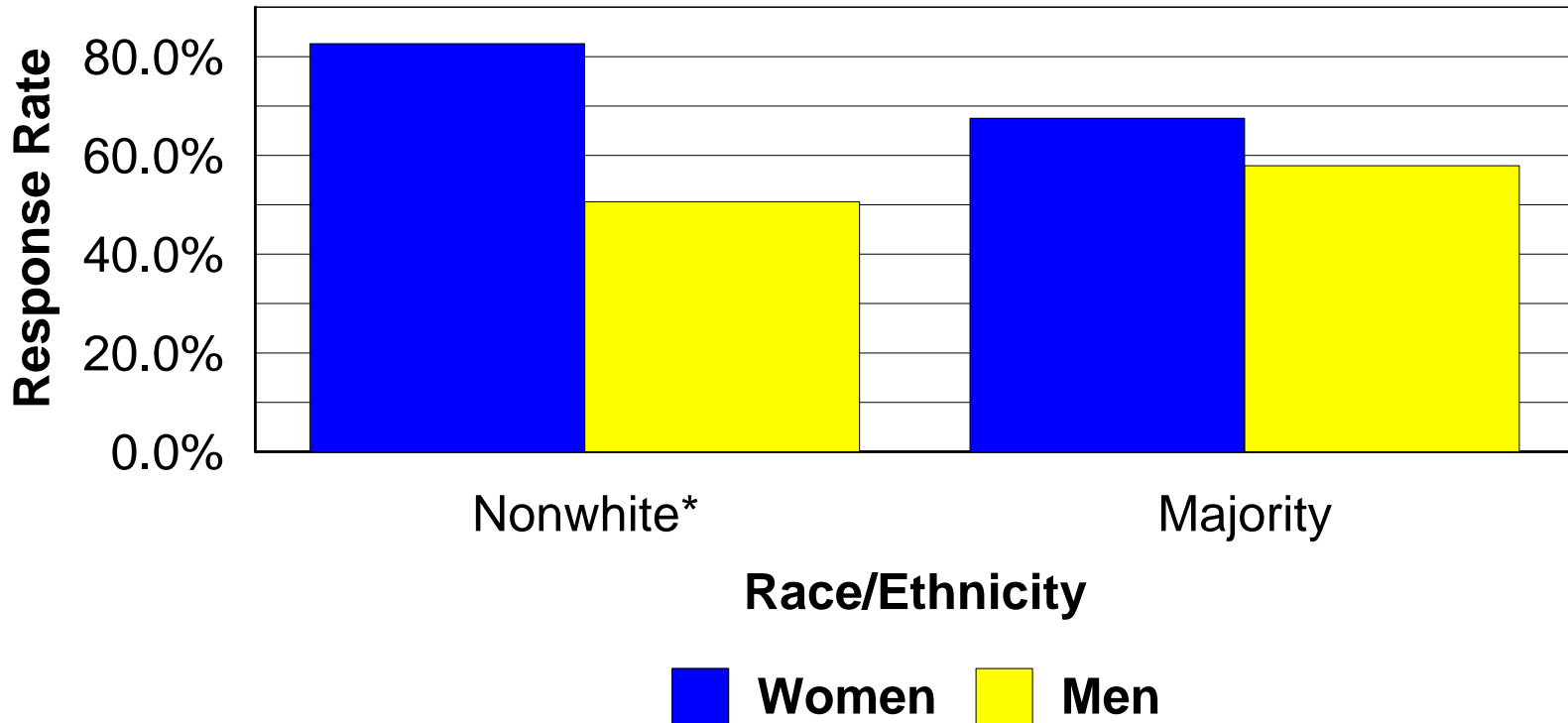


Response Rates, School/College by Gender



*MISC Schools include Continuing Studies, Hygiene Lab, IES, and Library.

Response Rates, Under-Represented Minority Status by Gender



* African American, American Indian, Hispanic



Preliminary Results

- Bivariate analyses only
 - T-tests, significance at $p < .05$
 - Demographic variables tested:
 - Gender
 - Rank
 - Departmental Division
 - “Science” Department
 - Under-Represented Minority
 - Citizenship Status
 - Sexual Orientation
 - Other variables as needed
 - No corrections made for multiple comparisons



Departmental Divisions

- Assign a divisional affiliation to a Department, rather than an individual
 - Departmental division (generally) corresponds to the divisional committee to which most faculty in the department belong
 - Way to aggregate departments (no individual departmental results will be reported)
 - Way to assign faculty without an individual divisional affiliation
 - Way to account for people in multiple departments



"Science" vs. "Non-Science"

- "Science" departments are departments assigned to the Biological or Physical science divisions
 - Exception: Kinesiology is not a "Science" department because it is in the School of Education
- Social Studies, Humanities departments (plus Kinesiology) are designated as "non-Science"
 - Apologies to social scientists! Social science left out per our cooperative agreement with the National Science Foundation



Topic Areas

- Hiring Process
- Tenure Process
- **Professional Activities**
 - Time use, Resources, Interactions with Colleagues
- Satisfaction
- Programs & Resources
- Sexual Harassment
- Work/Life Balance
 - Balance, Childcare, Parent care, Spouse/Partner, Health
- Diversity





CLIMATE-Definitions

- **Campus Climate:** Behaviors within a workplace or learning environment, ranging from subtle to cumulative to dramatic, that can influence whether an individual feels personally safe, listened to, valued, and treated fairly and with respect. *Campus Climate Network Group (2002).*
- **Climate:** The atmosphere or ambience of an organization as perceived by its members. An organization's climate is reflected in its structures, policies, and practices; the demographics of its membership; the attitudes and values of its members and leaders; and the quality of personal interactions. *Committee on Women in the University's Work Group on Climate (Summer, 2002).*

If you have an appointment in more than one department or unit, please answer questions 21 and 22 using the department or unit that you consider to be your primary department or unit.

21. How much do you agree or disagree with the following statements about your interactions with colleagues and others in your primary department/unit?

<i>Circle one number on a scale of 1 to 4 for each statement.</i>	Agree	Agree	Disagree	Disagree
	Strongly	Somewhat	Somewhat	Strongly
	1	2	3	4
a. I am treated with respect by colleagues.	1	2	3	4
b. I am treated with respect by students.	1	2	3	4
c. I am treated with respect by staff.	1	2	3	4
d. I am treated with respect by my department chair.	1	2	3	4
e. I feel excluded from an informal network in my department.	1	2	3	4
f. I encounter unwritten rules concerning how one is expected to interact with colleagues.	1	2	3	4
g. Colleagues in my department solicit my opinion about work-related matters (such as teaching, research, and service).	1	2	3	4
h. In my department, I feel that my research is considered mainstream.	1	2	3	4
i. I feel that my colleagues value my research.	1	2	3	4
j. I do a great deal of work that is not formally recognized by my department.	1	2	3	4
k. I feel like I “fit” in my department.	1	2	3	4
l. I feel isolated in my department.	1	2	3	4
m. I feel isolated on the UW campus overall.	1	2	3	4

22. How much do you agree or disagree with the following statements about your participation in the decision-making process in your department/unit?

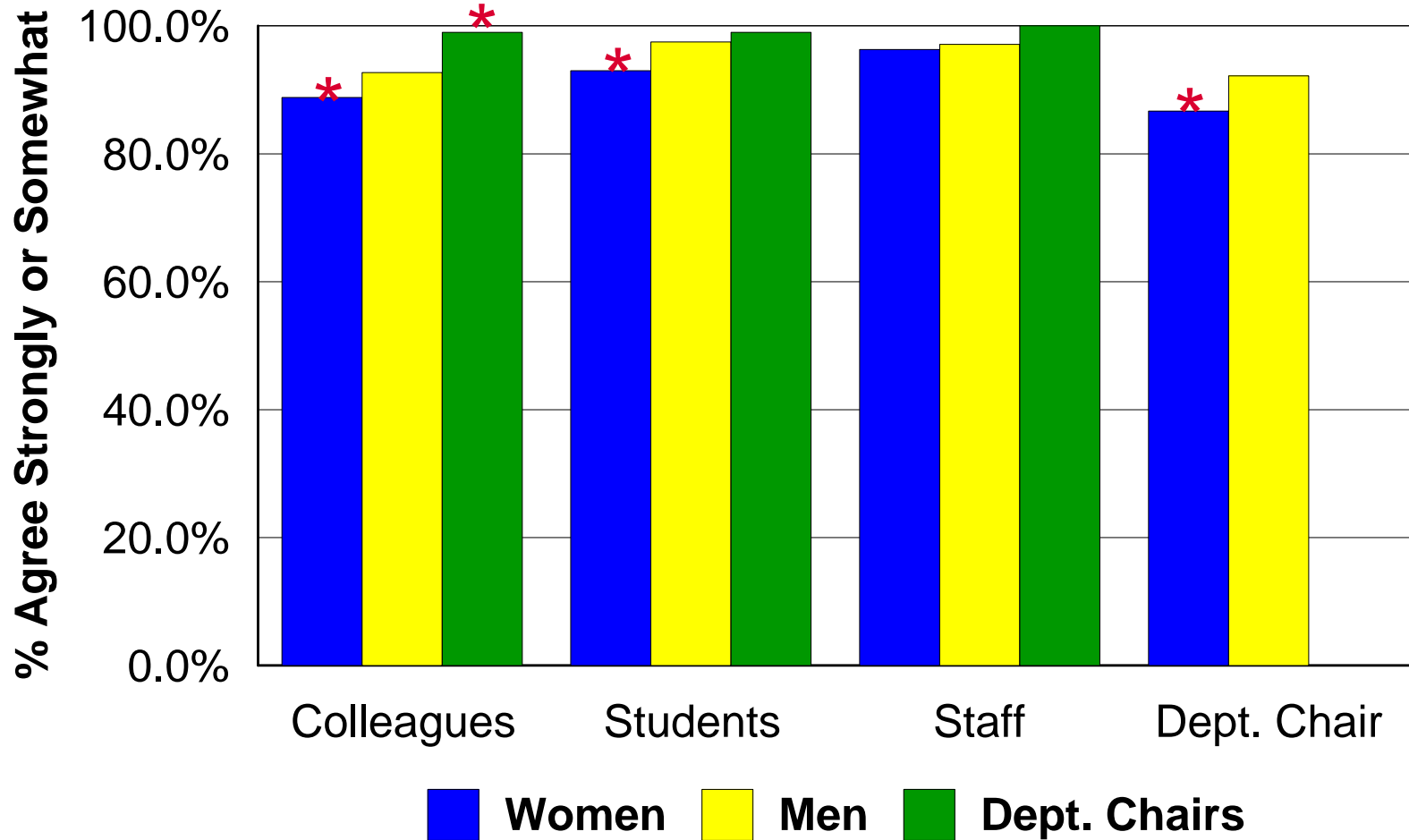
<i>Circle one number on a scale of 1 to 4 for each statement.</i>	Agree	Agree	Disagree	Disagree
	Strongly	Somewhat	Somewhat	Strongly
	1	2	3	4
a. I feel like a full and equal participant in the problem-solving and decision-making.	1	2	3	4
b. I have a voice in how resources are allocated.	1	2	3	4
c. Meetings allow for all participants to share their views.	1	2	3	4
d. Committee assignments are rotated fairly to allow for participation of all faculty.	1	2	3	4
e. My department chair involves me in decision-making.	1	2	3	4



