Annual Report of ADVANCE program for University of Wisconsin-Madison
2002

Principals, *University of Wisconsin-Madison*:

Prof. Molly Carnes, Department of Medicine
Prof. Jo Handelsman, Department of Plant Pathology
Dr. Jennifer Sheridan, WISELI

Prepared by: Jennifer Sheridan, Executive and Research Director, WISELI
April, 2003

Dear WISELI affiliate:

Does a year usually go by so quickly? The first year of our ADVANCE project was an exciting and active one, during which we defined who we are and launched numerous initiatives and research projects. The UW-Madison campus is building momentum on diversity issues, and we are fortunate to be a part of it. During the first year, we created the Women in Science & Engineering Leadership Institute (WISELI), and made it a visible entity by participating in campus-wide forums, holding Town Hall meetings, creating our listserv and seminars, meeting with senior women in biological and physical sciences, and implementing two grant programs. We made connections with women in science student groups to begin addressing pipeline issues for women in science & engineering. We also began to collaborate with women scientists who are among the academic staff to design ways to integrate them more fully into the diversity efforts in which we are engaged.

Our research and documentation efforts have been varied and extensive. We interviewed 41 women in science; we created, piloted and launched a survey of faculty and are working on another for academic staff. We filmed campus leaders and others discussing the history of UW-Madison for women in science, and the importance of this ADVANCE project for continuing toward the goal of gender equity. We began background work for a discourse analysis of women and men in science working together, and began designing an ethnographic study of gender in the laboratory workplace.

To address some long-standing challenges, we started developing a series of workshops to educate members of the campus in new ways. We are using the principles of discovery-based and cooperative learning to train chairs of search committees to conduct more effective searches and generate more diverse pools of candidates. We are also developing workshops for department chairs and laboratory managers, based on the same learning principles.

These efforts have all been in collaboration with many people who make the ADVANCE project and WISELI's projects possible. We'd like to thank some important players. Many thanks must go first to the National Science Foundation, for having the courage and the foresight to invest in the ADVANCE Institutional Transformation initiative as a bold new way to increase diversity in the science and engineering workforce. Secondly, we'd like to thank the members of our Leadership Team who bring energy, ideas, insight, ambassadorship, and support that are invaluable and have generated the unique and diversified set of initiatives. Third, the evaluation team has been integral to each piece of our program and provides our project with a special emphasis on evaluation and dissemination. Fourth, we'd like to thank project assistant Evelyn Fine. She has made important contributions to our program in so many ways—research, substantive input, new ideas, organization, and more. We eagerly anticipate the completion of her degree, when she can devote even more time to WISELI. Finally, we'd like to thank the UW-Madison administration, especially the Office of the Provost. At every critical juncture, we have found them receptive and enthusiastic partners in this endeavor.

In closing, we'd like to say how honored we are to have the opportunity to work with NSF and the other ADVANCE sites devoted to studying and implementing institutional transformation. The University of Wisconsin is a superb institution with an illustrious history, and it is a privilege to be central to creating an even better future by furthering its goals of equity and diversity.

Molly Carnes,
Jean Manchester Biddick-Bascom
Professor of Medicine

Jo Handelsman,
Howard Hughes Medical
Institute Professor of Plant
Pathology

Jennifer Sheridan,
Research & Executive Director,
WISELI

Overview

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

An Overview of WISELI

In response to the concerns that we as a nation are not training enough or sufficiently diverse people to meet the growing demands of our scientific workforce and that there are already critical shortages in some fields, the National Science Foundation launched the ADVANCE program. The goal of this program is to increase the participation and advancement of women in academic science and engineering, with particular emphasis on increasing the number of women in positions of leadership. Under this program, 9 sites were awarded Institutional Transformation Awards ($3.75 million over 5 years). The UW-Madison project, which began January 1, 2002, has established the Women in Science and Engineering Leadership Institute (WISELI). WISELI is approaching the issue comprehensively and with an evidence-based framework designed to answer the questions: What are the barriers impeding the participation and advancement of women in science and engineering? How can we eliminate or overcome these barriers?

We have assembled a broadly interdisciplinary Leadership Team that includes faculty from departments of Medicine, Plant Pathology, Electrical Engineering, Industrial Engineering, Mechanical Engineering, Physics, Ob/Gyn, Sociology, English, and the Schools of Education and Nursing. The Leadership Team will provide direction for the design and implementation of initiatives and for evaluation of new and existing initiatives that are intended to enhance the participation of women in science and engineering. The evaluation scheme includes quantitative and qualitative approaches, drawing on campus expertise in statistics, sociology, anthropology, and linguistics.

Organizational Chart

The Women in Science and Engineering Leadership Institute

co-Directors

Molly Carnes and Jo Handelsman

and Research Director, Jennifer Sheridan

Internal Advisor: Linda Greene, Assoc. Vice Chancellor

Leadership Team

Caitilyn Allen, Vicki Bier, Patti Brennan, Bernice Durand, Pat Farrell, Cecilia Ford, Cathy Middlecamp, Paul Peercy, Gary Sandefur, Gloria Sarto, Amy Stambach, Lillian Tong, Amy Wendt

Administrative Partners

Chancellor John Wiley
President Katharine Lyall
Provost Peter Spear
Dean Graduate School, Martin Cadwallader
Don Schutt, Human Resources
Assoc Dean Terry Millar, Graduate School
Dean Phil Farrell, Medical School
Dean Elton Aberle, College of Agricultural and Life Sciences
Dean Melvin Weinswig, Pharmacy
Dean Phil Certain, Letters and Science
Dean Daryl Buss, Veterinary Medicine
Prof Mariamne Whatley, Chair Women's Studies Program
Assoc Dean Tim Mulcahy, Grad School
Dean Robin Douthitt, School of Human Ecology
Dean Catherine May, School of Nursing

Campus Affiliates – Women in Science and Engineering and other supporters

UW-Madison Campus Initiatives

to be investigated and enhanced by the Women in Science and Engineering Leadership Institute

Workplace Interactions

GROUP LEADERS:
Lillian Tong and Pat Farrell
GROUP MEMBERS:
Molly Carnes
Jo Handelsman
Cecilia Ford

- Provost's Climate Initiative
- Sexual Harassment Info Sessions
- Chairs' Climate Workshops
- Lab. Mgmt. Workshops
- Search Committee Chair Training

Life-Career Interface

GROUP LEADER:
Caitilyn Allen
GROUP MEMBERS:
Amy Stambach
Vicki Bier
Amy Wendt
Jenn Sheridan

- Tenure clock extensions
- Dual-career couples
- Campus child care
- Split appointments
- Time stretcher service
- Life cycle Research Grants

Resources

Group Leader:
Jenn Sheridan
Group Members:
Molly Carnes
Gary Sandefur
Vicki Bier

- Gender Pay Equity Study
- Patterns of assigning resources

Development, Leadership, Visibility

GROUP LEADER:
Jenn Sheridan
GROUP MEMBERS:
Amy Wendt, Jo Handelsman
Molly Carnes, Lillian Tong
Bernice Durand, Vicki Bier

- Pipeline Issues
- Women faculty mentoring program
- Celebrating Women in Science seminars
- Endowed professorships for women
- Leadership development and/or tenure-line conversion of non-tenure line women
- Leadership development/mentoring for senior women
- Networks, promote communication, increase visibility

Overarching

GROUP LEADERS: Molly Carnes, Jo Handelsman, Jenn Sheridan
GROUP MEMBERS: Ceci Ford, Amy Stambach

- (UW) Committee on Women
- WISELI
- Documentary video
- National workshops (for women scientists and engineers; for men and women administrators)

Evaluation, Modification, Improvement

Susan Daffinrud, Cecilia Ford, Amy Stambach, John Stevenson, Jennifer Sheridan, Christine Pribbenow, Margaret Harrigan, Ramona Gunter, Deveny Benting

Longitudinal Institutional Data, Surveys, Interviews, Participant Observation

External Advisory Team

Denice Denton, Joan King, Sally Kohlstedt,
Charlotte Kuh, Sue Rosser

Initiative Updates

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

DESCRIPTION OF SELECTED INITIATIVES:

I. RESOURCES

Examine the patterns of assigning institutional resources for uneven distribution by gender. Vice Chancellor John Torphy has agreed to assist in collecting information on start-up packages, assigned space, access to administrative support, assignment of teaching assistants, type of class (e.g. undergraduate vs. graduate), number of graduate students and postdocs, and location of office and laboratory. Data not available in existing records will be gathered in interviews with departmental administrators, faculty, and on-site inspection by the Executive Administrator, PIs, and Leadership Team. Taking into account the complex factors involved in assignment of institutional resources, we will look for patterns that might disadvantage or advantage women faculty. If found, we will interview department chairs regarding the reasons for such assignment. We will compile a report of the results to present to the deans and senior administrators as a means to promote equitable distribution of institutional resources.

- This initiative is not currently active. We anticipate doing a resource study in Year 3, in combination with the survey data we collect in year 2.

II. WORKPLACE INTERACTIONS

Climate Improvement Workshops for Chairs and Directors. We propose to develop a workshop program in collaboration with the Provost's office. The proposal accommodates two beliefs about climate: (1) climate is a global problem, but the manifestations and language are local, and therefore solutions must be tailored to the local environment; and (2) many chairs and directors do not perceive a climate problem in their units. To accommodate these realities, we propose to form cohorts of chairs and directors to study and analyze the manifestations of climate in their own units and work as a group with the help of facilitators to address the problems they discover. The goals are for chairs to emerge with a better understanding of climate, immediate improvements in climate in their departments, and a "toolbox" of methods to address future climate issues.

- This initiative is currently in the design phase. We have assembled a team of persons from: WISELI, the Provost's Office, Office of Human Resource Development, Office of Quality Improvement, Employee Assistance Office, Department of Physics, College of Engineering, LEAD Center, and the Medical School.
- The workshops/study will pilot in spring or summer of 2003, and will be implemented during the 2003/04 academic year.

Training of Search Committee Chairs. The goal of this initiative is to increase the diversity of candidate pools for faculty and administration positions. In collaboration with the Provost's office, OHR, and EDRC, we will develop a three-session program for chairs of search committees. At the first meeting, which will be before the first meeting of the search committee, we will share strategies for running efficient meetings, gaining participation of all committee members, and building a diverse pool. Before the application deadline, we will meet again to share results and find out what strategies were successful for each search. At that meeting we will also discuss strategies for ensuring equitable and thorough review of candidate files. The final meeting will take place before the list of candidates to interview is finalized. We will discuss how to balance efficiency with interviewing broadly, how much recruiting to do during the interview, and design of interview questions. These sessions are intended to make search chairs aware of successful strategies to broaden their pools, of the biases and assumptions that all people bring to the review process, and techniques to reduce the impact of these biases and assumptions. We will match a group of search committee chairs who are in the training program with a group that will not be trained and determine whether the training affected the composition of the pools, outcomes, or processes of the searches.

- This initiative is currently in the design phase. We have two design teams in place:
    - The first team is designing the workshops themselves. We have assembled a team of persons from: WISELI, the Provost's Office, Office of Human Resources, Equity and Diversity Resource Center, Office of Quality Improvement, Department of Physics, College of Engineering, and the LEAD Center.
    - The second team is designing an experimental study to assess the effectiveness of the workshops on diversifying the hiring pools and the final hires. Representatives from WISELI and the LEAD Center are consulting with a statistician for this project.
- The workshops/study will pilot in spring 2003, and will be implemented early in the 2003/04 academic year.

Workshops on Laboratory Management. A workshop series on laboratory management will be developed for principal investigators. The focus will be on issues that affect women disproportionately, but will be advertised on the basis of improving the overall functioning of their laboratories. Topics will include learning how to motivate members of a team by positive approaches, resolve conflict, provide a supportive, respectful, and safe environment, and build cohesive, collegial teams. Development of the workshops will be led by the Office of Human Resources and Development and facilitators will include faculty who run research laboratories and are known to be supportive of women, deans, experts in conflict resolution and respect in the workplace, and graduate students. The workshops will be in two parts. The first session will include a discussion of methods to assess climate and productivity of a lab group. PIs will then return to their labs to gather information by survey or other methods. In the second session, participants will discuss their findings and strategies to improve their groups' productivity. The workshops will be offered on campus every semester. We will work with deans and department chairs to encourage attendance by all faculty.

- This initiative is not currently active. We anticipate entering the design phase for these workshops in Year 3, and are investigating ways to partner with the Graduate School in their implementation.

III. LIFE-CAREER INTERFACE

Life Cycle Grants. In collaboration with The Graduate School, WISELI is pleased to announce the Life Cycle Research Grant Program. These funds will be available at critical junctures in the research career, when research productivity is directly affected by personal life events (e.g. a new baby, parent care responsibilities, illness of a spouse, etc.) These grants are meant to be flexible and faculty may apply for varying amounts and academic purposes. We are working with the Graduate School to ensure that receipt of these grants do not "count against" faculty in future Graduate School grant applications. We expect to issue the call for proposals in early October, 2002.

- WISELI partnered with The Graduate School to offer two rounds of competition for the Life Cycle Research Grants during the 2002/03 academic year. In 2002, we made two awards; one to an assistant professor who's sick child impeded her ability to get the preliminary data necessary for a grant award; the second to an established professor who's sudden health problem kept him from submitting a grant proposal on time.
- WISELI will continue the competition in spring 2003, and fall 2003. At that time, a decision will be made whether and how to continue the program. WISELI has "front-loaded" these grants to the first two years of our program.

Time-Stretcher Services. Balancing career and personal life are foremost issues for both men and women in academe, but particularly for women who continue to assume the predominant responsibility for household management and childcare. WISELI will 1) work with Joan Gillman (Dir. Special Industry Programs) and a student in Journalism to compile available time-saving services currently available (e.g. all home delivered services) and make this publication available to everyone at UW-Madison and 2) work with Professor Anne Miner (UW Business School) to explore a UW-Community partnership to develop a Time-Stretcher Service. This service would enable women and men working for UW-Madison to hire individuals to run simple tasks that would take time away from activities important to their personal or professional development.

- This initiative is in the exploration phase of development.

IV. DEVELOPMENT, LEADERSHIP, VISIBILITY

Celebrating Women and Science and Engineering Grants. This grant program is the result of a collaboration between WISELI and the following Schools/Colleges: CALS, L&S, Pharmacy, Medical, Veterinary Medicine, and Engineering. This program provides funds to departments, centers, or student groups (in collaboration with an academic unit) wishing to enhance their own seminar schedules or especially to create new workshops, symposia, lecture series, or similar events in line with the goals of WISELI: to promote participation and advancement of women in science and engineering. The maximum award is $5,000, and

the maximum time frame for the award is one academic year. The first call for proposals was sent August 7, 2002, and the deadline for proposals is September 13, 2002.

- The first round of awards was made in Fall, 2002 to six groups, in three different colleges. Additional requests for funds have been made after the deadline, and we continue to make awards as funds allow.
- An effort was made to require matching funds from departments during this first round, by individually negotiating with the awardees. In the next round, we plan to update the call for proposals to specifically indicate matching support from departments.
- Awardees are required to do some sort of evaluation of the impact of this award.
- The next call for proposals will go out in late spring, 2003, for the 2003/04 academic year.

Study the impact and feasibility of moving outstanding non-tenure line researchers into faculty positions. Examination of data on staff positions indicates that we could increase the number of women faculty in many departments simply by converting academic staff positions to faculty positions for women who wish to expand their roles. A number of women on our campus who hold academic staff titles pursue independent research and have teaching reputations and credentials equivalent to those in faculty positions. Many of these women entered science at a time when nepotism rules, prejudices, or their own life choices prevented them from entering tenure-line faculty positions. In the present era, a number of these women might have become faculty members through dual career recruitments. We will explore the development of a program that would offer faculty appointments to selected non-tenure line women in science and engineering. WISELI will establish a working group, including representatives from the Academic Staff Council and administration, to determine the number of possible track switches and identify administrative, financial, and attitudinal barriers to accomplishing conversions. If such a program would have a positive impact, WISELI will work with campus administration to develop a systematic process for such track conversion.

- During 2002, WISELI identified two outstanding academic staff women who (1)have an interest in moving into a tenure-line position, and (2)have the credentials to do so. Negotiations with the women and their department chairs ensued; one of these negotiations is still active, and we are continuing to work on her conversion into 2003.
- This program will continue during 2003 on a case-by-case basis, as qualified and interested candidates are identified.

Senior Women Faculty Initiative. UW-Madison has 79 women full professors in the biological and physical sciences and engineering. WISELI's intention is to meet with each one over the next year (in small groups of 3-4 or individually as dictated by schedules and preference). These meetings will enable WISELI to become familiar with the research being conducted by our senior women as well as their career goals, interests, and thoughts on women in science and engineering at UW-Madison and nationally. This will increase our ability to:

- Identify eligible women faculty to nominate for awards, search committees, candidates for administrative positions.
- Connect women faculty members across schools and colleges, using academic collaborations to decrease professional isolation.
- Understand in more depth the issues at Madison.

A WISELI representative will also be meeting with current UW-Madison administrators, and past successful women administrators, to discuss motives for entering administration, who they are "grooming" for entrance into administration, and specific ways that current administrators might encourage women and minority to enter such positions.

- As of December 2002, WISELI representatives have met with 26 of the approximately 82 women full professors in the biological and physical sciences (32%). We have collected the CVs of most of them, and are working with individual women on problems brought up at the meetings, as appropriate.
- Meetings will continue during spring 2003.
- Exploration of the "shadow a dean" idea has begun.

Nominations and Awards for Women Faculty. In order to increase the visibility of our talented women scientists and engineers, WISELI will produce an informational brochure to inform women: when in their careers they should be receiving honors, awards, and membership in exclusive societies; which campus and selected national awards and honors are appropriate at different times in the career; how to advocate for oneself in order to ensure that one is considered for such honors; the benefits of such awards; and other advice. This brochure will also be publicly available through the WISELI website.

- This initiative is new; the idea came out of the senior women meetings described above. It will be developed and elaborated upon throughout 2003/04.

Endowed Professorships for Women in Science. In response to the NSF ADVANCE program, the Chancellor has included 10 professorships (20 million dollars) for women in science and engineering on the select list of targets for fundraising. This list sets priorities for the $1 billion capital campaign recently launched by the campus and therefore appearance on the list demonstrates a clear commitment to the Institutional Transformation initiative. Each professorship will be competitively awarded through a campus peer review process. Selection criteria will include quality of contributions to science and teaching, past impact on women in science, future plans for a leadership role in science. Each recipient will be provided financial support for 10 years but will retain the title of the endowed chair for the duration of her career.

- This initiative is not currently active.

Leadership Development of Non-Tenure Line Women in Science and Engineering. The scientific community contains a number of outstanding staff scientists who could be contributing more to the leadership in their respective fields. WISELI will promote the leadership development of these staff women in science and engineering by including them in the proposed initiatives and developing special leadership training modules for staff scientists.

- WISELI offered to send any interested WISELI affiliates (members of the WISELI listserv) to the "Perspectives for Success" series of lectures; five affiliates (all academic staff members) attended.
- Academic staff and students are welcome to all public WISELI events.

V. OVERARCHING

Establish the Women in Science and Engineering Leadership Institute (WISELI). The Women in Science & Engineering Leadership Institute (WISELI) has the overall mission of increasing the participation and advancement of women in academic science and engineering at UW-Madison. The long term goal is to have the gender composition of the faculty, chairs, and deans in the sciences and engineering reflect the gender composition of the student body in these fields. WISELI will use UW-Madison as a "living laboratory" to study the problem of the lack of diversity in the sciences and engineering, by centralizing collected data, monitoring the success of initiatives (both existing and new), implementing a longitudinal data system, and ensuring dissemination of best practices. WISELI will be funded by a grant from the National Science Foundation (NSF) of $3.75 million, which will support the planned initiatives for five years. Some of WISELI's more visible activities include:

- ***Town Hall meetings.*** Two Town Hall meetings were conducted in April 2002, where women scientists and engineers on the UW-Madison campus were invited to hear about WISELI, and provide input into WISELI's priorities. A report of the meetings is available online. WISELI will run similar meetings as needed over the coming years.
- ***WISELI Seminar.*** Twice per semester, WISELI will sponsor a research seminar focusing on women in science and engineering. Our first seminar, " Girls, Women, and Math: Implications for Science and Engineering" was given by Janet Hyde, Professor of Psychology, October 2, 2002. The second seminar, "Quality of Working Life Concepts and Methods for Diversifying the IT Workforce," was given by Pascale Carayon, Professor of Industrial Engineering on December 11, 2002. Refreshments are served thirty minutes before the start of the seminar, so that the attendees may network. A special effort is made to invite students to the seminars.
- ***WISELI Website.*** WISELI's website went active in January 2002, and we have been adding content ever since. We post news items about women scientists and engineers from UW-Madison, and keep a calendar of events occurring on campus that relate to women in science & engineering (including WISELI's own activities.) Active initiatives that are "public" (e.g., grant programs) are posted there, as well as public reports of WISELI's activities and research. Finally we post instructions on how to become an affiliate by joining the WISELI listserv. The website is: http://wiseli.engr.wisc.edu.
- ***WISELI Listserv.*** WISELI supporters can join our listserv and by so doing become a WISELI "affiliate." We use the listserv to (1)notify affiliates of WISELI activities via announcements and an update of activities each semester. Occasionally, when we need assistance with something, we will put a call out to the affiliates for help. (2)we will forward announcements to the listserv. These announcements are carefully screened; we only forward items that most affiliates will not have seen, and which

have a broad appeal rather than an appeal to a specific discipline.

- ***Compiling Resources and Institutional Examples.*** We are conducting a comprehensive examination of existing research and programs in existence at other comparable institutions. This is continually being updated and added to and can be accessed on the private WISELI working web site: http://wiseli.engr.wisc.edu/working. A userid and password are necessary to access the site due to copyright restrictions.

Documentary Video. WISELI is working with a videographer to develop a documentary to capture the issues at UW and nationally, inform viewers about WISELI and the NSF initiative, and document the institutional transformation. It will include interviews with UW faculty and administrators.

- Footage from the first year activities has been shot, and will be compiled into a 30-minute video from the first year. Emphasis is on the genesis of the ADVANCE program, the history of the UW-Madison as concerns women in science and engineering, and how the co-PIs became involved. The video should be available spring, 2003.

Evaluation/Research. WISELI is working with the LEAD Center to evaluate both new and existing initiatives at UW-Madison that are intended to promote a good working environment for women. Mechanisms of evaluation include a survey of men and women in science & engineering (see below), interviews, and examination of existing data. Existing initiatives to be studied include: the gender pay equity study, the Provost's climate initiative, sexual harassment information sessions, tenure clock extensions, dual career couple hiring, campus child care, split appointments, pipeline issues (including the WISE dorm), the Women Faculty Mentoring Program, and the Committee on Women in the University.

- ***UW-Madison Men and Women in Science and Engineering Survey.*** This is one of the cornerstones of WISELI's research. The survey design team includes staff from the UW Survey Center, the LEAD Center, WISELI, the Office of Budget, Planning & Analysis, a cultural anthropologist, and a professor of English linguistics. We have completed interviews with 41 randomly selected women faculty and academic staff; these interviews will be used to identify themes that will be addressed in the survey. The population to be surveyed will include men and women faculty and staff in the biological and physical sciences and engineering at UW-Madison. We have IRB approval to link the survey with public data so that we can monitor academically meaningful outcomes related to survey responses. We are including some additional measures related to health. The survey will be repeated in 4 years.
    - The faculty portion of the survey was complete at the end of 2002, but will not be mailed until February 2003 in order to maximize the response rate. The Office of the Provost has joined WISELI in the survey effort, agreeing to pay the costs of extending the survey to all faculty at UW-Madison, rather than only faculty in the biological and physical sciences.
    - The academic staff survey will be derived from the faculty survey during January 2003. The Provost's Office will likely extend this survey beyond the biological and physical sciences as well. We anticipate mailing the academic staff survey in March 2003.

- A summary report of survey findings will be made public, most likely by the end of summer, 2003.

- ***Interviews with UW-Madison women in science & engineering.*** We will complete in-depth interviews with 40 women in biological and physical sciences. These interviews will inform the survey to be developed, and will form a baseline of women's experiences on campus. In year 5 we will re-interview the women.
  - In summer and fall of 2002, we randomly selected 25 women faculty in science & engineering departments, and 15 academic staff in science & engineering, and completed in-depth interviews on a variety of topics. A complete report of the interviews will be available on the WISELI website when complete (likely in summer 2003).
- ***Ethnographic Study*.** The ethnographic study will use interview and survey data from the baseline study to determine key indicators of climate in each of the 6 colleges/schools. It will then investigate these key indicators using qualitative methods and participant observation. The ethnographic study will provide the Leadership Team with descriptive data useful for building an aggregate measure for climate that will be entered into the statistical model, prioritizing future interventions, and designing interventions that are meaningful to women in science and engineering. The work will involve: 1) participant observation at several key junctures, e.g., faculty meetings, classes, thesis defenses, and other rites of passage; 2) participant observation in laboratories and working spaces, where everyday interactions often reflect and produce gendered inequalities; and 3) informal open-ended interviews with male and female faculty to augment baseline year 1 data and to gain greater understanding of competing views that emerge in sites observed.
  - Interviews with women scientists were completed in summer 2002, and design of the ethnographic study continued during the fall. In 2003, the researchers expect to begin interviews of men, and observation of work environments. A complete paper of the findings is expected in late 2003.
- ***Discourse Analysis of the "Ignoring-my-ideas" Phenomenon.*** Professor Cecilia Ford, whose work is in discourse analysis, will examine whether and how the "ignoring-my-ideas" phenomenon described almost universally by women faculty can be documented in naturally occurring professional encounters. This work will involve observation, videotaping, transcription, and analysis. The analytic method involves rigorous structural and sequential mapping of the interactions and contributions of participants, with attention to verbal and non-verbal aspects of the encounters. Fundamental to such analysis is the fate of topics: the introduction, uptake, and development of ideas. In an effort to reduce bias, gender of participants will not be the initial focus of the analysis. However, if the participants themselves identify gender in their conversation, this will feed into the initial analysis. After mapping, the data will be inspected for the role of gender and the potential sources for what has been experienced and reported as marginalization in women's interactions in academic environments.
  - Ford began taping meetings in January 2002, and searching the literature for work on gender and discourse. Through this background work, Ford has designed her complete study, which will begin in 2003. During 2003, Ford expects to (1)create a workshop on gender and communication, based on her

extensive review of the literature, and (2)continue taping and analyzing discourse in various academic settings.

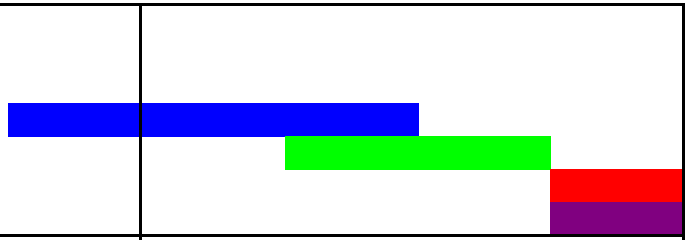
- ***Workshops for Faculty and Staff.*** We will accomplish dissemination through the WISELI national workshops for women and administrators, presentations at national conferences in the scientific disciplines of the PIs and the members of the Leadership Team (which includes more than 20 professional societies), and articles in popular and scholarly journals. Furthermore, whenever feasible and appropriate, when the PI's or members of the Leadership Team are invited to present scientific seminars on other campuses, they will ask for the opportunity to present a second seminar about WISELI and its findings.
    - National workshops for women and administrators are not currently in development; this is an activity we expect to begin in years 4-5. When opportunities for professional development occur on campus, WISELI has helped send women to those activities (e.g., sending women faculty to a workshop on the University budget that was offered by the Wisconsin Center for the Advancement of Postsecondary Education.)
    - WISELI activities were presented at two public national meetings in 2002: the American Institute of Chemical Engineers, and the Retaining Women in Early Academic Science, Mathematics, Engineering, and Technology Careers conference.
    - WISELI activities were presented at numerous campus groups throughout 2002, including: Plant Pathology departmental seminar; College of Engineering Operations Committee; School of Veterinary Science Operations Committee; School of Medicine Basic Science Chairs; School of Medicine Clinical Science Chairs; College of Letters & Sciences Natural Science Chairs; College of Agricultural & Life Sciences Operations Committee; University of Wisconsin Deans' Council.
    - An article about evaluating Institutional Change using a 5-stage model was developed and drafted.
    - Plans for 2003 include:
        - Public dissemination of WISELI research including interview and survey results;
        - Submission for publication of academic papers including the Stages of Change evaluation model, ethnographic study, discourse analysis study, research studies resulting from the survey data, a statistical modeling of "flows" of women through the hiring process, and a study of the effectiveness of a hiring intervention on diversity of applicant pools.
        - Continued participation in scientific meetings where WISELI activities can be presented (e.g., WEPAN, AAAS, ASHE, etc.).
        - Continued use of the WISELI seminar to highlight research relating to careers of women in science & engineering. We expect to expand the number of seminars next year, in order to provide a forum in which WISELI-funded research can be presented.
        - Continued funding of professional development training for women in science & engineering as they become available on campus.

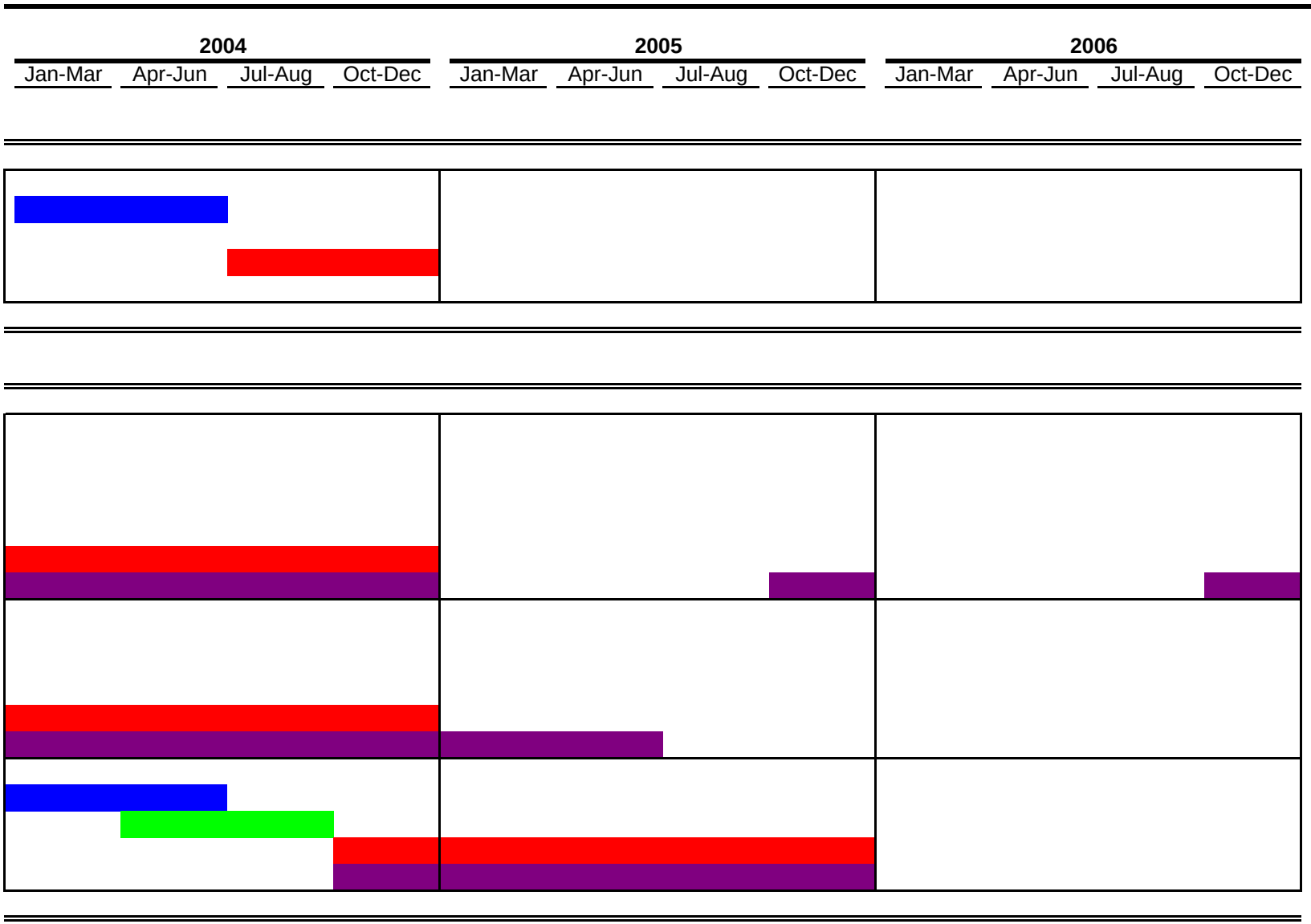
Timelines for New Initiatives

Timelines for Design, Pilot, Field, and Evaluation of New NSF ADVANCE Initiatives

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

Initiative Group/ Initiative	Primary Contact	2002 Jan-Mar	2002 Apr-Jun	2002 Jul-Aug	2002 Oct-Dec	2003 Jan-Mar	2003 Apr-Jun	2003 Jul-Aug	2003 Oct-Dec
Resources									
Resource Study	Jenn Sheridan								
Design									
Pilot									
Field									
Evaluate									
Workplace Interactions									
Climate Workshops for Department Chairs and Center Directors	Jo Handelsman								
Design									
Pilot									
Field									
Evaluate									
Training for Hiring Committee Chairs	Jo Handelsman								
Design									
Pilot									
Field									
Evaluate									
Training for Lab Managers	Jo Handelsman								
Design									
Pilot									
Field									
Evaluate									

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Initiative Group/ Initiative	Primary Contact	2002 Jan-Mar	2002 Apr-Jun	2002 Jul-Aug	2002 Oct-Dec	2003 Jan-Mar	2003 Apr-Jun	2003 Jul-Aug	2003 Oct-Dec
Life-Career Interface									
Life Cycle Research Grants	Jenn Sheridan								
Design									
Pilot									
Field									
Evaluate									
Time Stretcher Service	Caitilyn Allen								
Design									
Pilot									
Field									
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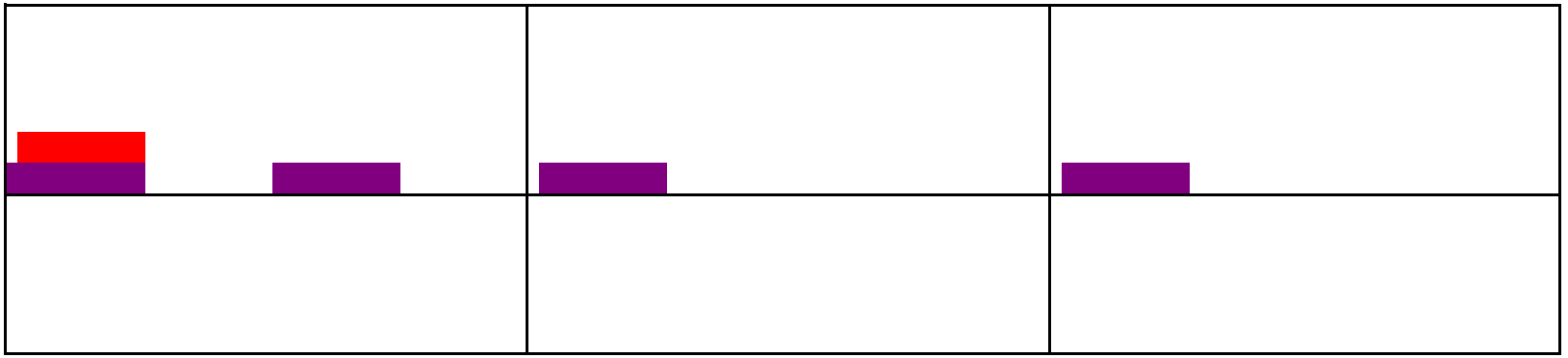
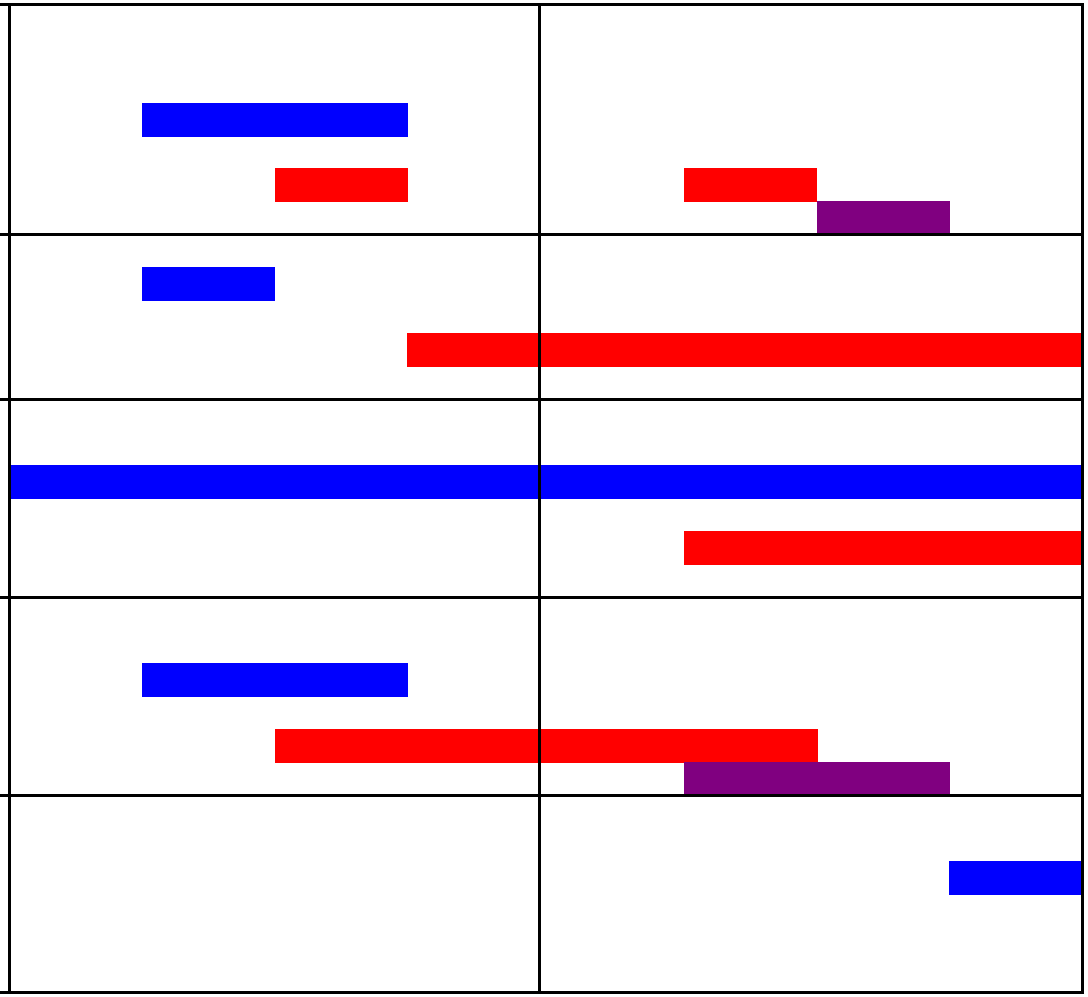
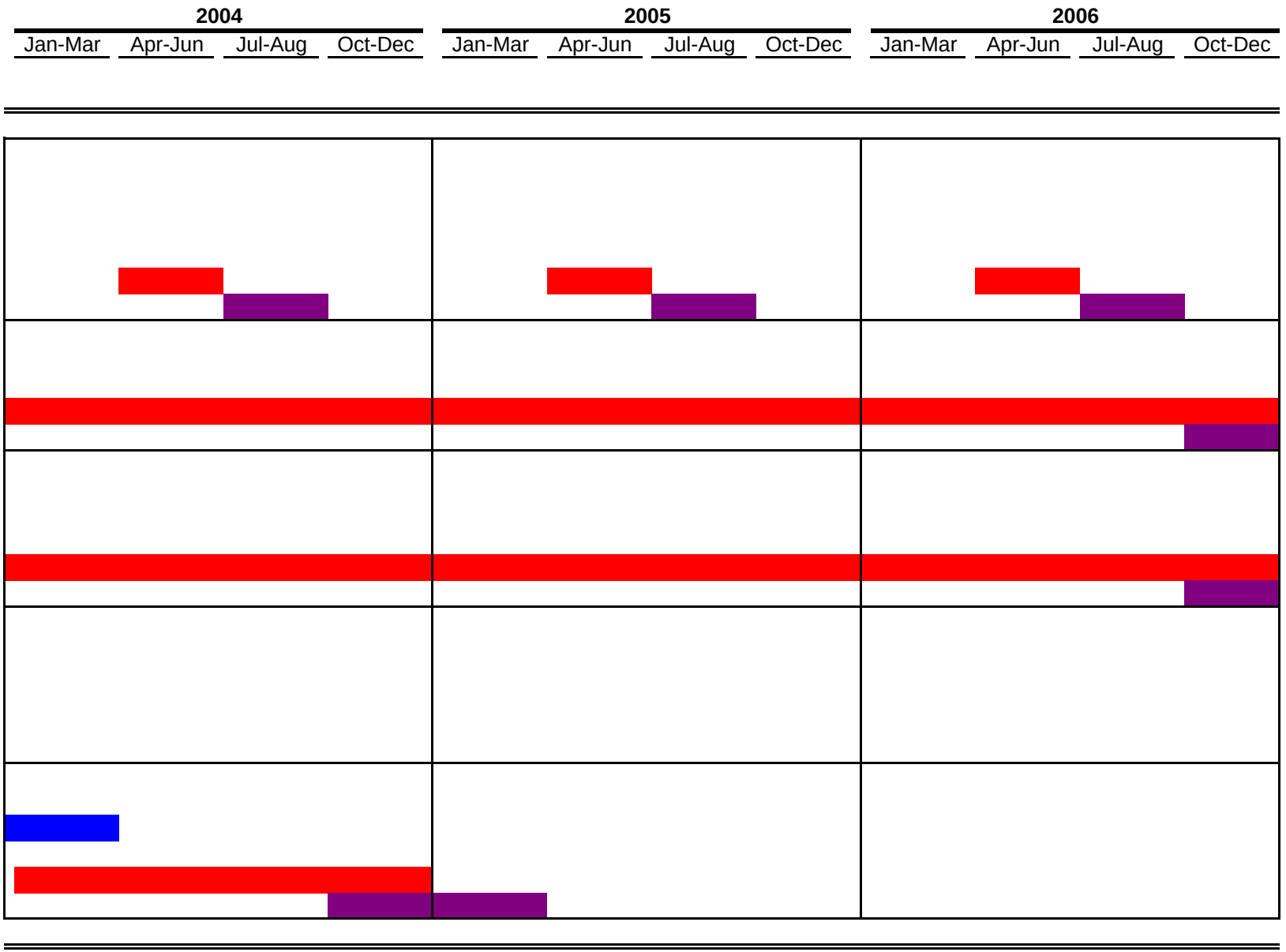


