

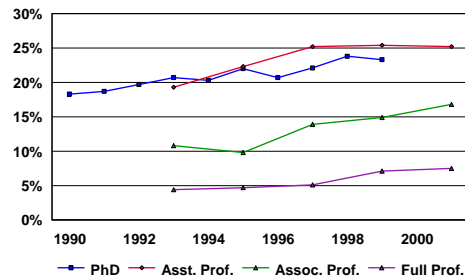
Problem 1:

Women and minorities are under-represented in science and engineering faculties



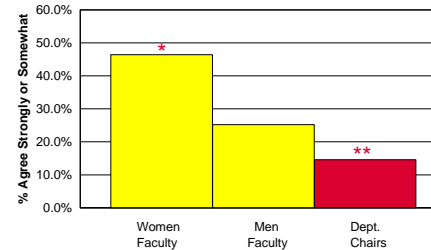
LEADERSHIP WORKSHOPS

% Female, Physical Science Disciplines (incl. Math Sciences)



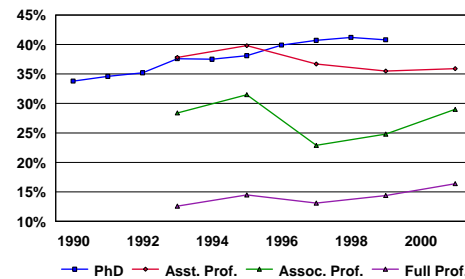
Source: National Science Foundation, *Women, Minorities, and Persons With Disabilities in Science and Engineering*: 2002; National Science Foundation, Division of Science Resources Statistics, *Survey of Earned Doctorates*, various years.

I feel excluded from an informal network in my department



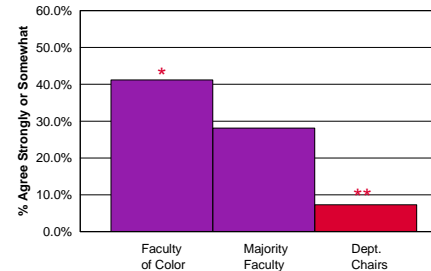
* Significant difference between women and men faculty at $p < .05$ level (t-test).
** Significant difference between dept. chairs and other faculty at $p < .05$ level (t-test).
Source: *Study of Faculty Worklife at the University of Wisconsin-Madison*, WISELI.

% Female, Biological Science Disciplines (incl. Agricultural Sciences)



Source: National Science Foundation, *Women, Minorities, and Persons With Disabilities in Science and Engineering*: 2002; National Science Foundation, Division of Science Resources Statistics, *Survey of Earned Doctorates*, various years.

I feel isolated in my department



* Significant difference between minority and majority faculty at $p < .05$ level (t-test).
** Significant difference between dept. chairs and other faculty at $p < .05$ level (t-test).
Source: *Study of Faculty Worklife at the University of Wisconsin-Madison*, WISELI.

Problem 2:

Women and minority faculty are more likely than men and majority faculty to feel excluded and isolated in their departments



Workshops for Department Chairs

Workshops for Search Committee Chairs

- b Run an effective and efficient search committee
- b Recruit a diverse and excellent pool of candidates
- b Raise awareness of unconscious assumptions and their influence on evaluation of candidates
- b Ensure a fair and thorough review of candidates
- b Develop and implement an effective interview process

Intervention

Create workshops based on concepts of active learning

- b Discuss definitions of climate
- b Consider department climate for various groups: faculty, academic staff, classified staff, students, and department members who differ from the majority
- b Become aware of potential influence of unconscious bias and assumptions on climate
- b Conduct a web-based survey to assess department climate
- b Discuss the influence of leadership style, organizational structure, and methods of decision-making on climate