Workplace Interactions--CLIMATE

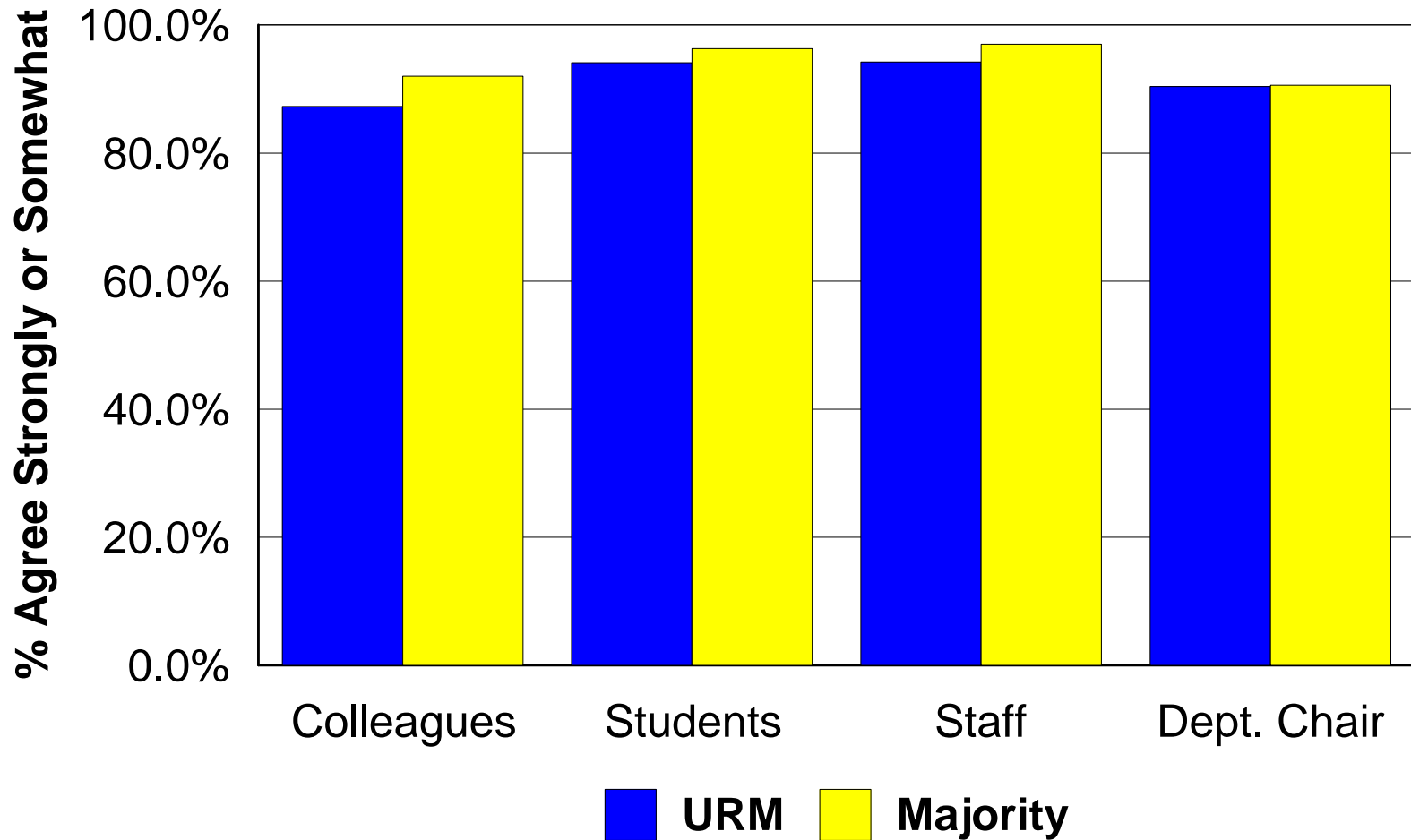
- Women faculty are significantly less-pleased with departmental interactions than are their male colleagues
- Department chairs show the most satisfaction with their departmental interactions
- Faculty of color are less likely to have good climate on many indicators
- Humanities faculty view their departments as less collegial than others; Physical science faculty more collegial
- Those who do not do “mainstream” research are less-pleased with their departmental interactions

Treated With Respect in the Workplace



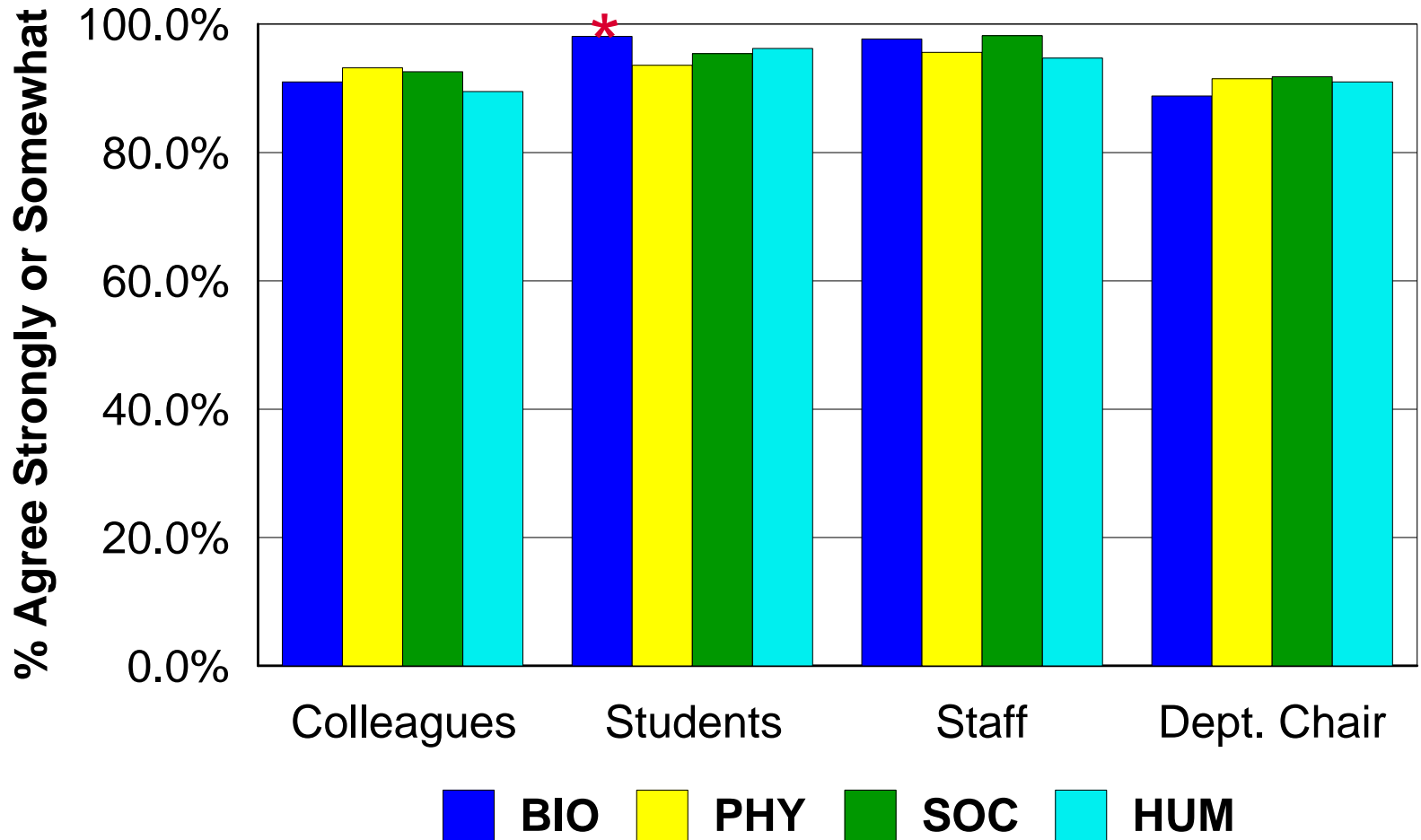
* Significant t-test, $p < .05$.