Initiative Group/ Initiative	Primary Contact	2002 Jan-Mar	2002 Apr-Jun	2002 Jul-Aug	2002 Oct-Dec	2003 Jan-Mar	2003 Apr-Jun	2003 Jul-Aug	2003 Oct-Dec
Development, Leadership, Visibility									
Celebrating Women in Science and Engineering Grant Program	Jenn Sheridan								
Design									
Pilot									
Field									
Evaluate									
WISELI Seminar Series	Eve Fine								
Design									
Pilot									
Field									
Evaluate									
Tenure Conversions for Academic Staff	Molly Carnes								
Design									
Pilot									
Field									
Evaluate									
Leadership Development/ Mentoring for Senior Women	Bernice Durand								
Design									
Pilot									
Field									
Evaluate									
Nominations and Awards for Women Faculty	Patti Brennan								
Design									
Pilot									
Field									
Evaluate									

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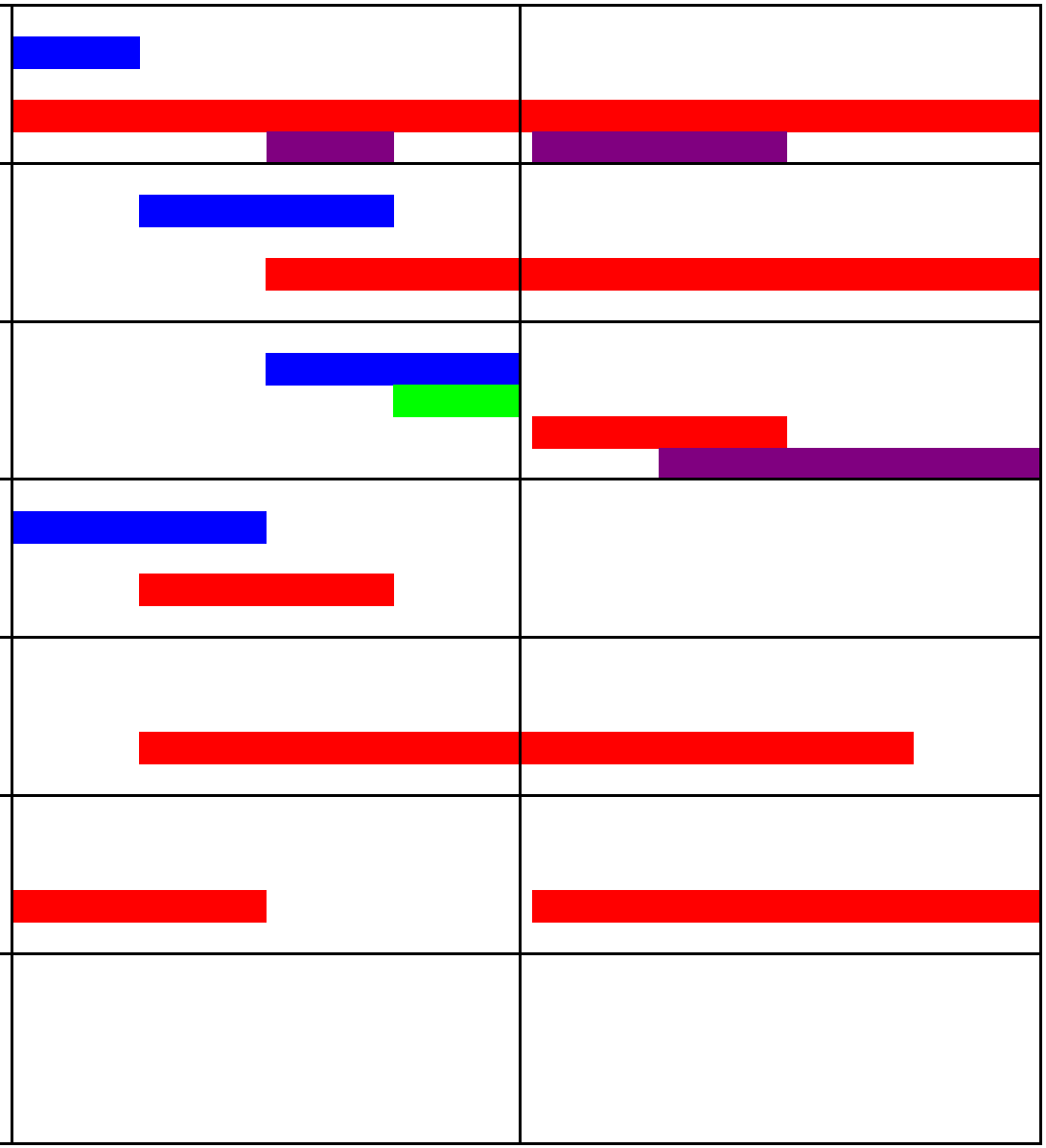
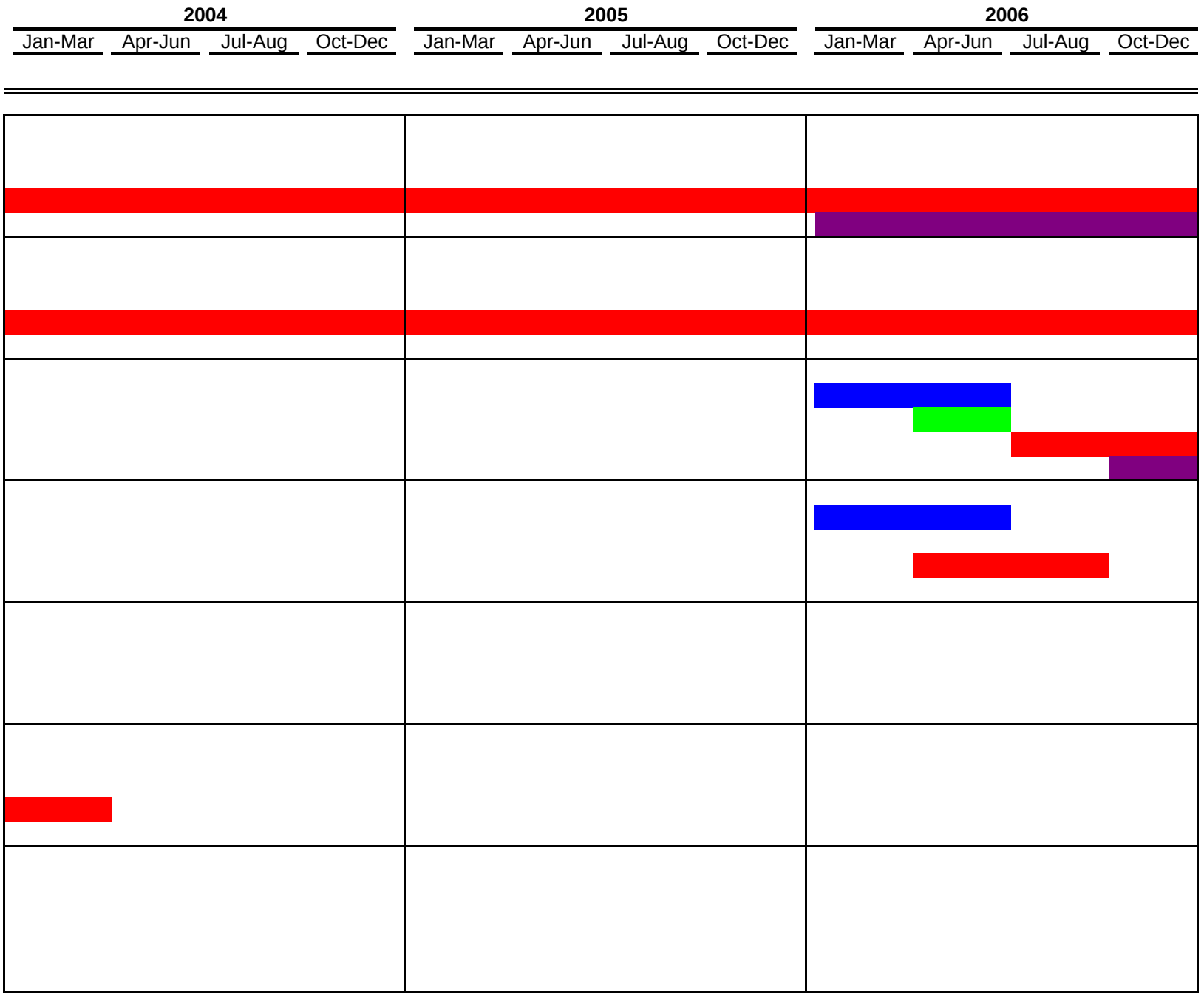
Initiative Group/ Initiative	Primary Contact	2002 Jan-Mar	2002 Apr-Jun	2002 Jul-Aug	2002 Oct-Dec	2003 Jan-Mar	2003 Apr-Jun	2003 Jul-Aug	2003 Oct-Dec
Overarching									
WISELI	Jenn Sheridan/LEAD								
Design									
Pilot									
Field									
Evaluate									
Documentary Video	Jenn Sheridan								
Design									
Pilot									
Field									
Evaluate									
Survey	Jenn Sheridan/LEAD								
Design									
Pilot									
Field									
Evaluate									
Interviews	LEAD								
Design									
Pilot									
Field									
Evaluate									
Ethnographic Study	Amy Stambach								
Design									
Pilot									
Field									
Evaluate									
Discourse Analysis	Ceci Ford								
Design									
Pilot									
Field									
Evaluate									
Workshops for Faculty and Staff									
Design									
Pilot									
Field									
Evaluate									

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Papers and Presentations

Women in Science & Engineering Leadership Institute

Papers:

Sheridan, Jennifer; Jo Handelsman; and Molly Carnes. 2002. "Current Perspectives of Women in Science & Engineering at UW-Madison: WISELI Town Hall Meeting Report." Available online at: http://wiseli.engr.wisc.edu/reports/TownHallReports/WISELI_Town_Hall_Report.pdf

Carnes, Molly; Jo Handelsman; Jennifer Sheridan; and Douglas Jorenby. "Diversifying Academic Medicine: Lessons From Smoking Cessation." In progress.

Pribbenow, Christine Maidl; Susan Daffinrud; and Deveny Benting. "The Culture and Climate for Women Faculty in the Sciences and Engineering: Their Stories, Successes, and Suggestions." In progress.

Ford, Cecilia. "Gender and Language in/as/on Academic Science: Combining Research with a Commitment to Institutional Change." In progress.

Papers Presented:

Carnes, Molly and Jo Handelsman. October, 2002. "The NSF ADVANCE Program at the University of Wisconsin-Madison: An Interdisciplinary Effort to Increase the Recruitment, Retention, and Advancement of Women in Academic Departmetns in the Biological and Physical Sciences." Presented at the *Retaining Women in Early Academic Science, Mathematics, Engineering, and Technology Careers* conference. Ames, Iowa.

Murphy, Regina. November, 2002. "The Women in Science & Engineering Leadership Institute at UW-Madison." Presented at the American Institute of Chemical Engineers (AIChE) Annual Meeting. Indianapolis, Indiana.

Handelsman, Jo and Molly Carnes. December, 2002. "University of Wisconsin-Madison Women in Science and Engineering Leadership Institute." Presented at the brownbag seminar in Plant Pathology. Madison, Wisconsin.

ANNUAL REPORT FOR AWARD # 0123666

Mary Carnes ; *U of Wisconsin Madison*
ADVANCE Institutional Transformation Award

Participant Individuals:

CoPrincipal Investigator(s) : Jo E Handelsman
Senior personnel(s) : Jennifer T Sheridan; Vicki Bier; Patti Brennan; Bernice Durand; Cecilia Ford; Susan Millar; Gloria Sarto; Lillian Tong; Amy Wendt
Technician, programmer(s) : Dianne Bowcock; Susan Daffinrud
Graduate student(s) : Ramona Gunter
Technician, programmer(s) : Stephen Montagna
Graduate student(s) : Evelyn Fine; Teddy Weathersbee-Kardash
High school student(s) : Sharmarissa Hammonds
Senior personnel(s) : Linda Greene; Caitilyn Allen; Pat Farrell; Cathy Middlecamp; Paul Peercy; Gary Sandefur; Amy Stambach
Technician, programmer(s) : Deveny Benting; Christine Pribbenow
Senior personnel(s) : Denice Denton; Joan King; Sally Kohlstedt; Charlotte Kuh; Sue Rosser

Participants' Detail

Partner Organizations:

Other collaborators:

The College of Engineering at UW-Madison is housing WISELI. They have provided administrative support, primarily through Debbie Schiess (Program Assistant), but also through use of their payroll and human resources staff. In addition, Sheri Severson (Contract Specialist) has been a great help.

We have partnered with the following 10 departments in 5 school/colleges: Medicine (MED), Plant Pathology (CALS), Engineering Physics (ENGR), Industrial Engineering (ENGR), Physics (L&S), English (L&S), Ob/Gyn (MED), Ed. Policy Studies (EDUC), Center for Biology (CALS), Electrical & Computer Engineering (ENGR).

The Academic Personnel Office (APO),the Office of Quality Improvement, the Equity and Diversity Resource Center (EDRC), the Committee on Women, and the UW Center for Women's Health are all contributing time, personnel, and resources to many WISELI initiatives.

The Office of Budget, Planning and Analysis (OBPA) is contributing

personnel time-share to help compile data.

We collaborated with UW System in presenting the 'Work/Life Forum' on June 13, 2002.

We are collaborating with the Graduate School to implement the Life Cycle Research Grant program. A call for proposals was sent out in October, 2002.

We are collaborating with the Office of the Provost to implement Training for Hiring Committee Chairs, and workshops for department chairs and center directors.

We are collaborating with School of Engineering, College of Letters & Sciences, Medical School, School of Veterinary Medicine, and School of Pharmacy to award 'Celebrating Women in Science & Engineering Grants'--funds to help departments bring in more women scientists and engineers to speak at departmental colloquia and brownbags.

We are collaborating with the Wisconsin Center for the Advancement of Postsecondary Education to allow senior women professors access to educational programs that will enhance their leadership abilities.

We are collaborating with Joan Gillman in the School of Business to create a book of Madison-based resources to help with the combining of work and family.

Profs. Janet Hyde, Pascale Carayon, Shelley Correll, and Rima Apple have agreed to present their work at WISELI's seminars for the 2002/03 academic year.

Along with the U. of Illinois-Chicago, U. of Michigan, and U. of Indiana, we participated in the 'Beyond Parity' conference, in which participants examined the underrepresentation of women in academic medicine.

Activities and findings:

Research and Education Activities:

Since our last report in July, 2002, we have done the following:

* Completed interviews with 41 women faculty and academic staff in the biological and physical sciences. A full report of the faculty interviews will appear on our webpage in late January; the academic staff interview report will be ready in February or March, 2003.

* Awarded 6 'Celebrating Women in Science & Engineering' grants to departments in Engineering, L&S, and the Medical School.
http://wiseli.engr.wisc.edu/initiatives/celebrating/celebrate.html
http://wiseli.engr.wisc.edu/initiatives/celebrating/Awardees_0203.html

* Awarded 2 'Life Cycle Research Grants' to individuals in CALS and the Medical School.
http://wiseli.engr.wisc.edu/initiatives/lifecycle/LifeCycleGrants.html

* Currently meeting with ALL women full professors in the biological and physical sciences, to get their feedback on WISELI activities, discover individuals who are interested in leadership activities, make connections among women on campus, and gather new ideas for WISELI. Of 82 such profs., we have met with 26 of them by end of 2002 (32%).

* Continued development of the NSF ADVANCE evaluation paper, to be written in collaboration with the other ADVANCE programs. A draft of this paper is the first document in the attached Activities File.

* Continued development of a climate survey, to be administered to faculty and academic staff in the biological and physical sciences and engineering in February, 2003. A current draft of the survey is the second document in the attached Activities File.

* Implemented a WISELI seminar. Twice a semester, persons working on research of interest to WISELI and its goals are invited to present their work to the Leadership Team and WISELI affiliates. Refreshments are provided prior to the talk to encourage networking among the attendees. Graduate students and postdocs are especially invited to attend. http://wiseli.engr.wisc.edu/initiatives/seminar.html

* Currently developing a series of interactive training sessions for chairs of hiring committees. In conjunction with the development of the training sessions, an experimental study is in development to evaluate the outcomes. An outline of the training sessions is the third document in the attached Activities File.

* Currently developing a series of workshops for department chairs and center directors. These interactive workshops will give chairs/directors tools for evaluating the climate in their departments/units, and individualized methods for approaching any problem areas that are uncovered. A draft of the workshop design is the last document in the attached Activities File.

* Compiled detailed literature reviews on: gender schemas, bias in evaluation, departmental decision-making

* Attended an NSF-sponsored conference, 'Retaining Women in Early Academic SMET Careers Conference' in Ames, Iowa, 10/17-10/20. WISELI sent 5 Leadership Team members, 2 other faculty members, and 4 graduate students/postdocs to this conference.

* Met with External Advisory Team in Ames.

* Sent 6 WISELI affiliates to a professional development workshop series.

* Sent 8 women full professors in the biological and physical sciences to a WISCAPE workshop entitled 'Demystifying the Budget'

* Sent 2 Leadership Team members to the 'Unlearning Racism' workshop

sponsored by the Madison YWCA.

* WISELI videographer has been hired, and filming for year 1 of ADVANCE project completed. Interviews with over 15 individuals (administrators, profs, etc.) have been completed, as well as filming of WISELI activities such as meetings, presentations, etc.

* WISELI listserv used to communicate with affiliates--advertise WISELI initiatives, provide updates on WISELI activities, advertise programs and speakers of interest to women in science & engineering.

* Molly Carnes and Jo Handelsman were awarded $0 faculty appointments in Industrial Engineering, in the College of Engineering.

* Moved to new space in the Deans' suite in Engineering Hall. This space is both visible and centrally-located in the College of Engineering.

* Continued addition of content to the WISELI website.

* Infiltrated three major search and screen committees (through placement of WISELI Leadership Team members on the committees): School of Pharmacy Dean search; Graduate School Dean search; Assoc. Vice Chancellor for Diversity Affairs search. In addition, we have intervened in at least two cases to encourage senior women to apply for major leadership positions, and have met with one search committee chair about diversifying his pool for a departmental hire.

* A member of our Leadership Team accepted the position of Associate Vice Chancellor for Diversity and Climate. She is a longtime champion of women's increased participation in academic leadership, particularly in science and engineering. She was nominated for the position by at least two other WISELI Leadership Team members, and a WISELI Leadership Team member chaired the committee that offered her the position. She will begin her appointment in January, 2003.

* A member of our Leadership Team was nominated for and received two awards: she was elected as an AWIS fellow, and she received the 2003-2004 Wisconsin Teaching Scholar from UW-Madison.

* Helped to plan and implement a faculty recruiting workshop for the College of Engineering called 'Searching for Excellence: A COE Faculty Recruiting Workshop Exploring the Value of Diversity.'

WISELI plans for the next six months include:

* Implementation of the 'Survey of Faculty and Staff in the Biological
and Physical Sciences'. February 2003.
* Descriptive analysis of survey results, April-June.
* Release of findings from 41 interviews with women scientists and engineers, January 15, 2003.
* Call for proposals for Life Cycle Research Grants, spring 2003.
* Call for proposals for Celebrating Women in Science & Engineering Grant Program, spring 2003.
* Meet with ADVANCE sites about evaluation, Feb. 2003.
* Pilot training for hiring committee chairs, spring 2003.

* Pilot workshops for department chairs, late spring 2003.
* Create workshop on work/life balance (Allen).
* Create workshop on use of language in professional settings (Ford).
* Continue WISELI seminar series.
* Continue work on WISELI documentary video.
* Identify 'issue study' from survey data.
* Continue meeting with senior women.
* Continue revising evaluation draft (Stages of Institutional Change)
* Develop booklet of ideas, resources, and personal success stories of and for women faculty
* Contact and interview 20 male researchers, scientists and faculty across campus using interview protocols that parallel the female sample; report expected in summer 2003.
* Develop graduate seminar on Women in Science to be located in Educational Policy Studies and cross-listed elsewhere on campus
* Begin discourse study with tapes of WISELI Leadership Team meetings, evaluating interactions within a group of successful women in academia
* Choose departments in which taping of informal meetings can occur for discourse analysis.

Findings:

Results from the Town Hall meetings, held in April 2002, are available as a report, and is online at http://wiseli.engr.wisc.edu/reports.html.
Overall, work/life issues appear to be the largest impediments to UW female scientists and engineers performing to their full potential. WISELI initiatives that these women scientists and engineers would most like to see implemented include the Life Cycle Research Grant program, and Workshops for Faculty and Staff.

Findings from the personal interviews of female scientists and engineers (faculty) will be available January 15, 2003 at http://wiseli.engr.wisc.edu/reports.html. The interviews with academic staff will be available in Feb. or March of 2003.

Descriptive findings from climate survey will be available summer, 2003.

First set of institutional indcators (2000, 2001, 2002) will be sent in mid-January.

Training and Development:

The training and development we have helped provide fall under the 'professional development' category. In the past year, we have:

1. Sent 6 WISELI affiliates to a professional development workshop series entitled 'Perspectives for Success.'

2. Sent 8 women full professors interested in enhancing their leadership skills to a workshop series entitled 'Demystifying the Budget'.
3. Sent 5 WISELI Leadership Team members and 4 students/postdocs to the 'Retaining Women in Early SMET Academic Careers' conference in Ames, IA.
4. Sent 2 WISELI Leadership Team members to the 'Unlearning Racism' workshop in Madison.
5. Implemented WISELI seminar series, where Leadership Team and other WISELI affiliates have opportunity to hear research on topics of interest to WISELI mission.
6. LEAD evaluator met with Evaluator from UW-Boulder site to discuss ADVANCE evaluation strategy.

Outreach Activities:

CAMPUS CONNECTIONS

In April, 2002, we held two Town Hall meetings, where the women in science and engineering on the UW-Madison campus could learn about the NSF ADVANCE grant and WISELI, and help set WISELI's priorities. As an event held on the UW-Madison campus, these meetings were open to the public, although they were aimed at an audience of women in science and engineering.

In June, 2002, we supported the UW System's 'Work/Life Form'. This event included a public lecture by Ann Crittenden, on the issues affecting mothers in the work force.

Throughout the fall, 2002, the WISELI co-directors have been visiting operations meetings around campus (meetings with college deans and department chairs), to introduce WISELI and enlist their help on particular WISELI initiatives. The focus in this round of meetings was on the upcoming climate survey, and the development of a training series for hiring committee chairs.

Oct. 2002. WISELI Leadership Team member lead discussion of Why So Slow? (V. Valian) at a departmental seminar for faculty, staff and students.

Informal interviews with women academic staff members were conducted in early 2002 for ideas on enhancing leadership opportunities and feasibilty of changes to tenure-track from academic staff.

Lead graduate women's mentoring program workshop on 'Getting the Most from Academic Meetings.'

Liasons with: Campus climate networking group and subcommittee; Sexual harassment working group; Committee on women; Cabinet 99 (Wisc. Alumni Association); University Child Care Committee; College of Engineering Equity and Diversity Committee

NATIONAL/PROFESSIONAL

WISELI affiliate Regina Murphy (Dept. of Chemical Engineering)

presented UW-Madison's ADVANCE initiative activities at the annual meetings of the American Institute of Chemical Engineers (AIChE), Nov. 2002.

Molly Carnes, along with faculty from three other Midwestern Schools, prepared the Beyond Parity conference addressing concerns of women in academic medicine.

Jennifer Sheridan met with several S&E faculty from the University of Michigan while at the Americal Sociological Meetings in Aug. 2002, to learn how the Michigan climate survey was received on that campus, so that UW-Madison might avoid some of the same problems.

Participated in the 'Retaining Women in Early Academic SMET Careers' conference in Ames, IA, Oct. 2002.

Amy Wendt, WISELI Leadership Team member, met with Eve Riskin at the U. of Washington to learn more about their TSP program, while we were developing our Life Cycle Research Grant program.

Sue Daffinrud, LEAD Center evaluator and head of WISELI's evaluation team, met with the lead evaluator at the University of Colorado-Boulder to discuss evaluation strategy for the ADVANCE projects.

COMMUNITY (MADISON)

Working with the University League on fundraising opportunities.

Met with Alliant Energy (a local utilities company) CEO and Personnel VP about diversity matters.

Met with Kimberly-Clark Personnel VP about diversity matters.

Taught lab sessions for 'Expanding Your Horizons', an outreach program for middle-school girls.

Facilitated at two day conference of the Women of Color Network--mini study-groups on racism and oppression.

Journal Publications:

Book(s) of other one-time publications(s):

Other Specific Products:

Internet Dissemination:

http://wiseli.engr.wisc.edu

This website is the primary way that WISELI will communicate with the UW-Madison community, and others beyond campus, about WISELI's activities.

Not linked through the main site, the WISELI Working Web Site (WWS) at http://wiseli.engr.wisc.edu/working/ ,contains the background research on WISELI initiatives; PDF copies of relevant articles, web sites with information, summaries of research, etc. The WWS also is the place where we develop our "live" website content, so that the entire Leadership Team can access and comment on the development. This WWS is password-protected so that only WISELI-approved affiliates may access it.

WISELI supports a listserv. Messages from WISELI are sent to affiliates through this mechanism, and forwarded announcements are also sent if they are particularly relevant to WISELI's mission. Instructions for joining the listserv are available through the website: http://wiseli.engr.wisc.edu/getin.html . Currently, 113 affiliates are members of the listserv.

Special Requirements for Annual Project Report:

Special Reporting Requirements: An excel file with institutional equity indicators will be sent separately from this report. The data will not be available until mid-January, 2003. *Unobligated funds: less than 20 percent of current funds*

Categories for which nothing is reported:

Participants: Partner organizations
Products: Journal Publications
Products: Book or other one-time publication
Products: Other Specific Product
Contributions Within Discipline
Contributions to Other Disciplines
Contributions to Education and Human Resources
Contributions to Resources for Science and Technology
Contributions Beyond Science and Engineering
Animal, Human Subjects, Biohazards

Submit Return

Evaluating the Impact of the National Science Foundation's ADVANCE Institutional Transformation Program

Molly Carnes[1,2,3], Jo Handelsman[1,4], Jennifer Sheridan[1,5],
Virginia Valian[6], Abigail Stewart[7], Alice Hogan[8]

[1]The University of Wisconsin Women in Science and Engineering Leadership Institute (WISELI), [2]Center for Women's Health & Women's Health Research, [3]Department of Medicine, [4]Department of Plant Pathology, and [5]Center for Demography and Ecology; [6]Hunter College Department of xxx, [7]The University of Michigan Department of xxx, and the [8]National Science Foundation xxx.

In 2001, the National Science Foundation (NSF) funded the first 9 Institutional Transformation Awards (ITA) under an initiative called "ADVANCE."[1] In response to the glacial pace of entry of women into fields of science, mathematics, engineering, and technology despite growing demands for a skilled national scientific workforce,[2 3] the purpose of this initiative is to increase the participation and advancement of women in academic science and engineering.

The directors and other key personnel from the 9 sites met at NSF in April, 2002 to discuss an evaluation plan for the program as a whole as well as for individual sites. This multi-disciplinary group included researchers in physics, sociology, psychology, medicine, linguistics, plant pathology, and electrical engineering. While the overall goal of the program is to increase the number of women in all faculty categories at the 9 ITA sites, the group acknowledged that even if aggregated over the 9 sites, such indicators would be unlikely to change over the 5-year tenure of the grant. The group agreed that we needed an evaluation framework that would enable assessment of intervening variables that lead to the desired institutional change.

In 1983, Prochaska and DiClemente[4] first described a series of 5 stages that individuals who smoke go through as they institute intentional behavioral change to stop smoking. It was called a Trantheoretical Model (TTM) because it integrated other models of behavioral change. The 5 stages of change are precontemplation (not ready to change), contemplation (thinking about making a change in the next 6 months), preparation (planning to make a change in the next 30 days or making a small effort to change), action (making the change), and maintenance. These stages of change integrate with 10 stage-specific processes of change (Table 1), decisional balance (evaluating the

pros and cons of making a change) and self-efficacy (feeling confident in taking action). It is important to assess the stage of readiness to change when planning interventions to achieve a desired outcome because different processes of change, 5 of which are behavioral and 5 of which are cognitive, are effective at different stages.

Since its introduction, much research has been done both on the practical applications as well as the theoretical underpinnings of this model. TTM has proven applicable across a range of individual behaviors including tobacco cessation, alcohol and substance use, exercise, mammography screening, high-fat diets, medication compliance, unplanned pregnancy prevention, sun exposure, and physicians practicing preventive medicine.[5] Relevant to the ADVANCE program, there is growing evidence that planned organizational change, like individual behavioral change, proceeds through a similar series of stages and that the TTM can also be applied to evaluating institutional change.[6] [7] An evaluation plan based on stages of change holds the promise of enabling ADVANCE investigators to measure important institutional changes resulting from the ITA even in the absence of an increase in the number of women faculty. It also provides a means of quantifying the readiness to change of administrative leaders within academic science and engineering so that stage-specific processes can be applied. These stage-specific processes facilitate a shift in decisional balance from believing a change will have more negative consequences (cons) in the precontemplation stage to believing it will have more positive benefits (pros) in the action and maintenance stages. Between precontemplation and contemplation, the pros and cons usually intersect.[8] [9]

Self efficacy, which involves feeling confident that one can perform a behavior, will be no less important in predicting successful action of academic administrators in

implementing strategies to increase the number of women faculty in academic science and engineering than in changing health risk behaviors. An important strategy of the ITA must include providing the knowledge and skills to those empowered to make institutional changes.

[1] Alice – what reference? The RFP?

[2]National Science Foundation. Women, Minorities, and Persons With Disabilities in Science and Engineering: 2000. Arlington, VA, 2000 (NSF 00-327).

[3] Land of Plenty: Diversity as America's Competitive Edge in Science, Engineering and Technology. Report of the Congressional Commission on the Advancement of Women and Minorities in Science, Engineering and Technology (CAWSMET) Development, September, 2000.

[4] Prochaska JO, DiClemente CC. Stages and processes of self-change of smoking: toward an integrative model of change. J Consult Clin Psychol. 1983; 51:390-395.

[5] Prochaska JO, Velicer WF. The transtheoretical model of health behavior change. 1997; Am J Health Promotion. 12:38-48.

[6] Prochaska JM, Prochaska JA, Levesque DA. A transtheoretical approach to changing organizations. 2001; Administration and Policy in Mental Health 28:247-261.

[7] Prochaska JM. A transtheoretical model for assessing organizational change: A study of family service agencies' movement to time-limited therapy. Families and Family Life. 2000; 81:76-84.

[8] Keller S, Herda C, Ridder K, Heinz-Dieter B, Readiness to adopt adequate postural habits" An application of the Transtheoretical Model in the context of back pain prevention. 2001; Patient Education and Counseling 42:175-164.

[9] Prochaska JO, Velicer WF, Rossi JS, Goldstein MG, Marcus BH, Rakowski W, Fiore C, Harlow LL, Redding CA, Rosenbloom D, Rossi SS. Stages of Change and decisional balance for 12 problem behaviors. 1994; Health Psychol 13:39-46.

Figure 1. Stages of Institutional Change for Increasing Diversity of Science & Engineering Faculty

	Climate	Hiring/ Retention	Resources	Work/ Life	Leadership
Pre-Contemplation	Belief that there is no problem; blaming groups for their own low numbers; belief in one's ability to be impartial; belief that academia is a true meritocracy; holding on to "but that's the way it's always been" explanations; blaming the pipeline for problems; refusing to consider alternative ways of operating				
Contemplation	Acknowledgement of problems; willingness to look within own unit for solutions; willingness to consider another's point of view; acknowledgement of unconscious biases; understanding of how system affects groups differentially				
Preparation	Surveys, interviews and/or studies to assess current states; consultation with experts about solutions; forming committees to investigate problems and/or implement solutions				
Action	Act on recommendations of panels/committees/consultants; implement programs or initiatives to address problems; make administrators (deans, chairs, committee heads) accountable for defined Action Criteria				
Action Criteria ➡	Specific to Climate	Specific to Hiring/Retention	Specific to Resources	Specific to Work/Life	Specific to Leadership
	Science & Engineering Faculty as Diverse as Student Body				
Maintenance	Routinely Monitor all Areas to make sure Action Criteria are met.				

Survey of Faculty in Physical and Biological Sciences at the University of Wisconsin-Madison

This questionnaire was developed to better understand issues related to campus climate and quality of work life for faculty members in science and engineering. This is part of a larger project, funded by the National Science Foundation, to develop new initiatives for faculty on campus.

Please return this questionnaire within 10 days in the envelope provided to:

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

Hiring Process

We are interested in identifying what makes UW-Madison attractive to job applicants, and the aspects of the hiring process that may be experienced positively or negatively. Please think back to when you first were hired at UW-Madison (whether into a faculty position or another position) to answer the following questions.

1a. What was your first position at UW-Madison? *Please check one*.

❑a. Assistant Professor
❑b. Associate Professor
❑c. Professor

→ 1b. In what year were you hired? _____ Go to question 2

❑d. Other →

1c. What position were you first hired into? _____
1d. What year were you hired? _____
1e. What year did you become faculty? _____

2. Are you clinical or CHS faculty? ❑ a. Yes ❑ b. No

3. Were you recruited to apply for a position at UW-Madison? ❑ a. Yes ❑ b. No

4. Please rate your level of agreement with these statements about the hiring process. If you were hired into more than one department or unit, please answer for the department or unit that you consider to be your primary department or unit. *Circle one number on a scale of 1 to 4. Circle NA if the statement does not apply to you.*

	Agree Strongly 1	Agree Somewhat 2	Disagree Somewhat 3	Disagree Strongly 4	NA
a. I was satisfied with the hiring process overall.	1	2	3	4	NA
b. The department did its best to obtain resources for me.	1	2	3	4	NA
c. Faculty in the department made an effort to meet me.	1	2	3	4	NA
d. My interactions with the search committee were positive.	1	2	3	4	NA
e. I received advice from a colleague on the hiring process.	1	2	3	4	NA
f. I negotiated successfully for what I needed.	1	2	3	4	NA
g. I was naïve about the negotiation process.	1	2	3	4	NA
h. I was pleased with my start up package.	1	2	3	4	NA
i. I felt lucky to get a job here.	1	2	3	4	NA

5. What were the three **most important factors** that *positively* influenced your decision to accept a position at UW-Madison? *Check three.*

❑a. Prestige of university
❑b. Prestige of department/unit/lab
❑c. Geographic location
❑d. Opportunities available for spouse/partner
❑e. Research opportunities
❑f. Teaching opportunities
❑g. Opportunity to work as an administrator
❑h. Facilities for research
❑i. Salary and benefits
❑j. Colleagues in department/unit
❑l. Climate of unit/department/lab
❑m. Climate for women
❑n. Quality of students
❑o. Other, please explain:

6. What factors, if any, made you hesitate about accepting a position at UW-Madison? _____

_____

The Tenure Process at UW

7. Did you, or will you, experience the tenure process at the UW-Madison?

❑ a. Yes ❑ b. No → Go to question 13

8. Are you currently tenured? ❑ a. Yes ❑ b. No

What year did you receive tenure?_____	What year do you expect to receive tenure?_____

9. Please indicate your level of agreement with the following statements regarding your experience with the tenure process in your primary unit or department. *Circle one number on a scale of 1 to 4. Circle NA if the statement does not apply to you.*

	Agree Strongly 1	Agree Somewhat 2	Disagree Somewhat 3	Disagree Strongly 4	NA
a. I am/was satisfied with the tenure process overall.	1	2	3	4	NA
b. I understand/understood the criteria for achieving tenure.	1	2	3	4	NA
c. I receive/d feedback on my progress toward tenure.	1	2	3	4	NA
d. I feel/felt supported in my advancement to tenure.	1	2	3	4	NA
e. I receive/d reduced responsibilities so that I could build my research program.	1	2	3	4	NA
f. I was told about assistance available to pre-tenure faculty (e.g., workshops, mentoring).	1	2	3	4	NA
g. My senior advisor/mentor committee is/was very helpful to me in working toward tenure.	1	2	3	4	NA

10. Have you ever suspended your tenure clock at UW-Madison?

❑a. Yes ❑b. No → Go to question 12 ❑c. Not applicable → Go to question 13

11. For each time you have suspended your tenure clock, please list the reason you suspended the clock, the extent to which you feel your primary department/unit was supportive, and the reduced responsibilities you received.

	11a. What was the main reason for suspending your tenure clock?	11b. How supportive was your department/unit? *Please circle one number on a scale of 1 to 4.* Extremely Supportive 1	Generally Supportive 2	Generally Unsupportive 3	Extremely Unsupportive 4	11c. What reduced responsibilities were you granted, if any?
First Time		1	2	3	4	
Second Time		1	2	3	4	

12. Did you choose NOT to suspend the tenure clock even though you may have wanted to to?

❑a. Yes ❑b. No ⟶ Go to question 13

↓

12a. Please explain: _____

Professional Activities

We are interested in a number of dimensions of the work environment for faculty at UW-Madison including your feelings about your work allocation, resources you have for research, service responsibilities, and your interaction with colleagues.

13. What proportion of your work time do you **currently spend** on the following activities, and what proportion of your work time would you **prefer to spend** on these activities? The total should equal 100% even if your appointment is not 100% time.