Treated With Respect in the Workplace



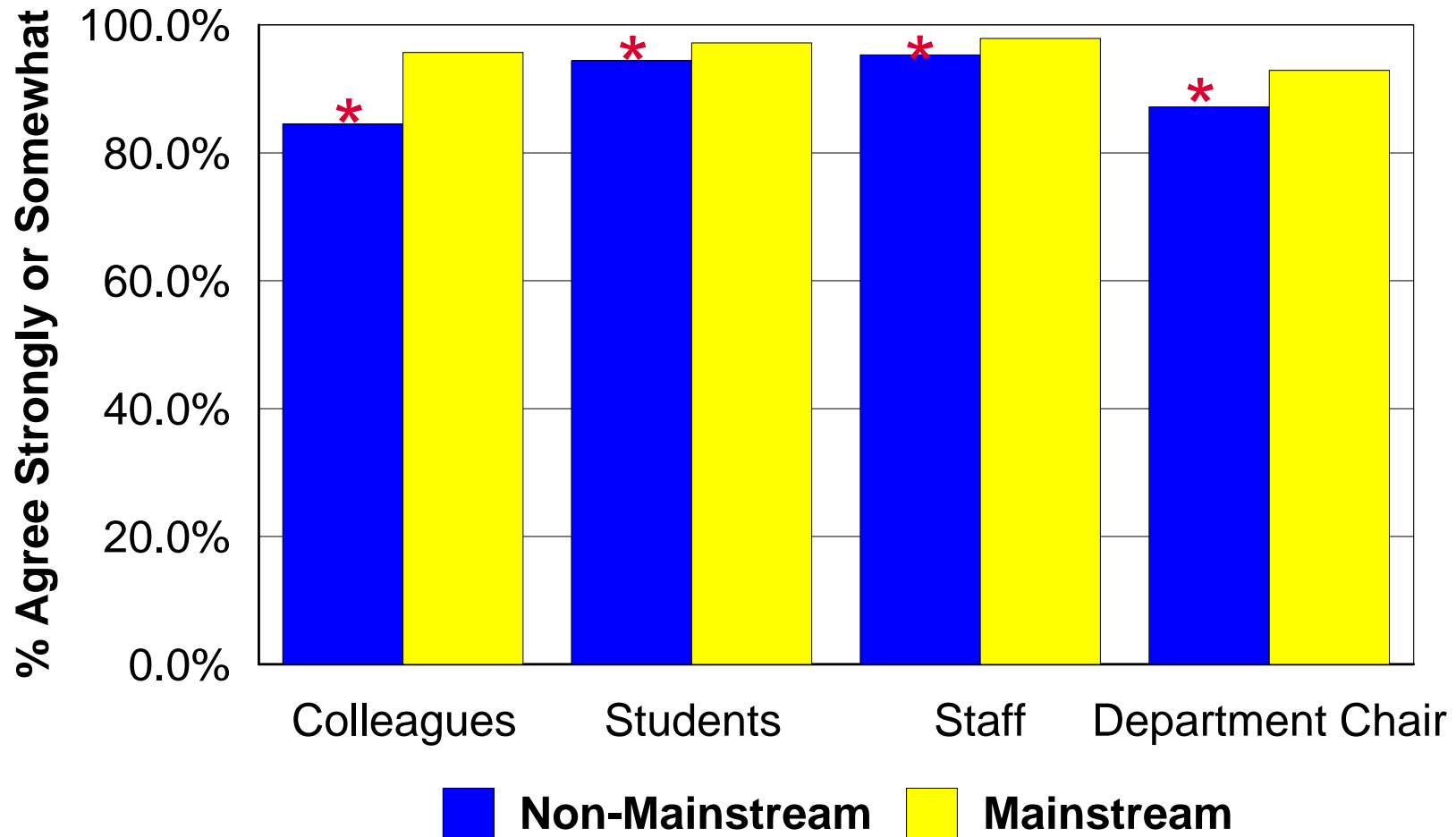
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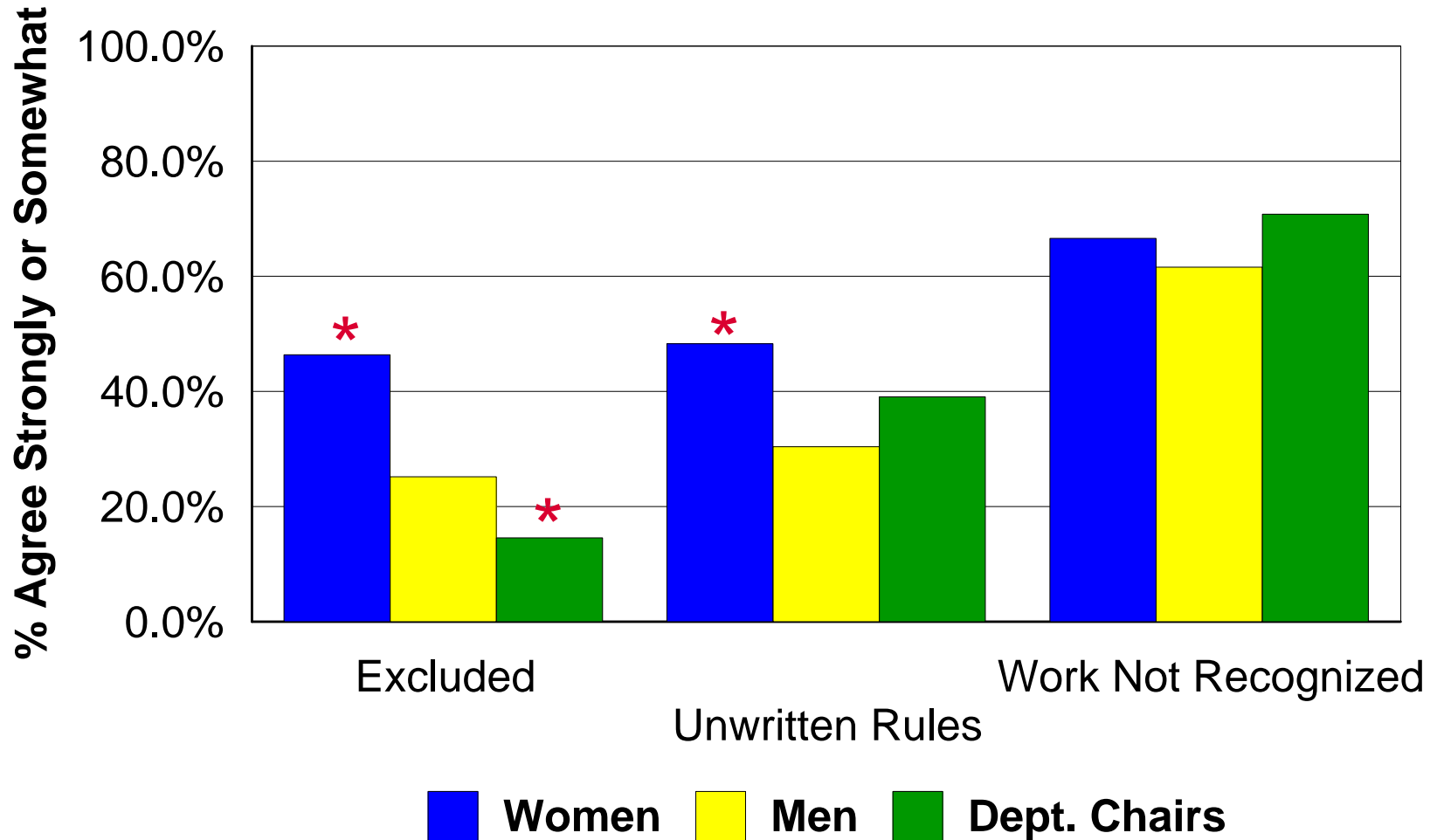
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Treated With Respect in the Workplace



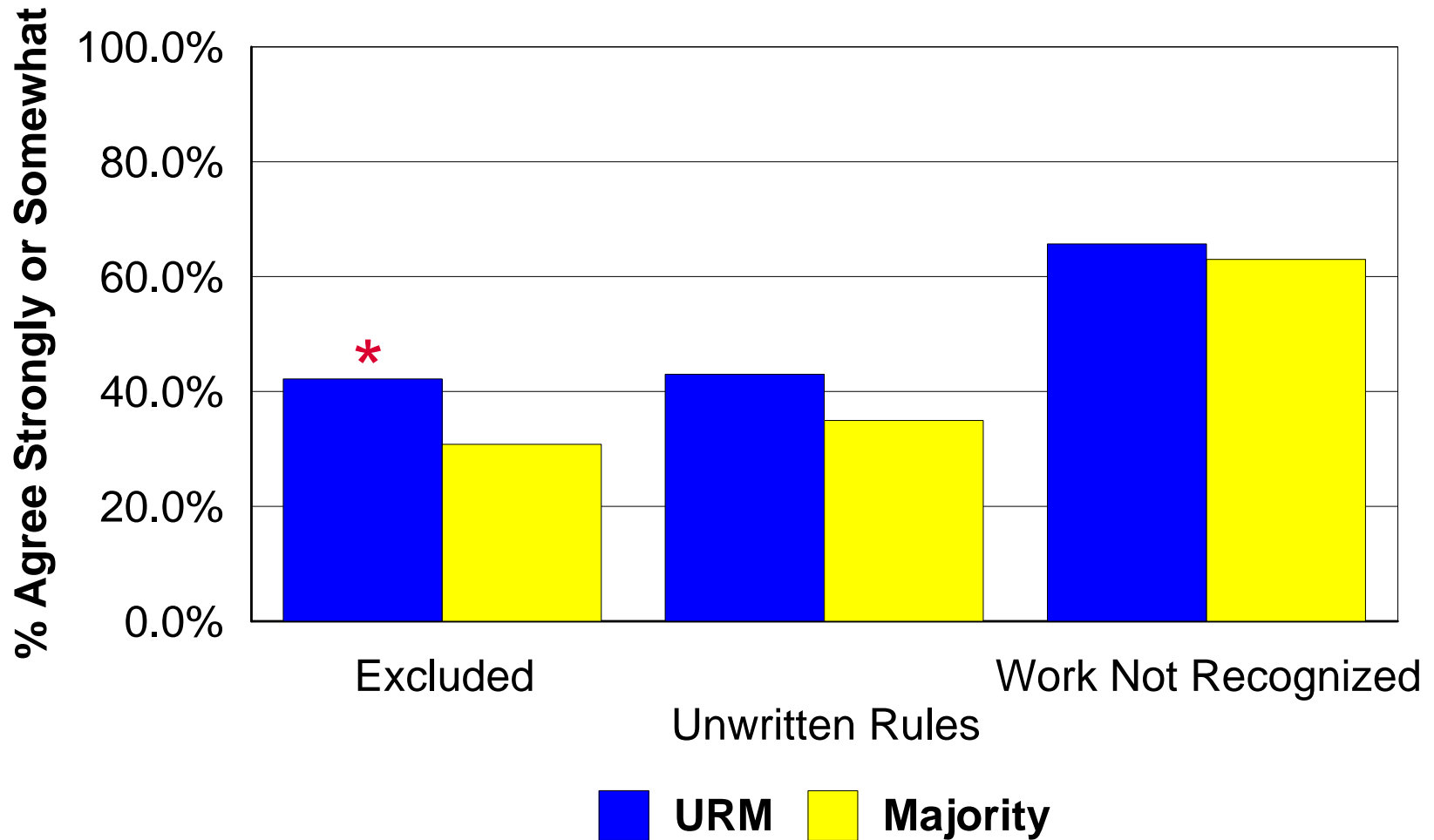
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Informal Departmental Interactions



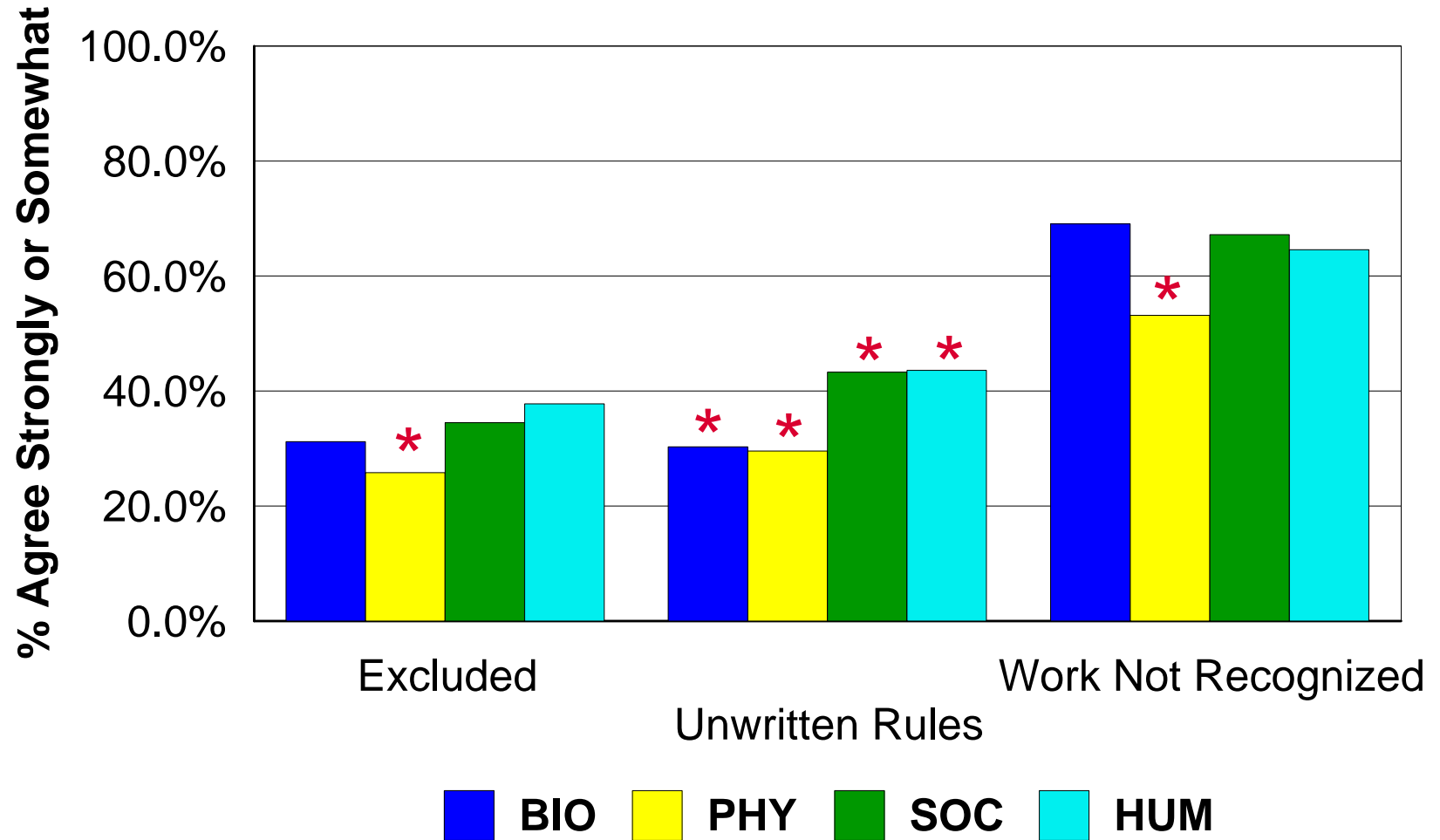
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Informal Departmental Interactions



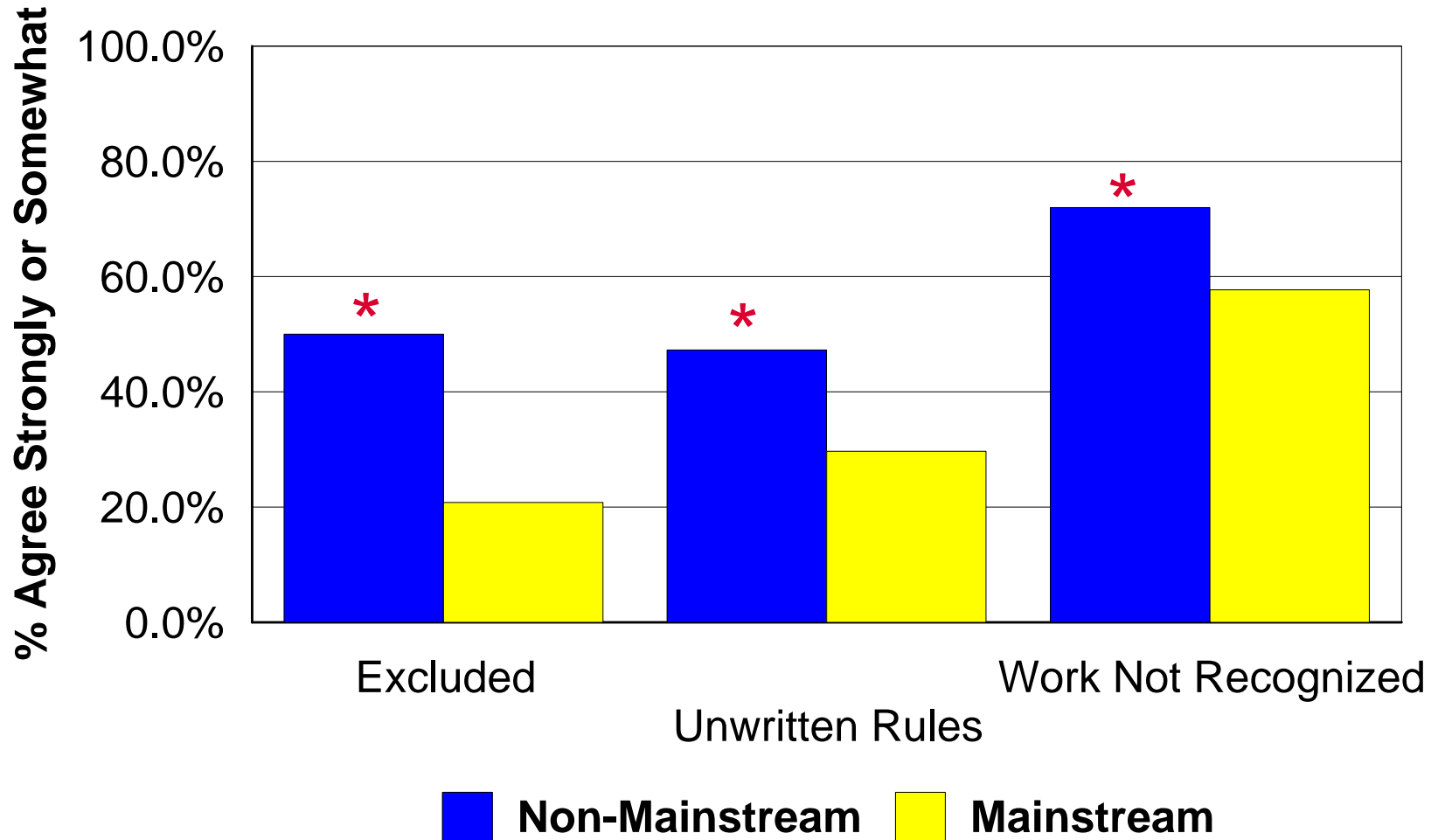
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Informal Departmental Interactions



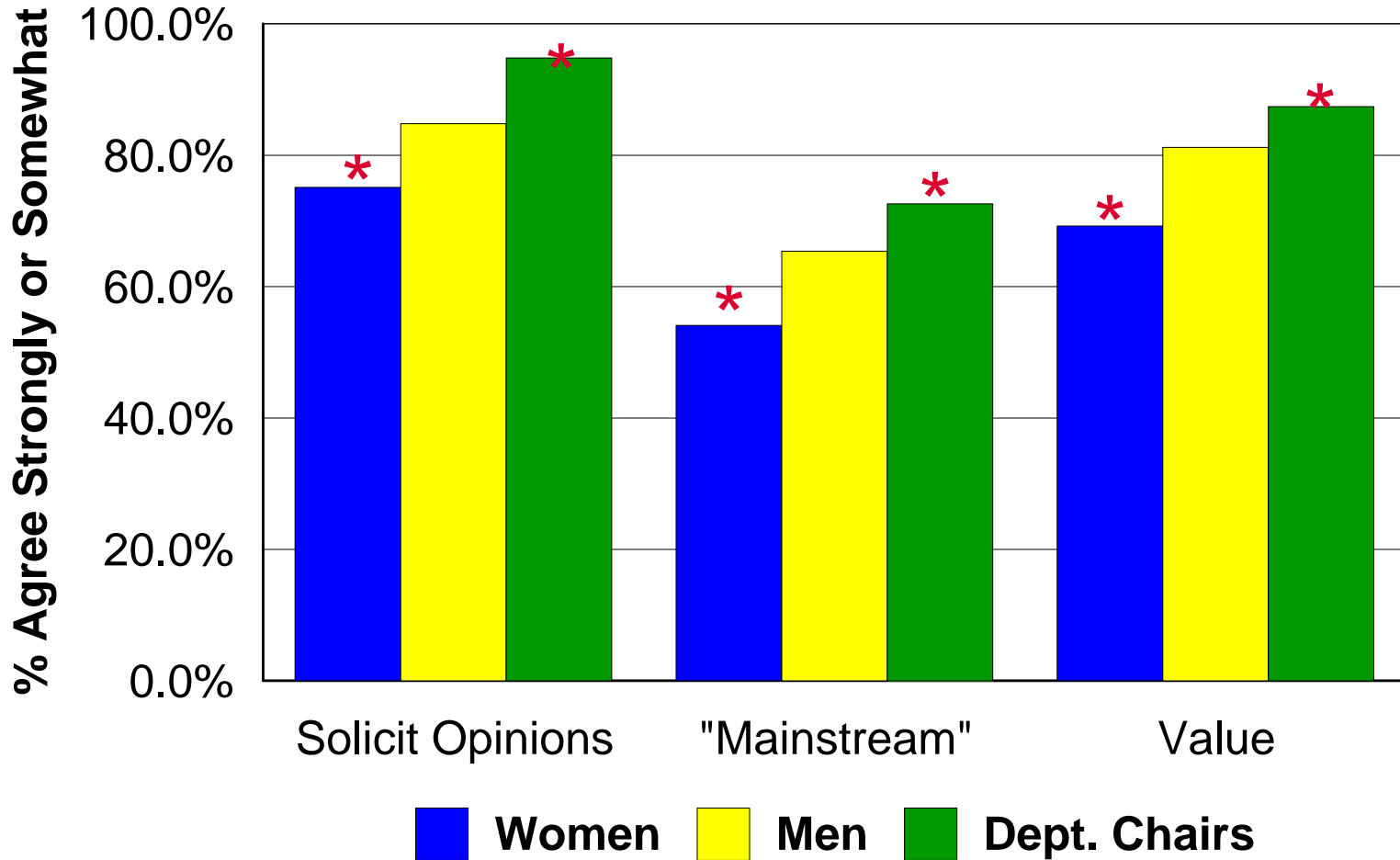
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Informal Departmental Interactions