	% of time currently spend	% of time would prefer to spend
a. Research	_____%	_____%
b. Teaching	_____%	_____%
c. Service	_____%	_____%
d. Administrative	_____%	_____%
e. Clinical	_____%	_____%
f. Other _____	_____%	_____%
TOTAL	100%	100%

14. How much do you agree or disagree with the following statements about the resources available to you? *Circle one number on a scale of 1 to 4. Circle NA if the statement does not apply to you.*

	Agree Strongly 1	Agree Somewhat 2	Disagree Somewhat 3	Disagree Strongly 4	NA
a. I have the equipment and supplies I need to adequately conduct my research.	1	2	3	4	NA
b. I receive regular maintenance/upgrades of my equipment.	1	2	3	4	NA
c. I would like to receive more department travel funds than I do.	1	2	3	4	NA
d. I have sufficient office space.	1	2	3	4	NA
e. I have sufficient laboratory space.	1	2	3	4	NA
f. I have sufficient space for housing research animals.	1	2	3	4	NA
g. I receive enough internal funding to conduct my research.	1	2	3	4	NA
h. I receive the amount of technical/computer support I need.	1	2	3	4	NA
i. I have enough office support.	1	2	3	4	NA
j. I have colleagues on campus who do similar research .	1	2	3	4	NA
k. I have sufficient teaching support (including T.A.s)	1	2	3	4	NA
l. I have sufficient clinical support.	1	2	3	4	NA

15. Do you currently collaborate on research projects, or have you collaborated in the past, with colleagues…

	Currently collaborate?		Collaborated in the past?	
	Yes	No	Yes	No
a. In your primary department?	❑	❑	❑	❑
b. Outside your department, but on the UW-Madison campus?	❑	❑	❑	❑
c. Off the UW-Madison campus?	❑	❑	❑	❑

16. When you have needed it, have you had a colleague or peer who has given you career advice or guidance?

❑a. Yes ❑b. No

17. Please indicate whether you have ever served on, or chaired, any of the following committees at the UW. *Check NA if there is no such committee in your department, school, or college.*

	Have you ever served on this committee?		Have you ever chaired this committee?		
	Yes	No	Yes	No	NA
Department-level Committees					
a. Space	❑	❑	❑	❑	❑
b. Salaries	❑	❑	❑	❑	❑
c. Promotion	❑	❑	❑	❑	❑
d. Faculty search	❑	❑	❑	❑	❑
e. Curriculum (graduate and/or undergraduate)	❑	❑	❑	❑	❑
f. Graduate admissions	❑	❑	❑	❑	❑
g. Other, please list: _____ _____	❑	❑	❑	❑	❑
School or College-level Committees					
h. Curriculum	❑	❑	❑	❑	❑
i. Academic Planning Council	❑	❑	❑	❑	❑
j. Dept chair/Unit head/Dean search	❑	❑	❑	❑	❑
k. College/School level administrator search	❑	❑	❑	❑	❑
_____ _____					❑
University-level Committees					❑
m. Divisional executive committee	❑	❑	❑	❑	❑
n. Faculty Senate	❑	❑	❑	❑	❑
o. Research Committee	❑	❑	❑	❑	❑
p. Administrative Leader Search	❑	❑	❑	❑	❑
_____ _____	❑	❑	❑	❑	❑

18. Please indicate whether you currently hold, or have held, any of the following positions on the UW-Madison campus:

	Currently hold		Held in the past	
	Yes	No	Yes	No
a. Assistant or Associate Chair	❑	❑	❑	❑
b. Department Chair	❑	❑	❑	❑
c. Assistant or Associate Dean	❑	❑	❑	❑
d. Dean	❑	❑	❑	❑
e. Director of center/institute	❑	❑	❑	❑
f. Section/area head	❑	❑	❑	❑
g. Principal Investigator on a research grant	❑	❑	❑	❑
h. Other, please explain:	❑	❑	❑	❑

19. Have you held any of the following national positions:

	Yes	No
a. President or high-level leadership position in a professional association or organization?	❑	❑
b. Chair of a major committee in a professional organization or association?	❑	❑
c. Editor of a journal?	❑	❑
d. Member of a national commission or panel?	❑	❑

20. Do you have an interest in taking on any formal leadership positions at the UW-Madison (e.g. Dean, Chair, Director of center/institute, Section/area head)?

❑a. Yes ❑b. No → Go to question 22

↓

21. Do you have the opportunity to take on a formal leadership position at UW-Madison? ❑a. Yes ❑b. No

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

22. How much do you agree or disagree with the following statements about your interactions with colleagues in your primary department/unit? *Circle one number on a scale of 1 to 4 for each statement.*

	Agree Strongly 1	Agree Somewhat 2	Disagree Somewhat 3	Disagree Strongly 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 head.	1	2	3	4
e. I feel excluded from an informal network in my department.	1	2	3	4
f. I have as much social contact with department faculty members as I would like.	1	2	3	4
g. My coworkers create an inhospitable atmosphere for me.	1	2	3	4
h. I encounter unwritten rules concerning how one is expected to interact with colleagues.	1	2	3	4
i. Colleagues in my department unit solicit my opinion about work-related matters (such as teaching, research, and service).	1	2	3	4
j. I feel that my colleagues value my work.	1	2	3	4
k. I do a great deal of work that is not formally recognized by my department.	1	2	3	4
l. I feel like I "fit" in my department.	1	2	3	4
m. I feel isolated in my department.	1	2	3	4
n. I feel isolated on the UW campus overall.	1	2	3	4

23. How much do you agree or disagree with the following statements about your participation in the decision-making process in your department/unit? *Circle one number on a scale of 1 to 4 for each statement.*

	Agree Strongly 1	Agree Somewhat 2	Disagree Somewhat 3	Disagree Strongly 4
a. I feel like a full and equal participant in the problem-solving and decision-making.	1	2	3	4
b. I am privy to informal sources of information.	1	2	3	4
c. I have a voice in how resources are allocated.				
d. Meetings allow for all participants to share their views.	1	2	3	4
e. Committee assignments are rotated fairly to allow for participation of all faculty.	1	2	3	4
f. My department/unit head involves me in decision-making.	1	2	3	4

Satisfaction with UW-Madison

We would like to know how you feel about the University of Wisconsin-Madison in general.

24. How satisfied are you, in general, with your job at UW-Madison? *Please circle one number on a scale of 1 to 4.*

Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied
1	2	3	4

25. How satisfied are you, in general, with the way your career has progressed at the UW-Madison?

Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied
1	2	3	4

26. What factors contribute most to your satisfaction at UW-Madison? _____

_____

27. What factors detract most from your satisfaction at UW-Madison? _____

_____

28. Have you ever considered leaving UW-Madison?

❑a. Yes ❑b. No ⟶ Go to question 31

29. How seriously have you considered leaving UW-Madison? *Please circle one on a scale of 1 to 3.*

Not very seriously	Somewhat seriously	Quite Seriously	Very seriously
1	2	3	3

30. What factors contributed to your consideration to leave Madison? _____

_____

UW-Madison Programs and Resources

UW-Madison has implemented a number of programs designed to improve the working environments of faculty on the UW-Madison campus. In the questions below, please help us to evaluate some of these campus-wide initiatives.

31. For each program available on the UW-Madison campus, please rate your perception of the value of the program and indicate whether you have used the program. *Please check NA if this program does not apply to you.*

	28a. How valuable is each program*? Please rate on a scale of 1 to 4 (whether or not you have used it).*					28b. Have you ever used this program?		
	Very Valuable 1	Quite Valuable 2	Somewhat Valuable 3	Not at all Valuable 4	Never Heard of Program 5	Yes	No	NA
a. Suspension of the tenure clock	1	2	3	4	5	❑	❑	❑
b. Dual Career Hiring Program	1	2	3	4	5	❑	❑	❑
c. Provost's Strategic Hiring Initiative	1	2	3	4	5	❑	❑	❑
d. Split Appointments	1	2	3	4	5	❑	❑	❑
e. Family Leave	1	2	3	4	5	❑	❑	❑
f. Ombuds for Faculty	1	2	3	4	5	❑	❑	❑
g. New Faculty Workshops	1	2	3	4	5	❑	❑	❑
h. Women Faculty Mentoring Program	1	2	3	4	5	❑	❑	❑
i. Committee on Women	1	2	3	4	5	❑	❑	❑
j. Office of Campus Child Care	1	2	3	4	5	❑	❑	❑
k. Sexual Harassment Information Sessions	1	2	3	4	5	❑	❑	❑
l. Life Cycle Grant Program	1	2	3	4	5	❑	❑	❑
m. Women in Science and Engineering Leadership Institute (WISELI)	1	2	3	4	5	❑	❑	❑

32. What was your reaction to the compensation provided to some women faculty through the Gender Pay Equity Study in 2000? *Circle one response on a scale of 1 to 5.*

1 Very Positive
2 Somewhat Positive
3 Somewhat Negative
4 Very Negative
5 Don't Know of Program

32b. Please explain: _____

_____

IF YOU ARE A FEMALE FACULTY MEMBER, PLEASE ANSWER QUESTION 31. IF YOU ARE A MALE FACULTY MEMBER PLEASE SKIP TO QUESTION 34.

33. Have you participated in the Women Faculty Mentoring Program (WFMP)? *Check one.*

❑a. Yes ❑b. No ⟶ Go to Question 36 ❑c. Don't know of the program ⟶ Go to Question 36

34. If yes, how satisfied were you with your experiences in the WFMP? *Circle one response on a scale of 1 to 4.*

Very Satisfied	Quite Satisfied	Somewhat Satisfied	Not at all Satisfied
1	2	3	4

35. Please explain: _____

Sexual Harassment

The UW-Madison defines sexual harassment as including unwelcome sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature when such conduct influences employment or academic decisions, interferes with an employee's work, or creates an intimidating, hostile or offensive work or learning environment. Please use this definition as you answer the next two questions.

36. Using this definition, within the last five years, how often, if at all, have you experienced sexual harassment on the UW-Madison campus? *Check one response*.

❑ Never ❑ 1 to 2 times ❑ 3 to 5 times ❑ More than 5 times

37. Please indicate your level of agreement with the following statements about sexual harassment at UW-Madison. *Circle one number on a scale of 1 to 4.*

	Agree Strongly 1	Agree Somewhat 2	Disagree Somewhat 3	Disagree Strongly 4	Don't Know
a. Sexual harassment is taken seriously on campus.	1	2	3	4	DK
b. Sexual harassment is a big problem on campus.	1	2	3	4	DK
c. I know the steps to take if a person comes to me with a problem with sexual harassment.	1	2	3	4	DK
d. The process for resolving complaints about sexual harassment at UW is effective.	1	2	3	4	DK

Balancing Personal and Professional Life

We would like to know to what extent faculty at UW-Madison are able to balance their professional and personal lives.

38. Have you cared for, or do you currently care for, dependent children?

❑a. Yes ❑b. No ⟶ go to Question 44

39. We are interested in how the timing of childbearing and child rearing affect career trajectories. For each child that has been dependent on you in the past or at the present time, please list the date that child was born or adopted, the year that child entered your home, the child's gender, and year the child moved out of your home or was no longer a dependent.

	Year of Birth	Year Child Entered Home	Child's Gender	Year child moved away
Child 1			❑Male ❑Female	
Child 2			❑Male ❑Female	
Child 3			❑Male ❑Female	
Child 4			❑Male ❑Female	
Child 5			❑Male ❑Female	

40. Do you currently use, or need, any day care services or programs to care for a dependent child?

❑a. Yes ❑b. No ⟶ go to Question 44

↓

41. Which of the following childcare arrangements do you have? *Check all that apply*

❑a. University of Wisconsin childcare center
❑b. Non-university childcare center
❑c. Childcare in the provider's home
❑d. In-home provider (nanny/babysitter in your home)
❑e. Family members (yourself, your spouse/partner, grandparent, etc.)
❑f. After-school care
❑g. Child takes care of self
❑h. Other (please specify):_____

42. How satisfied are you with your current childcare arrangements? *Circle one number on a scale of 1 to 4.*

Very satisfied	Fairly satisfied	Somewhat satisfied	Not at all satisfied
1	2	3	4

43. To what extent are the following childcare issues a priority for you?

Circle one number on a scale of 1 to 3.	High Priority 1	Somewhat a Priority 2	Quite a Priority 3	Not at all a Priority 4
a. Availability of campus childcare	1	2	3	4
b. Availability of infant/toddler care	1	2	3	4
c. Care for school aged children after school or during the summer	1	2	3	4
d. Childcare when your child is sick	1	2	3	4
e. Back-up or drop-in care when your usual childcare arrangements do not work	1	2	3	4
f. Childcare specifically designed for children with developmental delays or disabilities	1	2	3	4
g. Childcare when you are away at conferences and special events held elsewhere	1	2	3	4
h. Extended hour childcare when you must work evenings, nights, or weekends	1	2	3	4
i. Assistance in covering childcare costs	1	2	3	4
j. Assistance with referrals to non-university childcare situations	1	2	3	4
k. Other, please specify:	1	2	3	4

44. Have you provided care for an aging parent or relative in the past 3 years?

❑a. Yes ❑b. No ⟶ go to Question 47

↓

45. How much time on average do you, or did you, spend caring for an aging parent or relative **per week**? *Check one.*

❑a. 5 hours or less a week
❑b. 5-10 hours a week
❑c. 10-20 hours a week
❑d. 20-30 hours a week
❑e. More than 30 hours a week

46. With regard to care of dependent children or aging parents/relatives, what would you recommend the University do to support you in your situation?

_____

_____

Spouse/Partner's Career

47. What is your current marital or cohabitation status?

❑a. I am married and live with my spouse ⟶ Go to question 48

❑b. I am not married, but live with a domestic partner (opposite or same sex)⟶Go to question 48

❑d. I am married or partnered, but we reside in different locations ⟶ Go to question 48

❑c. I am single (am not married and am not partnered) ⟶Go to question 52

48. What is your spouse or partner's **current** employment status? What is your partner's **preferred** employment status?

Check one for each.	Part-time	Full-time	Not employed	Retired
a. Spouse/partner's current employment status	❑	❑	❑	❑
b. Spouse/partner's preferred employment status	❑	❑	❑	❑

49. Does your partner or spouse work at UW-Madison? ❑a. Yes ❑b. No

50. Please indicate how much you agree or disagree with the following statements about your spouse or partner's career.

Circle one number on a scale of 1 to 4. Circle NA if the statement does not apply to you.	Agree Strongly 1	Agree Somewhat 2	Disagree Somewhat 3	Disagree Strongly 4	NA
a. My spouse/partner is satisfied with his/her current employment opportunities.	1	2	3	4	NA
b. I have seriously considered leaving UW-Madison in order to enhance my spouse/partner's career opportunities.	1	2	3	4	NA
c. My partner/spouse and I are staying in Madison because of my job.	1	2	3	4	NA

51. Please indicate how much you agree or disagree with the following statements about balancing family (e.g., child, parents, or spouse/partner) and career.

Circle one number on a scale of 1 to 4. Circle NA if the statement does not apply to you.	Agree Strongly 1	Agree Somewhat 2	Disagree Somewhat 3	Disagree Strongly 4	NA
a. I am usually satisfied with the way in which I balance my professional and personal life.	1	2	3	4	NA
b. The hectic schedule of trying to balance professional and personal life is just part of the academic life.	1	2	3	4	NA
c. I have seriously considered leaving UW-Madison in order to achieve better balance between work and personal life.	1	2	3	4	NA
d. I often have to forgo professional activities (e.g., sabbaticals, conferences) because of family responsibilities.	1	2	3	4	NA
e. I have often felt guilty for neglecting family because of my commitment to work.	1	2	3	4	NA
f. I have often felt guilty for neglecting work because of my commitment to family.	1	2	3	4	NA
g. Child-care or other family responsibilities have slowed down my career progression.	1	2	3	4	NA

52. Please indicate how much you agree or disagree with the following statements regarding your department/unit's support of family obligations.

Circle one number on a scale of 1 to 4. Circle NA if the statement does not apply to you.	Agree Strongly 1	Agree Somewhat 2	Disagree Somewhat 3	Disagree Strongly 4	Don't Know 5	NA
a. My department is family-friendly.	1	2	3	4	5	NA
b. Most faculty in my department are supportive of colleagues who want to balance their family and career lives.	1	2	3	4	5	NA
c. It is difficult for faculty in my department to adjust their work schedules to care for children or other family members.	1	2	3	4	5	NA
d. Department meetings frequently occur early in the morning or late in the day.	1	2	3	4	5	NA
e. The department knows how to handle issues regarding pregnant faculty.	1	2	3	4	5	NA
f. The department is supportive of family leave.	1	2	3	4	5	NA
g. My colleagues' lack of understanding of family responsibilities is a problem for me.	1	2	3	4	5	NA
h. Faculty who have taken time off to have children are considered to be less committed to their careers.	1	2	3	4	5	NA

Please answer the following questions about your health.

53. How would you rate your overall health at the present time? *Circle one number on a scale of 1 to 5.*

Excellent	Very good	Good	Fair	Poor
1	2	3	4	5

54. How often do you feel:

Circle one number on a scale of 1 to 5 for each item.	Very often 1	Sometimes 3	Once in a while 4	Rarely 5
a. Happy	1	3	4	5
b. Fatigued	1	3	4	5
c. Stressed	1	3	4	5
d. Nervous	1	3	4	5
e. Depressed	1	3	4	5
f. Short-tempered	1	3	4	5
g. Well-rested	1	3	4	5
h. Physically fit	1	3	4	5
i. Anxious	1	3	4	5

55. Do you have a significant health issue or disability?

❑a. Yes ❑b. No ⟶ go to Question 57

↓

56. In dealing with this health issue or disability, how accommodating is …

(Circle one number on a scale of 1 to 4 for each statement).	Very 1	Quite 2	Somewhat 3	Not at all 4
a. Your primary department?	1	2	3	4
b. UW-Madison?	1	2	3	4

Diversity Issues at UW-Madison

57. With respect to the recruitment and retention of women faculty, climate for women faculty, and leadership of women faculty, how much would you agree or disagree with the following statements about your primary department/unit?

Circle one number on a scale of 1 to 4.	Agree Strongly 1	Agree Somewhat 2	Disagree Somewhat 3	Disagree Strongly 4	Don't Know
a. There are too few women faculty in my department.	1	2	3	4	DK
b. My department has discussed the need to have more women faculty.	1	2	3	4	DK
c. My department has tried to hire more women faculty.	1	2	3	4	DK
d. My department has identified ways to recruit women faculty.	1	2	3	4	DK
e. My department has actively recruited women faculty.	1	2	3	4	DK
f. My department has been successful in hiring women faculty.	1	2	3	4	DK
g. My department has identified ways to retain women faculty.	1	2	3	4	DK
h. My department has taken steps to retain women faculty.	1	2	3	4	DK
i. My department has a climate problem.	1	2	3	4	DK
j. My department has identified ways to improve the climate for women.	1	2	3	4	DK
k. My department has taken steps to improve the climate for women.	1	2	3	4	DK
l. My department has too few women faculty in leadership positions.	1	2	3	4	DK
m. My department has identified ways to get more women in leadership positions.	1	2	3	4	DK
n. My department has made an effort to promote women into leadership positions.	1	2	3	4	DK

Personal Demographics

As always, responses to the following questions will be kept confidential. Information from this survey will always be presented in aggregate form so that individual respondents cannot be identified.

58. What is your sex? ❑a. Male ❑b. Female

59. What is your race/ethnicity? *Check all that apply.*

❑a. Asian/Pacific Islander
❑b. Black/African American, not of Hispanic origin
❑c. Hispanic
❑d. Native American (American Indian or Alaskan Native)
❑e. White, not of Hispanic origin
❑f. Other, please explain:

60. What is your sexual orientation? ❑a. Heterosexual ❑b. Gay/Lesbian ❑c. Bisexual

61. Are you a U.S. citizen? ❑a. Yes ❑b. No

62. What is the highest degree you have received?

❑a. Ph.D. ❑d. M.A./M.S.
❑b. M.D. ❑e. D.V.M
❑c. J.D. ❑f. Other, please list:_____

Year earned highest degree: _____

Institution where earned highest degree:_____

63. Which department/unit did you have in mind when completing this survey? _____

64. As a general measure of socioeconomic background, what is/was your parent's highest level of education?

Check NA if not applicable.	Less than high school	Some high school	High school diploma	Some college	College degree	Advanced degree	NA
Mother	❑	❑	❑	❑	❑	❑	❑
Father	❑	❑	❑	❑	❑	❑	❑

DRAFT 9/16/02

Guidelines for Search Committee Chairs

The Goal: We all wish to ensure that UW-Madison has the best staff and faculty possible. Our success in meeting that goal depends upon the work of search and screen committees; therefore, as chair of a search and screen committee, you are shaping the future face of our university. The purpose of these guidelines is to help you do an efficient search and build a large, diverse pool of high quality applicants. The guidelines will provide suggestions about running meetings, soliciting applications, screening, interviewing, and recruiting candidates. We hope that the time you invest in these sessions will be compensated by more effective use of your committee and other resources, shorter committee meetings, and a stronger pool of candidates.

Diversity: Diversity is an issue that inevitably surfaces in every search. The diversity of the university's faculty and staff inevitably influences its strength and intellectual personality. We need diversity in discipline, intellectual outlook, cognitive style, and personality to offer students the breadth of ideas that constitutes a dynamic intellectual community. Diversity of experience, age, physical ability, religion, ethnicity, and gender contributes to the richness of the environment for teaching and research and provides students and the public with a university that reflects the society it serves.[1] We intend these guidelines to help you build a pool that is diverse in these many respects.

Every person hired at the UW-Madison should know that they were hired because they were the best person for the job.[2] By generating larger and more diverse pools of applicants for every position, the best candidate for the position will be a woman, minority, or disabled person more often than in the past. The time to talk about diversity is at the beginning of the search. When asked why there are no women or minorities on a finalist list, many search committees will answer, "there weren't any women or minority applicants," or "there weren't any good ones."[3]

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[1] A valuable literature review and an extensive annotated bibliography of research on the impact of diversity on college campuses can be found in Daryl G. Smith, et.al., *Diversity Works: The Emerging Picture of How Students Benefit* (Washington D.C.: Association of American Colleges and Universities, 1997). See also Congressional Commission on the Advancement of Women and Minorities in Science, Engineering and Technology (CAWMSET), *Land of Plenty: Diversity as America's Competitive Edge in Science, Engineering and Technology* (Arlington, VA: National Science Foundation, September 2000), pp. 1, 9-13; Caroline Sotello Viernes Turner, *Diversifying the Faculty: A Guidebook for Search Committees* (Washington, D.C.: Association of American Colleges and Universities, 2002), pp. 1-2.

[2] For a discussion of the potential negative consequences of "affirmative action" and how these can be eliminated by focusing on the centrality of merit in the decision making process see: Heilman, M.E., Simon, M., and Repper, D., "Intentionally favored, unintentionally harmed? The impact of sex-based preferential selection on self-perceptions and self-evaluations," *Journal of Applied Psychology* 72(1987): 62-68 and Heilman, M.E., "Type of Affirmative Action Policy: A determinant of reactions to sex-based preferential selection?" *Journal of Applied Psychology* 83(1998): 190-205. See also Brown, V. and Geis, F.L., "Turning lead into gold: Leadership by men and women and the alchemy of social consensus," *Journal of Personality and Social Psychology* 46(1984): 811-824.

[3] Daryl G. Smith,et.al., *Achieving Faculty Diversity: Debunking the Myths* (Washington, D.C.: Association of American Colleges and Universities, 1996).

One intent of these guidelines is to ensure that there *are* outstanding women and minorities in pools for every position.

The Process: You will meet with other chairs of search committees and a facilitator three times during the search process. You will meet before the first meeting of your committee to share strategies for running efficient meetings, gaining participation of all committee members, and building a diverse applicant pool. Before the application deadline, you will meet again to share results and find out what strategies were successful for each of you. At that meeting you will also discuss strategies for ensuring equitable and thorough review of candidate files. Your final meeting will take place before your search committee finalizes its list of candidates for interviews. You will discuss how to balance efficiency with interviewing broadly, how much recruiting to do during the interview, and design interview questions.

Topics to cover in sessions:
Session #1 – Building the pool
Session #2 – Reviewing the candidates
Session #3 – Interviewing the candidates

Guidelines for Search Committee Chairs
Outline for Session #1

The goal of the first session is to help search committee chairs build broad and diverse pools of candidates. We will focus on steps you can take to get the most effective work out of your committee and assistance from the community of researchers and educators in your field.

The first essential ingredient in the search process is the committee itself. Reaching a broad base of potential candidates will be facilitated by the aggressive involvement of every member of the committee. To generate their active participation in the process, set the tone in the first meeting. You will want to make the committee members feel that their work is important, that each of them has an essential role in the process, and that their actions in the search process will make a difference. Some tips include:

- Start the meeting with brief introductions to get your committee members talking and make them more comfortable with each other.
- Be enthusiastic about the position, the candidate pool, and the composition of the committee.
- Remind committee member that each position is precious in this age of tight budgets and that it is up to them to ensure the best candidate is in the pool.
- Indicate that the search process is far more idiosyncratic and creative than the screening process and therefore, it is up to the committee members to put their individual stamp on the process by shaping the pool.
- Look at each member of the committee while you are speaking.

It is essential that the committee members feel that attending committee meetings is a good use of their time and that their presence will make a difference. To achieve this:

- **Run an efficient meeting.** The first meeting can be a lot like a first class of a semester – it shapes the attitudes of the committee members about the process and their role in it. The goal is to make the committee members feel that what they are doing is important so that they will make time for the meetings and for work outside of the meetings. Present an agenda with time allotted to each topic and generally try to stick to the plan.

  Make your first agenda item discussion of the agenda and obtain agreement on the agenda items. If one committee member is digressing or dominating a discussion, gently and politely try to guide the discussion back on track by using the agenda as a guide (i.e. "if we are going to get to all of our agenda items today, we probably need to move to the next topic now"). Try to end your meetings on time so that all committee members are present for the entire discussion. If you deviate from your agenda or run over time, acknowledge it and give a reason (i.e. "I know we spent more time on this topic than we had planned, but I thought the discussion was important and didn't want to cut it off") so that your committee members feel that their time was well spent, that the meeting was not a random process, and that they can anticipate useful and well-run meetings in the future.

- **Involve all committee members in the discussion.** A broad pool is generated by a broad group of people. You will need assistance from every member of the committee, and the more work the committee does, the less you have to do. Therefore, one goal of this meeting is to make sure that each member of the committee leaves feeling involved, valued, and like they have a job that they want to do well. Include in your first meeting at least one exercise in which you ask for a contribution from each committee member. This might be a discussion of the essential characteristics of a successful candidate or brainstorming about people to contact to help identify candidates. Try to note body language or speech habits that indicate that someone is trying unsuccessfully to speak and then give them an opening. Before leaving a topic, be sure to ask if there are any more comments or specifically ask members of the committee who have not said anything whether they agree with the conclusion or have anything to add. Be sure to do this in a way that indicates that you are asking simply because the committee values their opinion; try not to embarrass them or suggest that they need your help in being heard.

  Be especially sensitive to interpersonal dynamics that prevent members from being full participants in the process. Many of us, for example, assume that senior faculty are more likely than junior faculty to have connections or ideas about people to contact for nominations. Many people will assume that students will be less critical in their evaluations than faculty. While sometimes these assumptions may be correct, we have all had our assumptions challenged by the junior colleague who nominates a great candidate who no one else thought of or the student who designs the most insightful interview question. To ensure that you extract the best work possible from your committee, be sure that every committee member feels essential to the process and valued in the meetings.

  If you notice that a member of the committee does not speak at all, you might talk with them after the meeting and indicate that you are grateful that they are donating their time. Ask if they feel comfortable in the meeting and whether there is anything you can do to enhance their participation. This may be particularly important if your committee has a student member who is intimidated by having to speak in a room full of faculty.

The most important part of your committee's work is building the pool. Be sure to think broadly and outside the typical routes. It is no longer sufficient to place an ad and then sit back and wait for applications. In this competitive hiring market, some of the best candidates may not see your ad or may not see themselves in your advertised position without some encouragement.

Actions to take:

- Calls, emails, letters
- Lists – professional meetings, society membership
- Set a goal – each committee member personally contacts 10 potential candidates or colleagues to suggest candidates
- Call potential candidates directly to encourage them to apply
- Hold your committee members accountable for the recruiting they do by having a report on search activities from each member at each committee meeting

Dispense with assumptions:

- **"We shouldn't have to convince a person to be a candidate."** In fact, many of the finalists in searches across campus – for positions as diverse as assistant professor, provost, and chancellor, had to be convinced to apply. Some candidates may think their credentials don't fit, that they are too junior, or that they don't want to live in Madison. Talk to prospective candidates and ask them to let the committee make judgments about their credentials (and remind them that without knowing who will be in the pool, you can't predict how any given candidate will compare) and ask them to postpone making judgments themselves until a later time in the process. Once they are in the pool, either side can always decide that the fit isn't a good one, but if a candidate doesn't enter the pool, you lose the chance to even decide. Another argument to use with junior candidates is that the application process will be good experience even if their application is unsuccessful in this search. Reminding them that having been through the process will make them more comfortable and knowledgeable when the job of their dreams comes along. Individual attention and persistence pay off – there are many examples from other searches of "reluctant" candidates who needed to be coaxed into the pool and turned out to be stellar finalists.

- **"Excellent candidates need the same credentials as the person leaving the position."** In fact, there are many examples of highly successful people who have taken nontraditional career routes. For example, some of our best faculty were recruited when they had less than the typical amount of postdoc experience, were teaching at teaching colleges, or had taken a break from their careers. At the national level, it is interesting to note that none of the five female deans of colleges of engineering in the U.S. were department chairs before becoming dean, and they are all highly successful deans. Think outside the box and recruit from unusual sources. You can always eliminate candidates from the pool later.

- **"People from Group X don't make good (teachers/administrators/faculty members/etc.)."** We all make assumptions about people based on their university, the part of the country they come from, and their ethnicity or gender. Encourage your committee members to recognize this and avoid making assumptions. Your pool will only be hurt by comments to the effect that people from the South never adjust to Madison's weather, we never recruit well from the coasts, or that there are no women in a given field.

Guidelines for Search Committee Chairs
Session #2

Assess the success of the search

Before the closing date for your positions, we will meet to discuss the pools you have developed. We will assess the size, quality, and breadth of your pools based on the numbers of applications generated by similar searches at peer universities (please bring these data to the meeting); the overall quality of the applicants in terms of their meeting the basic criteria of the position description; the diversity of the candidates in terms of where they were trained, types of experience or academic interests, and ethnic and gender diversity. The Equity and Diversity Resource Center will supply the data on diversity.

At this point, you may decide that the pool is satisfactory and your committee is ready to begin reviewing files, or you may decide to extend the deadline and solicit more applications. If you consider any applications after the posted deadline, you must consider all that arrive after the deadline until you close the search.

Reviewing the pool

Thoroughness is essential at this stage. It is when reviewing applicants on paper that you will likely find the greatest range of opinion among committee members. People bring different experiences to the review process and each will see strengths and weaknesses that are not apparent to other members of the committee. The most important goal of the review process is not to overlook a worthy candidate. A few practices can assure a thorough review.

- Ask every member of the committee review all applications to maximize the perspectives brought to each candidate.

- Conduct the review in two stages. First generate a "long short list," discuss it as a committee, and then generate the "short short list." This is likely to take at least two committee meetings but will enhance the efficiency of the process because committee members won't argue as much early in the process if they feel it is easy to keep their favorite candidate in the pool, at least until the next stage.

- Encourage the committee to be inclusive and look for interesting strengths rather than weaknesses in the first part of this stage; candidates can always be dropped from the pool after discussion, but you may find some intriguing candidates surface is your committee members are more liberal in their view of a good fit.

- Impress upon your committee how much time this part of the process will take. Estimate the time you think it should take a slow reader to review all of the files and then add 20%. Tell you committee that you expect that most of them will spend that amount of time reviewing and they should plan to review the pool in more than one sitting to maximize their effectiveness. If you don't warn the committee members about how much time it takes, you will find some of your committee members (especially less experienced ones) trying to review all of the files right before your next meeting and they will run out of time or do a cursory job.

- Ask your committee members to defend their assertions. If one committee member asserts that "his work is sloppy," don't allow the candidate to be dropped from consideration without clear evidence that the statement is accurate and not also true of candidates who are retained for further consideration. If a single committee member expresses a viewpoint not shared by others, delay decision until all members of the committee can review the file again and draw their own conclusions. If the committee makes a decision without further review, the candidate is likely to be dropped from the pool and this could be due to one reviewer's mood, personal preferences, attitude about a particular mentor or field of research, or some other idiosyncratic criterion that is not being applied evenly across the pool and may not select for the most qualified candidates.

Recognize prejudices and assumptions

Recognizing prejudices and "non-quality-related" influences can help to reduce their impact on your search. We all like to believe that we are objective scholars who judge people based entirely on their experience and achievements, but copious research shows that every one of us brings a life-time of experience and cultural history that shapes the search process.

Examples of conclusions from controlled studies in which people were asked to make judgments about subjects include:

- When shown photographs of people who are the same height, evaluators overestimated the height of male subjects and underestimated the heights of female subjects. (Biernat, M., Manis, M., & Nelson, T., "Stereotypes and standards of judgment," *Journal of Personality and Social Psychology* 66(1991): 5-20.)

- When shown photographs of men with similar athletic ability, evaluators rated the athletic ability of African American men higher than that of white men.

- When asked to rate the quality of verbal skills indicated by a short text, evaluators rated the skills as lower if they were told an African Americans wrote the text than if a they were told a white person wrote it, and gave lower ratings when told a woman wrote it than when told a man wrote it.

- In a study of a panel that awarded postdoctoral fellowships at the Medical Research Council in Sweden, women needed substantially more publication power (the equivalent of 3 more papers is Nature or Science or 20 more papers in specialty journals such as Infection and Immunity or Neuroscience) to achieve the same rating as men unless they knew someone on the panel personally. (Wenneras, C. and Wold, A., "Nepotism and sexism in peer review," *Nature* 387 (1997): 341-43.)

- When evaluators were asked to assess the contribution of skill and luck to the success of subjects performing a task successfully, they attributed success more often to skill for

men than for women subjects and to luck more often for women than for men subjects, although the task and the subjects' performance were identical the male and female subjects. (Deaux, K. and Emswiller, T., "Explanation of successful performance on sex-linked tasks: What is skill for the male is luck for the female," *Journal of Personality and Social Psychology* 29(1974): 80-85.)

- When students were asked to choose counselors from among a group of applicants of marginal qualifications, they more often chose white candidates than African American candidates of identical qualifications. (Dovidio, J.F., and Gaertner, S.L., "Aversive racism and selection decisions: 1989 and 1999," *Psychological Science* 11(2000): 315-319.)

- A meta-analysis of studies of hiring based on review of applications that were assigned either a male or a female name indicated that, in an aggregate of 1842 subjects over 19 studies, reviewers demonstrated a small, but significant preference for male candidates (Olian, J.D., et al., "The impact of applicant gender compared to qualifications on hiring recommendations: A meta-analysis of experimental studies," *Organizational Behavior and Human Decision Processes* 41(1988): 180-195) and this effect is more pronounced when women represent a small proportion of the pool of candidates. (Heilman,M.E., "The impact of situational factors on personnel decisions concerning women: varying the sex composition of the applicant pool," *Organizational Behavior and Human Performance* 26(1980): 386-395.)

- In a review of a written description of job performance, evaluators rated the same job performace lower, on average, if performed by a woman than by a man. This difference was substantially greater when the evaluator was busy or distracted. (Martell, R.F., "Sex bias at work: The effects of attentional and memory demands on performance ratings of men and women," *Journal of Applied Social Psychology* 21(1991): 1939-60.)

Note: In all of the studies cited, the gender of the evaluator was insignificant, indicating that assumptions about gender and race are applied equally by men and women.

These sorts of assumptions can hurt your search and it is best to talk with your committee about being conscious of bias in order to build a broad pool derived from diverse sources.

An additional point to consider is that many of our colleagues have followed nontraditional career paths and been exceedingly successful. Be sure that if your committee rejects candidates for a faculty position who have not completed a postdoc or are teaching at a small college, or candidates for an administrative position who have not followed a typical administrative progression that you apply these criteria uniformly across the pool and are sure that you don't want to know more about the candidates before discarding their applications.

Guidelines for Search Committee Chairs
Session #3

The interview stage of a search has two roles: to evaluate the quality and fit of each candidate for the position to filled, and to lay the groundwork to successfully recruit the candidate who is chosen for the position. It is possible to be rigorous and challenging in interviews without making candidates feel defensive or unwanted. The hope is that your candidates will each leave the interview respecting the rigor of the environment and eager to return to the collegial environment they have encountered at UW-Madison.

To keep the experience positive, tactfully remind your search committee and other people who will meet the candidates that they have the responsibility to be fair and collegial in the interview. A few items to consider for all interviewers:

- Develop a set of core questions that will be asked of all candidates so that their answers can be compared. All too often, a candidate is criticized after an interview for not talking about a certain topic and then it is revealed that the candidate was never asked about that topic and the others were given an explicit opportunity to address it. Use the core questions as a starting point and follow up on the answers in a flexible manner that tailors the interview to the candidate.

- Give every candidate the chance to shine. Include situations or questions that will provide a platform for their strengths. Sometimes interviewers don't ask candidates questions about the aspect of the position that is the best fit ("well we *know* she's a good teacher, so we don't need to ask questions about that") and only focus on areas where there are questions or concerns, doing a disservice to the candidates and the interviewers.

- Make sure your questions do not unfairly bias the search. If some of your candidates have spent time at UW and some have not, try not to formulate your questions to give the insiders a substantial advantage. Try to ask questions that address potential as well as specific experience.

- Remind interviewers about basic etiquette. Suggest that they be friendly and polite even to candidates they do not favor, keep the interview on schedule as much as possible, do not make it obvious if they are bored or displeased with the interview, and show respect for the candidate, his or her current institution, and current position.

- Do not ask personal questions during the interview and leading, general questions that might be seen as a way to probe for personal information. If the candidate does not receive an offer, we want to be sure they do not believe it was because of their marital status, parental status, plans for having children, sexual preference, religious affiliation, or the career aspirations of a partner. If you wish to let the candidate know that you can offer assistance with spousal hires, elder care, or any other personal issue that might be of concern, make a statement, rather than ask a question. A comment such as, "please let me know if you would like to discuss any other issues regarding opportunities on campus

or of a more personal nature, such as spousal hiring, housing, schools, or medical care that might affect your interest in a position here."

Be sure to include meetings with people who would be of particular interest to the candidate. Review the interview schedule to ensure that they meet with:

- People in their field (particularly if some are outside of search process)
- People of like academic background
- People who run facilities that would be essential to their research
- People of like gender and ethnicity

Discuss with your search committee the possibility of unconscious bias that can occur in face-to-face settings and can shape the outcome of an interview without anyone being aware of it. Examples of controlled studies that show that people who think they are objective evaluators are affected by visual cues that influence their judgment include:

- When evaluators were given descriptions of the career advancement and photographs of various subjects, the physical attractiveness of the subject significantly affected how much of the subject's success was attributed to ability. Evaluators attributed more of the success to ability for more attractive men than for less attractive men. The results were the opposite for women subjects – attractiveness reduced the assessment of how much their ability contributed to their success (Heilman and Stopeck, 1985).

- In situations where women asserted leadership, people in the room responded to them with more negative than positive facial expressions, whereas male leaders in the same setting received more positive than negative facial expressions (Butler and Geis, 1990).

Annual Activity Report for WISELI, 2002 – Carnes

Times are averaged per week.

Meetings with Leadership Team, Executive Committee, Chairs, Deans, Administrative leaders related to development of WISELI and its initiatives	6 h/wk
Correspondence and communication related to administration of WISELI or related women in science and engineering activities (e.g. visiting scientists).	10 h/wk
Research and design for Search Committee Intervention Study, Evaluation paper	3h/wk
Lectures/talks to groups including GWIS, WISE Dorms, Women Engineering Peer Mentoring Group, Beyond Parity Conference including preparation time	2h/wk
Meetings with women faculty including Senior Women Faculty Intervention, Town Hall Meetings, WISELI Symposium	2h/wk
Planning, writing, reading regarding planned interventions	2h/wk

WISELI Activities Report
Jo Handelsman
January -- October 2002

AVERAGE TIME ALLOCATION

Leadership Meetings and associated prep time Directors, LT, LEAD, budget, working groups, Town Hall, ADVANCE meeting in DC, Alice Hogan, Engineering staff and deans	6 hours/wk
Meetings with people interested in WISELI Univ League, NAS committee, troubled women, Town and Gown, press, local execs, Regents	2 hours/wk
Meetings with Administration Provost, chancellor, AVC, deans, chairs,	1 hour/wk
Liason Campus climate networking group and subcommittee, Sexual harassment Working group, Committee on women, Cabinet 99	1 hour/wk
Reading, Reviewing, and Writing Training materials, grant proposals from other campuses, climate definition report, human subjects applications, reports, press releases, other university's related activities, literature in working group topics, reports on status of women	3 hours/wk
Correspondence, scheduling, email	3 hours/wk

KEY ACCOMPLISHMENTS

Co-developed administration and budget plan
Co-Recruited Research Director
Co-Planned and implemented organization of LT
Co-Developed plan for working groups
Contributed to initial design of video
Contributed to design of interviews
Contributed to design of survey
Led design of training for search committee chairs
Developed materials for search committee chairs

Led design of climate training for department chairs
Developed materials for Provost's climate group

PRESENTATIONS ABOUT WISELI

Deans Council
Medical School Deans
CEO of Alliance Inc.
University League
Engineering Department Chairs
Provost's Climate Working Group
Committee on Women
Town Hall meetings

PRESS

UW Communications
The Scientist

INFORMAL DISCUSSIONS ABOUT WISELI

Regents
Civic leaders
Women in Plant Pathology, Bacteriology, Chemistry

SERVICE AND LEADERSHIP ACTIVITIES RELATED TO OR SUPPORTIVE OF WISELI'S MISSION

Chair, dean of graduate school search committee
Chair, capital campaign committee, Plant Pathology
Chair, Long Range Planning Committee, Plant Pathology
Executive Committee, Center for Biology Education
Panel manager, USDA program in Biologically Based Pest Management
Howard Hughes Medical Institute Professor
Director, National Science Foundation Microbial Observatory
Member, American Academy for Microbiology Working Group, Microbial Communities

OBJECTIVES FOR NEXT SIX MONTHS

Convene design and implementation team for search chair workshops
Finalize materials for search chair workshops
Pilot search chair workshops
Convene design team for chair climate workshops
Pilot chair climate workshops
Contribute to manuscript on ADVANCE and evaluation strategy
Collaboratively evaluate reorganization of administrative structure of WISELI

Annual Report: Jennifer Sheridan
2/2002 – 12/2002

1. **Resources**
    a. *Gender pay equity study*
    b. *Patterns of assigning resources*
2. **Workplace Interactions**
    a. **Provost's Climate Initiative**
        - attended meeting of working group for website
        - gathered documents
        - coordinate expansion of climate survey to include all faculty with Provost's office
    b. *Sexual Harassment Info. Sessions*
    c. **Chairs' Climate Workshops**
        - attend design team meetings for workshop development

    d. *Lab. Management Workshops*
    e. **Search Committee Chair Training**
        - attended meetings (both design teams; JoAnn Moody)
        - compiled Valian article citations
        - found "hard-nosed male social scientist"
        - compile affirmative action data from EDRC
3. **Life-Career Interface**
    a. *Tenure Clock Extensions*
    b. *Dual-Career Couples*
    c. **Campus Child Care**
        - Attended meetings with Lynn Edelfson, Campus Child Care Committee

    d. *Split Appointments*
    e. *Time Stretcher Service*
    f. **Life Cycle Research Grants**
        - Attended meetings (Grad School, UIR, Amy Wendt)
        - Developed call for proposals, applications
        - "Training" in how to transfer funds
        - Released call for proposals, fielded questions from potential applicants
        - Met with awards committee, arranged awards
4. **Development, Leadership, Visibility**

a. Pipeline Issues

- Met with Isabel Echevierra regarding possible grad student mentoring program
- Work with GWIS on attending Iowa State SMET conference
- Met with Anne Haase-Kehl of WISE Dorm to discuss programming ideas (meet each semester)

b. Women Faculty Mentoring Program

c. Celebrating Women in Science Grant Program

- Meetings to design program
- Draft Call for Proposals
- Answer questions about program from campus
- Announced program to various listservs, department heads, etc.
- "Training" in how to transfer funds
- Meeting/emails to make awards
- Advertise events, compile evaluation reports

d. WISELI Seminar

- meetings to design seminar series
- Work with Eve to arrange seminars (payment, publicity, communications, select speakers, etc.)
- Post-seminar updates of listserv, database, etc.

e. Endowed Professorships for Women

f. Leadership Development and/or Tenure-Line Conversion of Non-Tenure Line Women

- Met with Lori Hayward re: study of productivity of conversions

g. Leadership Development/Mentoring for Senior Women

- Meetings to design initiative
- Gathering of list of women full professors
- Creating & distributing invitation letter
- Emails with profs/setting up small group meetings
- Food/room/parking/other details of meetings
- Invitation/logistics for senior women to attend "Demystifying the Budget Process" class
- Compile notes from meetings

h. Networks, Promote Communication, Increase Visibility

- WISELI Listserv

- Creating email lists of women faculty, women academic staff, department heads, etc. for advertising of various initiatives
- Present WISELI at campus childcare meeting and other forums (college operations meetings, C/Women, etc.)
- Give interviews to student paper
- Prepare informational folders introducing WISELI to important figures around campus
- Manage Stephen and website development
- Invite affiliates to attend "Perspectives for Success" breakfast series

5. Overarching

a. Committee on Women

- Attended C/Women meeting to present Town Hall Meeting report

b. WISELI

- Set up computing structure
- Hire and manage three Project Assistants
- Hire and manage summer intern
- Work with College of Engineering on logistical matters (keys, supplies, purchasing, personnel, space, etc.)
- Trained in procurement procedures (ongoing)
- Trained in budgeting matters (ongoing)
- Coordinate budgeting concerns (payment of Leadership Team, arranging transfers of funds to/from contributing schools, facilitating cost-share reporting arrangements, working with Sheri to get NSF reports done on time.)
- Prepare travel reimbursements for all WISELI-paid expenses
- Procure supplies (major purchases include two computers, one laptop, three printers, and a projector)
- Prepare reports for NSF (March and July)
- Attend NSF meeting in April
- Create logo and associated promotional materials
- Manage Working Website development
- Make arrangements for Iowa State visit (including meetings with External Advisory Team)
- Organize Leadership Team meetings
- Organize initiative research groups (especially. I, III, V)

c. Documentary Video

- Search for videographers, find interested companies, arrange interviews
- Interview applicants, view work, read proposals

- Work with Eclipse Video (Dan Schwartzentruber) to arrange three sets of interviews (1. co-directors, CoE deans; 2. History interviews/Bascom interviews; 3. NSF/External interviews)
- Arrange for cover footage shooting
- Work with Henry Cuthbert, Jim Keach to craft an agreement with Dan/Eclipse Video, and obtain sole source justification for hiring Eclipse Video
- Numerous phone conversations with Dan re: direction of video, publicity for video, etc.

d. National Workshops

e. Evaluation, Modification, Improvement

- Arrange Town Hall meetings (including content development)
- Prepare Town Hall meeting report
- Meet with Evaluation Team about sampling for personal interviews; learn from Margaret Harrigan
- Go through legal hoops to obtain women's names
- Provide stratified random sample to LEAD for interviews
- Prepare report on how sampling was done
- Arrange for preparation of institutional data to give to NSF per cooperative agreement
- Prepare human subjects review updates (2)
- Meet with Evaluation Team about survey construction (ongoing)
- Meet with Evaluation Team about evaluation needs for active WISELI initiatives
- Study design team for hiring committee chair training

Eve Fine, WISELI Project Assistant
Report on Activities

Since joining WISELI as a Project Assistant in June 2002, I have accomplished the following:

I. WISELI Seminars

1. Conducted research on how/if other University programs for women in science and engineering conduct seminars/symposia/lecture series/etc. Results are presented in the WISELI Working Website, Init. 4C2.

2. Compiled a list of potential seminar speakers and invited speakers to participate in a series of four seminars during the 2002-2003 academic year.
   The seminars enable scholars from various disciplines ton share their work on women in science and/or engineering with members of WISELI's Leadership Team, their colleagues, graduate students, postdoctoral staff, and all other interested parties. The goal of these seminars is to enhance our knowledge and understanding of various issues confronting women in science and engineering, foster discussion of these issues, and provide opportunities for scholars from multiple disciplines to meet and share their work.

   Two seminars were held in the fall and two will be offered in the spring. Prof. Janet Hyde, UW Dept. of Psychology, presented the first seminar. She discussed her work on the meta-analysis of gender differences in performance on tests of mathematical abilities. Her work refutes that of studies that claim significant differences exist. Prof. Pascale Carayon, UW Dept. of Industrial Engineering, presented the second seminar. She described her NSF funded study of diversity in the IT (Informational Technology) Workforce and discussed how she would apply "quality of working life" concepts to identify and overcome obstacles hampering diversity. Prof. Shelley Correll, UW Dept. of Sociology, works on gender differences in social influence and its implications for women in leadership and other high status positions as well as on the influences that stereotypes about mathematical abilities have on men's and women's (or boy's and girl's) career choices. She will present a WISELI Seminar in March 2003. Prof. Rima Apple, UW Dept. of Human Ecology, will present her research on the history of women scientists' early years in academia in May 2003.

3. Have begun planning for the 2003-2004 series of seminars. Prof. Anne Miner, UW School of Business will share her insights on affirmative action and her work on organizational transformation. Amy Stambach, UW. School of Education and WISELI Leadership Team member, will discuss the workplace environment for men and women in Science, Medicine, and Engineering. Jennifer Sheridan, WISELI Research Director, will share preliminary results of the WISELI faculty survey.

II. WISELI Working Website

1. Maintained a working website for the WISELI Leadership Team and other WISELI Working groups
2. Post ongoing research to this website
3. Post links to pertinent information and resources on this website.

The goal of this website is to provide the WISELI Leadership Team and other WISELI working groups with ready access to ongoing research and to assist them in conducting additional research and preparing documents based on this research.

III. WISELI Library

1. Established and maintain a growing collection of books and articles pertaining to Women in Science and Engineering and WISELI's initiatives. Compiled a bibliography of WISELI's collection and posted it on the Working Website. Developing a list of recommended readings on Women in Science and Engineering.

IV. WISELI Initiatives

Provide background research for WISELI's various initiatives and share findings on the working website. Thus far, have concentrated on:

1. Initiative 2E – Workshops for Chairs of Search Committee's.
   a. Searched for and collected research sources on sexual discrimination and gender differences, especially in academia; on racial/ethnic discrimination in hiring, especially in academia; on the intersection of race/ethnicity and gender in hiring/in academia; on remedies for racial/sexual discrimination; on advice for hiring a diverse faculty. Findings are presented on the working website.
   b. Organize meetings of and meet with the WISELI Design Team responsible for designing the training workshops for chairs of search committees.
   c. Work with Jo Handelsman, WISELI Co-director, and Jennifer Sheriday, WISELI Research Director, to develop scripts for training workshops.

2. Initiative 2A – Climate Workshops for Department Chairs
   a. Organize meetings of the WISELI Design Team responsible for designing Climate Workshops for Department Chairs

3. Initiative 3C – Campus Child Care
   a. Work with Vicki Bier and Caitilyn Allen, chairs for this initiative, to identify and raise awareness of how childcare issues influence the careers, productivity, and job satisfaction of women in science and engineering.
   b. Conduct research into childcare facilities and services offered at comparable research universities
   c. Facilitate communication and cooperation between WISELI and the Office of Campus Childcare

4. Initiative 4 – Leadership, Development, and Visibility; C2 – WISELI Seminar
   See I. WISELI Seminar above

Other sources found in the process of conducting this research are posted to the relevant initiative on the working website.

LEAD Center Annual Report of Evaluation Activities
for the UW-Madison ADVANCE Grant (NSF 0123666):
November, 2001 – October, 2002

LEAD Center Staff funded during this time period: [CHECK ON DIANNE"S START DATE]

Staff member	Title on evaluation project	Time period
Dianne Bowcock	Project Director	January, 2002 – August, 2002
Sue Daffinrud	Staff Project Director	January, 2002 – July, 2002 August, 2002 – October, 2002
Christine Pribbenow	Staff	August, 2002 – October, 2002
Deveny Benting	Staff	August, 2002 – October, 2002

LEAD Center activities during this time period:

Activities	Time period
Compiled bibliography of reports and articles on women in science, including other institutional surveys and reports on women.	January, 2002 – March, 2002
Developed database, entered and analyzed data from two Town hall meetings on 4/2/02 and 4/25/02. Reports created were distributed to the WISELI Leadership Team on 4/8/02 and 5/8/02	April, 2002 – May, 2002
Coordinated development of interview protocols for women faculty and staff.	April, 2002 – May, 2002
Conducted 21 interviews with women faculty and staff	May, 2002 – July, 2002
Transcribed interviews with women faculty and staff	May, 2002 – July, 2002
Reviewed interviews and wrote summaries of interviews for use as basis for survey	July, 2002 – September, 2002
Co-wrote (with Jenn Sheridan) and submitted human subjects re-application for submission	June, 2002 - July, 2002
Coordinated development of a survey for faculty and for staff	August, 2002 – September, 2002
Co-wrote (with Jenn Sheridan) and submitted an amendment to the human subjects re-application	September, 2002
Met with the University of Colorado – Boulder ADVANCE initiative evaluators to share notes on the evaluation strategy. Shared with them our survey and interview protocol, and resources for women on the UW-Madison campus, and	October, 2002

Products produced during this time period, in collaboration with WISELI and its affiliates:

- Town Hall Meeting Reports to the WISELI Leadership Team:
  - Daffinrud, S. & Bowcock, D. (2002). *Analysis of "blue sheet" and "green sheet" data from 4/25/02 WISELI Town Hall meeting.* Madison: University of Wisconsin-Madison, LEAD Center.
  - Daffinrud, S. & Bowcock, D. (2002). *Analysis of "blue sheet" and "green sheet" data from 4/2/02 WISELI Town Hall meeting.* Madison: University of Wisconsin-Madison, LEAD Center.
- WISELI Baseline Interview Protocol for UW-Madison female faculty/staff/instructors in sciences and in engineering
- Draft WISELI Baseline Survey for UW-Madison faculty/staff/instructors in sciences and in engineering

2002 Annual Report for Caitilyn Allen
WISELI Leadership Team

Please note: I was on sabbatical from January-July, 2002

Activities related to WISELI Goals:

1. (ongoing) Attended WISELI Leadership Team monthly meetings and social event.

2. October 17-20, 2002. Attended conference "Retaining Women in Early Science, Mathemathics, Engineering, and Technology Careers" in Ames, Iowa as a representative of WISELI. Included a meeting with our External Advisory Board.

3. November 2, 2002. Hosted and taught three hands-on laboratory sessions for "Expanding Your Horizons", an annual program designed to expose middle-school girls to career opportunities in the sciences.

4. November 25, 2002. Lead Graduate Women's Mentoring Program workshop on "Getting the Most from Professional Meetings".

5. (ongoing) Serve on the Steering Committee for the WISE-RP (Women in Science and Engineering Residential Program), a program that houses together 125 freshmen and sophomore women who plan to major in science or engineering. They take key foundation classes together and benefit from special programming intended to help them succeed in their chosen careers.

6. (ongoing) Chair the WISELI Work-Life Interface Committee. Our goals are to:

a) Publicize, support, and expand existing childcare opportunities for campus scientists. This includes gathering data on childcare needs through a survey conducted in collaboration with Lynn Edlefson (Campus Childcare Coordinator) as well as data from the WISELI Survey.

b. Help UW scientists and engineers manage their time at work and at home as effectively as possible. We are preparing a booklet of ideas, resources, and personal success stories in collaboration with Joan Gillman (School of Business). We are also planning a forum on this topic, tentatively scheduled for Spring 2003. This forum will feature speakers from the business and industrial worlds who will present strategies and best practices for keeping work and private life in a healthy balance.

Vicki Bier

1) WISELI

A) Leader of Initiative III.C, Campus Child Care

Official liaison from WISELI to the University Child Care Committee

Met with Lynn Edlefson (Campus Child Care Coordinator), Eve Fine, & Caitlyn Allen to discuss issues

Obtained starting information from Lynn Edlefson (including names and contact information of the childcare directors or coordinators for all of the Big 10 schools, plus childcare web sites at some of those institutions)

Obtained from Lynn Edlefson the results of a Big 10 survey update on child care from last year, and also a survey of peer institutions conducted by North Carolina State University Formulated research questions to be addressed, regarding the types and availability of childcare services at peer universities and at UW, as well as unmet needs of faculty and academic staff

Identified strategies/methods to address these questions, using recent surveys on child care, telephone interviews with peer universities, and a survey of faculty and academic staff at UW

Identified literature relevant to campus child care, including:

1. Ohio State University Center for Sex Equity, "Child care, family and work issues: Current statistics and their implications," Equity Issues, vol. 3(2), p.2-8, 1997

2. The Family Track: Keeping Your Faculties While You Mentor, Nurture, Teach, and Serve, by Constance Coiner (Editor), Diana Hume George (Editor)

3. "Child Rearing as a Career Impediment to Women Assistant Professors," Susan Kolker Finkel and Steven G. Olswang, The Review of Higher Education, Winter 1996, Volume 19, No. 2, pp. 123-139

4. Special issue of Early Childhood Research Quarterly on "Campus Children's Centers" in 1991 (e.g., Kathy Luneau Simons, "Beyond Campus Child Care: Supporting University Families")

5. College and University Reference Guide to Work-Family Programs: Report on a Collaborative Study, by Dana E. Friedman, Cathy Rimsky, and Arlene A. Johnson

6. "An Immodest Proposal: Have Children in Graduate School," by Kathryn Lynch,

Chronicle of Higher Education, June 7, 2002

7. "How Academe Treats Mothers," by Joan Williams, Chronicle of Higher Education, June 17, 2002
8. Families and Work: New Directions in the Twenty-First Century, by Karen I. Fredriksen-Goldsen and Andrew E. Scharlach

9. Sylvia Ann Hewlett, Creating a Life: Professional Women and the Quest for Children (Talk Miramax Books, 2002)

Developed draft faculty/academic staff survey questions regarding childare

Compiled useful web links regarding childcare on campus, in Madison, and in academia generally

B) Collected interesting references on other aspects of work life, women in academia, and diversity hiring (details available on request)

C) Participant in Initiative IV.E, Leadership Development and/or Tenure Line Conversion of Non-Tenure line Women

Helped to compile names of faculty members on campus whose positions have been converted from non-tenure lines

Helped to identify female academic staff in relevant job titles that might be eligible for tenure track positions (e.g., senior scientists)

Helped to identify the rules and regulations governing tenure line conversion at UW-Madison

Helped to identify peer universities that may have programs that explicitly allow for tenure line conversion (e.g., a mechanism whereby people can work as academic staff for some period of time before moving into tenure line positions), and prominent cases of such conversions at other universities

Helped to develop draft faculty/academic staff survey questions regarding childare

Helped to compile useful web links on issues related to academic staff leadership and professional development

2) Member, Committee on the Status of Women, spring 2002

3) Chair, College of Engineering (COE) Equity and Diversity Committee, spring and summer 2002. Committee activities in 2002 included:

Helping to plan and implement a faculty recruiting workshop for the College, "SEARCHING FOR EXCELLENCE: A COE Faculty Recruiting Workshop Exploring the
Value of Diversity"

Helping to develop a Search Committee website for the College (available at: ><http://www.engr.wisc.edu/faculty/uw-only/searchcommittee.html>http://www. engr.wisc.edu/faculty/uw-only/searchcommittee.html), and a New/Prospective Employee website (available at: <http://www.engr.wisc.edu/faculty/prospective_emp.html>http://www.engr.wisc .edu/faculty/prospective_emp.html).

Developing draft guidelines for ensuring faculty diversity

Reviewing and commenting on the College of Engineering draft philosophy on faculty assignment following childbirth or adoption

Making presentations at College of Engineering Academic Planning Council and Operating Committee meetings regarding mentoring of assistant professors and parental leave

Meeting with the Dean of Engineering to discuss committee concerns regarding diversity in faculty hiring

4) University Avenue Discovery Center (UADC), a non-profit, non-UW childcare center located near the UW campus:

Publicity chair (coordinated press releases, news coverage, and public service announcements)

In charge of coordinating marketing efforts and advertising for fall enrollment

Represented UADC at Parent Resource Fair (sponsored by the UW Office of Campus Child Care), and New Student Resource Fair (sponsored by the UW Graduate School
and the International Student Services Office)

Participated in planning a wine tasting and silent auction, and a rummage sale,
as benefits for UADC, which raised nearly $10,000

Participated in a painting party for physical refurbishment of the Center

Identified foundations that provide grants for playground design and equipment to provide universal playground access for children with varying developmental

needs

Provided volunteer childcare for children of UADC board members during board meetings

Patti Brennan, WISELI Activities 2002

1. Attend WISELI meetings (Leadership Team, individual meetings)
2. Senior Women initiative:
    a. Meet with 28 women full professors in the biological and physical sciences. Participated in group discussions on working environment, career progress, leadership ambitions, ideas and suggestions for WISELI. Follow up with thank you notes.
3. Chair, Committee on Women, Jan. 2002-June 2002.
4. Mentor/advise 14 women students (School of Nursing and Engineering; undergraduate, masters, and PhD)
5. Advised on development of WISELI survey.
6. Collaborated with the Provost's Office on the Climate initiative vision statement
7. Reviewed IOM report on Public Health workforce; evaluated initiatives to insure a gender-balanced workforce
8. Organized Panel at professional meeting "Biomedical informatics: Implications of Gender" at the AMIA Annual Meeting (examined gender balance in Health IT work force, gender implications of patients and caregiver)

I spend approximately 3-5 hours per week on WISELI-related activities.

Bernice Durand, WISELI Activities 2002

1. Attend WISELI meetings (Leadership Team, individual meetings, seminars)
2. Senior Women initiative:
    a. Meet with 28 women full professors in the biological and physical sciences. Led group discussions on working environment, career progress, leadership ambitions, ideas and suggestions for WISELI. Follow up with thank you notes.
    b. Explored potential for "shadowing" a dean.
3. Apply for and accept position as Associate Vice Chancellor for climate and diversity.
4. Mentored women faculty (Women Faculty Mentoring Program.)
5. Mentor/advise women students
6. Advised on development of WISELI survey, with detailed comments and suggestions.
7. Served on outside panel evaluating the national observatory; interviewed women and men scientists, wrote report.
8. Contributed to development of script for training of hiring committee chairs.
9. Attended the Retaining Women in Early Academic Science, Mathematics, Engineering, and Technology Careers conference in Ames, Iowa.
10. Participated in meeting with External Advisory committee (Ames, Iowa).

WISELI ANNUAL REPORT 10-02 CECILIA FORD

Cecilia Ford's commitment to WISELI includes responsibility for participation in the Leadership Team and responsibility for a study of the discourse and interactional environment for women in science and engineering. The discourse study is coordinated with the larger ethnographic study conducted by Prof. Amy Stambach and the Evaluation Team.

Ford's work in relation to WISELI during its first year has included contributions to the Leadership Team, the Evaluation Team, representing WISELI in the UW community, continuing to participate in conferences on methods for understanding interactional language use, and implementing the initial stages of the discourse study.

Conference Participation

Visiting scholar, University of Konstanz, Germany. Lecture and workshop on "Action projection in conversation" March, 2002.

Participation in the International Conference on Conversation Analysis, May 2002, Copenhagen, Denmark. Selection of papers and panels as a Member of the Scientific Advisory Committee for the Danish Network on Micro-Analysis. Organization of special panel on the theme of Prosody in Interaction.

Participation in the University of Wisconsin System Work/Life Conference, as representative of WISELI and the University Committee on Women and the Women in Science and Engineering Leadership Institute. May 2002.

Invited plenary for the Euroconference on Interactional Linguistics, Helsinki, Finland. Sponsored and funded by the European Scientific Foundation. September, 2002

Leadership Team Participation

Ford has participated in the work of the WISELI Leadership Team since its initial meeting in December 2001. In coordination with other team members, Ford has done the following:

-- initiated a documentary project to record the unique work of WISELI from its inception; the documentary project was taken up and formally organized by the Carnes, Handelsman and Sheridan.

--attended and served as a support person at the WISELI Townhall Meetings during the spring of 2002.

--represented WISELI at the University of Wisconsin System Work/Life Conference, June 2002

--represented WISELI as a member of the climate workgroup of the University Committee on Women, summer 2002

-- taken on a leadership role in the University Committee on Women (Co-Chair), with a commitment to coordinating efforts with WISELI and with other campus groups working to improve campus climate

Evaluation Team Participation

Ford has worked with the WISELI Evaluation team, consulting on the development of the initial survey of the concerns of faculty and academic staff in science and engineering units at the UW campus.

Work with the Evaluation team will continue to be essential to the coordination of Ford's research on interaction with the larger ethnographic study being implemented by Amy Stambach.

Report on Activities Specific to the WISELI Discourse Analysis Study

Bibliographic Search:
In a review of current literature on language gender, and the academic workplace and in consultation with leaders in this area of study (see Advisory Network, below), I have confirmed that the focus of this project – interactional environment for women in science and engineering – has not been the subject of previous empirically-based discourse analytic research. Interviews and other "self-reports" of common experiences have been the data sources for findings reported in the language and gender research in this area thus far. The WISELI discourse analytic study is new in aiming to provide an lens on a sampling of the real-time unfolding of social structures in interaction among scientists and engineers in the academic setting.

Advisory Network:
We have formed a network scholars to advise the WISELI discourse study on theoretical and methodological issues related to the empirical study of language, gender and institutional interaction. This advisory network includes the following scholars, well-known in the discourse, sociolinguistics and language and gender research communities:

Mary Bucholtz, Linguistics, University of California, Santa Barbara
Shelly Correll, Sociology, University of Wisconsin-Madison
Barbara Fox, Linguistics, University of Colorado at Boulder
Alice Freed, Linguistics, Montclair College, New Jersey
Kira Hall, Linguistics, University of Colorado at Boulder
Celia Kitzinger, Sociology, York University, UK

Deborah Tannen, Linguistics, Georgetown University
Karen Tracy, Communication, University of Colorado at Boulder

Further Formulation of Research Focus:
Readings and consultations have lead to a broader focus on the interactional environment for women, rather than a narrow focus on the ignoring of women's ideas. Research questions include: What are some recurrent features and practices found in a sample of academic interactions in science and engineering units at the university? Which of these may be considered "best practices" with respect to the inclusion and advancement of women in these fields? Which practices may present barriers to the advancement of women in these fields?

Initial data gathering and collaboration:
Ford has recorded meetings of WISELI leadership team as data for understanding interactional styles among successful women (and men) in academia, and in science/engineering. The leadership team interactions are not the primary focus of the discourse study, but they will provide comparative data, as they represent interactions within a subgroup within the UW science and engineering community whose energy is consciously directed at positive institutional change and the advancement of women in these fields. Care is taken to protect the anonymity of all participants and human subjects consent forms have been signed by all those present during the five meetings that have been taped.

Research Assistance:
A primary research collaborator at UW has been recruited. Karen Johnson Mathews has an MA in Applied English Linguistics from the UW, and she has a special interest in discourse and cross-group interactions. Mathews has also had a career of experience as a woman in leadership in the context of higher education (Assistant Director of the Wisconsin Union at the UW). Mathews will collaborate with Ford on all aspects of the discourse project: taping, transcribing, interviewing, and analysis.

Further funding for research assistance is being sought through the University of Wiscosin Graduate School, and through the Research and Social Action Projects Division of the Trustees of The Sociological Initiatives Foundation.

Looking to the Future:
Data collection for the study of the discourse and interactional environment for women in science and engineering will begin during the second year of WISELI's calendar. The timing of obtaining samples of interaction from selected science and engineering academic meetings must be carefully coordinated with the on-going ethnographic investigation, begun in the first year. In consultation with Amy Stambach, Ford will approach several academic units in order to obtain permission to record and analyze the interaction in a sample of interactional contexts. Amy Stambach's ethnographic study will provide crucial contextual information for understanding the samples of interactions in the selected departments.

WISELI Annual Report
Amy Stambach
Assistant Professor
Educational Policy Studies and Anthropology
6 October 2002

Documentation of work performed for WISELI 1/1/02 through 9/1/02

Please note that I was *not* on the payroll during this time.

1. Allocation of time, Spring Semester 2002

WISELI and LEAD Center Meetings	22 hours
Preparation for meetings and interview preparations	35 hours
Interviews (including write-up)	30 hours

2. Accomplishments

- Contributed to the Human Subjects Protocol submitted by the LEAD Center
- Worked with members of the LEAD center to develop interview protocol
- Developed outline of work for WISELI PA to investigate regarding matters of dual career hiring on campus
- Conducted interviews with women researchers, scientists, and faculty across campus
- Wrote summaries of interviews
- Worked with Ramona Gunter to code and tally data from interviews on subjects of
    i. Culture
    ii. Climate
    iii. Communication styles
    iv. Institutional personality
    v. Departmental personality

3. Plans

- Contact and interview 20 male researchers, scientists, and faculty across campus using protocol that partly parallels protocol used to interview female pool (Fall Semester 2002)

- Develop graduate seminar on Women in Science to be located in Educational Policy Studies and cross-listed elsewhere on campus (Fall and Spring 2002)

- Analyze interview data from women and men (Spring 2003)

- Write report on interviews for WISELI (Summer 2003)

WISELI Annual Report
Ramona Gunter
10-09-02

How have you spent your time since 1/1/02 (hours/week or month)?

January-May
Attended planning meetings and Town Hall (approximately 3-6 hours/month) (Note: I did not officially begin working for WISELI until July.)

May-June
Conducted faculty and staff interviews. Wrote summaries. (approximately 7-8 hours/week)

July-August (worked 30% for WISELI)
Coded faculty interviews. (approximately 10 hours/week)

September (worked 50% for WISELI)
Continued coding interviews.
Conducting literature search on women faculty in science.
Beginning to develop a list of possible candidates for additional interviews.

What have you accomplished?
Through interviewing, and reading and coding transcripts, I have developed a list of issues that appear to be (or are perceived to be) influential in ones ability to be a successful faculty member in the sciences at UW (or in general). Several of these issues have the potential to influence women's careers more than men's (e.g., issues related to balancing home life and work; communication issues; perceived power structures).

I have used what I've learned from the interviews to guide my literature search. I have been collecting biographies on women in science. In particular, I am looking for descriptions regarding gender barriers in science and descriptions regarding women's ways of doing science. In the interviews, some women mentioned that women do science differently than men; they said, for example, that women pay more attention to detail and are more "careful" (that is, they work more slowly…tend to be more thorough). The reward structure works against this style of doing science.

I have also been looking for literature on communication, gender, and power. While power differentials may exist between men and women, several women noted that power differentials may also exist between junior and senior faculty, between those who do extension work and those who do primarily research, or between those who are awarded large research grants and those who are not. Literature that deals with these issues may help us think about women faculty members' experiences.

What are your specific objectives for the next 6 months?
I am currently working with Amy Stambach to develop an interview protocol and a list of male faculty members to interview. We will interview male faculty in the sciences to learn about their experiences in general, but also to further explore the issue of gender and science. We will write an article for publication based on our findings.

Lillian Tong

WISELI Activities: January to October

Academic Staff initiatives:
Created an Excel spreadsheet of all academic staff with Scientist title. Identified gender by first names when possible. Assessed names and departments of senior scientist women to consider possibility of title change to faculty.

Informally interviewed Elsbeth Lund, Wilma Ross, Karen Manning, Karen Young, Nellie Laughlin, Eileen Maher, Diane Derouen, for ideas on how to enhance leadership opportunities for academic staff scientist women. Ideas suggested were

1) Opportunities to present work at other institutions
2) Funding to be more independent in their research
3) Sabbatical money or travel money to learn new techniques
4) Opportunities to talk to other women in the same academic staff position doing research on campus
5) Title change to faculty was not attractive to many for a variety of reasons.
    a. Not fair: Didn't have to go through all the teaching, committees, etc. to make a name in science
    b. Made the choice to be academic staff for family reasons
    c. Resentment by faculty- suggested choosing very carefully so it won't backfire
    d. Too far along to want new responsibilities- too bad it wasn't 10 years ago

Met with Vicki Bier to discuss the initiative to shift academic staff to faculty

Workplace Initiatives
Met with Jo, Pat Farrell to discuss the background behind the initiatives on workplace interaction initiatives, etc.

Met again with Pat Farrell to discuss the research questions for that set of initiatives

Celebrating Women in Science and Engineering Seminar Series
Created a set of questions about the seminar series to help us think about the goals and the strategies. Met with Jo and Molly about the series. At the same time had my personal interview with PI's about my role in WISELI.

Provided feedback on the wording for the call for proposals. Talked to Heather Daniels about the possibility of graduate students in GWIS and SWEE interviewing the guest speakers funded by WISELI to create webpage of pictures and text of women brought to this campus by departments and programs and their activities to further the goals of WISELI, here and at home.

Read the proposals and met with Jenn and Amy Wendt to prioritize and decide on action for the seminar series. Follow-up with phone calls to Rick Nordheim, Statistics, and Heather Daniel, GWIS. Called University Lectures chair, Antonia Schleicher, and Joe Farrankopf for information on partnering with University Lectures to bring women with broad appeal to the public and students. Started filling out the application for University Lectures. Multiple emails to discuss cases with Amy and Jenn.

Attended almost all WISELI meetings and summer party.

Shared resources with WISELI leadership team: magazine articles, listserve notices, etc. via email.

I have really enjoyed being part of this wonderful group of women. While I feel, at times, that I have let women down by not continuing work in the research lab or pursuing a faculty track, I am beginning to realize that in some ways academic science let me down. I hope my experience can help others.

Non-WISELI activities to promote WISELI initiatives
Taught session of Wayne Becker's graduate course "Effective Teaching of Biology": Chilly Classroom Climate: gender issues in the science classroom. Assembled set of readings, led discussion using the Purdue University video, Chilly Classroom Climate.

Participated in the Climate Subcommittee of the Committee on Women, which met regularly throughout the summer to formulate suggestions for the climate initiatives for the Committee.

Read Why So Slow. Made copies of chapters on Gender Schemas for Center for Biology Education staff. Will lead discussion on October 29.

Facilitated at two day conference of the Women of Color Network: Mini study groups on racism and oppression. Discussed gender issues with women of color and, to a lesser extent, the concerns with science and math.

Informal mentoring to two new female faculty members. Follow-up discussion with female faculty member who left a science department.

Amy Wendt – WISELI annual report – January –September, 2002

The following is a list of WISELI related activities I have worked on this year, along with my contributions:

WISELI:

-WISELI Leadership Team meetings – contributed to discussions
-WISELI Town Meetings – planning and participating
- Informal meetings with women faculty to get feedback and suggestions for WISELI initiatives – input relayed to PIs, some of which was implemented (I think)
- Explored/planned for the Cluster Hire Initiative – suspended due to university-wide suspension of the Cluster Hire program
- "Celebrating Women in Science & Engineering Grant Program" – evaluated proposals and worked with evaluation team on award decisions
- "Life Cycle Grant Program" – contributed to call for proposals

Other professional activities related to WISELI goals:

-College of Engineering Equity and Diversity Committee member
-Graduate Engineering Research Scholars Program (GERS) Committee – I am also advising three women graduate students
-Chair of the Plasma Science and Technology Division of the American Vacuum Society – ensured representation by women on the executive committee of this division, and the program committee and technical program of the AVS 2002 Symposium
-Brownbag lunches for women faculty in the Physical Sciences and Engineering

Plans for coming six months:

My main focus will be administering the Life Cycle Grant Program. This includes leading the process of evaluating the first round of proposals and making awards, modifying the program as needed based on the outcome of the first round, and preparing for the second round.

I will continue to work the Celebrating Women in Science and Engineering Grant Program team as a contributing member – evaluating proposals, etc.