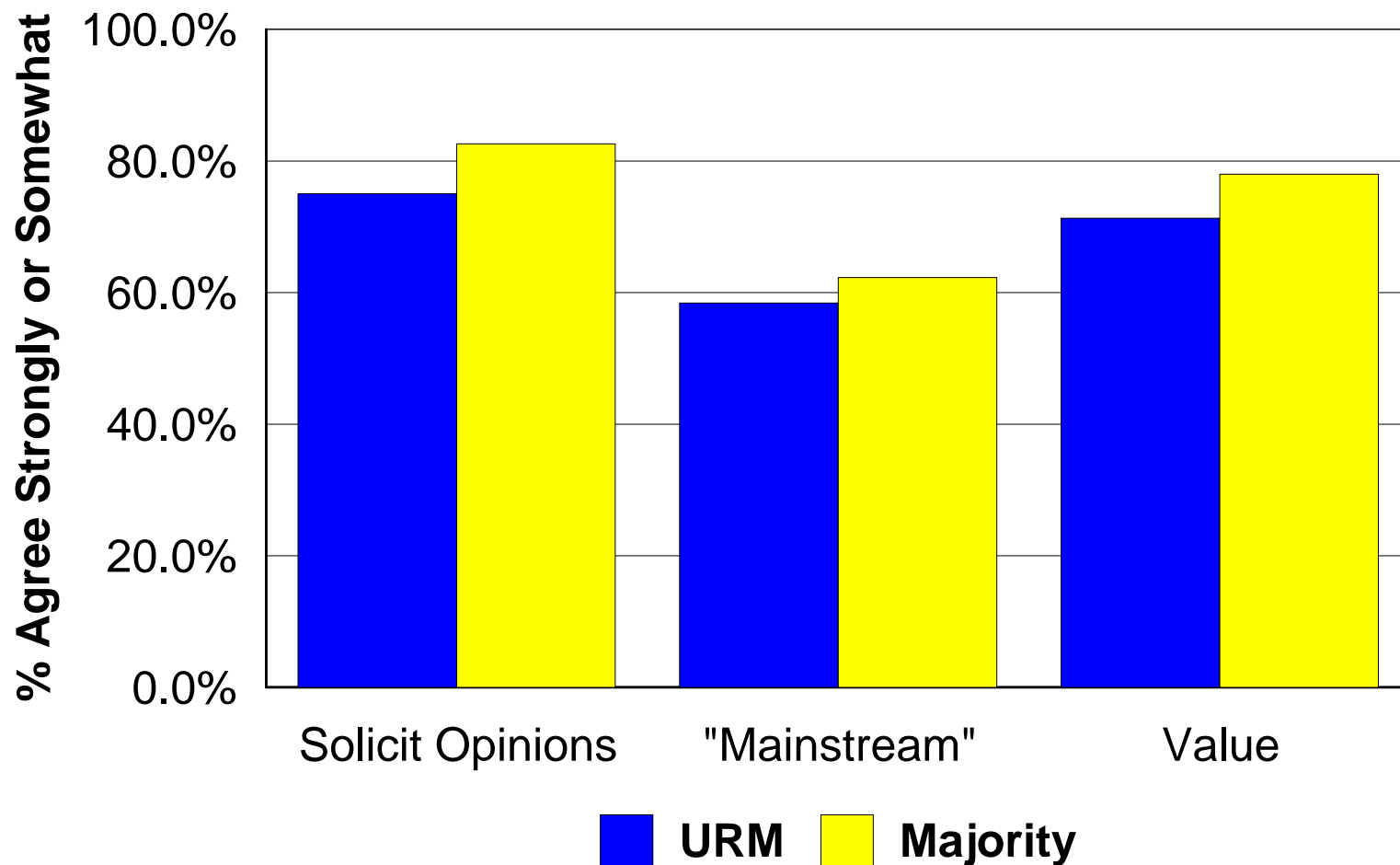
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Colleagues' Valuation of Research



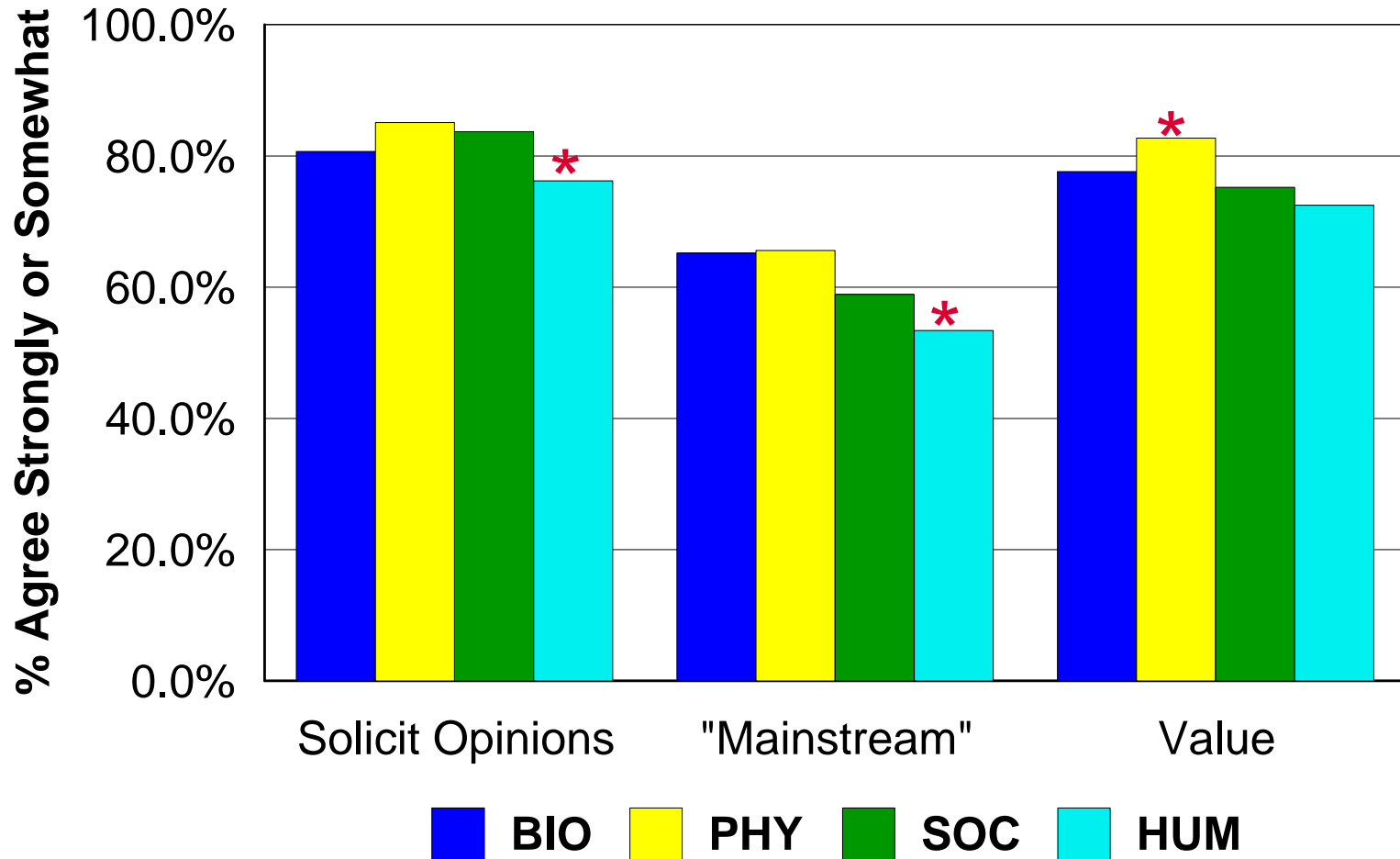
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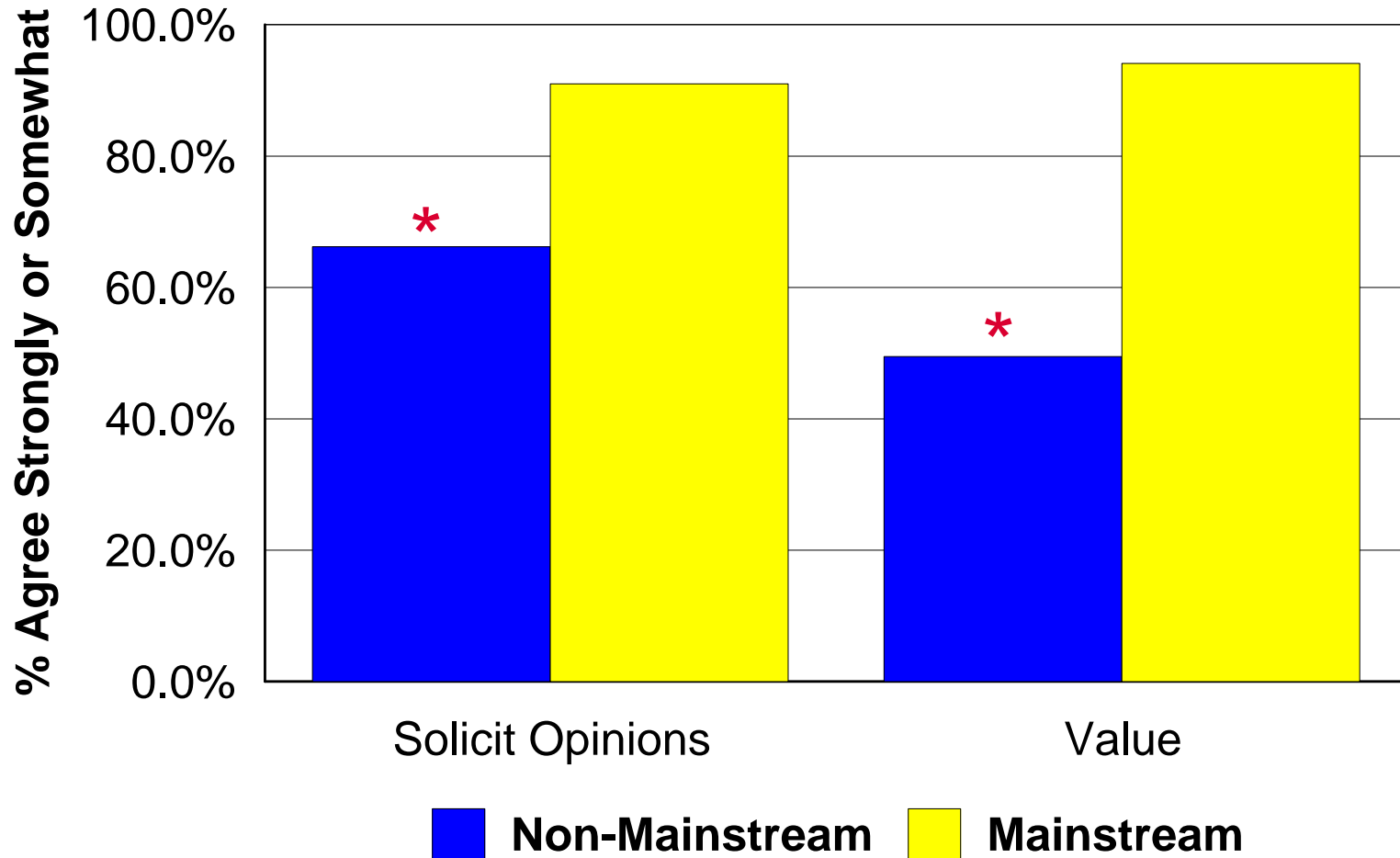
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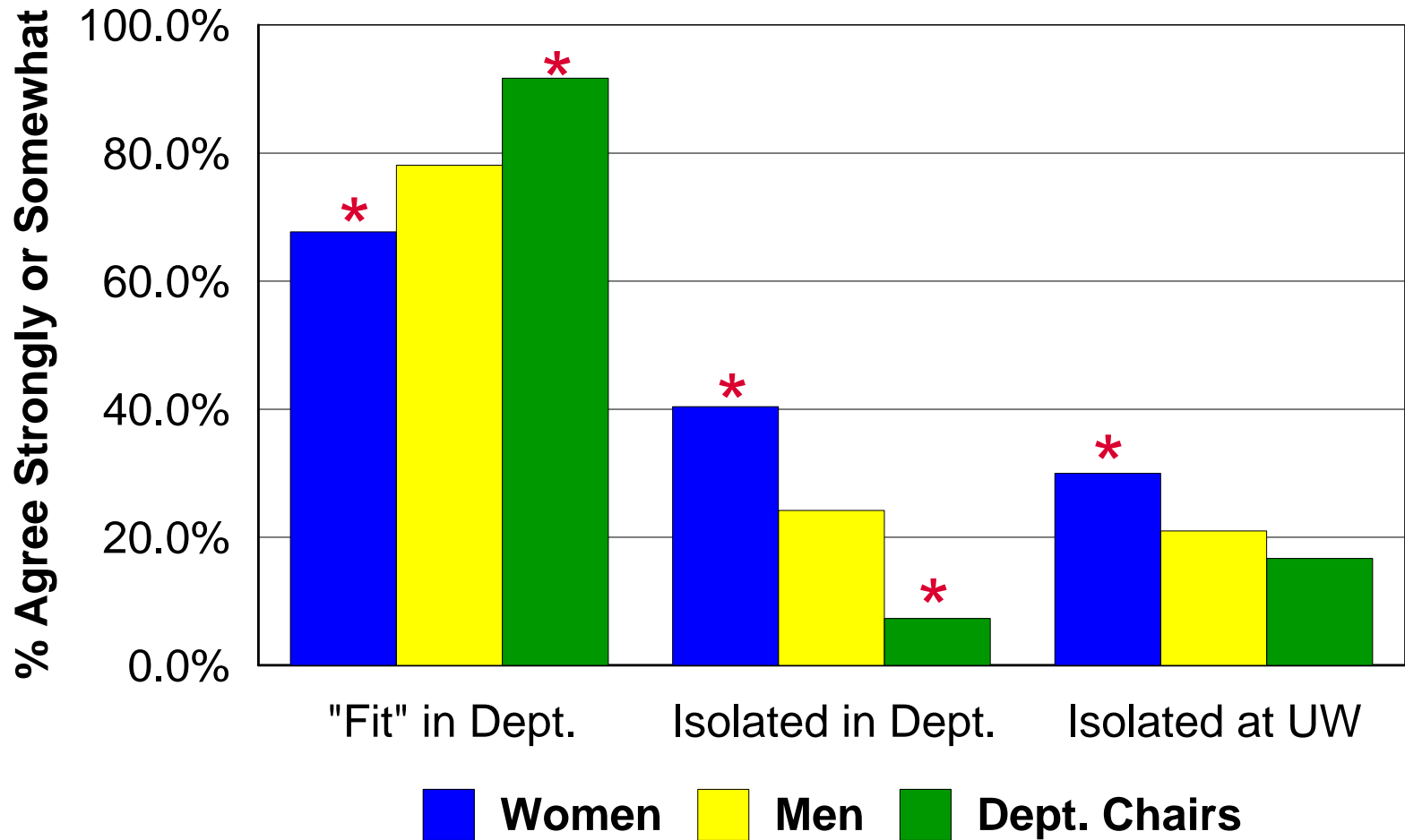
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Colleagues' Valuation of Research