2002 Financial Report

		Committed, Not Spent
Income		
NSF	$750,000	
Celebrating Grants	$6,000	
Survey	$5,000	
College of Engineering	$10,000	
Salaries and Fringes		
Directors	$145,180	
WISELI Staff	$98,419	
Leadership Team	$63,870	$41,385
LEAD Center	$79,580	
Travel	$10,807	
Supplies and Equipment	$21,138	
Initiatives		
Celebrating Grants	$2,490	$7,510
Life Cycle Research Grants	$0	$34,000
Video	$12,169	
Survey	$0	$30,000
Overhead	$159,148	$51,367
Total Income	$771,000	
Total Expenditures	$592,803	$112,895

Cost Sharing Summary (January 1 - June 30, 2002)
WISELI
Project dates: January 1, 2002 - December 31, 2002

	Cost Sharing thru 6/02	Cost Sharing to Completion of Project	Total Obligation
Salaries & Fringe Benefits[1]	$ 19,535	$ 45,400	$ 64,935
Graduate Student support[2]	$ -	$ 11,990	$ 11,990
Symposium support[3]	$ -	$ 10,000	$ 10,000
WISE Program support[4]	$ 1,097	$ 16,542	$ 17,639
Indirect Costs	$ 9,388	$ 36,048	$ 45,436
Total Costs	$ 30,020	$ 119,980	$ 150,000

I certify that the cost sharing for this project is complete and accurate through June 30, 2002 and that we will meet our total cost sharing obligation of $150,000

Diane Barrett, Federal Director
Research & Sponsored Programs

1 - Includes faculty and staff salaries and fringe benefits for the year beginning 1-1-02 through 12-31-02
2 - Graduate student support is for 1 Research Assistant at 50% beginning 7-1-02 through 12-31-02;
3 - Includes funds for symposium to be held in Fall 2002
4 - Includes program support and undergraduate support for the Women in Science and Engineering Undergraduate program

Institutional Data, 2000

Table 1. Number and Percent of Women Faculty in Science/Engineering by Department, 2000*

Division/Department	Women	Men	% Women
Physical Sciences	**42.25**	**414.79**	**9.2%**
Biological Systems Engineering	0.00	14.25	0.0%
Soil Science	2.50	18.00	12.2%
Chemical Engineering	1.00	15.00	6.3%
Civil & Environmental Engineering	1.00	28.00	3.4%
Electrical & Computer Engineering	2.00	39.00	4.9%
Biomedical Engineering	1.00	5.00	16.7%
Industrial Engineering	5.25	12.00	30.4%
Mechanical Engineering	3.25	28.75	10.2%
Materials Science & Engineering	1.00	15.00	6.3%
Engineering Physics	1.25	18.50	6.3%
Engineering Professional Development	0.00	6.00	0.0%
Astronomy	2.00	12.00	14.3%
Chemistry	2.50	39.00	6.0%
Computer Sciences	6.00	27.17	18.1%
Geology & Geophysics	5.00	13.50	27.0%
Mathematics	3.00	52.42	5.4%
Atmospheric & Oceanic Sciences	0.00	14.00	0.0%
Physics	3.00	44.00	6.4%
Statistics	2.50	13.20	15.9%
Biological Sciences	**139.26**	**590.54**	**19.1%**
Agronomy	1.00	17.00	5.6%
Animal Science	0.00	19.20	0.0%
Bacteriology	3.00	12.00	20.0%
Biochemistry	6.00	23.00	20.7%
Dairy Science	2.00	10.40	16.1%
Entomology	2.00	11.00	15.4%
Food Microbiology & Toxicology	1.00	4.00	20.0%
Food Science	2.00	12.00	14.3%
Genetics	1.50	11.73	11.3%
Horticulture	3.00	12.00	20.0%
Nutritional Sciences	5.00	4.90	50.5%
Plant Pathology	4.00	11.68	25.5%
Forest Ecology & Management	0.50	15.63	3.1%
Natural Resources - Wildlife Ecology	1.00	5.00	16.7%
Kinesiology	5.00	9.00	35.7%
Nelson Institute for Environmental Studies	0.50	4.57	9.9%
Botany	5.00	10.82	31.6%
Communicative Disorders	6.00	8.00	42.9%
Zoology	5.00	17.00	22.7%
Anatomy	5.00	15.00	25.0%
Anesthesiology	0.00	3.00	0.0%
Biostatistics & Medical Informatics	1.25	8.00	13.5%
Family Medicine	1.33	8.10	14.1%

Genetics	0.50	5.26	8.7%
Obstetrics & Gynecology	2.00	6.00	25.0%
Medical History & Bioethics	1.67	4.40	27.5%
Human Oncology	1.00	7.05	12.4%
Medicine	5.75	53.34	9.7%
Medical Microbiology	1.00	9.74	9.3%
Medical Physics	1.00	9.15	9.9%
Neurology	1.00	10.00	9.1%
Neurological Surgery	1.00	4.00	20.0%
Oncology	4.75	13.40	26.2%
Ophthalmology & Visual Sciences	3.60	11.00	24.7%
Pathology & Laboratory Medicine	6.00	12.11	33.1%
Pediatrics	8.00	15.20	34.5%
Pharmacology	2.00	10.50	16.0%
Biomolecular Chemistry	3.00	7.00	30.0%
Physiology	6.00	18.10	24.9%
Population Health Sciences	7.20	14.05	33.9%
Psychiatry	3.21	9.00	26.3%
Radiology	1.00	11.45	8.0%
Rehabilitation Medicine	0.00	2.00	0.0%
Surgery	2.00	30.76	6.1%
School of Pharmacy	4.50	26.00	14.8%
Animal Health & Biomedical Sciences	1.00	5.00	16.7%
Medical Sciences	3.00	12.00	20.0%
Pathobiological Sciences	3.00	13.00	18.8%
Comparative Biosciences	4.00	11.00	26.7%
Surgical Sciences	1.00	7.00	12.5%
Social Studies	**194.61**	**391.31**	**33.2%**
Agricultural & Applied Economics	0.00	22.00	0.0%
Life Sciences Communication	3.80	8.33	31.3%
Rural Sociology	3.00	9.00	25.0%
Natural Resources-Landscape Architecture	2.00	3.00	40.0%
Urban & Regional Planning	0.00	6.00	0.0%
School of Business	10.50	66.75	13.6%
Counseling Psychology	4.00	5.00	44.4%
Curriculum & Instruction	14.50	19.13	43.1%
Educational Administration	4.00	6.67	37.5%
Educational Policy Studies	4.00	6.00	40.0%
Educational Psychology	4.00	13.50	22.9%
Rehabilitation Psychology & Special Education	5.00	6.00	45.5%
School of Human Ecology	24.70	13.00	65.5%
Law School	11.50	26.25	30.5%
Anthropology	7.50	11.00	40.5%
Afro-American Studies	4.00	6.00	40.0%
Communication Arts	9.00	9.00	50.0%
Economics	2.20	27.00	7.5%
Geography	3.00	15.00	16.7%
LaFollette School of Public Affairs	2.00	5.25	27.6%
School of Journalism & Mass Communication	4.41	11.00	28.6%
School of Library & Information Studies	4.00	2.00	66.7%

	Political Science	8.50	31.75	21.1%
	Psychology	12.00	19.00	38.7%
	Social Work	9.00	7.50	54.5%
	Sociology	10.50	25.92	28.8%
	Urban & Regional Planning	2.00	5.75	25.8%
	School of Nursing	22.50	0.00	100.0%
	Professional Development & Applied Studies	3.00	4.51	39.9%
Humanities		**136.47**	**235.99**	**36.6%**
	Art	11.00	18.00	37.9%
	Dance	3.00	3.00	50.0%
	African Languages & Literature	3.00	4.00	42.9%
	Art History	6.00	4.75	55.8%
	Classics	5.00	3.50	58.8%
	Comparative Literature	1.00	5.00	16.7%
	East Asian Languages & Literature	4.00	8.00	33.3%
	English	20.70	24.50	45.8%
	French & Italian	9.00	14.00	39.1%
	German	6.00	10.60	36.1%
	Hebrew & Semitic Studies	2.00	3.00	40.0%
	History	11.50	33.50	25.6%
	History of Science	0.63	4.63	11.9%
	Linguistics	4.00	4.33	48.0%
	School of Music	13.00	34.35	27.5%
	Philosophy	2.00	18.00	10.0%
	Scandinavian Studies	2.00	3.50	36.4%
	Slavic Languages	3.00	8.00	27.3%
	Languages & Cultures of Asia	3.50	6.33	35.6%
	Spanish & Portuguese	9.00	10.41	46.4%
	Theatre & Drama	6.75	9.00	42.9%
	Women's Studies Program	2.00	0.00	100.0%
	College Library	1.00	0.00	100.0%
	Social Sciences	0.00	1.00	0.0%
	Area Studies	0.00	1.00	0.0%
	Liberal Studies & the Arts	7.39	3.59	67.3%

SOURCE: UW Madison IADS (Integrated Appointment Data System), March 2003

NOTE:

Faculty are assigned to division (Physical, Biological, Social Science) based on tenure home departments. An individual who is tenured in more than one department is shown based on the tenure split. E.g., a person who is 50% statistics and 50% plant pathology is shown as .5 FTE in Physical Sciences in this analysis. Faculty who have zero-dollar appointments and faculty who are paid wholly through an administrative appointment (such as dean or chancellor) are included in the FTE count.

Prepared by : Margaret Harrigan, Office of Academic Planning and Analysis

March 20, 2003

Table 2. Number and Percent of Women Faculty in Science/Engineering by Rank and Department, 2000*

Division/Department	Women			Men			% Women		
	Full	Associate	Assistant	Full	Associate	Assistant	Full	Associate	Assistant
Physical Sciences	**15.00**	**11.25**	**16.00**	**300.79**	**53.50**	**60.50**	**4.7%**	**17.4%**	**20.9%**
Biological Systems Engineering	0.00	0.00	0.00	11.00	2.25	1.00	0.0%	0.0%	0.0%
Soil Science	1.00	0.00	1.50	15.00	3.00	0.00	6.3%	0.0%	100.0%
Chemical Engineering	0.00	1.00	0.00	7.00	5.00	3.00	0.0%	16.7%	0.0%
Civil & Environmental Engineering	0.00	1.00	0.00	15.25	4.75	8.00	0.0%	17.4%	0.0%
Electrical & Computer Engineering	0.00	1.00	1.00	23.00	7.00	9.00	0.0%	12.5%	10.0%
Biomedical Engineering	0.00	0.00	1.00	3.00	0.00	2.00	0.0%	N/A	33.3%
Industrial Engineering	0.50	2.75	2.00	9.00	1.00	2.00	5.3%	73.3%	50.0%
Mechanical Engineering	1.00	0.25	2.00	23.00	1.75	4.00	4.2%	12.5%	33.3%
Materials Science & Engineering	0.00	1.00	0.00	13.00	2.00	0.00	0.0%	33.3%	N/A
Engineering Physics	0.00	0.25	1.00	12.00	5.50	1.00	0.0%	4.3%	50.0%
Engineering Professional Development	0.00	0.00	0.00	1.00	3.00	2.00	0.0%	0.0%	0.0%
Astronomy	1.00	0.00	1.00	9.00	1.00	2.00	10.0%	0.0%	33.3%
Chemistry	0.50	1.00	1.00	34.00	1.00	4.00	1.4%	50.0%	20.0%
Computer Sciences	3.00	1.00	2.00	22.17	0.00	5.00	11.9%	100.0%	28.6%
Geology & Geophysics	4.00	0.00	1.00	9.50	1.00	3.00	29.6%	0.0%	25.0%
Mathematics	1.00	1.00	1.00	41.67	5.75	5.00	2.3%	14.8%	16.7%
Atmospheric & Oceanic Sciences	0.00	0.00	0.00	7.00	5.00	2.00	0.0%	0.0%	0.0%
Physics	2.00	1.00	0.00	35.00	3.00	6.00	5.4%	25.0%	0.0%
Statistics	1.00	0.00	1.50	10.20	1.50	1.50	8.9%	0.0%	50.0%
Biological Sciences	**53.81**	**34.00**	**51.45**	**393.54**	**118.50**	**78.50**	**12.0%**	**22.3%**	**39.6%**
Agronomy	0.00	0.00	1.00	13.00	4.00	0.00	0.0%	0.0%	100.0%
Animal Science	0.00	0.00	0.00	17.20	1.00	1.00	0.0%	0.0%	0.0%
Bacteriology	0.00	1.00	2.00	10.00	2.00	0.00	0.0%	33.3%	100.0%
Biochemistry	4.50	0.50	1.00	18.50	2.50	2.00	19.6%	16.7%	33.3%
Dairy Science	1.00	0.00	1.00	5.40	2.00	3.00	15.6%	0.0%	25.0%
Entomology	0.00	1.00	1.00	11.00	0.00	0.00	0.0%	100.0%	100.0%
Food Microbiology & Toxicology	1.00	0.00	0.00	2.00	1.00	1.00	33.3%	0.0%	0.0%
Food Science	0.00	0.00	2.00	9.00	2.00	1.00	0.0%	0.0%	66.7%
Genetics	0.00	1.00	0.50	9.73	1.50	0.50	0.0%	40.0%	50.0%
Horticulture	1.00	0.00	2.00	8.00	3.00	1.00	11.1%	0.0%	66.7%
Nutritional Sciences	3.00	1.00	1.00	2.40	1.50	1.00	55.6%	40.0%	50.0%
Plant Pathology	2.00	1.00	1.00	8.68	1.00	2.00	18.7%	50.0%	33.3%
Forest Ecology & Management	0.00	0.00	0.50	10.13	2.00	3.50	0.0%	0.0%	12.5%
Natural Resources - Wildlife Ecology	0.00	1.00	0.00	4.00	1.00	0.00	0.0%	50.0%	N/A
Kinesiology	1.00	1.00	3.00	6.00	0.00	3.00	14.3%	100.0%	50.0%
Nelson Institute for Environmental Studies	0.00	0.00	0.50	4.07	0.00	0.50	0.0%	N/A	50.0%
Botany	3.00	1.00	1.00	9.82	1.00	0.00	23.4%	50.0%	100.0%

Communicative Disorders	3.00	0.00	3.00	6.00	1.00	1.00	33.3%	0.0%	75.0%
Zoology	2.00	0.00	3.00	12.00	4.00	1.00	14.3%	0.0%	75.0%
Anatomy	1.00	1.00	3.00	8.00	5.00	2.00	11.1%	16.7%	60.0%
Anesthesiology	0.00	0.00	0.00	0.00	2.00	1.00	N/A	0.0%	0.0%
Biostatistics & Medical Informatics	0.00	1.00	0.25	1.75	1.50	4.75	0.0%	40.0%	5.0%
Family Medicine	0.00	1.33	0.00	5.10	2.00	1.00	0.0%	39.9%	0.0%
Genetics	0.00	0.00	0.50	2.76	1.50	1.00	0.0%	0.0%	33.3%
Obstetrics & Gynecology	0.00	2.00	0.00	4.00	2.00	0.00	0.0%	50.0%	N/A
Medical History & Bioethics	1.00	0.67	0.00	2.40	1.00	1.00	29.4%	40.1%	0.0%
Human Oncology	0.00	0.00	1.00	3.05	4.00	0.00	0.0%	0.0%	100.0%
Medicine	3.00	1.00	1.75	30.39	15.95	7.00	9.0%	5.9%	20.0%
Medical Microbiology	1.00	0.00	0.00	5.74	3.00	1.00	14.8%	0.0%	0.0%
Medical Physics	0.00	0.00	1.00	4.90	2.25	2.00	0.0%	0.0%	33.3%
Neurology	1.00	0.00	0.00	6.00	4.00	0.00	14.3%	0.0%	N/A
Neurological Surgery	0.00	0.00	1.00	1.00	0.00	3.00	0.0%	N/A	25.0%
Oncology	2.00	1.00	1.75	12.40	1.00	0.00	13.9%	50.0%	100.0%
Ophthalmology & Visual Sciences	1.00	1.60	1.00	6.00	3.00	2.00	14.3%	34.8%	33.3%
Pathology & Laboratory Medicine	3.00	2.00	1.00	8.61	1.00	2.50	25.8%	66.7%	28.6%
Pediatrics	2.00	1.00	5.00	12.20	2.00	1.00	14.1%	33.3%	83.3%
Pharmacology	1.00	0.00	1.00	7.50	1.00	2.00	11.8%	0.0%	33.3%
Biomolecular Chemistry	1.00	1.00	1.00	4.00	1.00	2.00	20.0%	50.0%	33.3%
Physiology	2.00	2.00	2.00	12.10	3.00	3.00	14.2%	40.0%	40.0%
Population Health Sciences	3.80	1.40	2.00	8.50	4.80	0.75	30.9%	22.6%	72.7%
Psychiatry	2.51	0.00	0.70	6.00	0.00	3.00	29.5%	N/A	18.9%
Radiology	1.00	0.00	0.00	7.45	3.00	1.00	11.8%	0.0%	0.0%
Rehabilitation Medicine	0.00	0.00	0.00	1.00	0.00	1.00	0.0%	N/A	0.0%
Surgery	0.00	2.00	0.00	20.76	6.00	4.00	0.0%	25.0%	0.0%
School of Pharmacy	1.00	2.50	1.00	14.00	5.00	7.00	6.7%	33.3%	12.5%
Animal Health & Biomedical Sciences	0.00	0.00	1.00	5.00	0.00	0.00	0.0%	N/A	100.0%
Medical Sciences	1.00	1.00	1.00	5.00	7.00	0.00	16.7%	12.5%	100.0%
Pathobiological Sciences	1.00	1.00	1.00	9.00	2.00	2.00	10.0%	33.3%	33.3%
Comparative Biosciences	3.00	1.00	0.00	9.00	1.00	1.00	25.0%	50.0%	0.0%
Surgical Sciences	0.00	1.00	0.00	3.00	3.00	1.00	0.0%	25.0%	0.0%
Social Studies	**89.20**	**45.16**	**60.25**	**256.06**	**56.25**	**79.00**	**25.8%**	**44.5%**	**43.3%**
Agricultural & Applied Economics	0.00	0.00	0.00	17.50	4.00	0.50	0.0%	0.0%	0.0%
Life Sciences Communication	0.80	1.00	2.00	5.33	0.00	3.00	13.1%	100.0%	40.0%
Rural Sociology	1.00	1.00	1.00	7.00	2.00	0.00	12.5%	33.3%	100.0%
Natural Resources-Landscape Architecture	1.00	0.00	1.00	3.00	0.00	0.00	25.0%	N/A	100.0%
Urban & Regional Planning	0.00	0.00	0.00	3.00	1.00	2.00	0.0%	0.0%	0.0%
School of Business	2.00	2.75	5.75	33.75	17.00	16.00	5.6%	13.9%	26.4%
Counseling Psychology	2.00	1.00	1.00	2.00	1.00	2.00	50.0%	50.0%	33.3%
Curriculum & Instruction	7.50	1.00	6.00	14.13	2.00	3.00	34.7%	33.3%	66.7%
Educational Administration	0.00	2.00	2.00	6.67	0.00	0.00	0.0%	100.0%	100.0%
Educational Policy Studies	1.00	1.00	2.00	5.00	1.00	0.00	16.7%	50.0%	100.0%

	Educational Psychology	4.00	0.00	0.00	10.00	1.50	2.00	28.6%	0.0%	0.0%
	Rehabilitation Psychology & Special Education	3.00	1.00	1.00	5.00	0.00	1.00	37.5%	100.0%	50.0%
	School of Human Ecology	12.70	5.00	7.00	8.00	1.00	4.00	61.4%	83.3%	63.6%
	Law School	7.00	2.50	2.00	19.25	1.00	6.00	26.7%	71.4%	25.0%
	Anthropology	4.50	2.00	1.00	6.00	1.00	4.00	42.9%	66.7%	20.0%
	Afro-American Studies	2.00	2.00	0.00	4.25	1.75	0.00	32.0%	53.3%	N/A
	Communication Arts	4.00	2.00	3.00	7.00	0.00	2.00	36.4%	100.0%	60.0%
	Economics	1.20	0.00	1.00	18.00	3.00	6.00	6.3%	0.0%	14.3%
	Geography	1.00	0.00	2.00	12.00	2.00	1.00	7.7%	0.0%	66.7%
	LaFollette School of Public Affairs	0.50	1.00	0.50	3.75	0.00	1.50	11.8%	100.0%	25.0%
	School of Journalism & Mass Communication	2.00	1.41	1.00	7.00	3.00	1.00	22.2%	32.0%	50.0%
	School of Library & Information Studies	1.00	2.00	1.00	2.00	0.00	0.00	33.3%	100.0%	100.0%
	Political Science	2.00	3.00	3.50	19.75	3.00	9.00	9.2%	50.0%	28.0%
	Psychology	8.00	2.00	2.00	11.00	2.00	6.00	42.1%	50.0%	25.0%
	Social Work	4.50	1.50	3.00	4.00	2.00	1.50	52.9%	42.9%	66.7%
	Sociology	5.00	1.00	4.50	14.42	4.00	7.50	25.7%	20.0%	37.5%
	Urban & Regional Planning	0.00	0.00	2.00	3.75	2.00	0.00	0.0%	0.0%	100.0%
	School of Nursing	11.50	6.00	5.00	0.00	0.00	0.00	100.0%	100.0%	100.0%
	Professional Development & Applied Studies	0.00	3.00	0.00	3.51	1.00	0.00	0.0%	75.0%	N/A
Humanities		**72.50**	**32.22**	**31.75**	**160.11**	**33.88**	**42.00**	**31.2%**	**48.7%**	**43.1%**
	Art	5.00	1.00	5.00	13.00	2.00	3.00	27.8%	33.3%	62.5%
	Dance	2.00	1.00	0.00	1.00	0.00	2.00	66.7%	100.0%	0.0%
	African Languages & Literature	3.00	0.00	0.00	3.00	0.00	1.00	50.0%	N/A	0.0%
	Art History	4.00	0.00	2.00	1.75	3.00	0.00	69.6%	0.0%	100.0%
	Classics	1.00	2.00	2.00	2.00	0.00	1.50	33.3%	100.0%	57.1%
	Comparative Literature	1.00	0.00	0.00	2.00	1.00	2.00	33.3%	0.0%	0.0%
	East Asian Languages & Literature	1.00	0.00	3.00	6.00	1.00	1.00	14.3%	0.0%	75.0%
	English	15.70	2.00	3.00	18.50	3.00	3.00	45.9%	40.0%	50.0%
	French & Italian	7.00	1.00	1.00	11.00	2.00	1.00	38.9%	33.3%	50.0%
	German	2.00	3.00	1.00	7.60	2.00	1.00	20.8%	60.0%	50.0%
	Hebrew & Semitic Studies	0.00	2.00	0.00	2.00	0.00	1.00	0.0%	100.0%	0.0%
	History	6.50	3.00	2.00	25.00	4.00	4.50	20.6%	42.9%	30.8%
	History of Science	0.00	0.63	0.00	3.00	1.63	0.00	0.0%	27.8%	N/A
	Linguistics	1.00	2.00	1.00	1.33	1.00	2.00	42.9%	66.7%	33.3%
	School of Music	5.00	7.00	1.00	21.10	6.25	7.00	19.2%	52.8%	12.5%
	Philosophy	2.00	0.00	0.00	16.00	1.00	1.00	11.1%	0.0%	0.0%
	Scandinavian Studies	1.00	0.00	1.00	3.50	0.00	0.00	22.2%	N/A	100.0%
	Slavic Languages	2.00	0.00	1.00	4.00	2.00	2.00	33.3%	0.0%	33.3%
	Languages & Cultures of Asia	3.50	0.00	0.00	5.33	0.00	1.00	39.6%	N/A	0.0%
	Spanish & Portuguese	2.00	3.00	4.00	6.41	2.00	2.00	23.8%	60.0%	66.7%
	Theatre & Drama	3.00	2.00	1.75	3.00	2.00	4.00	50.0%	50.0%	30.4%
	Women's Studies Program	0.00	0.00	2.00	0.00	0.00	0.00	N/A	N/A	100.0%
	College Library	0.00	0.00	1.00	0.00	0.00	0.00	N/A	N/A	100.0%
	Social Sciences	0.00	0.00	0.00	0.00	0.00	1.00	N/A	N/A	0.0%

Area Studies	0.00	0.00	0.00	0.00	0.00	1.00	N/A	N/A	0.0%
Liberal Studies & the Arts	4.80	2.59	0.00	3.59	0.00	0.00	57.2%	100.0%	N/A

SOURCE: UW Madison IADS (Integrated Appointment Data System), March 2003
NOTE:
Faculty are assigned to Physical Sciences based on tenure home departments. An individual who is tenured in more than one department is shown based on the tenure split. E.g., a person who is 50% statistics and 50% plant pathology is shown as .5 FTE in Physical Sciences in this analysis. Faculty who have zero-dollar appointments, faculty who are paid wholly through an administrative appointment (such as dean or chancellor) are included in the total FTE count but excluded from the salary median and salary FTE calculations. Years are calculated based on current faculty appointment. (Some individuals who have held appointments at UW Madison prior to the current appointment. The years in the prior appointment are not included in this calculation.)
Prepared by : Margaret Harrigan, Office of Academic Planning and Analysis
March 20, 2003

Table 3a. Tenure Promotion Outcomes by Gender, 2000

1997 - 2002

Division/Department	Women			Men		
	Reviewed	Achieved	%	Reviewed	Achieved	%
Physical Sciences	2	2	100.0%	37	34	91.9%
Biological Sciences	25	22	88.0%	64	59	92.2%
Social Studies	27	24	88.9%	34	31	91.2%
Humanities	22	21	95.5%	25	23	92.0%

SOURCE: Office of the Secretary of the Faculty.

Table 3b. Tenure Promotion Outcomes by Gender, 2000

Physical Sciences

Entering Cohort	Women					Men				
		Within 6 Years		Within 9 Years			Within 6 Years		Within 9 Years	
	Total Hired	Count	Percent	Count	Percent	Total Hired	Count	Percent	Count	Percent
1987-91	17	12	70.6	15	88.2	87	55	63.2	66	75.9
1991-95	7	3	42.9	3	42.9	35	22	62.9	28	80.0

Biological Sciences

Entering Cohort	Women					Men				
		Within 6 Years		Within 9 Years			Within 6 Years		Within 9 Years	
	Total Hired	Count	Percent	Count	Percent	Total Hired	Count	Percent	Count	Percent
1987-91	29	8	27.6	16	55.2	101	57	56.4	70	69.3
1991-95	26	11	42.3	18	69.2	82	48	58.5	61	74.4

Social Studies

Entering Cohort	Women					Men				
		Within 6 Years		Within 9 Years			Within 6 Years		Within 9 Years	
	Total Hired	Count	Percent	Count	Percent	Total Hired	Count	Percent	Count	Percent
1987-91	72	21	29.2	34	47.2	82	25	30.5	38	46.3
1991-95	48	18	37.5	26	54.2	49	24	49.0	28	57.1

Humanities

Entering Cohort	Women					Men				
		Within 6 Years		Within 9 Years			Within 6 Years		Within 9 Years	
	Total Hired	Count	Percent	Count	Percent	Total Hired	Count	Percent	Count	Percent
1987-91	44	21	47.7	28	63.6	50	25	50.0	32	64.0
1991-95	27	16	59.3	21	77.8	25	15	60.0	19	76.0

SOURCE: UW Madison Tenure file and IADS appointment information system, Feb 2003

NOTE:

Probationary faculty only. Adjustments made for time on tenure clock outside UW; no adjustments for tenure clock extensions. Two faculty hired in 1992-93, one in 1990-91 and one hired in 1993-94 still hold probationary appointments after more than nine years. Faculty hired between May 1994 and May 1995 may not have reached 9 years on tenure track but are included in the final columns. Four faculty hired between May 1994 - May 1995 are still in probationary status with between 8 and 9 years on tenure track.

NOTE:

Early cohort was hired between May 1987 and May 1991; later cohort was hired between May 1991 and May 1995.

Prepared by : Margaret Harrigan, Office of Academic Planning and Analysis

March 20, 2003

Table 4. Median Years in Rank by Gender, 2000

	Women			Men			Women's Median Time in Rank as % of Men's		
Division	Full	Associate	Assistant	Full	Associate	Assistant	Full	Associate	Assistant
Total	5	3	1	11	3	1	45.5%	100.0%	100.0%
Physical Sciences	4	3	1	12	3	1	33.3%	100.0%	100.0%
Biological Sciences	5	3	2	10	3	2	50.0%	100.0%	100.0%
Social Studies	6	3	2	11	3	1	54.5%	100.0%	200.0%
Humanities	4	4	1	11	3	2	36.4%	133.3%	50.0%

SOURCE: UW Madison IADS (Integrated Appointment Data System), March 2003

NOTE:

Years in rank computed only for those currently holding that rank. Assistant professors include two assistant professors with tenure.

Faculty are assigned to a discipline based on tenure home departments. An individual who is tenured in more than one department is shown based on the tenure split. E.g., a person who is 50% statistics and 50% plant pathology is shown as .5 FTE in Physical Sciences and .5 in Biological Sciences in this analysis. Faculty who have zero-dollar appointments, faculty who are paid wholly through an administrative appointment (such as dean or chancellor) are included in the total FTE count.

Prepared by : Margaret Harrigan, Office of Academic Planning and Analysis

April 10, 2003

Table 5a. Time at Institution (Median Numer of Years) by Gender and Rank, 2000

	Women				Men				Women's Median as % of Men's			
Division/Department	ALL	Full	Associate	Assistant	ALL	Full	Associate	Assistant	ALL	Full	Associate	Assistant
Physical Sciences	9.0	15.0	10.0	1.0	15.0	20.0	8.0	1.0	60.0%	75.0%	125.0%	100.0%
Biological Sciences	8.0	15.0	9.0	2.0	14.0	19.0	9.0	2.0	57.1%	78.9%	100.0%	100.0%
Social Studies	9.0	15.0	8.0	2.0	12.0	17.0	7.0	1.0	75.0%	88.2%	114.3%	200.0%
Humanities	11.0	16.0	9.0	1.0	15.0	21.0	9.0	1.5	73.3%	76.2%	100.0%	66.7%

SOURCE: UW Madison IADS (Integrated Appointment Data System), March 2003
NOTE:
Years are calculated based on current faculty appointment. (Some individuals have held appointments at UW Madison prior to the current appointment. The years in the prior appointment are not included in this calculation.)
Prepared by : Margaret Harrigan, Office of Academic Planning and Analysis
March 20, 2003

Table 5b. Attrition by Gender, 1999-2000

	FTEs			%		
	Retired	Resigned	Total FTE	Retired	Resigned	Left UW
Total	66	49	2145.22	3.1%	2.3%	5.4%
Women	10	21	512.59	2.0%	4.1%	6.0%
Men	56	28	1632.63	3.4%	1.7%	5.1%
Physical Sciences						
Women	0	2	42.25	0.0%	4.7%	4.7%
Men	16	6	414.79	3.9%	1.4%	5.3%
Biological Sciences						
Women	0	1	139.26	0.0%	0.7%	0.7%
Men	16	13	590.54	2.7%	2.2%	4.9%
Social Studies						
Women	7	12	194.61	3.6%	6.2%	9.8%
Men	14	5	391.31	3.6%	1.3%	4.9%
Humanities						
Women	3	6	136.47	2.2%	4.4%	6.6%
Men	10	4	235.99	4.2%	1.7%	5.9%

SOURCE: IADS appointment system, March 2003
NOTE:
Year is measured from July 1 through June 30.
Retired=all faculty who were age 55 or older at the time of termination.
Resigned=all faculty who were less than 55 years old at the time of termination.
Prepared by : Margaret Harrigan, Office of Academic Planning and Analysis
March 20, 2003

Table 6. Number of Women in Science & Engineering Who are in Non-Tenure-Track Positions, 2000

	Women		Men		
	Mean FTE	Total FTE	Mean FTE	Total FTE	% Female
Physical Sciences					
Teaching	0.78	24.9	0.68	52.3	32.3%
Research	0.76	22.2	0.87	231.6	8.7%
Clinical	N/A	N/A	N/A	N/A	N/A
Biological Sciences					
Teaching	0.61	47.4	0.68	36.8	56.3%
Research	0.84	189.1	0.89	276.5	40.6%
Clinical	0.78	237.6	0.87	461.1	34.0%
Social Studies					
Teaching	0.49	78.7	0.49	60.4	56.6%
Research	0.77	70.2	0.84	47.1	59.9%
Clinical	0.72	38.1	0.89	12.5	75.3%
Humanities					
Teaching	0.53	45.0	0.52	35.6	55.9%
Research	0.88	2.7	0.91	8.2	24.4%
Clinical	N/A	N/A	N/A	N/A	N/A
Administrative Units					
Teaching	0.77	3.1	0.41	2.1	60.0%
Research	0.75	2.3	0.69	2.8	45.0%
Clinical	0.29	1.5	0.53	1.1	58.1%

SOURCE: October Payroll
NOTE:
Includes only paid appointments. Discipline is assigned based on payroll department. Administrative units are primarily Dean's offices. Teaching titles include Lecturer and Faculty Associate; Research titles include Researcher, Scientist, Visiting Scientist, Instrument Innovator, Research Animal Veterinarian; Clinical titles include Clinical Professor and Professor (CHS).
Prepared by : Margaret Harrigan, Office of Academic Planning and Analysis
April 12, 2003

Table 7a. Number and Percent of Women Scientists and Engineers in Administrative Positions, 2000

	Total Faculty (Full Profs.)			Department Chairs				
Division	Women	Men	% Women	Women	Men	% Women	% Women Chairs	% Men Chairs
Physical Sciences	18	331	**5.2%**	1	18	**5.3%**	*5.6%*	*5.4%*
Biological Sciences	52	386	**11.9%**	2	45	**4.3%**	*3.8%*	*11.7%*
Social Studies	57	217	**20.8%**	5	20	**20.0%**	*8.8%*	*9.2%*
Humanities	78	165	**32.1%**	8	15	**34.8%**	*10.3%*	*9.1%*
Total	199	1039	**16.1%**	16	98	**14.0%**	*8.0%*	*9.4%*

SOURCE: IADS appointment system frozen slice, October 2000.
NOTE: Total faculty is a non-duplicating headcount of full professors. Excludes faculty who are in schools without departments (Business, Pharmacy, Nursing, Law, Human Ecology). Faculty by discipline will not sum to total, since faculty with tenure in more than one department are counted in each department in which they hold tenure (excludes 0% tenure appointments). Faculty members are assigned to a discipline based on their tenure department (not divisional committee affiliation). Thus, all faculty in the department of Biochemistry are shown in the Biological Sciences area. The vast majority of department chairs also hold the rank of full professor. However, in any year, a small percentage of department chairs (e.g., 7chairs, or 6% of total in 2002) hold the rank of asociate professor.
Prepared by: Margaret Harrigan, Office of Academic Planning and Analysis
April 10, 2003

Table 7b. Number and Percent of Women Scientists and Engineers in Administrative Positions, 2000

	Total Faculty (Full Profs.)			Deans (Faculty)				
Division	Women	Men	% Women	Women	Men	% Women	% Women Deans	% Men Deans
Physical Sciences	17	334	**4.8%**	0	7	**0.0%**	*0.0%*	*2.1%*
Biological Sciences	55	366	**13.1%**	6	10	**37.5%**	*10.9%*	*2.7%*
Social Studies	81	265	**23.4%**	4	18	**18.2%**	*4.9%*	*6.8%*
Humanities	80	162	**33.1%**	3	3	**50.0%**	*3.8%*	*1.9%*
Total	233	1127	**17.1%**	13	38	**25.5%**	*5.6%*	*3.4%*

SOURCE: IADS Frozen Appointment Data view, October 2000.
NOTE: Includes both paid and zero-dollar deans, associate deans, and assistant deans. Faculty are assigned to a discipline based on the divisional committee responsible for approving their tenure. Each faculty member may choose only one affiliation. However, faculty in the same department may choose different affiliations. For example, about half of the faculty in Biochemistry are affiliated with the Biological Sciences Divisional Committee, and half are affiliated with the Physical Sciences Division. Only faculty report a divisional committee affiliation.
Prepared by: Margaret Harrigan, Office of Academic Planning and Analysis
April 10, 2003

Table 7c. Number and Percent of Women Scientists and Engineers in Administrative Positions, 2000

	Total Faculty (Full Profs.)			Central Administration				
Division	Women	Men	% Women	Women	Men	% Women	% Women Admin.	% Men Admin.
Physical Sciences	17	334	**4.8%**	0	1	**0.0%**	*0.0%*	*0.3%*
Biological Sciences	55	366	**13.1%**	0	0	**N/A**	*0.0%*	*0.0%*
Social Studies	81	265	**23.4%**	1	1	**50.0%**	*1.2%*	*0.4%*
Humanities	80	162	**33.1%**	0	1	**0.0%**	*0.0%*	*0.6%*
Total	233	1127	**17.1%**	1	3	**25.0%**	*0.4%*	*0.3%*

SOURCE: IADS Frozen Appointment Data view, October 2000.
NOTE: Faculty are assigned to a discipline based on the divisional committee responsible for approving their tenure. Each faculty member may choose only one affiliation. However, faculty in the same department may choose different affiliations. For example, about half of the faculty in Biochemistry are affiliated with the Biological Sciences Divisional Committee, and half are affiliated with the Physical Sciences Division. Only faculty report a divisional committee affiliation.
Prepared by: Margaret Harrigan, Office of Academic Planning and Analysis
April 10, 2003

Table 7d. Number and Percent of Women Scientists and Engineers in Administrative Positions, 2000

	Total Faculty (Full Profs.)			Center & Institute Directors				
Division	Women	Men	% Women	Women	Men	% Women	% Women Directors	% Men Directors
Physical Sciences	17	334	**4.8%**	0	20	**0.0%**	*0.0%*	*6.0%*
Biological Sciences	55	366	**13.1%**	3	15	**16.7%**	*5.5%*	*4.1%*
Social Studies	81	265	**23.4%**	3	17	**15.0%**	*3.7%*	*6.4%*
Humanities	80	162	**33.1%**	0	8	**0.0%**	*0.0%*	*4.9%*
Total	233	1127	**17.1%**	6	60	**9.1%**	*2.6%*	*5.3%*

SOURCE: IADS appointment system frozen slice, October 2000.
NOTE: Total faculty is a non-duplicating headcount of full professors. Faculty are assigned to a discipline based on their divisional committee affiliation. Includes both paid and zero-dollar academic program directors and assistant academic program directors.
Prepared by: Margaret Harrigan, Office of Academic Planning and Analysis
April 10, 2003

Table 8. Number of Women Science & Engineering Faculty in Endowed/Named Chairs Chairs, 2000

	Women	Men	% Female
Named Professorships			
Vilas Professors	3	12	20.0%
Hilldale Professors	0	13	0.0%
John Bascom Professors	2	9	18.2%
Evju-Bascom Professors	5	4	55.6%
Named-Bascom Professors	8	46	14.8%
Steenbock Professors	1	7	12.5%
Wisconsin Distinguished Professors	0	10	0.0%
Other named professorships (incl. WARF)	22	164	11.8%
Holds two named professorships	6	40	13.0%
Number holding named professorships	35	225	13.5%
Full Professors at UW-Madison	**233**	**1127**	**17.1%**
Major Awards			
Vilas Associate Award	19	33	N/A
Hilldale Award	1	3	25.0%
H. I. Romnes Faculty Fellowship	2	4	33.3%
WARF Kellett Mid-Career Award	2	8	20.0%
Tenured Professors at UW-Madison	**358**	**1393**	**20.4%**

SOURCE: University of Wisconsin-Madison Almanac 2001, University Communications, February 2001. Totals from IADS appointment system frozen slice October 2000.
NOTE: Counts of Full Professors are headcounts of active "Professor" appointments in October 2000; counts of Tenured Professors are headcounts of active "Professor" and "Associate Professor" appointments in October 2000.
Prepared by: Jennifer Sheridan, WISELI
December, 2002

Table 9. Number and Percent of Women Science & Engineering Faculty on Promotion and Tenure Committees, 2000

	Women	Men	% Female
Faculty Senate			
Physical Sciences	5	43	10.4%
Biological Sciences	13	54	19.4%
Social Studies	14	46	23.3%
Arts & Humanities	16	27	37.2%
Senators (total)	**48**	**170**	**22.0%**
Physical Sciences	2	34	5.6%
Biological Sciences	14	48	22.6%
Social Studies	15	26	36.6%
Arts & Humanities	14	15	48.3%
Alternates (Total)	**45**	**123**	**26.8%**
Divisional Executive Committee			
Physical Sciences	1	11	8.3%
Biology Core Curriculum	3	6	33.3%
Biology Planning	2	7	22.2%
Biology Tenure	3	9	25.0%
Social Studies	4	7	36.4%
Arts & Humanities	10	2	83.3%
University Academic Planning Council	6	9	40.0%
Graduate School Academic Planning Council	1	5	16.7%
Graduate School Executive Committees			
Physical Sciences	0	5	0.0%
Biological Sciences	2	4	33.3%
Social Studies	1	4	20.0%
Arts & Humanities	3	2	60.0%
Graduate School Research Committees			
Physical Sciences	2	9	18.2%
Biological Sciences	3	8	27.3%
Social Studies	7	3	70.0%
Arts & Humanities	6	4	60.0%
All Faculty	**518**	**1653**	**23.9%**
Physical Sciences	**43**	**459**	**8.6%**
Biological Sciences	**138**	**552**	**20.0%**
Social Studies	**185**	**403**	**31.5%**
Arts & Humanities	**152**	**239**	**38.9%**

SOURCE: 2000-2001 Faculty Senate and UW-Madison Committees, Office of the Secretary of the faculty, November 2000. Totals from IADS appointment system frozen slice October 2000.

NOTE: Counts of All Faculty by Division are headcounts of active faculty appointments in October 2000. Unassigned faculty have been temporarily assigned a division according to their departmental affiliation and/or research interests.

Prepared by: Jennifer Sheridan, WISELI

December, 2002

Table 10a. Salary of Science & Engineering Faculty by Gender (Controlling for Department), 2000

Division/Department	Women, Median	Men, Median	Women's Median as % of Men's
Physical Sciences	**78,000**	**86,861**	**89.8%**
Biological Systems Engineering	N/A	72,647	N/A
Soil Science	55,667	71,804	77.5%
Chemical Engineering	88,209	88,916	99.2%
Civil & Environmental Engineering	79,500	80,932	98.2%
Electrical & Computer Engineering	84,329	92,003	91.7%
Biomedical Engineering	66,000	104,000	63.5%
Industrial Engineering	79,000	116,000	68.1%
Mechanical Engineering	73,500	90,000	81.7%
Materials Science & Engineering	81,500	97,419	83.7%
Engineering Physics	69,000	109,285	63.1%
Engineering Professional Development	N/A	80,160	N/A
Astronomy	68,096	85,768	79.4%
Chemistry	63,036	88,938	70.9%
Computer Sciences	84,324	105,114	80.2%
Geology & Geophysics	70,797	72,850	97.2%
Mathematics	76,000	81,020	93.8%
Atmospheric & Oceanic Sciences	N/A	80,523	N/A
Physics	75,619	84,057	90.0%
Statistics	55,000	78,069	70.5%
Biological Sciences	**67,814**	**77,863**	**87.1%**
Agronomy	55,895	69,710	80.2%
Animal Science	N/A	76,098	N/A
Bacteriology	58,696	77,929	75.3%
Biochemistry	81,117	90,739	89.4%
Dairy Science	67,909	73,505	92.4%
Entomology	58,335	79,018	73.8%
Food Microbiology & Toxicology	68,077	70,834	96.1%
Food Science	54,201	75,248	72.0%
Genetics	65,083	90,205	72.2%
Horticulture	56,747	73,036	77.7%
Nutritional Sciences	72,985	69,547	104.9%
Plant Pathology	65,284	81,124	80.5%
Forest Ecology & Management	56,922	71,984	79.1%
Natural Resources - Wildlife Ecology	62,489	81,632	76.5%
Kinesiology	50,358	72,021	69.9%
Nelson Institute for Environmental Studies	56,922	80,441	70.8%
Botany	64,458	80,653	79.9%
Communicative Disorders	62,599	90,713	69.0%
Zoology	58,529	71,004	82.4%
Anatomy	62,206	85,647	72.6%
Anesthesiology	N/A	64,473	N/A
Biostatistics & Medical Informatics	68,771	73,452	93.6%

Family Medicine	101,833	78,146	130.3%
Genetics	65,455	77,318	84.7%
Obstetrics & Gynecology	71,943	79,016	91.0%
Medical History & Bioethics	116,605	115,303	101.1%
Human Oncology	59,696	77,774	76.8%
Medicine	92,338	82,632	111.7%
Medical Microbiology	79,774	76,058	104.9%
Medical Physics	61,492	71,927	85.5%
Neurology	91,833	84,116	109.2%
Neurological Surgery	55,636	47,855	116.3%
Oncology	71,645	99,507	72.0%
Ophthalmology & Visual Sciences	70,576	80,084	88.1%
Pathology & Laboratory Medicine	76,540	75,042	102.0%
Pediatrics	68,383	84,489	80.9%
Pharmacology	75,682	85,809	88.2%
Biomolecular Chemistry	67,814	83,181	81.5%
Physiology	72,848	92,171	79.0%
Population Health Sciences	88,200	98,026	90.0%
Psychiatry	88,468	75,316	117.5%
Radiology	72,209	79,163	91.2%
Rehabilitation Medicine	N/A	83,473	N/A
Surgery	69,735	61,009	114.3%
School of Pharmacy	63,314	66,771	94.8%
Animal Health & Biomedical Sciences	57,273	82,541	69.4%
Medical Sciences	65,353	77,263	84.6%
Pathobiological Sciences	60,825	83,405	72.9%
Comparative Biosciences	73,661	78,145	94.3%
Surgical Sciences	68,592	63,349	108.3%
Social Studies	**68,205**	**86,076**	**79.2%**
Agricultural & Applied Economics	N/A	83,869	N/A
Life Sciences Communication	57,732	77,321	74.7%
Rural Sociology	71,638	81,028	88.4%
Natural Resources-Landscape Architecture	69,146	77,850	88.8%
Urban & Regional Planning	N/A	67,375	N/A
School of Business	106,502	117,088	91.0%
Counseling Psychology	76,305	68,209	111.9%
Curriculum & Instruction	70,067	86,663	80.8%
Educational Administration	58,281	89,432	65.2%
Educational Policy Studies	59,320	85,822	69.1%
Educational Psychology	76,262	81,266	93.8%
Rehabilitation Psychology & Special Education	68,038	71,230	95.5%
School of Human Ecology	63,610	64,284	99.0%
Law School	111,299	117,650	94.6%
Anthropology	59,026	63,686	92.7%
Afro-American Studies	70,609	93,017	75.9%
Communication Arts	58,420	65,864	88.7%
Economics	68,000	114,540	59.4%
Geography	50,000	79,279	63.1%
LaFollette School of Public Affairs	74,057	100,000	74.1%
School of Journalism & Mass Communication	58,000	70,739	82.0%

	School of Library & Information Studies	62,878	71,645	87.8%
	Political Science	64,563	83,000	77.8%
	Psychology	83,009	80,140	103.6%
	Social Work	66,411	75,700	87.7%
	Sociology	67,261	83,100	80.9%
	Urban & Regional Planning	52,092	65,722	79.3%
	School of Nursing	78,057	N/A	N/A
	Professional Development & Applied Studies	55,903	61,165	91.4%
Humanities		**62,940**	**68,000**	**92.6%**
	Art	53,601	64,428	83.2%
	Dance	58,900	47,489	124.0%
	African Languages & Literature	72,905	69,215	105.3%
	Art History	71,877	57,477	125.1%
	Classics	54,834	76,472	71.7%
	Comparative Literature	68,699	50,754	135.4%
	East Asian Languages & Literature	48,052	63,072	76.2%
	English	72,864	69,762	104.4%
	French & Italian	71,585	74,261	96.4%
	German	54,675	63,449	86.2%
	Hebrew & Semitic Studies	55,713	88,415	63.0%
	History	70,488	77,869	90.5%
	History of Science	69,654	62,454	111.5%
	Linguistics	60,306	50,379	119.7%
	School of Music	61,187	65,127	94.0%
	Philosophy	70,003	75,134	93.2%
	Scandinavian Studies	54,527	62,745	86.9%
	Slavic Languages	70,000	64,472	108.6%
	Languages & Cultures of Asia	69,754	71,315	97.8%
	Spanish & Portuguese	54,350	61,208	88.8%
	Theatre & Drama	58,265	54,822	106.3%
	Women's Studies Program	46,272	N/A	N/A
	College Library	N/A	N/A	N/A
	Social Sciences	N/A	61,515	N/A
	Area Studies	N/A	53,648	N/A
	Liberal Studies & the Arts	62,489	62,432	100.1%

SOURCE: IADS appointment system, March 2003
NOTE:
Salaries reported are for personnel paid within the department only; department members being paid as administrators, or who hold zero-dollar appointments, are not counted.
Prepared by : Margaret Harrigan, Office of Academic Planning and Analysis
March 20, 2003

Table 10b. Salary of Science & Engineering Faculty by Gender (Controlling for Department and Rank), 2000*

Division/Department	Women's Median Salary			Men's Median Salary			Women's Median Salary as % of Men's		
	Full	Associate	Assistant	Full	Associate	Assistant	Full	Associate	Assistant
Physical Sciences	**94,350**	**79,500**	**65,000**	**96,616**	**74,300**	**65,000**	**97.7%**	**107.0%**	**100.0%**
Biological Systems Engineering	N/A	N/A	N/A	76,172	70,456	50,727	N/A	N/A	N/A
Soil Science	74,113	N/A	55,667	72,286	62,933	N/A	102.5%	N/A	N/A
Chemical Engineering	N/A	88,209	N/A	133,157	82,298	68,033	N/A	107.2%	N/A
Civil & Environmental Engineering	N/A	79,500	N/A	100,529	65,500	70,745	N/A	121.4%	N/A
Electrical & Computer Engineering	N/A	90,158	78,500	101,569	74,614	75,500	N/A	120.8%	104.0%
Biomedical Engineering	N/A	N/A	66,000	109,000	N/A	77,660	N/A	N/A	85.0%
Industrial Engineering	125,327	86,648	75,189	126,000	74,580	68,381	99.5%	116.2%	110.0%
Mechanical Engineering	116,525	76,000	68,750	97,031	87,348	67,500	120.1%	87.0%	101.9%
Materials Science & Engineering	N/A	81,500	N/A	104,801	72,652	N/A	N/A	112.2%	N/A
Engineering Physics	N/A	86,648	69,000	143,000	84,031	69,000	N/A	103.1%	100.0%
Engineering Professional Development	N/A	N/A	N/A	123,545	77,500	73,319	N/A	N/A	N/A
Astronomy	78,192	N/A	58,000	87,640	64,079	60,670	89.2%	N/A	95.6%
Chemistry	89,614	63,036	56,000	95,885	65,643	56,000	93.5%	96.0%	100.0%
Computer Sciences	94,075	76,375	78,150	108,000	N/A	75,500	87.1%	N/A	103.5%
Geology & Geophysics	82,711	N/A	52,000	76,881	61,363	56,531	107.6%	N/A	92.0%
Mathematics	100,000	76,000	62,550	87,050	73,600	58,500	114.9%	103.3%	106.9%
Atmospheric & Oceanic Sciences	N/A	N/A	N/A	104,513	80,320	59,031	N/A	N/A	N/A
Physics	111,379	74,976	N/A	87,125	77,115	60,988	127.8%	97.2%	N/A
Statistics	118,851	N/A	55,000	84,327	68,833	58,004	140.9%	N/A	94.8%
Biological Sciences	**88,200**	**68,592**	**56,810**	**85,484**	**66,065**	**56,455**	**103.2%**	**103.8%**	**100.6%**
Agronomy	N/A	N/A	55,895	70,800	60,338	N/A	N/A	N/A	N/A
Animal Science	N/A	N/A	N/A	82,007	69,032	59,088	N/A	N/A	N/A
Bacteriology	N/A	72,911	58,300	80,590	62,643	N/A	N/A	116.4%	N/A
Biochemistry	85,506	63,314	53,406	98,263	64,739	56,885	87.0%	97.8%	93.9%
Dairy Science	N/A	N/A	67,909	74,879	72,596	55,145	N/A	N/A	123.1%
Entomology	N/A	65,943	50,727	79,018	N/A	N/A	N/A	N/A	N/A
Food Microbiology & Toxicology	68,077	N/A	N/A	86,977	64,555	55,636	78.3%	N/A	N/A
Food Science	N/A	N/A	54,201	76,525	59,312	58,529	N/A	N/A	92.6%
Genetics	N/A	65,083	65,455	93,368	64,244	64,453	N/A	101.3%	101.6%
Horticulture	62,989	N/A	54,929	82,023	61,710	58,106	76.8%	N/A	94.5%
Nutritional Sciences	83,028	67,500	54,000	85,951	69,547	55,691	96.6%	97.1%	97.0%
Plant Pathology	73,851	63,074	57,436	81,818	63,794	63,734	90.3%	98.9%	90.1%
Forest Ecology & Management	N/A	N/A	56,922	79,921	65,478	52,364	N/A	N/A	108.7%
Natural Resources - Wildlife Ecology	N/A	62,489	N/A	82,839	63,001	N/A	N/A	99.2%	N/A
Kinesiology	77,510	58,869	48,945	74,970	N/A	50,357	103.4%	N/A	97.2%
Nelson Institute for Environmental Studies	N/A	N/A	56,922	80,441	N/A	51,460	N/A	N/A	110.6%

Botany	85,334	56,341	52,584	80,653	63,037	N/A	105.8%	89.4%	N/A
Communicative Disorders	76,763	N/A	50,559	91,485	56,263	53,550	83.9%	N/A	94.4%
Zoology	69,149	N/A	53,248	73,493	62,948	52,737	94.1%	N/A	101.0%
Anatomy	101,566	73,924	59,341	101,370	70,567	76,034	100.2%	104.8%	78.0%
Anesthesiology	N/A	N/A	N/A	N/A	74,209	40,255	N/A	N/A	N/A
Biostatistics & Medical Informatics	N/A	68,771	97,962	93,291	68,833	70,445	N/A	99.9%	139.1%
Family Medicine	N/A	101,833	N/A	84,787	60,955	71,779	N/A	167.1%	N/A
Genetics	N/A	N/A	65,455	83,053	77,318	62,160	N/A	N/A	105.3%
Obstetrics & Gynecology	N/A	71,943	N/A	90,471	71,149	N/A	N/A	101.1%	N/A
Medical History & Bioethics	116,605	N/A	N/A	115,303	N/A	52,600	101.1%	N/A	N/A
Human Oncology	N/A	N/A	59,696	83,337	53,110	N/A	N/A	N/A	N/A
Medicine	98,591	72,297	66,276	91,366	68,620	62,576	107.9%	105.4%	105.9%
Medical Microbiology	79,774	N/A	N/A	100,227	67,091	55,636	79.6%	N/A	N/A
Medical Physics	N/A	N/A	61,492	85,055	64,276	62,206	N/A	N/A	98.9%
Neurology	91,833	N/A	N/A	87,717	75,789	N/A	104.7%	N/A	N/A
Neurological Surgery	N/A	N/A	55,636	101,450	N/A	40,891	N/A	N/A	136.1%
Oncology	88,259	71,645	59,699	99,567	63,501	N/A	88.6%	112.8%	N/A
Ophthalmology & Visual Sciences	107,336	70,576	60,876	107,270	73,963	63,473	100.1%	95.4%	95.9%
Pathology & Laboratory Medicine	82,535	84,237	63,003	90,684	68,121	59,866	91.0%	123.7%	105.2%
Pediatrics	96,353	76,516	51,569	98,359	66,419	53,182	98.0%	115.2%	97.0%
Pharmacology	95,727	N/A	55,636	87,669	72,818	63,000	109.2%	N/A	88.3%
Biomolecular Chemistry	132,943	67,814	60,743	95,816	69,377	57,821	138.7%	97.7%	105.1%
Physiology	96,020	72,848	55,200	95,439	72,726	59,697	100.6%	100.2%	92.5%
Population Health Sciences	93,661	61,077	71,018	100,964	62,223	55,227	92.8%	98.2%	128.6%
Psychiatry	88,468	N/A	59,287	79,776	N/A	53,199	110.9%	N/A	111.4%
Radiology	72,209	N/A	N/A	79,163	56,440	86,763	91.2%	N/A	N/A
Rehabilitation Medicine	N/A	N/A	N/A	108,887	N/A	58,059	N/A	N/A	N/A
Surgery	N/A	69,735	N/A	77,465	53,019	54,818	N/A	131.5%	N/A
School of Pharmacy	87,171	63,314	53,500	94,328	66,427	59,133	92.4%	95.3%	90.5%
Animal Health & Biomedical Sciences	N/A	N/A	57,273	82,541	N/A	N/A	N/A	N/A	N/A
Medical Sciences	94,256	65,353	61,249	94,384	68,599	N/A	99.9%	95.3%	N/A
Pathobiological Sciences	N/A	62,791	58,858	85,150	61,689	56,593	N/A	101.8%	104.0%
Comparative Biosciences	81,818	63,718	N/A	81,648	56,449	53,182	100.2%	112.9%	N/A
Surgical Sciences	N/A	68,592	N/A	105,521	62,912	58,140	N/A	109.0%	N/A
Social Studies	**83,978**	**62,464**	**52,535**	**95,000**	**70,243**	**54,251**	**88.4%**	**88.9%**	**96.8%**
Agricultural & Applied Economics	N/A	N/A	N/A	95,346	69,021	66,022	N/A	N/A	N/A
Life Sciences Communication	77,185	67,221	55,513	77,603	N/A	53,346	99.5%	N/A	104.1%
Rural Sociology	82,788	71,638	56,300	81,886	64,702	N/A	101.1%	110.7%	N/A
Natural Resources-Landscape Architecture	81,268	N/A	57,024	77,850	N/A	N/A	104.4%	N/A	N/A
Urban & Regional Planning	N/A	N/A	N/A	77,182	67,949	53,730	N/A	N/A	N/A
School of Business	137,289	127,930	105,372	139,239	111,025	92,282	98.6%	115.2%	114.2%
Counseling Psychology	91,568	61,559	50,247	92,884	68,209	51,528	98.6%	90.3%	97.5%
Curriculum & Instruction	77,461	55,930	52,159	88,611	69,946	52,535	87.4%	80.0%	99.3%
Educational Administration	N/A	61,546	56,163	89,432	N/A	N/A	N/A	N/A	N/A

	Educational Policy Studies	82,980	59,895	55,622	89,289	61,787	N/A	92.9%	96.9%	N/A
	Educational Psychology	76,262	N/A	N/A	90,180	56,633	51,812	84.6%	N/A	N/A
	Rehabilitation Psychology & Special Education	68,038	70,534	50,000	76,795	N/A	55,413	88.6%	N/A	90.2%
	School of Human Ecology	76,332	59,176	52,753	68,759	65,000	51,506	111.0%	91.0%	102.4%
	Law School	117,656	96,300	83,881	121,951	86,554	88,992	96.5%	111.3%	94.3%
	Anthropology	68,336	54,534	49,000	71,661	61,694	46,000	95.4%	88.4%	106.5%
	Afro-American Studies	90,040	61,690	N/A	93,283	53,877	N/A	96.5%	114.5%	N/A
	Communication Arts	63,663	57,505	46,000	72,598	N/A	45,635	87.7%	N/A	100.8%
	Economics	111,188	N/A	68,000	127,930	100,800	66,455	86.9%	N/A	102.3%
	Geography	82,000	N/A	49,785	83,500	58,429	52,242	98.2%	N/A	95.3%
	LaFollette School of Public Affairs	79,113	74,500	49,028	101,000	N/A	66,500	78.3%	N/A	73.7%
	School of Journalism & Mass Communication	86,551	58,000	50,000	77,916	58,807	56,604	111.1%	98.6%	88.3%
	School of Library & Information Studies	71,903	62,878	50,000	71,645	N/A	N/A	100.4%	N/A	N/A
	Political Science	89,704	68,205	50,000	90,000	62,650	50,610	99.7%	108.9%	98.8%
	Psychology	93,413	60,821	52,341	103,035	67,444	52,269	90.7%	90.2%	100.1%
	Social Work	86,724	56,807	54,000	74,930	77,850	52,478	115.7%	73.0%	102.9%
	Sociology	92,772	67,261	50,804	100,000	69,562	51,287	92.8%	96.7%	99.1%
	Urban & Regional Planning	N/A	N/A	52,092	91,301	58,214	N/A	N/A	N/A	N/A
	School of Nursing	85,000	65,551	54,414	N/A	N/A	N/A	N/A	N/A	N/A
	Professional Development & Applied Studies	N/A	55,903	N/A	61,165	55,755	N/A	N/A	100.3%	N/A
Humanities		**70,488**	**56,165**	**48,000**	**74,305**	**57,477**	**47,347**	**94.9%**	**97.7%**	**101.4%**
	Art	66,651	53,601	48,404	71,039	53,200	47,118	93.8%	100.8%	102.7%
	Dance	70,674	53,420	N/A	56,801	N/A	46,636	124.4%	N/A	N/A
	African Languages & Literature	72,905	N/A	N/A	74,121	N/A	45,000	98.4%	N/A	N/A
	Art History	74,530	N/A	50,766	73,285	56,858	N/A	101.7%	N/A	N/A
	Classics	74,000	58,467	49,802	77,526	N/A	45,500	95.5%	N/A	109.5%
	Comparative Literature	68,699	N/A	N/A	76,457	50,754	44,953	89.9%	N/A	N/A
	East Asian Languages & Literature	73,021	N/A	46,753	66,831	51,766	52,035	109.3%	N/A	89.8%
	English	73,343	51,512	48,000	77,382	68,000	48,000	94.8%	75.8%	100.0%
	French & Italian	71,812	51,034	49,489	76,061	54,832	52,000	94.4%	93.1%	95.2%
	German	69,742	54,638	50,060	76,327	52,736	49,720	91.4%	103.6%	100.7%
	Hebrew & Semitic Studies	N/A	55,713	N/A	89,959	N/A	48,000	N/A	N/A	N/A
	History	72,879	69,465	49,106	84,664	58,219	49,200	86.1%	119.3%	99.8%
	History of Science	N/A	69,654	N/A	75,805	54,274	N/A	N/A	128.3%	N/A
	Linguistics	72,075	60,306	45,000	47,950	60,458	48,690	150.3%	99.7%	92.4%
	School of Music	65,370	61,187	45,000	69,629	60,596	47,345	93.9%	101.0%	95.0%
	Philosophy	70,003	N/A	N/A	77,125	57,541	44,000	90.8%	N/A	N/A
	Scandinavian Studies	63,956	N/A	45,097	62,745	N/A	N/A	101.9%	N/A	N/A
	Slavic Languages	73,368	N/A	48,848	84,508	59,362	47,912	86.8%	N/A	102.0%
	Languages & Cultures of Asia	69,754	N/A	N/A	71,315	N/A	47,285	97.8%	N/A	N/A
	Spanish & Portuguese	66,787	58,197	46,000	65,857	59,001	46,674	101.4%	98.6%	98.6%
	Theatre & Drama	62,389	56,760	53,399	72,856	55,301	45,500	85.6%	102.6%	117.4%
	Women's Studies Program	N/A	N/A	46,272	N/A	N/A	N/A	N/A	N/A	N/A
	College Library	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Social Sciences	N/A	N/A	N/A	N/A	N/A	61,515	N/A	N/A	N/A
Area Studies	N/A	N/A	N/A	N/A	N/A	53,648	N/A	N/A	N/A
Liberal Studies & the Arts	62,489	54,263	N/A	62,432	N/A	N/A	100.1%	N/A	N/A

SOURCE: IADS appointment system, March 2003
NOTE:
Salaries reported are for personnel paid within the department only; department members being paid as administrators, or who hold zero-dollar appointments, are not counted.
Prepared by : Margaret Harrigan, Office of Academic Planning and Analysis
March 20, 2003

Institutional Data, 2001

Table 1. Number and Percent of Women Faculty in Science/Engineering by Department, 2001*

Division/Department	Women	Men	% Women
Physical Sciences	**40.00**	**412.12**	**8.8%**
Biological Systems Engineering	0.00	15.25	0.0%
Soil Science	3.50	19.00	15.6%
Chemical Engineering	1.00	16.00	5.9%
Civil & Environmental Engineering	1.00	26.00	3.7%
Electrical & Computer Engineering	2.00	37.00	5.1%
Biomedical Engineering	1.00	4.00	20.0%
Industrial Engineering	4.25	11.00	27.9%
Mechanical Engineering	2.25	29.75	7.0%
Materials Science & Engineering	1.00	12.00	7.7%
Engineering Physics	1.25	20.50	5.7%
Engineering Professional Development	0.00	7.00	0.0%
Astronomy	2.00	12.00	14.3%
Chemistry	2.50	39.00	6.0%
Computer Sciences	4.00	30.17	11.7%
Geology & Geophysics	5.00	14.50	25.6%
Mathematics	2.75	50.75	5.1%
Atmospheric & Oceanic Sciences	0.00	12.00	0.0%
Physics	4.00	43.00	8.5%
Statistics	2.50	13.20	15.9%
Biological Sciences	**149.01**	**591.92**	**20.1%**
Agronomy	1.00	17.00	5.6%
Animal Science	0.00	21.20	0.0%
Bacteriology	4.00	12.00	25.0%
Biochemistry	7.00	24.00	22.6%
Dairy Science	2.00	11.40	14.9%
Entomology	2.00	11.00	15.4%
Food Microbiology & Toxicology	1.00	4.00	20.0%
Food Science	2.00	13.00	13.3%
Genetics	1.50	11.98	11.1%
Horticulture	3.00	12.13	19.8%
Nutritional Sciences	5.00	3.90	56.2%
Plant Pathology	6.00	10.50	36.4%
Forest Ecology & Management	0.50	15.63	3.1%
Natural Resources - Wildlife Ecology	1.00	5.00	16.7%
Kinesiology	5.00	8.00	38.5%
Nelson Institute for Environmental Studies	0.50	4.57	9.9%
Botany	6.00	11.00	35.3%
Communicative Disorders	6.00	8.00	42.9%
Zoology	6.00	18.00	25.0%
Anatomy	5.00	15.50	24.4%
Anesthesiology	0.00	4.00	0.0%
Biostatistics & Medical Informatics	2.25	7.00	24.3%
Family Medicine	1.00	8.10	11.0%

Genetics	0.50	6.26	7.4%
Obstetrics & Gynecology	2.00	7.00	22.2%
Medical History & Bioethics	1.00	4.90	16.9%
Human Oncology	1.00	7.05	12.4%
Medicine	6.75	57.14	10.6%
Medical Microbiology	2.00	8.50	19.0%
Medical Physics	1.00	10.15	9.0%
Neurology	1.00	9.50	9.5%
Neurological Surgery	1.00	4.00	20.0%
Oncology	4.75	12.40	27.7%
Ophthalmology & Visual Sciences	3.60	11.00	24.7%
Pathology & Laboratory Medicine	5.00	10.51	32.2%
Pediatrics	9.00	13.20	40.5%
Pharmacology	2.00	9.50	17.4%
Biomolecular Chemistry	3.00	7.00	30.0%
Physiology	6.00	17.10	26.0%
Population Health Sciences	8.20	12.35	39.9%
Psychiatry	5.21	9.00	36.7%
Radiology	1.00	12.45	7.4%
Rehabilitation Medicine	0.00	2.00	0.0%
Surgery	1.75	31.00	5.3%
School of Pharmacy	4.50	26.00	14.8%
Animal Health & Biomedical Sciences	1.00	6.00	14.3%
Medical Sciences	3.00	11.00	21.4%
Pathobiological Sciences	2.00	13.00	13.3%
Comparative Biosciences	4.00	10.00	28.6%
Surgical Sciences	1.00	7.00	12.5%
Social Studies	**206.20**	**399.23**	**34.1%**
Agricultural & Applied Economics	1.00	22.50	4.3%
Life Sciences Communication	3.80	6.33	37.5%
Rural Sociology	3.00	9.00	25.0%
Natural Resources-Landscape Architecture	2.00	2.00	50.0%
Urban & Regional Planning	0.00	5.00	0.0%
School of Business	13.75	68.75	16.7%
Counseling Psychology	4.00	5.00	44.4%
Curriculum & Instruction	13.75	17.55	43.9%
Educational Administration	3.00	9.67	23.7%
Educational Policy Studies	4.00	7.00	36.4%
Educational Psychology	5.00	13.50	27.0%
Rehabilitation Psychology & Special Education	5.00	6.00	45.5%
School of Human Ecology	25.20	13.00	66.0%
Law School	12.50	28.25	30.7%
Anthropology	6.50	12.00	35.1%
Afro-American Studies	4.00	6.00	40.0%
Communication Arts	8.00	14.00	36.4%
Economics	3.20	27.00	10.6%
Ethnic Studies	1.00	0.00	100.0%
Geography	3.00	14.00	17.6%
LaFollette School of Public Affairs	2.00	5.75	25.8%
School of Journalism & Mass Communication	4.00	9.50	29.6%

	School of Library & Information Studies	6.00	3.50	63.2%
	Political Science	8.50	28.75	22.8%
	Psychology	13.00	22.00	37.1%
	Social Work	10.00	7.00	58.8%
	Sociology	12.50	27.92	30.9%
	Urban & Regional Planning	2.00	4.75	29.6%
	School of Nursing	23.50	0.00	100.0%
	Professional Development & Applied Studies	3.00	3.51	46.1%
Humanities		**144.88**	**242.74**	**37.4%**
	Art	12.00	19.00	38.7%
	Dance	3.00	3.00	50.0%
	African Languages & Literature	4.00	4.50	47.1%
	Art History	6.00	4.75	55.8%
	Classics	5.00	3.50	58.8%
	Comparative Literature	1.00	6.00	14.3%
	East Asian Languages & Literature	4.00	8.00	33.3%
	English	21.70	28.00	43.7%
	French & Italian	8.00	13.25	37.6%
	German	6.00	11.60	34.1%
	Hebrew & Semitic Studies	2.00	3.00	40.0%
	History	13.50	33.50	28.7%
	History of Science	1.63	5.13	24.1%
	Linguistics	3.00	4.33	40.9%
	School of Music	14.00	34.35	29.0%
	Philosophy	3.00	18.00	14.3%
	Scandinavian Studies	3.00	3.50	46.2%
	Slavic Languages	3.00	8.00	27.3%
	Languages & Cultures of Asia	3.50	8.33	29.6%
	Spanish & Portuguese	9.00	9.41	48.9%
	Theatre & Drama	7.75	9.00	46.3%
	Women's Studies Program	3.00	0.00	100.0%
	College Library	1.00	0.00	100.0%
	Social Sciences	0.00	1.00	0.0%
	Liberal Studies & the Arts	6.80	3.59	65.4%

SOURCE: UW Madison IADS (Integrated Appointment Data System), March 2003
NOTE:
Faculty are assigned to division (Physical, Biological, Social Science) based on tenure home departments. An individual who is tenured in more than one department is shown based on the tenure split. E.g., a person who is 50% statistics and 50% plant pathology is shown as .5 FTE in Physical Sciences in this analysis. Faculty who have zero-dollar appointments and faculty who are paid wholly through an administrative appointment (such as dean or chancellor) are included in the FTE count.
Prepared by : Margaret Harrigan, Office of Academic Planning and Analysis
March 20, 2003

Table 2. Number and Percent of Women Faculty in Science/Engineering by Rank and Department, 2001*

Division/Department	Women			Men			% Women		
	Full	Associate	Assistant	Full	Associate	Assistant	Full	Associate	Assistant
Physical Sciences	**21.00**	**5.00**	**14.00**	**290.12**	**54.50**	**67.50**	**6.7%**	**8.4%**	**17.2%**
Biological Systems Engineering	0.00	0.00	0.00	12.25	1.00	2.00	0.0%	0.0%	0.0%
Soil Science	1.00	0.00	2.50	15.00	3.00	1.00	6.3%	0.0%	71.4%
Chemical Engineering	0.00	1.00	0.00	7.00	6.00	3.00	0.0%	14.3%	0.0%
Civil & Environmental Engineering	1.00	0.00	0.00	17.00	4.00	5.00	5.6%	0.0%	0.0%
Electrical & Computer Engineering	1.00	0.00	1.00	21.00	9.00	7.00	4.5%	0.0%	12.5%
Biomedical Engineering	0.00	0.00	1.00	2.00	1.00	1.00	0.0%	0.0%	50.0%
Industrial Engineering	2.25	1.00	1.00	7.00	0.00	4.00	24.3%	100.0%	20.0%
Mechanical Engineering	1.00	0.25	1.00	20.00	2.75	7.00	4.8%	8.3%	12.5%
Materials Science & Engineering	1.00	0.00	0.00	10.00	2.00	0.00	9.1%	0.0%	N/A
Engineering Physics	0.25	0.00	1.00	12.00	5.50	3.00	2.0%	0.0%	25.0%
Engineering Professional Development	0.00	0.00	0.00	1.00	3.00	3.00	0.0%	0.0%	0.0%
Astronomy	1.00	0.00	1.00	9.00	2.00	1.00	10.0%	0.0%	50.0%
Chemistry	1.50	0.00	1.00	34.00	0.00	5.00	4.2%	N/A	16.7%
Computer Sciences	2.00	1.00	1.00	23.17	0.00	7.00	7.9%	100.0%	12.5%
Geology & Geophysics	4.00	0.00	1.00	9.50	1.00	4.00	29.6%	0.0%	20.0%
Mathematics	1.00	0.75	1.00	39.00	5.75	6.00	2.5%	11.5%	14.3%
Atmospheric & Oceanic Sciences	0.00	0.00	0.00	6.00	5.00	1.00	0.0%	0.0%	0.0%
Physics	3.00	1.00	0.00	35.00	2.00	6.00	7.9%	33.3%	0.0%
Statistics	1.00	0.00	1.50	10.20	1.50	1.50	8.9%	0.0%	50.0%
Biological Sciences	**56.81**	**38.00**	**54.20**	**379.92**	**120.50**	**91.50**	**13.0%**	**24.0%**	**37.2%**
Agronomy	0.00	0.00	1.00	12.00	4.00	1.00	0.0%	0.0%	50.0%
Animal Science	0.00	0.00	0.00	17.20	1.00	3.00	0.0%	0.0%	0.0%
Bacteriology	1.00	0.00	3.00	10.00	2.00	0.00	9.1%	0.0%	100.0%
Biochemistry	5.00	0.00	2.00	20.50	1.50	2.00	19.6%	0.0%	50.0%
Dairy Science	1.00	1.00	0.00	5.40	2.00	4.00	15.6%	33.3%	0.0%
Entomology	0.00	1.00	1.00	10.00	0.00	1.00	0.0%	100.0%	50.0%
Food Microbiology & Toxicology	1.00	0.00	0.00	2.00	1.00	1.00	33.3%	0.0%	0.0%
Food Science	0.00	0.00	2.00	9.00	2.00	2.00	0.0%	0.0%	50.0%
Genetics	0.00	1.00	0.50	9.48	1.50	1.00	0.0%	40.0%	33.3%
Horticulture	1.00	0.00	2.00	7.13	3.00	2.00	12.3%	0.0%	50.0%
Nutritional Sciences	3.00	1.00	1.00	1.40	1.50	1.00	68.2%	40.0%	50.0%
Plant Pathology	2.00	3.00	1.00	7.50	2.00	1.00	21.1%	60.0%	50.0%
Forest Ecology & Management	0.00	0.50	0.00	10.13	2.00	3.50	0.0%	20.0%	0.0%
Natural Resources - Wildlife Ecology	0.00	1.00	0.00	3.00	1.00	1.00	0.0%	50.0%	0.0%
Kinesiology	1.00	2.00	2.00	5.00	0.00	3.00	16.7%	100.0%	40.0%
Nelson Institute for Environmental Studies	0.00	0.50	0.00	4.07	0.00	0.50	0.0%	100.0%	0.0%
Botany	3.00	1.00	2.00	9.00	2.00	0.00	25.0%	33.3%	100.0%

Communicative Disorders	3.00	0.00	3.00	6.00	1.00	1.00	33.3%	0.0%	75.0%
Zoology	2.00	0.00	4.00	12.00	4.00	2.00	14.3%	0.0%	66.7%
Anatomy	1.00	2.00	2.00	8.50	4.00	3.00	10.5%	33.3%	40.0%
Anesthesiology	0.00	0.00	0.00	1.00	1.00	2.00	0.0%	0.0%	0.0%
Biostatistics & Medical Informatics	0.00	1.25	1.00	1.75	1.50	3.75	0.0%	45.5%	21.1%
Family Medicine	0.00	1.00	0.00	5.10	2.00	1.00	0.0%	33.3%	0.0%
Genetics	0.00	0.00	0.50	2.76	2.50	1.00	0.0%	0.0%	33.3%
Obstetrics & Gynecology	1.00	1.00	0.00	4.00	2.00	1.00	20.0%	33.3%	0.0%
Medical History & Bioethics	1.00	0.00	0.00	2.90	1.00	1.00	25.6%	0.0%	0.0%
Human Oncology	0.00	0.00	1.00	3.05	4.00	0.00	0.0%	0.0%	100.0%
Medicine	3.00	1.00	2.75	31.39	14.75	11.00	8.7%	6.3%	20.0%
Medical Microbiology	1.00	0.00	1.00	5.50	2.00	1.00	15.4%	0.0%	50.0%
Medical Physics	0.00	0.00	1.00	4.90	2.25	3.00	0.0%	0.0%	25.0%
Neurology	1.00	0.00	0.00	6.50	3.00	0.00	13.3%	0.0%	N/A
Neurological Surgery	0.00	0.00	1.00	1.00	0.00	3.00	0.0%	N/A	25.0%
Oncology	2.00	2.00	0.75	11.40	1.00	0.00	14.9%	66.7%	100.0%
Ophthalmology & Visual Sciences	1.00	2.60	0.00	6.00	4.00	1.00	14.3%	39.4%	0.0%
Pathology & Laboratory Medicine	2.00	3.00	0.00	7.51	2.00	1.00	21.0%	60.0%	0.0%
Pediatrics	2.00	1.00	6.00	10.20	1.00	2.00	16.4%	50.0%	75.0%
Pharmacology	1.00	0.00	1.00	5.50	2.00	2.00	15.4%	0.0%	33.3%
Biomolecular Chemistry	1.00	1.00	1.00	5.00	0.00	2.00	16.7%	100.0%	33.3%
Physiology	2.00	2.00	2.00	11.10	5.00	1.00	15.3%	28.6%	66.7%
Population Health Sciences	3.80	1.40	3.00	7.60	4.00	0.75	33.3%	25.9%	80.0%
Psychiatry	3.51	0.00	1.70	6.00	0.00	3.00	36.9%	N/A	36.2%
Radiology	1.00	0.00	0.00	7.45	3.00	2.00	11.8%	0.0%	0.0%
Rehabilitation Medicine	0.00	0.00	0.00	1.00	0.00	1.00	0.0%	N/A	0.0%
Surgery	0.00	1.75	0.00	20.00	7.00	4.00	0.0%	20.0%	0.0%
School of Pharmacy	1.50	2.00	1.00	13.00	6.00	7.00	10.3%	25.0%	12.5%
Animal Health & Biomedical Sciences	0.00	0.00	1.00	5.00	0.00	1.00	0.0%	N/A	50.0%
Medical Sciences	1.00	1.00	1.00	4.00	7.00	0.00	20.0%	12.5%	100.0%
Pathobiological Sciences	0.00	1.00	1.00	9.00	3.00	1.00	0.0%	25.0%	50.0%
Comparative Biosciences	4.00	0.00	0.00	8.00	1.00	1.00	33.3%	0.0%	0.0%
Surgical Sciences	0.00	1.00	0.00	3.00	3.00	1.00	0.0%	25.0%	0.0%
Social Studies*	**100.70**	**37.75**	**67.75**	**250.48**	**53.25**	**94.50**	**28.7%**	**41.5%**	**41.8%**
Agricultural & Applied Economics	0.00	0.00	1.00	18.50	4.00	0.00	0.0%	0.0%	100.0%
Life Sciences Communication	0.80	2.00	1.00	4.33	0.00	2.00	15.6%	100.0%	33.3%
Rural Sociology	1.00	1.00	1.00	6.00	2.00	1.00	14.3%	33.3%	50.0%
Natural Resources-Landscape Architecture	1.00	0.00	1.00	2.00	0.00	0.00	33.3%	N/A	100.0%
Urban & Regional Planning	0.00	0.00	0.00	2.00	1.00	2.00	0.0%	0.0%	0.0%
School of Business	2.00	2.75	9.00	33.75	16.00	19.00	5.6%	14.7%	32.1%
Counseling Psychology	2.00	1.00	1.00	3.00	0.00	2.00	40.0%	100.0%	33.3%
Curriculum & Instruction	7.50	1.00	5.25	13.55	1.00	3.00	35.6%	50.0%	63.6%
Educational Administration	1.00	1.00	1.00	6.67	0.00	2.00	13.0%	100.0%	33.3%
Educational Policy Studies	1.00	1.00	2.00	5.00	1.00	1.00	16.7%	50.0%	66.7%

	Educational Psychology	4.00	0.00	1.00	10.00	1.50	2.00	28.6%	0.0%	33.3%
	Rehabilitation Psychology & Special Education	4.00	0.00	1.00	5.00	0.00	1.00	44.4%	N/A	50.0%
	School of Human Ecology	15.20	3.00	7.00	9.00	0.00	4.00	62.8%	100.0%	63.6%
	Law School	7.50	3.00	2.00	18.25	3.00	7.00	29.1%	50.0%	22.2%
	Anthropology	3.50	2.00	1.00	7.00	5.00	0.00	33.3%	28.6%	100.0%
	Afro-American Studies	2.00	2.00	0.00	4.25	1.75	0.00	32.0%	53.3%	N/A
	Communication Arts	4.00	2.00	2.00	7.00	2.00	5.00	36.4%	50.0%	28.6%
	Economics	1.20	0.00	2.00	17.00	3.00	7.00	6.6%	0.0%	22.2%
	Ethnic Studies	1.00	0.00	0.00	0.00	0.00	0.00	100.0%	N/A	N/A
	Geography	1.00	0.00	2.00	10.00	3.00	1.00	9.1%	0.0%	66.7%
	LaFollette School of Public Affairs	0.50	1.00	0.50	3.75	0.00	2.00	11.8%	100.0%	20.0%
	School of Journalism & Mass Communication	2.00	1.00	1.00	6.00	2.00	1.50	25.0%	33.3%	40.0%
	School of Library & Information Studies	2.00	1.00	3.00	2.00	0.00	1.50	50.0%	100.0%	66.7%
	Political Science	3.50	1.50	3.50	18.75	1.00	9.00	15.7%	60.0%	28.0%
	Psychology	9.00	2.00	2.00	14.00	1.00	7.00	39.1%	66.7%	22.2%
	Social Work	4.50	1.50	4.00	5.00	1.00	1.00	47.4%	60.0%	80.0%
	Sociology	7.00	0.00	5.50	13.42	6.00	8.50	34.3%	0.0%	39.3%
	Urban & Regional Planning	0.00	0.00	2.00	2.75	2.00	0.00	0.0%	0.0%	100.0%
	School of Nursing	12.50	5.00	6.00	0.00	0.00	0.00	100.0%	100.0%	100.0%
	Professional Development & Applied Studies	3.00	0.00	0.00	2.51	1.00	0.00	54.4%	0.0%	N/A
Humanities		**81.50**	**23.63**	**39.75**	**166.86**	**34.88**	**41.00**	**32.8%**	**40.4%**	**49.2%**
	Art	5.00	0.00	7.00	13.00	2.00	4.00	27.8%	0.0%	63.6%
	Dance	2.00	1.00	0.00	1.00	0.00	2.00	66.7%	100.0%	0.0%
	African Languages & Literature	3.00	0.00	1.00	3.50	0.00	1.00	46.2%	N/A	50.0%
	Art History	4.00	0.00	2.00	1.75	3.00	0.00	69.6%	0.0%	100.0%
	Classics	2.00	1.00	2.00	2.00	0.00	1.50	50.0%	100.0%	57.1%
	Comparative Literature	1.00	0.00	0.00	2.00	1.00	3.00	33.3%	0.0%	0.0%
	East Asian Languages & Literature	1.00	0.00	3.00	6.00	1.00	1.00	14.3%	0.0%	75.0%
	English	15.70	2.00	4.00	22.00	1.00	5.00	41.6%	66.7%	44.4%
	French & Italian	5.00	1.00	2.00	11.25	2.00	0.00	30.8%	33.3%	100.0%
	German	2.00	3.00	1.00	7.60	3.00	1.00	20.8%	50.0%	50.0%
	Hebrew & Semitic Studies	1.00	1.00	0.00	2.00	0.00	1.00	33.3%	100.0%	0.0%
	History	9.50	3.00	1.00	24.00	4.00	5.50	28.4%	42.9%	15.4%
	History of Science	0.00	0.63	1.00	2.50	1.63	1.00	0.0%	27.8%	50.0%
	Linguistics	2.00	1.00	0.00	1.33	2.00	1.00	60.1%	33.3%	0.0%
	School of Music	7.00	5.00	2.00	23.10	7.25	4.00	23.3%	40.8%	33.3%
	Philosophy	2.00	0.00	1.00	16.00	1.00	1.00	11.1%	0.0%	50.0%
	Scandinavian Studies	2.00	0.00	1.00	3.50	0.00	0.00	36.4%	N/A	100.0%
	Slavic Languages	2.00	0.00	1.00	6.00	0.00	2.00	25.0%	N/A	33.3%
	Languages & Cultures of Asia	3.50	0.00	0.00	5.33	2.00	1.00	39.6%	0.0%	0.0%
	Spanish & Portuguese	3.00	2.00	4.00	6.41	1.00	2.00	31.9%	66.7%	66.7%
	Theatre & Drama	4.00	1.00	2.75	3.00	3.00	3.00	57.1%	25.0%	47.8%
	Women's Studies Program	0.00	0.00	3.00	0.00	0.00	0.00	N/A	N/A	100.0%
	College Library	0.00	0.00	1.00	0.00	0.00	0.00	N/A	N/A	100.0%

Social Sciences	0.00	0.00	0.00	0.00	0.00	1.00	N/A	N/A	0.0%
Liberal Studies & the Arts	4.80	2.00	0.00	3.59	0.00	0.00	57.2%	100.0%	N/A

SOURCE: UW Madison IADS (Integrated Appointment Data System), March 2003
NOTE:
Faculty are assigned to Physical Sciences based on tenure home departments. An individual who is tenured in more than one department is shown based on the tenure split. E.g., a person who is 50% statistics and 50% plant pathology is shown as .5 FTE in Physical Sciences in this analysis. Faculty who have zero-dollar appointments, faculty who are paid wholly through an administrative appointment (such as dean or chancellor) are included in the total FTE count but excluded from the salary median and salary FTE calculations. Years are calculated based on current faculty appointment. (Some individuals
NOTE:
One (male) instructor has not been reported.
Prepared by : Margaret Harrigan, Office of Academic Planning and Analysis
March 20, 2003

Table 3a. Tenure Promotion Outcomes by Gender, 2001

1997 - 2002

Division/Department	Women			Men		
	Reviewed	Achieved	%	Reviewed	Achieved	%
Physical Sciences	2	2	100.0%	37	34	91.9%
Biological Sciences	25	22	88.0%	64	59	92.2%
Social Studies	27	24	88.9%	34	31	91.2%
Humanities	22	21	95.5%	25	23	92.0%

SOURCE: Office of the Secretary of the Faculty.