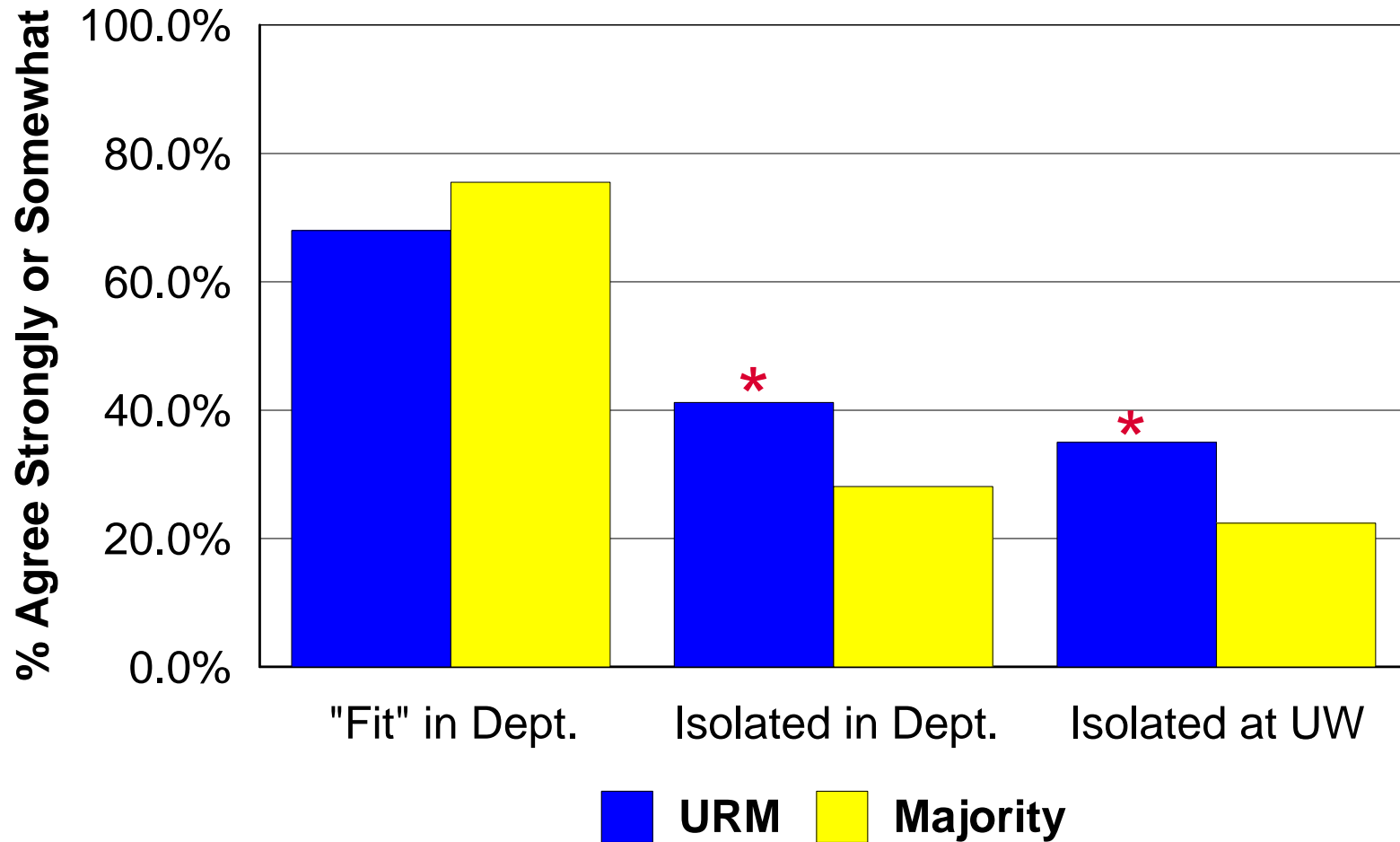
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Isolation and "Fit"



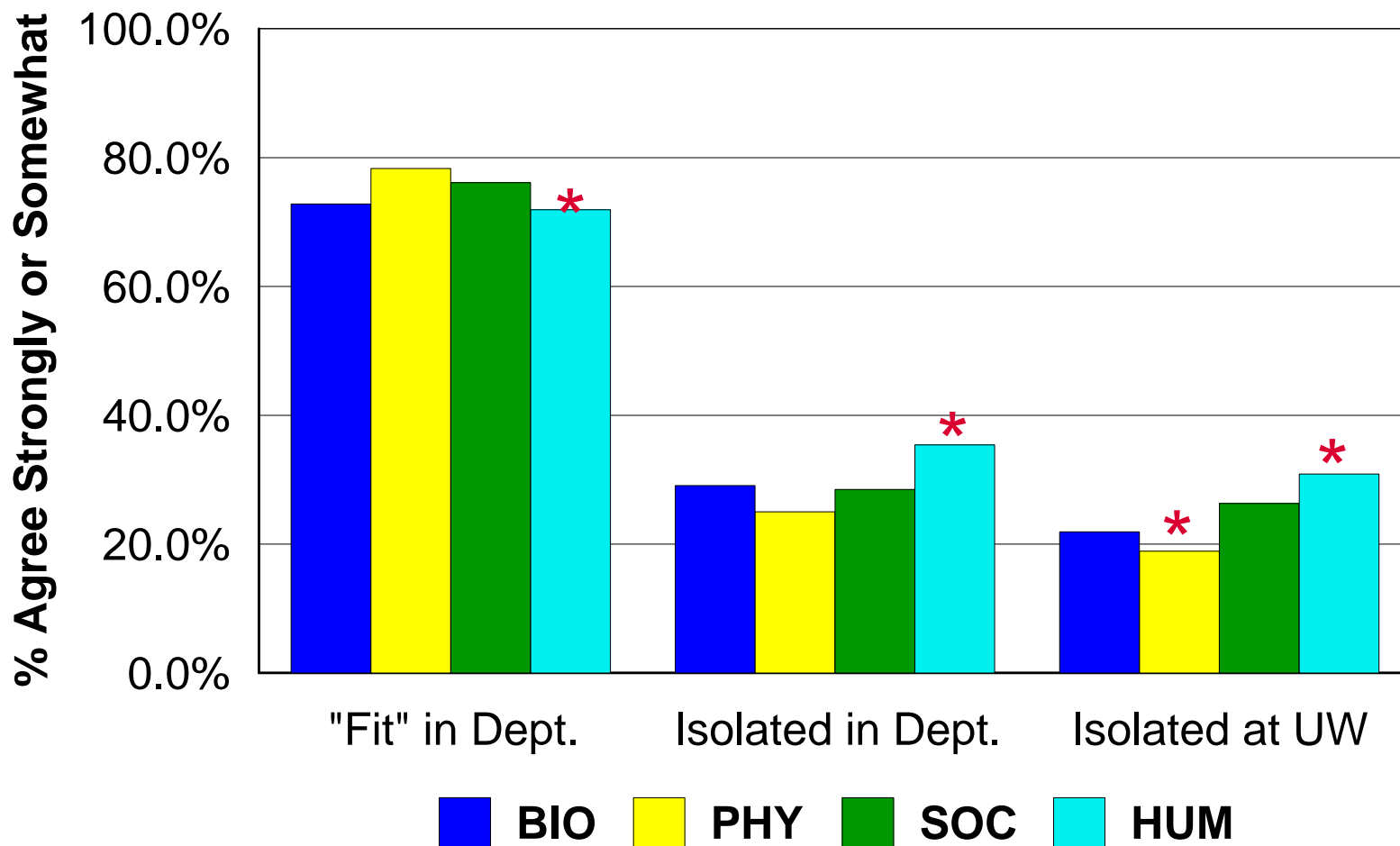
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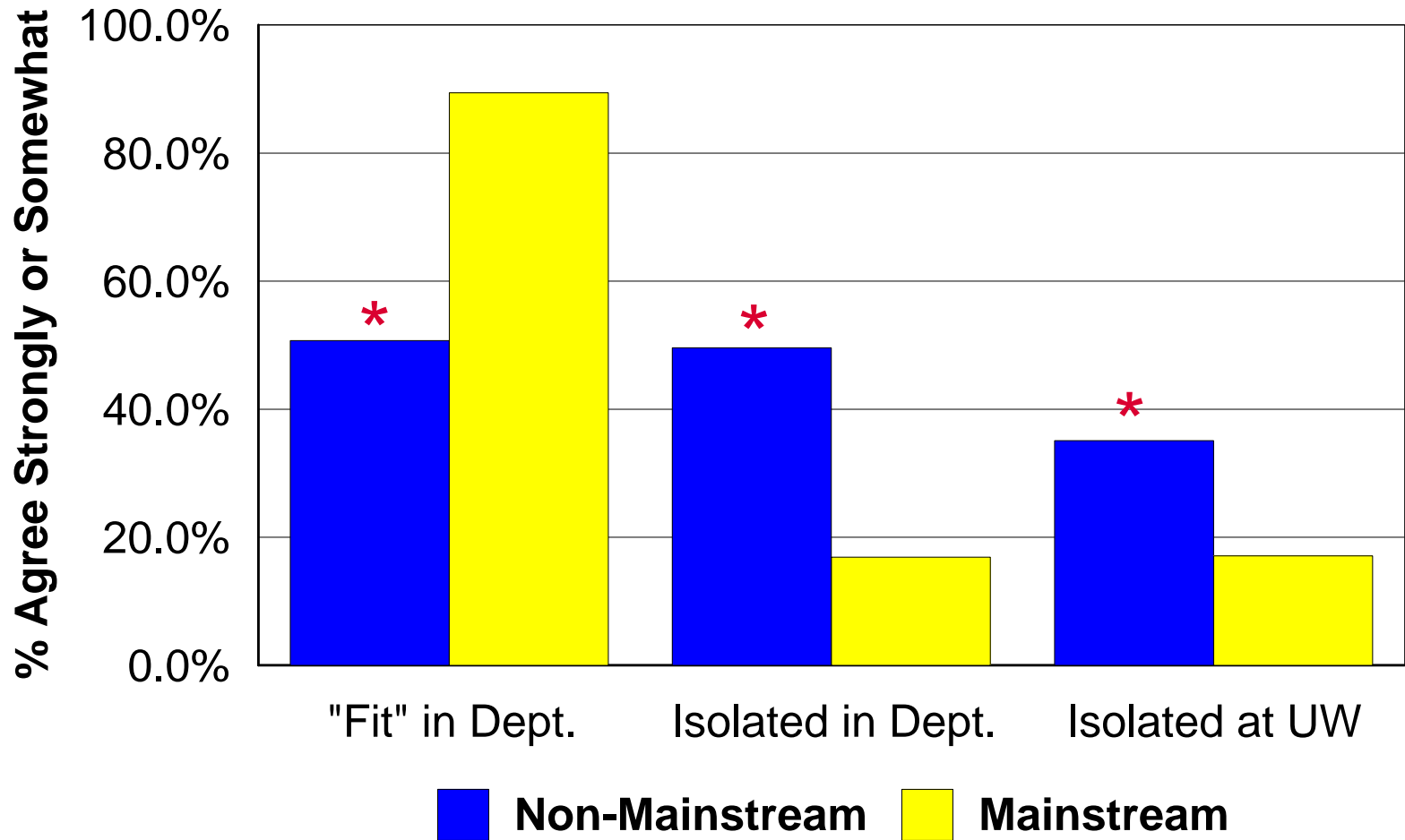
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Isolation and "Fit"



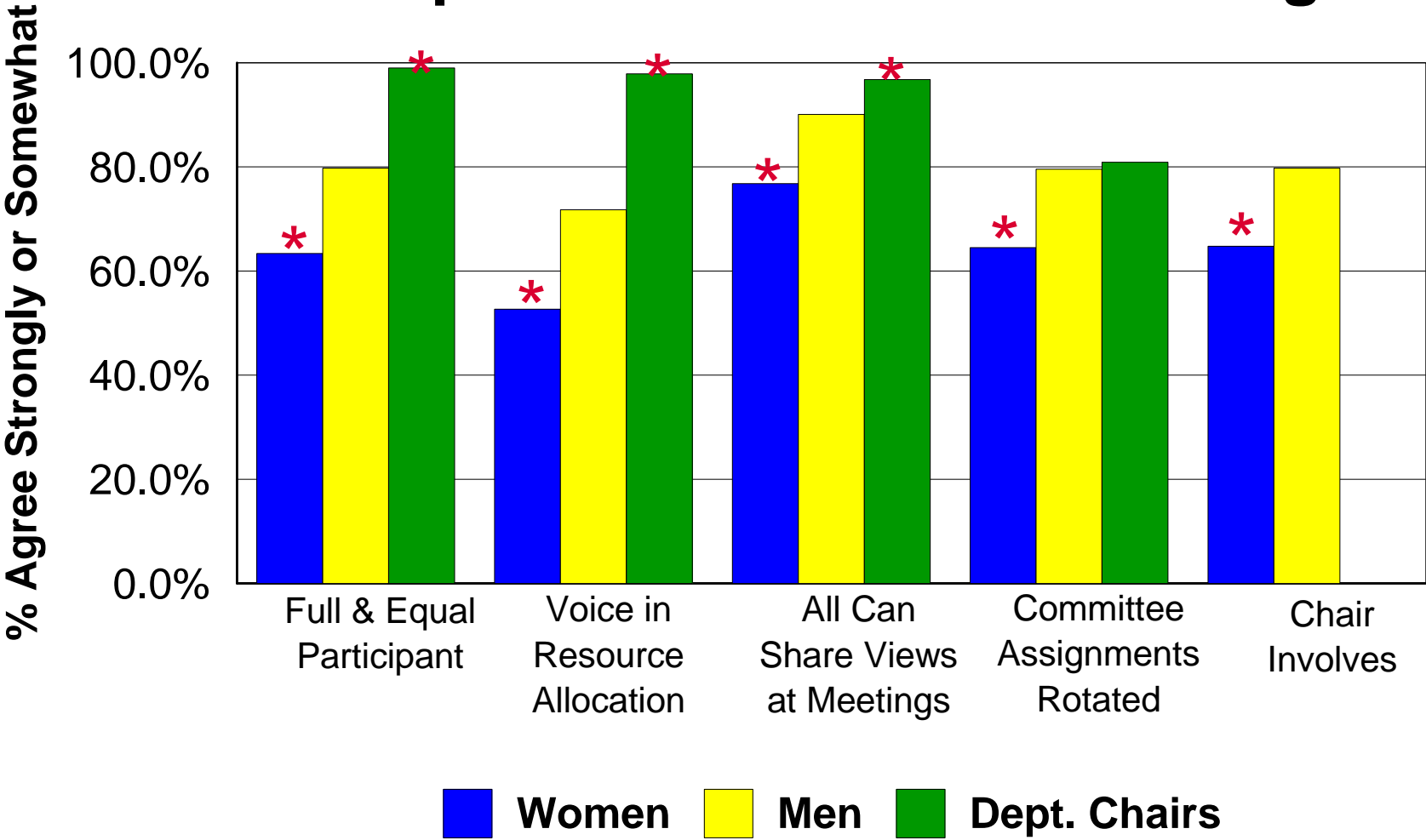
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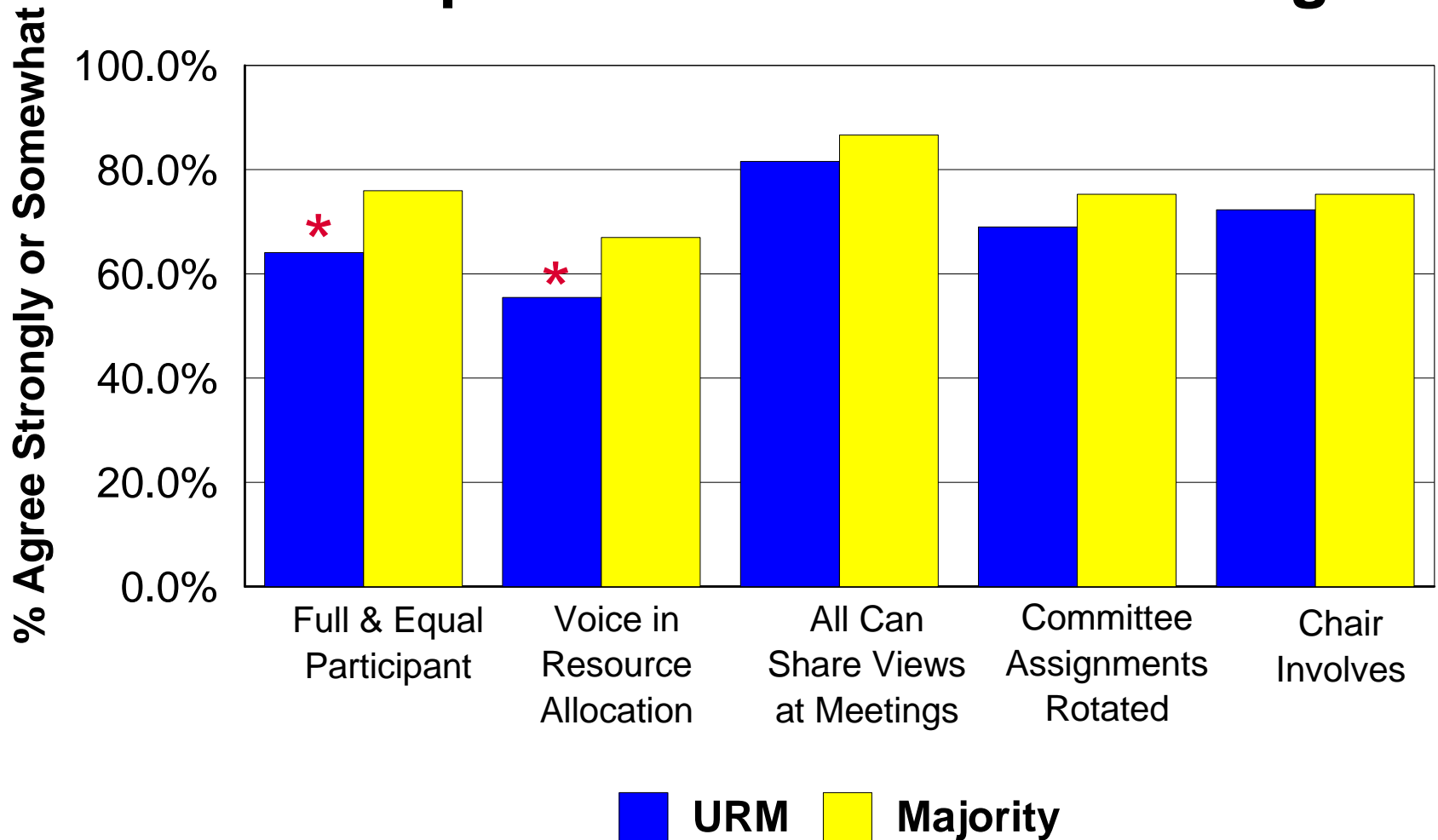
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Departmental Decision-Making