Table 3b. Tenure Promotion Outcomes by Gender, 2001

Physical Sciences

Entering Cohort*	Women					Men				
		Within 6 Years		Within 9 Years			Within 6 Years		Within 9 Years	
	Total Hired	Count	Percent	Count	Percent	Total Hired	Count	Percent	Count	Percent
1987-91	17	12	70.6	15	88.2	87	55	63.2	66	75.9
1991-95	7	3	42.9	3	42.9	35	22	62.9	28	80.0

Biological Sciences

Entering Cohort	Women					Men				
		Within 6 Years		Within 9 Years			Within 6 Years		Within 9 Years	
	Total Hired	Count	Percent	Count	Percent	Total Hired	Count	Percent	Count	Percent
1987-91	29	8	27.6	16	55.2	101	57	56.4	70	69.3
1991-95	26	11	42.3	18	69.2	82	48	58.5	61	74.4

Social Studies

Entering Cohort	Women					Men				
		Within 6 Years		Within 9 Years			Within 6 Years		Within 9 Years	
	Total Hired	Count	Percent	Count	Percent	Total Hired	Count	Percent	Count	Percent
1987-91	72	21	29.2	34	47.2	82	25	30.5	38	46.3
1991-95	48	18	37.5	26	54.2	49	24	49.0	28	57.1

Humanities

Entering Cohort	Women					Men				
		Within 6 Years		Within 9 Years			Within 6 Years		Within 9 Years	
	Total Hired	Count	Percent	Count	Percent	Total Hired	Count	Percent	Count	Percent
1987-91	44	21	47.7	28	63.6	50	25	50.0	32	64.0
1991-95	27	16	59.3	21	77.8	25	15	60.0	19	76.0

SOURCE: UW Madison Tenure file and IADS appointment information system, Feb 2003

NOTE:

Probationary faculty only. Adjustments made for time on tenure clock outside UW; no adjustments for tenure clock extensions. Two faculty hired in 1992-93, one in 1990-91 and one hired in 1993-94 still hold probationary appointments after more than nine years. Faculty hired between May 1994 and May 1995 may not have reached 9 years on tenure track but are included in the final columns. Four faculty hired between May 1994 - May 1995 are still in probationary status with between 8 and 9 years on tenure track.

NOTE:

Early cohort was hired between May 1987 and May 1991; later cohort was hired between May 1991 and May 1995.

Prepared by : Margaret Harrigan, Office of Academic Planning and Analysis

March 20, 2003

Table 4. Median Years in Rank by Gender, 2001

Division	Women			Men			Women's Median Time in Rank as % of Men's		
	Full	Associate	Assistant	Full	Associate	Assistant	Full	Associate	Assistant
Total	5	3	1	11	3	1	45.5%	100.0%	100.0%
Physical Sciences	3.5	4	1	13	2	1	26.9%	200.0%	100.0%
Biological Sciences	6	3	2	11	4	1	54.5%	75.0%	200.0%
Social Studies	6	2	2	11	3	1	54.5%	66.7%	200.0%
Humanities	4	3	1	10	2	1	40.0%	150.0%	100.0%

SOURCE: UW Madison IADS (Integrated Appointment Data System), March 2003

NOTE:

Years in rank computed only for those currently holding that rank. Assistant professors include two assistant professors with tenure.

Faculty are assigned to a discipline based on tenure home departments. An individual who is tenured in more than one department is shown based on the tenure split. E.g., a person who is 50% statistics and 50% plant pathology is shown as .5 FTE in Physical Sciences and .5 in Biological Sciences in this analysis. Faculty who have zero-dollar appointments, faculty who are paid wholly through an administrative appointment (such as dean or chancellor) are included in the total FTE count.

Prepared by : Margaret Harrigan, Office of Academic Planning and Analysis

March 20, 2003

Table 5a. Time at Institution (Median Numer of Years) by Gender and Rank, 2001

	Women				Men				Women's Median as % of Men's			
Division/Department	ALL	Full	Associate	Assistant	ALL	Full	Associate	Assistant	ALL	Full	Associate	Assistant
Physical Sciences	10.5	13.0	7.0	1.0	15.0	20.0	8.0	1.0	70.0%	65.0%	87.5%	100.0%
Biological Sciences	7.0	15.0	9.0	2.0	14.0	19.0	9.0	1.0	50.0%	78.9%	100.0%	200.0%
Social Studies	9.0	14.0	8.0	2.0	11.0	17.0	8.0	1.0	81.8%	82.4%	100.0%	200.0%
Humanities	10.0	16.0	10.0	1.0	13.0	20.0	8.0	1.0	76.9%	80.0%	125.0%	100.0%

SOURCE: UW Madison IADS (Integrated Appointment Data System), March 2003
Prepared by : Margaret Harrigan, Office of Academic Planning and Analysis
March 20, 2003

Table 5b. Attrition by Gender, 2000-2001

	FTEs			%		
	Retired	Resigned	Total FTE	Retired	Resigned	Left UW
Total	74	44	2186.10	3.4%	2.0%	5.4%
Women	5	16	540.09	0.9%	3.0%	3.9%
Men	69	28	1646.01	4.2%	1.7%	5.9%
Physical Sciences						
Women	0	4	40.00	0.0%	10.0%	10.0%
Men	15	7	412.12	3.6%	1.7%	5.3%
Biological Sciences						
Women	2	3	149.01	1.3%	2.0%	3.4%
Men	28	11	591.92	4.7%	1.9%	6.6%
Social Studies						
Women	0	7	206.20	0.0%	3.4%	3.4%
Men	20	10	399.23	5.0%	2.5%	7.5%
Humanities						
Women	3	2	144.88	2.1%	1.4%	3.5%
Men	6	0	242.74	2.5%	0.0%	2.5%

SOURCE: IADS appointment system, March 2003
NOTE:
Year is measured from July 1 through June 30.
Retired=all faculty who were age 55 or older at the time of termination.
Resigned=all faculty who were less than 55 years old at the time of termination.
Prepared by : Margaret Harrigan, Office of Academic Planning and Analysis
March 20, 2003

Table 6. Number of Women in Science & Engineering Who are in Non-Tenure-Track Positions, 2001

	Women		Men		
	Mean FTE	Total FTE	Mean FTE	Total FTE	% Female
Physical Sciences					
Teaching	0.79	19.8	0.66	50.4	28.2%
Research	0.82	28.8	0.87	254.6	10.2%
Clinical	N/A	N/A	N/A	N/A	N/A
Biological Sciences					
Teaching	0.64	45.4	0.72	34.4	56.9%
Research	0.82	205.0	0.88	294.0	41.1%
Clinical	0.80	243.7	0.85	466.1	34.3%
Social Studies					
Teaching	0.51	79.0	0.48	60.4	56.7%
Research	0.78	71.8	0.85	50.3	58.8%
Clinical	0.73	39.2	0.91	12.7	75.5%
Humanities					
Teaching	0.58	48.1	0.56	32.3	59.8%
Research	0.87	2.6	0.87	8.7	23.0%
Clinical	1.00	4.0	4.00	2.0	66.7%
Administrative Units					
Teaching	0.73	3.7	0.63	1.3	74.6%
Research	1.00	3.0	0.83	2.5	54.5%
Clinical	0.49	3.4	0.53	1.1	76.3%

SOURCE: October Payroll
NOTE:
Includes only paid appointments. Discipline is assigned based on payroll department. Administrative units are primarily Dean's offices. Teaching titles include Lecturer and Faculty Associate; Research titles include Researcher, Scientist, Visiting Scientist, Instrument Innovator, Research Animal Veterinarian; Clinical titles include Clinical Professor and Professor (CHS).
Prepared by : Margaret Harrigan, Office of Academic Planning and Analysis
April 12, 2003

Table 7a. Number and Percent of Women Scientists and Engineers in Administrative Positions, 2001

	Total Faculty (Full Profs.)			Department Chairs				
Division	Women	Men	% Women	Women	Men	% Women	% Women Chairs	% Men Chairs
Physical Sciences	25	319	**7.3%**	2	17	**10.5%**	*8.0%*	*5.3%*
Biological Sciences	54	374	**12.6%**	2	44	**4.3%**	*3.7%*	*11.8%*
Social Studies	65	214	**23.3%**	4	21	**16.0%**	*6.2%*	*9.8%*
Humanities	88	171	**34.0%**	9	14	**39.1%**	*10.2%*	*8.2%*
Total	225	1017	**18.1%**	17	96	**15.0%**	*7.6%*	*9.4%*

SOURCE: IADS appointment system frozen slice, October 2001.
NOTE: Total faculty is a non-duplicating headcount of full professors. Excludes faculty who are in schools without departments (Business, Pharmacy, Nursing, Law, Human Ecology). Faculty by discipline will not sum to total, since faculty with tenure in more than one department are counted in each department in which they hold tenure (excludes 0% tenure appointments). Faculty members are assigned to a discipline based on their tenure department (not divisional committee affiliation). Thus, all faculty in the department of Biochemistry are shown in the Biological Sciences area. The vast majority of department chairs also hold the rank of full professor. However, in any year, a small percentage of department chairs (e.g., 7chairs, or 6% of total in 2002) hold the rank of asociate professor.
Prepared by: Margaret Harrigan, Office of Academic Planning and Analysis
April 10, 2003

Table 7b. Number and Percent of Women Scientists and Engineers in Administrative Positions, 2001

	Total Faculty (Full Profs.)			Deans (Faculty)				
Division	Women	Men	% Women	Women	Men	% Women	% Women Deans	% Men Deans
Physical Sciences	23	321	**6.7%**	0	9	**0.0%**	*0.0%*	*2.8%*
Biological Sciences	57	355	**13.8%**	3	11	**21.4%**	*5.3%*	*3.1%*
Social Studies	92	260	**26.1%**	8	18	**30.8%**	*8.7%*	*6.9%*
Humanities	90	167	**35.0%**	3	3	**50.0%**	*3.3%*	*1.8%*
Total	262	1103	**19.2%**	14	41	**25.5%**	*5.3%*	*3.7%*

SOURCE: IADS Frozen Appointment Data view, October 2001.
NOTE: Includes both paid and zero-dollar deans, associate deans, and assistant deans. Faculty are assigned to a discipline based on the divisional committee responsible for approving their tenure. Each faculty member may choose only one affiliation. However, faculty in the same department may choose different affiliations. For example, about half of the faculty in Biochemistry are affiliated with the Biological Sciences Divisional Committee, and half are affiliated with the Physical Sciences Division. Only faculty report a divisional committee affiliation.
Prepared by: Margaret Harrigan, Office of Academic Planning and Analysis
April 10, 2003

Table 7c. Number and Percent of Women Scientists and Engineers in Administrative Positions, 2001

	Total Faculty (Full Profs.)			Central Administration				
Division	Women	Men	% Women	Women	Men	% Women	% Women Admin.	% Men Admin.
Physical Sciences	23	321	**6.7%**	0	1	**0.0%**	*0.0%*	*0.3%*
Biological Sciences	57	355	**13.8%**	0	1	**0.0%**	*0.0%*	*0.3%*
Social Studies	92	260	**26.1%**	1	0	**100.0%**	*1.1%*	*0.0%*
Humanities	90	167	**35.0%**	0	1	**0.0%**	*0.0%*	*0.6%*
Total	262	1103	**19.2%**	1	3	**25.0%**	*0.4%*	*0.3%*

SOURCE: IADS Frozen Appointment Data view, October 2001.
NOTE: Faculty are assigned to a discipline based on the divisional committee responsible for approving their tenure. Each faculty member may choose only one affiliation. However, faculty in the same department may choose different affiliations. For example, about half of the faculty in Biochemistry are affiliated with the Biological Sciences Divisional Committee, and half are affiliated with the Physical Sciences Division. Only faculty report a divisional committee affiliation.
Prepared by: Margaret Harrigan, Office of Academic Planning and Analysis
April 10, 2003

Table 7d. Number and Percent of Women Scientists and Engineers in Administrative Positions, 2001

	Total Faculty (Full Profs.)			Center & Institute Directors				
Division	Women	Men	% Women	Women	Men	% Women	% Women Directors	% Men Directors
Physical Sciences	23	321	**6.7%**	0	18	**0.0%**	*0.0%*	*5.6%*
Biological Sciences	57	355	**13.8%**	2	15	**11.8%**	*3.5%*	*4.2%*
Social Studies	92	260	**26.1%**	5	17	**22.7%**	*5.4%*	*6.5%*
Humanities	90	167	**35.0%**	1	9	**10.0%**	*1.1%*	*5.4%*
Total	262	1103	**19.2%**	8	59	**11.9%**	*3.1%*	*5.3%*

SOURCE: IADS appointment system frozen slice, October 2001.
NOTE: Total faculty is a non-duplicating headcount of full professors. Faculty are assigned to a discipline based on their divisional committee affiliation. Includes both paid and zero-dollar academic program directors and assistant academic program directors.
Prepared by: Margaret Harrigan, Office of Academic Planning and Analysis
April 10, 2003

Table 8. Number of Women Science & Engineering Faculty in Endowed/Named Chairs Chairs, 2001

	Women	Men	% Female
Named Professorships			
Vilas Professors	2	12	14.3%
Hilldale Professors	0	13	0.0%
John Bascom Professors	2	9	18.2%
Evju-Bascom Professors	4	4	50.0%
Named-Bascom Professors	9	39	18.8%
Steenbock Professors	1	7	12.5%
Wisconsin Distinguished Professors	0	10	0.0%
Other named professorships (incl. WARF)	22	157	12.3%
Holds two named professorships	4	40	9.1%
New named professorships	6	11	35.3%
Number holding named professorships	36	211	14.6%
Full Professors at UW-Madison	**262**	**1103**	**19.2%**
Major Awards			
Vilas Associate Award	N/A	N/A	N/A
Hilldale Award	0	4	0.0%
H. I. Romnes Faculty Fellowship	3	4	42.9%
WARF Kellett Mid-Career Award	1	5	16.7%
Tenured Professors at UW-Madison	**369**	**1370**	**21.2%**

SOURCE: University of Wisconsin-Madison Almanac 2002, University Communications, February 2002. Totals from IADS appointment system frozen slice October 2001.
NOTE: Counts of Full Professors are headcounts of active "Professor" appointments in October 2001; counts of Tenured Professors are headcounts of active "Professor" and "Associate Professor" appointments in October 2001.
Prepared by: Jennifer Sheridan, WISELI
December, 2002

Table 9. Number and Percent of Women Science & Engineering Faculty on Promotion and Tenure Committees, 2001

	Women	Men	% Female
Faculty Senate			
Physical Sciences	3	48	5.9%
Biological Sciences	10	59	14.5%
Social Studies	20	38	34.5%
Arts & Humanities	14	27	34.1%
Senators (total)	**47**	**172**	**21.5%**
Physical Sciences	2	37	5.1%
Biological Sciences	14	46	23.3%
Social Studies	14	28	33.3%
Arts & Humanities	18	19	48.6%
Alternates (Total)	**48**	**130**	**27.0%**
Divisional Executive Committee			
Physical Sciences	1	11	8.3%
Biology Core Curriculum	2	7	22.2%
Biology Planning	2	7	22.2%
Biology Tenure	3	9	25.0%
Social Studies	7	5	58.3%
Arts & Humanities	8	4	66.7%
University Academic Planning Council	2	14	12.5%
Graduate School Academic Planning Council	1	5	16.7%
Graduate School Executive Committees			
Physical Sciences	0	5	0.0%
Biological Sciences	1	4	20.0%
Social Studies	2	4	33.3%
Arts & Humanities	2	3	40.0%
Graduate School Research Committees			
Physical Sciences	2	9	18.2%
Biological Sciences	6	5	54.5%
Social Studies	4	6	40.0%
Arts & Humanities	7	3	70.0%
All Faculty	**545**	**1666**	**24.6%**
Physical Sciences	**41**	**456**	**8.2%**
Biological Sciences	**146**	**554**	**20.9%**
Social Studies	**196**	**409**	**32.4%**
Arts & Humanities	**162**	**247**	**39.6%**

SOURCE: 2001-2002 Faculty Senate and UW-Madison Committees, Office of the Secretary of the faculty, November 2001. Totals from IADS appointment system frozen slice October 2001.
NOTE: Counts of All Faculty by Division are headcounts of active faculty appointments in October 2001. Unassigned faculty have been temporarily assigned a division according to their departmental affiliation and/or research interests.
Prepared by: Jennifer Sheridan, WISELI
December, 2002

Table 10a. Salary of Science & Engineering Faculty by Gender (Controlling for Department), 2001

Division/Department	Women, Median	Men, Median	Women's Median as % of Men's
Physical Sciences	**79,844**	**88,383**	**90.3%**
Biological Systems Engineering	N/A	77,054	N/A
Soil Science	58,455	73,940	79.1%
Chemical Engineering	90,709	89,121	101.8%
Civil & Environmental Engineering	86,189	87,447	98.6%
Electrical & Computer Engineering	91,060	95,707	95.1%
Biomedical Engineering	68,000	103,513	65.7%
Industrial Engineering	93,549	119,600	78.2%
Mechanical Engineering	78,432	90,304	86.9%
Materials Science & Engineering	88,236	113,076	78.0%
Engineering Physics	75,000	103,900	72.2%
Engineering Professional Development	N/A	80,112	N/A
Astronomy	74,483	86,199	86.4%
Chemistry	70,000	92,319	75.8%
Computer Sciences	89,670	108,070	83.0%
Geology & Geophysics	72,974	75,068	97.2%
Mathematics	78,432	85,000	92.3%
Atmospheric & Oceanic Sciences	N/A	82,163	N/A
Physics	93,802	86,242	108.8%
Statistics	56,980	80,982	70.4%
Biological Sciences	**69,122**	**79,390**	**87.1%**
Agronomy	57,708	70,018	82.4%
Animal Science	N/A	78,223	N/A
Bacteriology	60,712	80,369	75.5%
Biochemistry	79,507	101,043	78.7%
Dairy Science	73,122	74,473	98.2%
Entomology	62,193	80,797	77.0%
Food Microbiology & Toxicology	70,274	73,043	96.2%
Food Science	56,414	77,427	72.9%
Genetics	65,778	92,899	70.8%
Horticulture	58,909	70,045	84.1%
Nutritional Sciences	76,817	71,633	107.2%
Plant Pathology	67,520	83,500	80.9%
Forest Ecology & Management	61,842	75,240	82.2%
Natural Resources - Wildlife Ecology	64,301	76,717	83.8%
Kinesiology	55,066	74,493	73.9%
Nelson Institute for Environmental Studies	61,842	83,051	74.5%
Botany	62,237	79,479	78.3%
Communicative Disorders	65,019	87,605	74.2%
Zoology	60,846	72,014	84.5%
Anatomy	69,122	88,388	78.2%
Anesthesiology	N/A	60,709	N/A
Biostatistics & Medical Informatics	70,972	75,803	93.6%

Family Medicine	105,091	78,982	133.1%
Genetics	67,549	77,328	87.4%
Obstetrics & Gynecology	73,665	80,489	91.5%
Medical History & Bioethics	129,962	117,724	110.4%
Human Oncology	61,607	80,263	76.8%
Medicine	79,800	85,272	93.6%
Medical Microbiology	69,920	79,390	88.1%
Medical Physics	64,696	72,470	89.3%
Neurology	94,772	88,813	106.7%
Neurological Surgery	57,417	49,395	116.2%
Oncology	73,937	102,056	72.4%
Ophthalmology & Visual Sciences	73,159	82,824	88.3%
Pathology & Laboratory Medicine	85,650	84,085	101.9%
Pediatrics	79,254	92,578	85.6%
Pharmacology	79,466	89,134	89.2%
Biomolecular Chemistry	70,036	85,909	81.5%
Physiology	75,821	90,067	84.2%
Population Health Sciences	81,544	101,162	80.6%
Psychiatry	91,785	76,921	119.3%
Radiology	74,519	72,695	102.5%
Rehabilitation Medicine	N/A	86,132	N/A
Surgery	65,887	67,725	97.3%
School of Pharmacy	69,393	72,785	95.3%
Animal Health & Biomedical Sciences	59,429	78,497	75.7%
Medical Sciences	67,118	78,716	85.3%
Pathobiological Sciences	62,408	86,148	72.4%
Comparative Biosciences	77,408	77,580	99.8%
Surgical Sciences	70,609	65,168	108.3%
Social Studies	**73,521**	**87,771**	**83.8%**
Agricultural & Applied Economics	59,318	87,220	68.0%
Life Sciences Communication	63,928	79,409	80.5%
Rural Sociology	74,419	78,711	94.5%
Natural Resources-Landscape Architecture	71,433	77,804	91.8%
Urban & Regional Planning	N/A	68,601	N/A
School of Business	111,125	123,646	89.9%
Counseling Psychology	63,821	74,785	85.3%
Curriculum & Instruction	72,247	89,411	80.8%
Educational Administration	61,960	83,010	74.6%
Educational Policy Studies	61,267	87,037	70.4%
Educational Psychology	74,536	86,065	86.6%
Rehabilitation Psychology & Special Education	69,819	73,262	95.3%
School of Human Ecology	67,075	70,731	94.8%
Law School	112,852	112,511	100.3%
Anthropology	61,007	65,316	93.4%
Afro-American Studies	75,416	93,997	80.2%
Communication Arts	60,037	61,770	97.2%
Economics	71,000	118,500	59.9%
Ethnic Studies	81,000	N/A	N/A
Geography	52,250	82,654	63.2%
LaFollette School of Public Affairs	76,254	94,833	80.4%

	School of Journalism & Mass Communication	73,742	69,836	105.6%
	School of Library & Information Studies	55,111	68,550	80.4%
	Political Science	68,243	82,384	82.8%
	Psychology	87,687	86,495	101.4%
	Social Work	66,084	82,400	80.2%
	Sociology	73,541	85,667	85.8%
	Urban & Regional Planning	53,767	67,686	79.4%
	School of Nursing	77,727	N/A	N/A
	Professional Development & Applied Studies	57,636	62,863	91.7%
Humanities		**64,257**	**68,257**	**94.1%**
	Art	55,974	64,542	86.7%
	Dance	60,330	49,597	121.6%
	African Languages & Literature	70,651	76,194	92.7%
	Art History	72,216	65,968	109.5%
	Classics	57,150	78,082	73.2%
	Comparative Literature	71,279	49,730	143.3%
	East Asian Languages & Literature	49,501	64,760	76.4%
	English	74,823	74,304	100.7%
	French & Italian	57,504	76,517	75.2%
	German	56,399	65,288	86.4%
	Hebrew & Semitic Studies	59,475	91,665	64.9%
	History	72,026	77,111	93.4%
	History of Science	47,000	60,465	77.7%
	Linguistics	73,898	55,124	134.1%
	School of Music	64,490	67,743	95.2%
	Philosophy	61,610	77,452	79.5%
	Scandinavian Studies	63,000	64,656	97.4%
	Slavic Languages	74,000	71,747	103.1%
	Languages & Cultures of Asia	72,004	67,942	106.0%
	Spanish & Portuguese	56,327	64,714	87.0%
	Theatre & Drama	63,505	56,467	112.5%
	Women's Studies Program	48,000	N/A	N/A
	College Library	N/A	N/A	N/A
	Social Sciences	N/A	63,361	N/A
	Liberal Studies & the Arts	64,331	64,552	99.7%

SOURCE: IADS appointment system, March 2003
NOTE:
Salaries reported are for personnel paid within the department only; department members being paid as administrators, or who hold zero-dollar appointments, are not counted.
Prepared by : Margaret Harrigan, Office of Academic Planning and Analysis
March 20, 2003

Table 10b. Salary of Science & Engineering Faculty by Gender (Controlling for Department and Rank), 2001*

Division/Department	Women's Median Salary			Men's Median Salary			Women's Median Salary as % of Men's		
	Full	Associate	Assistant	Full	Associate	Assistant	Full	Associate	Assistant
Physical Sciences	**95,729**	**78,432**	**62,657**	**99,208**	**77,900**	**67,145**	**96.5%**	**100.7%**	**93.3%**
Biological Systems Engineering	N/A	N/A	N/A	77,471	70,498	58,942	N/A	N/A	N/A
Soil Science	76,484	N/A	57,273	74,546	65,078	54,818	102.6%	N/A	104.5%
Chemical Engineering	N/A	90,709	N/A	138,200	84,650	68,125	N/A	107.2%	N/A
Civil & Environmental Engineering	86,189	N/A	N/A	100,987	73,178	73,136	85.3%	N/A	N/A
Electrical & Computer Engineering	99,111	N/A	83,008	106,674	79,279	77,420	92.9%	N/A	107.2%
Biomedical Engineering	N/A	N/A	68,000	116,363	100,000	68,000	N/A	N/A	100.0%
Industrial Engineering	94,918	81,256	72,610	131,512	N/A	72,545	72.2%	N/A	100.1%
Mechanical Engineering	120,230	78,432	78,095	101,496	83,791	67,145	118.5%	93.6%	116.3%
Materials Science & Engineering	88,236	N/A	N/A	116,400	73,430	N/A	75.8%	N/A	N/A
Engineering Physics	93,549	N/A	75,000	146,126	90,000	73,500	64.0%	N/A	102.0%
Engineering Professional Development	N/A	N/A	N/A	127,636	80,112	72,336	N/A	N/A	N/A
Astronomy	89,226	N/A	59,740	89,940	68,684	62,194	99.2%	N/A	96.1%
Chemistry	70,000	N/A	57,800	100,000	N/A	57,800	70.0%	N/A	100.0%
Computer Sciences	106,120	77,715	82,800	111,900	N/A	78,600	94.8%	N/A	105.3%
Geology & Geophysics	85,219	N/A	54,800	78,919	62,532	58,122	108.0%	N/A	94.3%
Mathematics	103,660	78,432	65,573	93,000	76,300	61,690	111.5%	102.8%	106.3%
Atmospheric & Oceanic Sciences	N/A	N/A	N/A	87,566	72,802	59,054	N/A	N/A	N/A
Physics	110,000	77,603	N/A	89,606	74,289	63,126	122.8%	104.5%	N/A
Statistics	132,000	N/A	56,980	89,575	71,036	60,324	147.4%	N/A	94.5%
Biological Sciences	**89,960**	**69,334**	**58,418**	**88,380**	**69,127**	**57,361**	**101.8%**	**100.3%**	**101.8%**
Agronomy	N/A	N/A	57,708	72,811	62,667	50,727	N/A	N/A	113.8%
Animal Science	N/A	N/A	N/A	84,736	70,922	53,182	N/A	N/A	N/A
Bacteriology	79,630	N/A	60,325	83,283	63,872	N/A	95.6%	N/A	N/A
Biochemistry	85,955	N/A	57,118	105,146	74,994	58,495	81.7%	N/A	97.6%
Dairy Science	N/A	73,122	N/A	76,648	75,671	57,544	N/A	96.6%	N/A
Entomology	N/A	68,743	55,643	81,308	N/A	54,000	N/A	N/A	103.0%
Food Microbiology & Toxicology	70,274	N/A	N/A	89,402	66,737	57,634	78.6%	N/A	N/A
Food Science	N/A	N/A	56,414	81,228	61,156	61,205	N/A	N/A	92.2%
Genetics	N/A	65,778	67,549	95,235	67,484	63,973	N/A	97.5%	105.6%
Horticulture	64,219	N/A	57,021	84,044	65,854	58,782	76.4%	N/A	97.0%
Nutritional Sciences	85,685	69,545	55,458	88,870	71,633	58,047	96.4%	97.1%	95.5%
Plant Pathology	75,914	66,063	55,636	84,936	73,163	55,533	89.4%	90.3%	100.2%
Forest Ecology & Management	N/A	61,842	N/A	84,319	67,945	53,651	N/A	91.0%	N/A
Natural Resources - Wildlife Ecology	N/A	64,301	N/A	83,999	65,335	51,691	N/A	98.4%	N/A
Kinesiology	79,885	57,748	51,175	79,288	N/A	51,857	100.8%	N/A	98.7%
Nelson Institute for Environmental Studies	N/A	61,842	N/A	83,051	N/A	54,060	N/A	N/A	N/A

Botany	88,314	58,190	52,280	83,664	72,307	N/A	105.6%	80.5%	N/A
Communicative Disorders	78,191	N/A	57,200	92,919	65,059	55,603	84.2%	N/A	102.9%
Zoology	71,814	N/A	58,962	75,108	61,495	54,300	95.6%	N/A	108.6%
Anatomy	105,226	72,931	62,495	102,881	75,165	61,639	102.3%	97.0%	101.4%
Anesthesiology	N/A	N/A	N/A	90,736	66,518	48,232	N/A	N/A	N/A
Biostatistics & Medical Informatics	N/A	70,972	63,818	96,545	71,036	75,803	N/A	99.9%	84.2%
Family Medicine	N/A	105,091	N/A	87,500	62,974	73,825	N/A	166.9%	N/A
Genetics	N/A	N/A	67,549	85,534	74,859	63,973	N/A	N/A	105.6%
Obstetrics & Gynecology	86,330	61,000	N/A	98,253	73,888	56,045	87.9%	82.6%	N/A
Medical History & Bioethics	129,962	N/A	N/A	117,724	N/A	58,202	110.4%	N/A	N/A
Human Oncology	N/A	N/A	61,607	86,003	55,100	N/A	N/A	N/A	N/A
Medicine	101,746	74,842	68,397	94,875	71,035	61,364	107.2%	105.4%	111.5%
Medical Microbiology	82,478	N/A	57,361	103,625	69,365	57,361	79.6%	N/A	100.0%
Medical Physics	N/A	N/A	64,696	87,266	67,650	67,804	N/A	N/A	95.4%
Neurology	94,772	N/A	N/A	90,524	84,034	N/A	104.7%	N/A	N/A
Neurological Surgery	N/A	N/A	57,417	104,697	N/A	42,218	N/A	N/A	136.0%
Oncology	91,083	69,696	56,824	104,768	67,091	N/A	86.9%	103.9%	N/A
Ophthalmology & Visual Sciences	110,642	72,883	N/A	110,574	76,858	56,506	100.1%	94.8%	N/A
Pathology & Laboratory Medicine	86,032	72,640	N/A	92,053	70,258	47,038	93.5%	103.4%	N/A
Pediatrics	98,872	79,254	58,215	101,720	74,477	54,140	97.2%	106.4%	107.5%
Pharmacology	100,514	N/A	58,418	105,659	70,769	59,318	95.1%	N/A	98.5%
Biomolecular Chemistry	137,198	70,036	62,714	94,111	N/A	60,811	145.8%	N/A	103.1%
Physiology	99,093	75,821	56,967	104,403	76,975	55,120	94.9%	98.5%	103.4%
Population Health Sciences	96,470	63,032	64,817	104,896	64,019	56,817	92.0%	98.5%	114.1%
Psychiatry	95,065	N/A	59,448	81,475	N/A	56,381	116.7%	N/A	105.4%
Radiology	74,519	N/A	N/A	81,696	58,246	63,231	91.2%	N/A	N/A
Rehabilitation Medicine	N/A	N/A	N/A	112,348	N/A	59,917	N/A	N/A	N/A
Surgery	N/A	65,887	N/A	77,023	56,329	56,572	N/A	117.0%	N/A
School of Pharmacy	89,960	68,834	56,844	95,170	70,669	61,498	94.5%	97.4%	92.4%
Animal Health & Biomedical Sciences	N/A	N/A	59,429	84,996	N/A	59,429	N/A	N/A	100.0%
Medical Sciences	97,084	67,118	64,440	94,392	70,176	N/A	102.9%	95.6%	N/A
Pathobiological Sciences	N/A	64,487	60,329	88,776	64,357	54,627	N/A	100.2%	110.4%
Comparative Biosciences	77,408	N/A	N/A	84,084	57,239	55,203	92.1%	N/A	N/A
Surgical Sciences	N/A	70,609	N/A	108,794	64,578	60,055	N/A	109.3%	N/A
Social Studies*	**83,964**	**63,869**	**54,263**	**98,743**	**79,000**	**54,312**	**85.0%**	**80.8%**	**99.9%**
Agricultural & Applied Economics	N/A	N/A	59,318	98,685	75,893	N/A	N/A	N/A	N/A
Life Sciences Communication	80,062	66,900	55,244	79,908	N/A	54,338	100.2%	N/A	101.7%
Rural Sociology	85,633	74,419	57,714	85,116	66,813	51,545	100.6%	111.4%	112.0%
Natural Resources-Landscape Architecture	83,464	N/A	59,401	77,804	N/A	N/A	107.3%	N/A	N/A
Urban & Regional Planning	N/A	N/A	N/A	74,011	70,149	55,025	N/A	N/A	N/A
School of Business	144,346	109,329	109,099	142,134	118,043	97,500	101.6%	92.6%	111.9%
Counseling Psychology	95,042	63,821	51,896	87,771	N/A	53,279	108.3%	N/A	97.4%
Curriculum & Instruction	79,621	57,117	54,162	92,088	75,133	54,312	86.5%	76.0%	99.7%
Educational Administration	69,575	61,960	57,777	91,974	N/A	53,000	75.6%	N/A	109.0%

	Educational Policy Studies	85,385	62,575	57,207	91,877	63,577	51,000	92.9%	98.4%	112.2%
	Educational Psychology	78,260	N/A	51,500	100,309	65,000	53,379	78.0%	N/A	96.5%
	Rehabilitation Psychology & Special Education	73,282	N/A	51,334	79,165	N/A	57,153	92.6%	N/A	89.8%
	School of Human Ecology	75,931	60,075	53,956	71,952	N/A	53,061	105.5%	N/A	101.7%
	Law School	121,725	99,188	83,697	125,609	100,583	89,000	96.9%	98.6%	94.0%
	Anthropology	87,722	56,607	49,955	73,575	N/A	47,879	119.2%	N/A	104.3%
	Afro-American Studies	92,741	66,792	N/A	94,141	55,493	N/A	98.5%	120.4%	N/A
	Communication Arts	64,329	59,068	50,265	74,342	60,000	48,000	86.5%	98.4%	104.7%
	Economics	115,225	N/A	70,313	132,450	103,480	69,625	87.0%	N/A	101.0%
	Ethnic Studies	81,000	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Geography	83,968	N/A	51,537	87,121	59,000	54,000	96.4%	N/A	95.4%
	LaFollette School of Public Affairs	81,645	76,931	49,778	104,838	N/A	61,043	77.9%	N/A	81.5%
	School of Journalism & Mass Communication	94,426	60,175	51,500	75,355	59,689	58,868	125.3%	100.8%	87.5%
	School of Library & Information Studies	74,336	58,672	48,000	73,892	N/A	48,000	100.6%	N/A	100.0%
	Political Science	83,200	68,243	51,425	92,169	64,667	52,280	90.3%	105.5%	98.4%
	Psychology	103,178	62,258	53,688	108,555	88,000	53,501	95.0%	70.7%	100.3%
	Social Work	88,667	58,685	55,968	84,092	82,400	53,737	105.4%	71.2%	104.2%
	Sociology	94,332	N/A	52,246	109,151	71,403	51,557	86.4%	N/A	101.3%
	Urban & Regional Planning	N/A	N/A	53,767	81,129	59,874	N/A	N/A	N/A	N/A
	School of Nursing	87,403	68,250	56,549	N/A	N/A	N/A	N/A	N/A	N/A
	Professional Development & Applied Studies	N/A	57,636	N/A	69,136	57,444	N/A	N/A	100.3%	N/A
Humanities		**71,850**	**57,150**	**50,000**	**76,160**	**56,774**	**48,232**	**94.3%**	**100.7%**	**103.7%**
	Art	64,837	N/A	50,454	72,577	55,250	48,954	89.3%	N/A	103.1%
	Dance	69,756	54,812	N/A	58,224	N/A	48,318	119.8%	N/A	N/A
	African Languages & Literature	75,250	N/A	48,500	76,194	N/A	46,887	98.8%	N/A	103.4%
	Art History	73,896	N/A	52,366	75,583	58,817	N/A	97.8%	N/A	N/A
	Classics	76,100	57,150	51,812	79,766	N/A	47,000	95.4%	N/A	110.2%
	Comparative Literature	71,279	N/A	N/A	75,796	52,454	45,560	94.0%	N/A	N/A
	East Asian Languages & Literature	85,777	N/A	48,153	70,542	52,672	53,877	121.6%	N/A	89.4%
	English	83,499	52,905	49,696	80,510	61,016	49,368	103.7%	86.7%	100.7%
	French & Italian	73,876	51,800	51,227	78,769	57,144	N/A	93.8%	90.6%	N/A
	German	68,921	56,330	51,111	78,537	54,485	48,000	87.8%	103.4%	106.5%
	Hebrew & Semitic Studies	62,090	56,860	N/A	93,231	N/A	49,084	66.6%	N/A	N/A
	History	75,211	60,000	49,448	91,484	55,413	48,232	82.2%	108.3%	102.5%
	History of Science	N/A	72,440	47,000	78,000	56,774	48,000	N/A	127.6%	97.9%
	Linguistics	74,165	55,179	N/A	49,500	58,780	48,067	149.8%	93.9%	N/A
	School of Music	66,472	62,564	46,720	71,506	61,114	47,931	93.0%	102.4%	97.5%
	Philosophy	72,184	N/A	52,000	80,017	59,169	45,320	90.2%	N/A	114.7%
	Scandinavian Studies	64,496	N/A	46,224	64,656	N/A	N/A	99.8%	N/A	N/A
	Slavic Languages	77,287	N/A	50,418	77,646	N/A	49,933	99.5%	N/A	101.0%
	Languages & Cultures of Asia	72,004	N/A	N/A	73,668	62,800	48,987	97.7%	N/A	N/A
	Spanish & Portuguese	67,461	58,146	47,120	66,144	61,189	47,956	102.0%	95.0%	98.3%
	Theatre & Drama	64,852	56,359	52,604	75,042	56,467	46,350	86.4%	99.8%	113.5%
	Women's Studies Program	N/A	N/A	48,000	N/A	N/A	N/A	N/A	N/A	N/A

College Library	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Sciences	N/A	N/A	N/A	N/A	N/A	63,361	N/A	N/A	N/A
Liberal Studies & the Arts	64,331	60,804	N/A	64,552	N/A	N/A	99.7%	N/A	N/A

SOURCE: IADS appointment system, March 2003

NOTE:

Salaries reported are for personnel paid within the department only; department members being paid as administrators, or who hold zero-dollar appointments, are not counted.