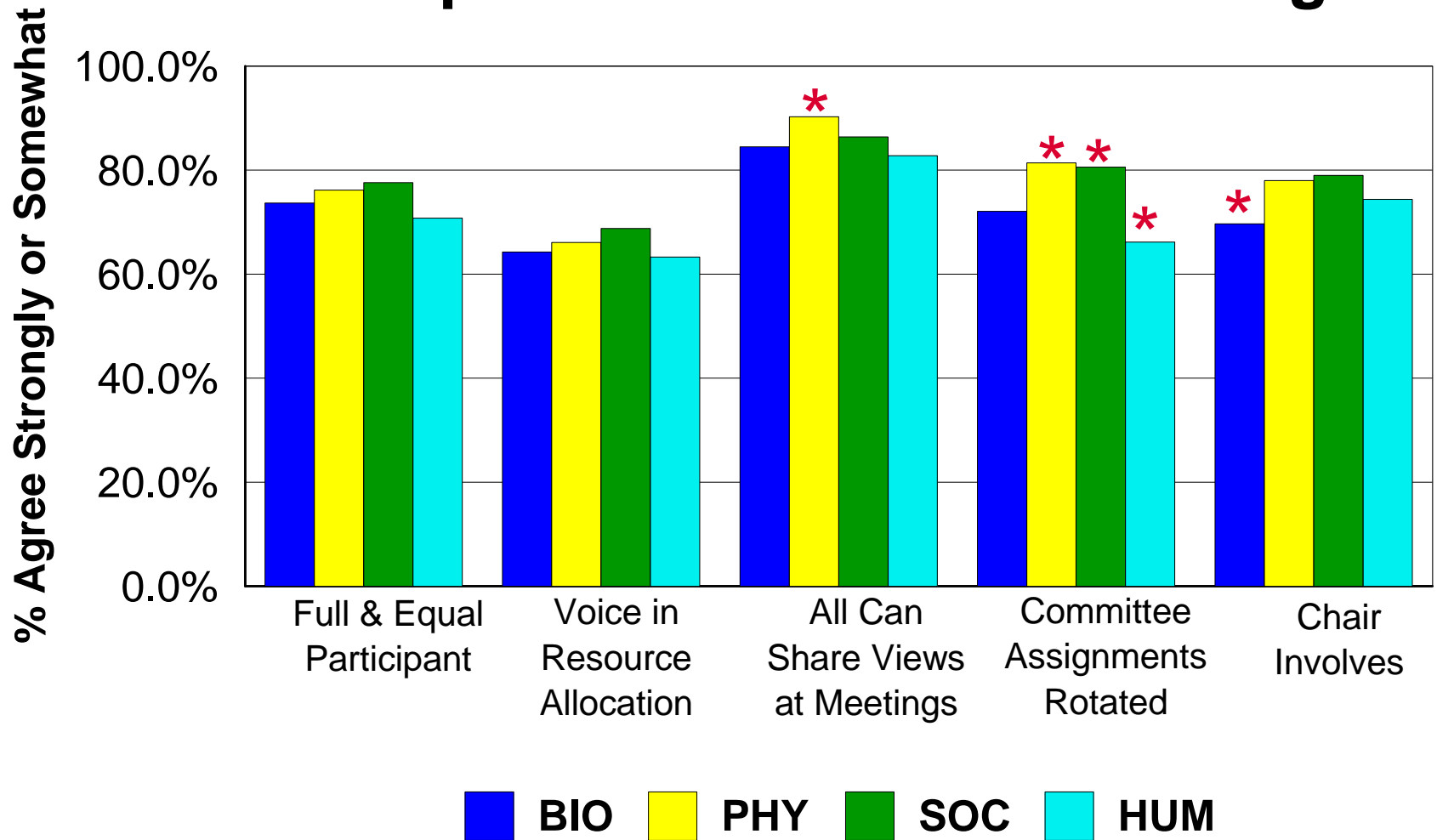
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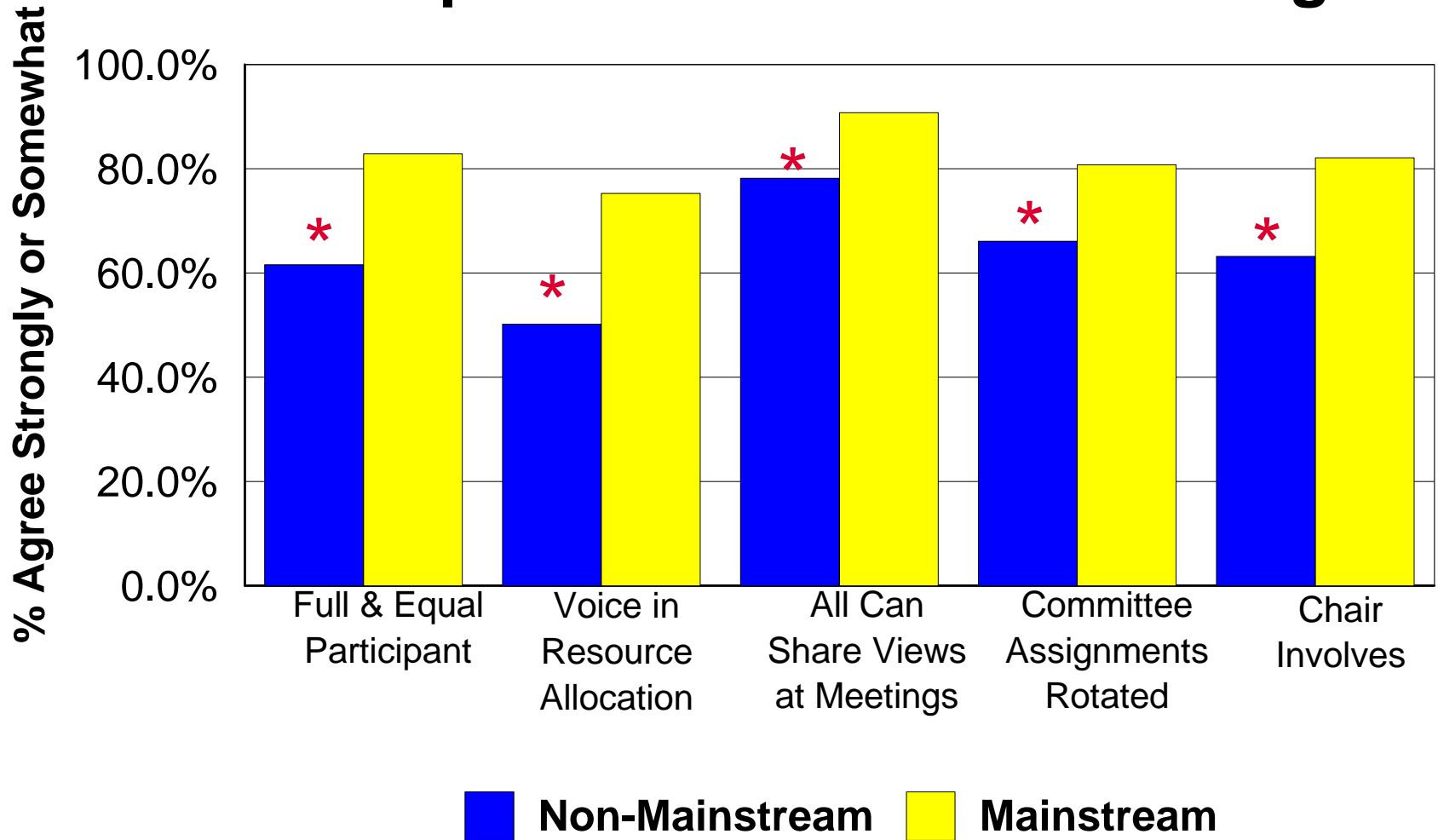
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Departmental Decision-Making



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Departmental Decision-Making



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CLIMATE Summary

- Women, faculty of color, Humanities faculty, and faculty doing “non-mainstream” research are significantly less-pleased with departmental interactions than are their colleagues
- Doing “non-mainstream” research does not explain women’s, URM’s lower ratings of climate
- Department chairs have VERY different experience of climate than do marginalized groups



Using the data

- Presentation to Deans' Council
- Presentation to department chairs of CALS, ENGR, VETMED, SOHE, EDUC, PHARM (not invited to L&S, MED yet!)
- Presentation to Committee on Women, Women Faculty Mentoring Program
- Used in Academic Leadership Series upcoming workshop "Enhancing Departmental Climate: A Chair's Role"



Next Steps

- Executive report of all main findings
- Analysis of academic staff survey
- Write papers!
 - “Stages of change” model using Diversity questions
 - Evaluation of campus program using Resources & Sexual Harassment questions
 - More.....
- Re-Survey in (early) 2006



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