NOTE:

One (male) instructor has not been reported.

Prepared by : Margaret Harrigan, Office of Academic Planning and Analysis

March 20, 2003

Institutional Data, 2002

Table 1. Number and Percent of Women Faculty in Science/Engineering by Department, 2002*

Division/Department	Women	Men	% Women
Physical Sciences	**45.25**	**417.62**	**9.8%**
Biological Systems Engineering	1.00	14.25	6.6%
Soil Science	4.50	18.00	20.0%
Chemical Engineering	1.00	17.00	5.6%
Civil & Environmental Engineering	1.00	27.00	3.6%
Electrical & Computer Engineering	2.00	40.25	4.7%
Biomedical Engineering	2.25	4.50	33.3%
Industrial Engineering	4.25	12.00	26.2%
Mechanical Engineering	2.00	27.75	6.7%
Materials Science & Engineering	1.00	13.00	7.1%
Engineering Physics	1.50	19.50	7.1%
Engineering Professional Development	0.00	7.00	0.0%
Astronomy	2.00	12.00	14.3%
Chemistry	3.50	39.00	8.2%
Computer Sciences	4.00	30.17	11.7%
Geology & Geophysics	5.00	15.50	24.4%
Mathematics	2.75	50.50	5.2%
Atmospheric & Oceanic Sciences	0.00	13.00	0.0%
Physics	5.00	44.00	10.2%
Statistics	2.50	13.20	15.9%
Biological Sciences	**153.51**	**591.79**	**20.6%**
Agronomy	1.00	17.00	5.6%
Animal Science	0.00	19.60	0.0%
Bacteriology	4.00	13.00	23.5%
Biochemistry	8.00	26.00	23.5%
Dairy Science	2.00	12.40	13.9%
Entomology	2.00	11.00	15.4%
Food Microbiology & Toxicology	1.00	4.00	20.0%
Food Science	2.00	13.00	13.3%
Genetics	0.50	11.00	4.3%
Horticulture	3.00	12.25	19.7%
Nutritional Sciences	6.00	3.50	63.2%
Plant Pathology	6.00	10.00	37.5%
Forest Ecology & Management	0.50	15.63	3.1%
Natural Resources - Wildlife Ecology	1.00	5.00	16.7%
Kinesiology	6.00	7.00	46.2%
Nelson Institute for Environmental Studies	0.50	4.57	9.9%
Botany	5.00	12.50	28.6%
Communicative Disorders	6.00	7.00	46.2%
Zoology	7.00	17.00	29.2%
Anatomy	5.00	15.50	24.4%
Anesthesiology	0.00	4.00	0.0%
Biostatistics & Medical Informatics	2.25	7.50	23.1%
Family Medicine	1.00	7.10	12.3%

Genetics	1.50	4.99	23.1%
Obstetrics & Gynecology	1.00	7.00	12.5%
Medical History & Bioethics	1.50	4.90	23.4%
Human Oncology	1.00	7.05	12.4%
Medicine	8.75	54.24	13.9%
Dermatology	0.00	3.00	0.0%
Medical Microbiology	3.00	7.50	28.6%
Medical Physics	1.00	10.15	9.0%
Neurology	1.00	9.50	9.5%
Neurological Surgery	1.00	4.00	20.0%
Oncology	3.75	12.90	22.5%
Ophthalmology & Visual Sciences	3.60	11.00	24.7%
Orthopedics & Rehabilitation	1.00	8.50	10.5%
Pathology & Laboratory Medicine	5.00	11.51	30.3%
Pediatrics	9.00	14.20	38.8%
Pharmacology	2.00	9.00	18.2%
Biomolecular Chemistry	2.00	7.00	22.2%
Physiology	6.00	17.00	26.1%
Population Health Sciences	9.20	12.35	42.7%
Psychiatry	5.21	9.00	36.7%
Radiology	1.00	12.45	7.4%
Surgery	0.75	27.00	2.7%
School of Pharmacy	4.50	25.00	15.3%
Animal Health & Biomedical Sciences	1.00	6.00	14.3%
Medical Sciences	3.00	12.00	20.0%
Pathobiological Sciences	2.00	13.00	13.3%
Comparative Biosciences	4.00	9.00	30.8%
Surgical Sciences	1.00	7.00	12.5%
Social Studies	**205.70**	**392.48**	**34.4%**
Agricultural & Applied Economics	1.00	22.50	4.3%
Life Sciences Communication	4.80	6.33	43.1%
Rural Sociology	3.00	9.00	25.0%
Natural Resources-Landscape Architecture	3.00	2.00	60.0%
Urban & Regional Planning	0.00	4.00	0.0%
School of Business	14.75	66.75	18.1%
Counseling Psychology	4.00	4.00	50.0%
Curriculum & Instruction	13.75	16.55	45.4%
Educational Administration	3.00	10.67	21.9%
Educational Policy Studies	3.00	7.00	30.0%
Educational Psychology	4.00	12.50	24.2%
Rehabilitation Psychology & Special Education	5.00	6.00	45.5%
School of Human Ecology	25.20	15.00	62.7%
Law School	12.50	29.25	29.9%
Anthropology	6.50	14.00	31.7%
Afro-American Studies	5.00	6.25	44.4%
Communication Arts	9.00	15.00	37.5%
Economics	3.20	25.00	11.3%
Ethnic Studies	1.00	0.00	100.0%
Geography	3.00	13.00	18.8%
LaFollette School of Public Affairs	1.50	5.75	20.7%

	School of Journalism & Mass Communication	4.00	8.50	32.0%
	School of Library & Information Studies	6.00	2.50	70.6%
	Political Science	7.00	26.75	20.7%
	Psychology	13.00	23.00	36.1%
	Social Work	9.50	5.00	65.5%
	Sociology	12.50	27.92	30.9%
	Urban & Regional Planning	2.00	4.75	29.6%
	School of Nursing	22.50	0.00	100.0%
	Professional Development & Applied Studies	3.00	3.51	46.1%
Humanities		**153.38**	**239.49**	**39.0%**
	Art	12.00	19.00	38.7%
	Dance	2.00	3.00	40.0%
	African Languages & Literature	4.00	4.50	47.1%
	Art History	8.00	4.75	62.7%
	Classics	5.00	3.50	58.8%
	Comparative Literature	1.00	5.00	16.7%
	East Asian Languages & Literature	5.00	7.00	41.7%
	English	25.70	27.50	48.3%
	French & Italian	9.00	13.25	40.4%
	German	6.00	11.60	34.1%
	Hebrew & Semitic Studies	3.00	3.00	50.0%
	History	14.50	34.50	29.6%
	History of Science	1.63	5.13	24.1%
	Linguistics	4.00	4.33	48.0%
	School of Music	14.00	34.10	29.1%
	Philosophy	3.00	18.00	14.3%
	Scandinavian Studies	3.00	3.00	50.0%
	Slavic Languages	3.00	8.00	27.3%
	Languages & Cultures of Asia	3.50	7.33	32.3%
	Spanish & Portuguese	9.00	12.00	42.9%
	Theatre & Drama	6.75	7.00	49.1%
	Women's Studies Program	3.50	0.00	100.0%
	College Library	1.00	0.00	100.0%
	Library - Social Sciences	0.00	1.00	0.0%
	Liberal Studies & the Arts	5.80	3.00	65.9%

SOURCE: UW Madison IADS (Integrated Appointment Data System), March 2003
NOTE:
Faculty are assigned to division (Physical, Biological, Social Science) based on tenure home departments. An individual who is tenured in more than one department is shown based on the tenure split. E.g., a person who is 50% statistics and 50% plant pathology is shown as .5 FTE in Physical Sciences in this analysis. Faculty who have zero-dollar appointments and faculty who are paid wholly through an administrative appointment (such as dean or chancellor) are included in the FTE count.
Prepared by : Margaret Harrigan, Office of Academic Planning and Analysis
March 20, 2003

Table 2. Number and Percent of Women Faculty in Science/Engineering by Rank and Department, 2002*

Division/Department	Women			Men			% Women		
	Full	Associate	Assistant	Full	Associate	Assistant	Full	Associate	Assistant
Physical Sciences	**25.00**	**4.25**	**16.00**	**287.12**	**53.00**	**77.50**	**8.0%**	**7.4%**	**17.1%**
Biological Systems Engineering	1.00	0.00	0.00	11.25	1.00	2.00	8.2%	0.0%	0.0%
Soil Science	1.00	0.00	3.50	14.00	2.00	2.00	6.7%	0.0%	63.6%
Chemical Engineering	1.00	0.00	0.00	7.00	6.00	4.00	12.5%	0.0%	0.0%
Civil & Environmental Engineering	1.00	0.00	0.00	17.00	5.00	5.00	5.6%	0.0%	0.0%
Electrical & Computer Engineering	1.00	0.00	1.00	22.25	9.00	9.00	4.3%	0.0%	10.0%
Biomedical Engineering	0.00	0.25	2.00	2.00	1.50	1.00	0.0%	14.3%	66.7%
Industrial Engineering	2.25	1.00	1.00	7.00	0.00	5.00	24.3%	100.0%	16.7%
Mechanical Engineering	1.00	0.00	1.00	18.00	2.75	7.00	5.3%	0.0%	12.5%
Materials Science & Engineering	1.00	0.00	0.00	10.00	2.00	1.00	9.1%	0.0%	0.0%
Engineering Physics	0.50	0.00	1.00	11.25	4.25	4.00	4.3%	0.0%	20.0%
Engineering Professional Development	0.00	0.00	0.00	1.00	4.00	2.00	0.0%	0.0%	0.0%
Astronomy	1.00	0.00	1.00	9.00	2.00	1.00	10.0%	0.0%	50.0%
Chemistry	1.50	0.00	2.00	33.00	0.00	6.00	4.3%	N/A	25.0%
Computer Sciences	2.00	1.00	1.00	23.17	0.00	7.00	7.9%	100.0%	12.5%
Geology & Geophysics	4.00	0.00	1.00	10.50	1.00	4.00	27.6%	0.0%	20.0%
Mathematics	1.75	1.00	0.00	38.50	6.00	6.00	4.3%	14.3%	0.0%
Atmospheric & Oceanic Sciences	0.00	0.00	0.00	6.00	4.00	3.00	0.0%	0.0%	0.0%
Physics	4.00	1.00	0.00	36.00	2.00	6.00	10.0%	33.3%	0.0%
Statistics	1.00	0.00	1.50	10.20	0.50	2.50	8.9%	0.0%	37.5%
Biological Sciences	**57.81**	**36.00**	**59.70**	**376.54**	**111.00**	**104.25**	**13.3%**	**24.5%**	**36.4%**
Agronomy	0.00	0.00	1.00	13.00	2.00	2.00	0.0%	0.0%	33.3%
Animal Science	0.00	0.00	1.00	15.60	1.00	3.00	0.0%	0.0%	25.0%
Bacteriology	0.00	0.00	3.00	10.00	2.00	1.00	0.0%	0.0%	75.0%
Biochemistry	6.00	0.00	2.00	23.00	0.00	3.00	20.7%	N/A	40.0%
Dairy Science	1.00	1.00	0.00	5.40	2.00	5.00	15.6%	33.3%	0.0%
Entomology	1.00	0.00	1.00	9.00	0.00	2.00	10.0%	N/A	33.3%
Food Microbiology & Toxicology	1.00	0.00	0.00	3.00	0.00	1.00	25.0%	N/A	0.0%
Food Science	0.00	0.00	2.00	10.00	1.00	2.00	0.0%	0.0%	50.0%
Genetics	0.00	0.50	0.00	10.00	0.00	1.00	0.0%	100.0%	0.0%
Horticulture	1.00	0.00	2.00	6.50	2.00	3.75	13.3%	0.0%	34.8%
Nutritional Sciences	3.00	1.00	2.00	1.50	1.00	1.00	66.7%	50.0%	66.7%
Plant Pathology	3.00	2.00	1.00	7.00	2.00	1.00	30.0%	50.0%	50.0%
Forest Ecology & Management	0.00	0.50	0.00	10.13	2.00	3.50	0.0%	20.0%	0.0%
Natural Resources - Wildlife Ecology	0.00	1.00	0.00	3.00	1.00	1.00	0.0%	50.0%	0.0%
Kinesiology	1.00	2.00	3.00	4.00	1.00	2.00	20.0%	66.7%	60.0%
Nelson Institute for Environmental Studies	0.00	0.50	0.00	4.07	0.00	0.50	0.0%	100.0%	0.0%
Botany	2.00	1.00	2.00	9.00	2.00	1.50	18.2%	33.3%	57.1%

Communicative Disorders	3.00	0.00	3.00	5.00	1.00	1.00	37.5%	0.0%	75.0%
Zoology	2.00	0.00	5.00	11.00	3.00	3.00	15.4%	0.0%	62.5%
Anatomy	2.00	2.00	1.00	10.50	3.00	2.00	16.0%	40.0%	33.3%
Anesthesiology	0.00	0.00	0.00	1.00	1.00	2.00	0.0%	0.0%	0.0%
Biostatistics & Medical Informatics	0.00	1.25	1.00	2.75	0.50	4.25	0.0%	71.4%	19.0%
Family Medicine	1.00	0.00	0.00	4.10	2.00	1.00	19.6%	0.0%	0.0%
Genetics	0.00	0.50	1.00	2.99	1.00	1.00	0.0%	33.3%	50.0%
Obstetrics & Gynecology	0.00	1.00	0.00	4.00	2.00	1.00	0.0%	33.3%	0.0%
Medical History & Bioethics	1.00	0.00	0.50	1.90	1.00	2.00	34.5%	0.0%	20.0%
Human Oncology	0.00	1.00	0.00	4.05	3.00	0.00	0.0%	25.0%	N/A
Medicine	3.00	1.00	4.75	26.49	17.75	10.00	10.2%	5.3%	32.2%
Dermatology	0.00	0.00	0.00	2.00	0.00	1.00	0.0%	N/A	0.0%
Medical Microbiology	1.00	0.00	2.00	4.50	2.00	1.00	18.2%	0.0%	66.7%
Medical Physics	0.00	0.00	1.00	5.90	1.25	3.00	0.0%	0.0%	25.0%
Neurology	1.00	0.00	0.00	7.50	2.00	0.00	11.8%	0.0%	N/A
Neurological Surgery	0.00	1.00	0.00	1.00	0.00	3.00	0.0%	100.0%	0.0%
Oncology	2.00	1.00	0.75	11.90	1.00	0.00	14.4%	50.0%	100.0%
Ophthalmology & Visual Sciences	1.00	2.60	0.00	6.00	4.00	1.00	14.3%	39.4%	0.0%
Orthopedics & Rehabilitation	0.00	1.00	0.00	3.00	2.50	3.00	0.0%	28.6%	0.0%
Pathology & Laboratory Medicine	2.00	3.00	0.00	6.51	2.00	3.00	23.5%	60.0%	0.0%
Pediatrics	1.00	1.00	7.00	10.20	2.00	2.00	8.9%	33.3%	77.8%
Pharmacology	1.00	0.00	1.00	5.00	2.00	2.00	16.7%	0.0%	33.3%
Biomolecular Chemistry	1.00	1.00	0.00	5.00	0.00	2.00	16.7%	100.0%	0.0%
Physiology	2.00	2.00	2.00	12.00	4.00	1.00	14.3%	33.3%	66.7%
Population Health Sciences	3.80	1.40	4.00	7.60	4.00	0.75	33.3%	25.9%	84.2%
Psychiatry	3.51	0.00	1.70	6.00	0.00	3.00	36.9%	N/A	36.2%
Radiology	1.00	0.00	0.00	7.45	3.00	2.00	11.8%	0.0%	0.0%
Surgery	0.00	0.75	0.00	17.00	6.00	4.00	0.0%	11.1%	0.0%
School of Pharmacy	1.50	2.00	1.00	13.00	6.00	6.00	10.3%	25.0%	14.3%
Animal Health & Biomedical Sciences	0.00	0.00	1.00	5.00	0.00	1.00	0.0%	N/A	50.0%
Medical Sciences	1.00	1.00	1.00	3.00	8.00	1.00	25.0%	11.1%	50.0%
Pathobiological Sciences	0.00	1.00	1.00	9.00	3.00	1.00	0.0%	25.0%	50.0%
Comparative Biosciences	3.00	0.00	1.00	7.00	1.00	1.00	30.0%	0.0%	50.0%
Surgical Sciences	0.00	1.00	0.00	3.00	3.00	1.00	0.0%	25.0%	0.0%
Social Studies	**107.20**	**29.75**	**68.75**	**252.48**	**50.50**	**89.50**	**29.8%**	**37.1%**	**43.4%**
Agricultural & Applied Economics	0.00	0.00	1.00	17.50	4.00	1.00	0.0%	0.0%	50.0%
Life Sciences Communication	1.80	1.00	2.00	4.33	1.00	1.00	29.4%	50.0%	66.7%
Rural Sociology	2.00	0.00	1.00	5.00	3.00	1.00	28.6%	0.0%	50.0%
Natural Resources-Landscape Architecture	1.00	0.00	2.00	2.00	0.00	0.00	33.3%	N/A	100.0%
Urban & Regional Planning	0.00	0.00	0.00	2.00	0.00	2.00	0.0%	N/A	0.0%
School of Business	2.00	2.75	10.00	35.75	15.00	16.00	5.3%	15.5%	38.5%
Counseling Psychology	1.00	2.00	1.00	3.00	1.00	0.00	25.0%	66.7%	100.0%
Curriculum & Instruction	7.50	0.00	6.25	13.55	0.00	3.00	35.6%	N/A	67.6%
Educational Administration	1.00	1.00	1.00	7.67	0.00	3.00	11.5%	100.0%	25.0%

	Educational Policy Studies	1.00	1.00	1.00	5.00	1.00	1.00	16.7%	50.0%	50.0%
	Educational Psychology	3.00	0.00	1.00	9.00	1.50	2.00	25.0%	0.0%	33.3%
	Rehabilitation Psychology & Special Education	3.00	0.00	2.00	4.00	0.00	2.00	42.9%	N/A	50.0%
	School of Human Ecology	14.20	5.00	6.00	9.00	0.00	6.00	61.2%	100.0%	50.0%
	Law School	9.50	1.00	2.00	19.25	4.00	6.00	33.0%	20.0%	25.0%
	Anthropology	5.50	0.00	1.00	7.00	0.00	7.00	44.0%	N/A	12.5%
	Afro-American Studies	4.00	0.00	1.00	4.25	1.00	1.00	48.5%	0.0%	50.0%
	Communication Arts	5.00	2.00	2.00	9.00	1.00	5.00	35.7%	66.7%	28.6%
	Economics	1.20	0.00	2.00	19.00	1.00	5.00	5.9%	0.0%	28.6%
	Ethnic Studies	1.00	0.00	0.00	0.00	0.00	0.00	100.0%	N/A	N/A
	Geography	1.00	0.00	2.00	9.00	3.00	1.00	10.0%	0.0%	66.7%
	LaFollette School of Public Affairs	0.50	1.00	0.00	3.75	0.00	2.00	11.8%	100.0%	0.0%
	School of Journalism & Mass Communication	3.00	0.00	1.00	6.00	2.00	0.50	33.3%	0.0%	66.7%
	School of Library & Information Studies	1.00	1.00	4.00	2.00	0.00	0.50	33.3%	100.0%	88.9%
	Political Science	2.50	1.50	3.00	16.75	3.00	7.00	13.0%	33.3%	30.0%
	Psychology	9.00	4.00	0.00	15.00	1.00	7.00	37.5%	80.0%	0.0%
	Social Work	4.00	1.50	4.00	4.00	0.00	1.00	50.0%	100.0%	80.0%
	Sociology	8.00	0.00	4.50	14.42	5.00	8.50	35.7%	0.0%	34.6%
	Urban & Regional Planning	0.00	0.00	2.00	2.75	2.00	0.00	0.0%	0.0%	100.0%
	School of Nursing	13.50	3.00	6.00	0.00	0.00	0.00	100.0%	100.0%	100.0%
	Professional Development & Applied Studies	1.00	2.00	0.00	2.51	1.00	0.00	28.5%	66.7%	N/A
Humanities		**78.50**	**28.63**	**46.25**	**166.86**	**32.63**	**40.00**	**32.0%**	**46.7%**	**53.6%**
	Art	5.00	2.00	5.00	14.00	2.00	3.00	26.3%	50.0%	62.5%
	Dance	1.00	1.00	0.00	1.00	1.00	1.00	50.0%	50.0%	0.0%
	African Languages & Literature	3.00	0.00	1.00	3.50	0.00	1.00	46.2%	N/A	50.0%
	Art History	4.00	0.00	4.00	1.75	3.00	0.00	69.6%	0.0%	100.0%
	Classics	2.00	2.00	1.00	2.00	0.00	1.50	50.0%	100.0%	40.0%
	Comparative Literature	1.00	0.00	0.00	2.00	1.00	2.00	33.3%	0.0%	0.0%
	East Asian Languages & Literature	1.00	1.00	3.00	5.00	1.00	1.00	16.7%	50.0%	75.0%
	English	15.70	3.00	7.00	21.50	1.00	5.00	42.2%	75.0%	58.3%
	French & Italian	5.00	1.00	3.00	11.25	2.00	0.00	30.8%	33.3%	100.0%
	German	2.00	3.00	1.00	7.60	3.00	1.00	20.8%	50.0%	50.0%
	Hebrew & Semitic Studies	1.00	1.00	1.00	2.00	0.00	1.00	33.3%	100.0%	50.0%
	History	10.50	2.00	2.00	24.00	4.00	6.50	30.4%	33.3%	23.5%
	History of Science	0.00	0.63	1.00	2.50	1.63	1.00	0.0%	27.8%	50.0%
	Linguistics	2.00	1.00	1.00	1.33	2.00	1.00	60.1%	33.3%	50.0%
	School of Music	6.00	6.00	2.00	25.10	5.00	4.00	19.3%	54.5%	33.3%
	Philosophy	2.00	0.00	1.00	16.00	1.00	1.00	11.1%	0.0%	50.0%
	Scandinavian Studies	2.00	0.00	1.00	3.00	0.00	0.00	40.0%	N/A	100.0%
	Slavic Languages	2.00	1.00	0.00	6.00	0.00	2.00	25.0%	100.0%	0.0%
	Languages & Cultures of Asia	3.50	0.00	0.00	4.33	2.00	1.00	44.7%	0.0%	0.0%
	Spanish & Portuguese	3.00	2.00	4.00	7.00	1.00	4.00	30.0%	66.7%	50.0%
	Theatre & Drama	3.00	0.00	3.75	3.00	2.00	2.00	50.0%	0.0%	65.2%
	Women's Studies Program	0.00	0.00	3.50	0.00	0.00	0.00	N/A	N/A	100.0%

College Library	0.00	0.00	1.00	0.00	0.00	0.00	N/A	N/A	100.0%
Library - Social Sciences	0.00	0.00	0.00	0.00	0.00	1.00	N/A	N/A	0.0%
Liberal Studies & the Arts	3.80	2.00	0.00	3.00	0.00	0.00	55.9%	100.0%	N/A

SOURCE: UW Madison IADS (Integrated Appointment Data System), March 2003
NOTE:
Faculty are assigned to Physical Sciences based on tenure home departments. An individual who is tenured in more than one department is shown based on the tenure split. E.g., a person who is 50% statistics and 50% plant pathology is shown as .5 FTE in Physical Sciences in this analysis. Faculty who have zero-dollar appointments, faculty who are paid wholly through an administrative appointment (such as dean or chancellor) are included in the total FTE count but excluded from the salary median and salary FTE calculations. Years are calculated based on current faculty appointment. (Some individuals
Prepared by : Margaret Harrigan, Office of Academic Planning and Analysis
March 20, 2003

Table 3a. Tenure Promotion Outcomes by Gender, 2002

1997 - 2002

Division/Department	Women			Men		
	Reviewed	Achieved	%	Reviewed	Achieved	%
Physical Sciences	2	2	100.0%	37	34	91.9%
Biological Sciences	25	22	88.0%	64	59	92.2%
Social Studies	27	24	88.9%	34	31	91.2%
Humanities	22	21	95.5%	25	23	92.0%

SOURCE: Office of the Secretary of the Faculty.

Table 3b. Tenure Promotion Outcomes by Gender, 2002

Physical Sciences

Entering Cohort*	Women					Men				
		Within 6 Years		Within 9 Years			Within 6 Years		Within 9 Years	
	Total Hired	Count	Percent	Count	Percent	Total Hired	Count	Percent	Count	Percent
1987-91	17	12	70.6	15	88.2	87	55	63.2	66	75.9
1991-95	7	3	42.9	3	42.9	35	22	62.9	28	80.0

Biological Sciences

Entering Cohort	Women					Men				
		Within 6 Years		Within 9 Years			Within 6 Years		Within 9 Years	
	Total Hired	Count	Percent	Count	Percent	Total Hired	Count	Percent	Count	Percent
1987-91	29	8	27.6	16	55.2	101	57	56.4	70	69.3
1991-95	26	11	42.3	18	69.2	82	48	58.5	61	74.4

Social Studies

Entering Cohort	Women					Men				
		Within 6 Years		Within 9 Years			Within 6 Years		Within 9 Years	
	Total Hired	Count	Percent	Count	Percent	Total Hired	Count	Percent	Count	Percent
1987-91	72	21	29.2	34	47.2	82	25	30.5	38	46.3
1991-95	48	18	37.5	26	54.2	49	24	49.0	28	57.1

Humanities

Entering Cohort	Women					Men				
		Within 6 Years		Within 9 Years			Within 6 Years		Within 9 Years	
	Total Hired	Count	Percent	Count	Percent	Total Hired	Count	Percent	Count	Percent
1987-91	44	21	47.7	28	63.6	50	25	50.0	32	64.0
1991-95	27	16	59.3	21	77.8	25	15	60.0	19	76.0

SOURCE: UW Madison Tenure file and IADS appointment information system, Feb 2003

NOTE:

Probationary faculty only. Adjustments made for time on tenure clock outside UW; no adjustments for tenure clock extensions. Two faculty hired in 1992-93, one in 1990-91 and one hired in 1993-94 still hold probationary appointments after more than nine years. Faculty hired between May 1994 and May 1995 may not have reached 9 years on tenure track but are included in the final columns. Four faculty hired between May 1994 - May 1995 are still in probationary status with between 8 and 9 years on tenure track.

NOTE:

Early cohort was hired between May 1987 and May 1991; later cohort was hired between May 1991 and May 1995.

Prepared by : Margaret Harrigan, Office of Academic Planning and Analysis

March 20, 2003

Table 4. Median Years in Rank by Gender, 2002

Division	Women			Men			Women's Median Time in Rank as % of Men's		
	Full	Associate	Assistant	Full	Associate	Assistant	Full	Associate	Assistant
Total	5	3	2	11	3	2	45.5%	100.0%	100.0%
Physical Sciences	3	2	2	12	3	2	25.0%	66.7%	100.0%
Biological Sciences	6	3	2	10	4	2	60.0%	75.0%	100.0%
Social Studies	6	2	2	11	2	2	54.5%	100.0%	100.0%
Humanities	4	4	2	11	3	2	36.4%	133.3%	100.0%

SOURCE: UW Madison IADS (Integrated Appointment Data System), March 2003

NOTE:

Years in rank computed only for those currently holding that rank. Assistant professors include two assistant professors with tenure.

Faculty are assigned to a discipline based on tenure home departments. An individual who is tenured in more than one department is shown based on the tenure split. E.g., a person who is 50% statistics and 50% plant pathology is shown as .5 FTE in Physical Sciences and .5 in Biological Sciences in this analysis. Faculty who have zero-dollar appointments, faculty who are paid wholly through an administrative appointment (such as dean or chancellor) are included in the total FTE count.

Prepared by : Margaret Harrigan, Office of Academic Planning and Analysis

March 20, 2003

Table 5a. Time at Institution (Median Numer of Years) by Gender and Rank, 2002

	Women				Men				Women's Median as % of Men's			
Division/Department	ALL	Full	Associate	Assistant	ALL	Full	Associate	Assistant	ALL	Full	Associate	Assistant
Physical Sciences	6.0	13.5	4.0	2.0	15.0	20.0	7.0	2.0	40.0%	67.5%	57.1%	100.0%
Biological Sciences	7.0	16.0	8.5	2.0	13.0	19.0	9.0	2.0	53.8%	84.2%	94.4%	100.0%
Social Studies	9.0	14.0	9.0	2.0	12.0	18.0	7.0	2.0	75.0%	77.8%	128.6%	100.0%
Humanities	10.0	17.0	10.0	2.0	14.0	19.0	9.0	2.0	71.4%	89.5%	111.1%	100.0%

SOURCE: UW Madison IADS (Integrated Appointment Data System), March 2003
Prepared by : Margaret Harrigan, Office of Academic Planning and Analysis
March 20, 2003

Table 5b. Attrition by Gender, 2001-2002

	FTEs			%		
	Retired	Resigned	Total FTE	Retired	Resigned	Left UW
Total	63	38	2199.22	2.9%	1.7%	4.6%
Women	13	12	557.84	2.3%	2.2%	4.5%
Men	50	26	1641.38	3.0%	1.6%	4.6%
Physical Sciences						
Women	0	0	45.25	0.0%	0.0%	0.0%
Men	12	5	417.62	2.9%	1.2%	4.1%
Biological Sciences						
Women	2	4	153.51	1.3%	2.6%	3.9%
Men	25	8	591.79	4.2%	1.4%	5.6%
Social Studies						
Women	6	7	205.70	2.9%	3.4%	6.3%
Men	7	11	392.48	1.8%	2.8%	4.6%
Humanities						
Women	5	1	153.38	3.3%	0.7%	3.9%
Men	6	2	239.49	2.5%	0.8%	3.3%

SOURCE: IADS appointment system, March 2003
NOTE:
Year is measured from July 1 through June 30.
Retired=all faculty who were age 55 or older at the time of termination.
Resigned=all faculty who were less than 55 years old at the time of termination.
Prepared by : Margaret Harrigan, Office of Academic Planning and Analysis
March 20, 2003

Table 6. Number of Women in Science & Engineering Who are in Non-Tenure-Track Positions, 2002

	Women		Men		
	Mean FTE	Total FTE	Mean FTE	Total FTE	% Female
Physical Sciences					
Teaching	0.74	20.0	0.72	50.1	28.5%
Research	0.76	34.4	0.88	252.8	12.0%
Clinical	0.05	0.1	N/A	N/A	N/A
Biological Sciences					
Teaching	0.65	44.8	0.68	36.5	55.1%
Research	0.84	220.9	0.85	326.3	40.4%
Clinical	0.78	262.0	0.84	490.8	34.8%
Social Studies					
Teaching	0.51	79.2	0.47	67.9	53.8%
Research	0.81	68.0	0.82	46.9	59.2%
Clinical	0.75	38.8	0.91	12.7	75.3%
Humanities					
Teaching	0.58	54.6	0.56	33.8	61.8%
Research	0.85	3.4	1.00	8.0	29.8%
Clinical	1.00	1.0	1.00	2.0	33.3%
Administrative Units					
Teaching	0.63	3.8	0.50	1.5	71.4%
Research	1.00	3.0	1.00	3.0	50.0%
Clinical	0.40	2.8	0.54	1.6	63.2%

SOURCE: October Payroll
NOTE:
Includes only paid appointments. Discipline is assigned based on payroll department. Administrative units are primarily Dean's offices. Teaching titles include Lecturer and Faculty Associate; Research titles include Researcher, Scientist, Visiting Scientist, Instrument Innovator, Research Animal Veterinarian; Clinical titles include Clinical Professor and Professor (CHS).
Prepared by : Margaret Harrigan, Office of Academic Planning and Analysis
April 12, 2003

Table 6. Number of Women in Science & Engineering Who are in Non-Tenure-Track Positions, 2002

	Women		Men		
	Mean FTE	Total FTE	Mean FTE	Total FTE	% Female
Physical Sciences					
Teaching	0.74	20.0	0.72	50.1	28.5%
Research	0.76	34.4	0.88	252.8	12.0%
Clinical	0.05	0.1	N/A	N/A	N/A
Biological Sciences					
Teaching	0.65	44.8	0.68	36.5	55.1%
Research	0.84	220.9	0.85	326.3	40.4%
Clinical	0.78	262.0	0.84	490.8	34.8%
Social Studies					
Teaching	0.51	79.2	0.47	67.9	53.8%
Research	0.81	68.0	0.82	46.9	59.2%
Clinical	0.75	38.8	0.91	12.7	75.3%
Humanities					
Teaching	0.58	54.6	0.56	33.8	61.8%
Research	0.85	3.4	1.00	8.0	29.8%
Clinical	1.00	1.0	1.00	2.0	33.3%
Administrative Units					
Teaching	0.63	3.8	0.50	1.5	71.4%
Research	1.00	3.0	1.00	3.0	50.0%
Clinical	0.40	2.8	0.54	1.6	63.2%

SOURCE: October Payroll
NOTE:
Includes only paid appointments. Discipline is assigned based on payroll department. Administrative units are primarily Dean's offices. Teaching titles include Lecturer and Faculty Associate; Research titles include Researcher, Scientist, Visiting Scientist, Instrument Innovator, Research Animal Veterinarian; Clinical titles include Clinical Professor and Professor (CHS).
Prepared by : Margaret Harrigan, Office of Academic Planning and Analysis
April 12, 2003

Table 7a. Number and Percent of Women Scientists and Engineers in Administrative Positions, 2002

	Total Faculty (Full Profs.)			Department Chairs				
Division	Women	Men	% Women	Women	Men	% Women	% Women Chairs	% Men Chairs
Physical Sciences	29	318	**8.4%**	1	18	**5.3%**	*3.4%*	*5.7%*
Biological Sciences	55	368	**13.0%**	1	48	**2.0%**	*1.8%*	*13.0%*
Social Studies	67	213	**23.9%**	6	19	**24.0%**	*9.0%*	*8.9%*
Humanities	87	171	**33.7%**	8	15	**34.8%**	*9.2%*	*8.8%*
Total	230	1009	**18.6%**	16	100	**13.8%**	*7.0%*	*9.9%*

SOURCE: IADS appointment system frozen slice, October 2002.
NOTE: Total faculty is a non-duplicating headcount of full professors. Excludes faculty who are in schools without departments (Business, Pharmacy, Nursing, Law, Human Ecology). Faculty by discipline will not sum to total, since faculty with tenure in more than one department are counted in each department in which they hold tenure (excludes 0% tenure appointments). Faculty members are assigned to a discipline based on their tenure department (not divisional committee affiliation). Thus, all faculty in the department of Biochemistry are shown in the Biological Sciences area. The vast majority of department chairs also hold the rank of full professor. However, in any year, a small percentage of department chairs (e.g., 7chairs, or 6% of total in 2002) hold the rank of asociate professor.
Prepared by: Margaret Harrigan, Office of Academic Planning and Analysis
April 10, 2003

Table 7b. Number and Percent of Women Scientists and Engineers in Administrative Positions, 2002

	Total Faculty (Full Profs.)			Deans (Faculty)				
Division	Women	Men	% Women	Women	Men	% Women	% Women Deans	% Men Deans
Physical Sciences	26	316	**7.6%**	0	8	**0.0%**	*0.0%*	*2.5%*
Biological Sciences	57	351	**14.0%**	3	12	**20.0%**	*5.3%*	*3.4%*
Social Studies	97	262	**27.0%**	9	16	**36.0%**	*9.3%*	*6.1%*
Humanities	89	169	**34.5%**	3	4	**42.9%**	*3.4%*	*2.4%*
Total	269	1098	**19.7%**	15	40	**27.3%**	*5.6%*	*3.6%*

SOURCE: IADS Frozen Appointment Data view, October 2002.
NOTE: Includes both paid and zero-dollar deans, associate deans, and assistant deans. Faculty are assigned to a discipline based on the divisional committee responsible for approving their tenure. Each faculty member may choose only one affiliation. However, faculty in the same department may choose different affiliations. For example, about half of the faculty in Biochemistry are affiliated with the Biological Sciences Divisional Committee, and half are affiliated with the Physical Sciences Division. Only faculty report a divisional committee affiliation.
Prepared by: Margaret Harrigan, Office of Academic Planning and Analysis
April 10, 2003

Table 7c. Number and Percent of Women Scientists and Engineers in Administrative Positions, 2002

	Total Faculty (Full Profs.)			Central Administration				
Division	Women	Men	% Women	Women	Men	% Women	% Women Admin.	% Men Admin.
Physical Sciences	26	316	**7.6%**	0	1	**0.0%**	*0.0%*	*0.3%*
Biological Sciences	57	351	**14.0%**	0	1	**0.0%**	*0.0%*	*0.3%*
Social Studies	97	262	**27.0%**	2	0	**100.0%**	*2.1%*	*0.0%*
Humanities	89	169	**34.5%**	0	0	**N/A**	*0.0%*	*0.0%*
Total	269	1098	**19.7%**	2	2	**50.0%**	*0.7%*	*0.2%*

SOURCE: IADS Frozen Appointment Data view, October 2002.
NOTE: Faculty are assigned to a discipline based on the divisional committee responsible for approving their tenure. Each faculty member may choose only one affiliation. However, faculty in the same department may choose different affiliations. For example, about half of the faculty in Biochemistry are affiliated with the Biological Sciences Divisional Committee, and half are affiliated with the Physical Sciences Division. Only faculty report a divisional committee affiliation.
Prepared by: Margaret Harrigan, Office of Academic Planning and Analysis
April 10, 2003

Table 7d. Number and Percent of Women Scientists and Engineers in Administrative Positions, 2002

	Total Faculty (Full Profs.)			Center & Institute Directors				
Division	Women	Men	% Women	Women	Men	% Women	% Women Directors	% Men Directors
Physical Sciences	26	316	**7.6%**	0	17	**0.0%**	*0.0%*	*5.4%*
Biological Sciences	57	351	**14.0%**	2	15	**11.8%**	*3.5%*	*4.3%*
Social Studies	97	262	**27.0%**	4	18	**18.2%**	*4.1%*	*6.9%*
Humanities	89	169	**34.5%**	2	11	**15.4%**	*2.2%*	*6.5%*
Total	269	1098	**19.7%**	8	61	**11.6%**	*3.0%*	*5.6%*

SOURCE: IADS appointment system frozen slice, October 2002.
NOTE: Total faculty is a non-duplicating headcount of full professors. Faculty are assigned to a discipline based on their divisional committee affiliation. Includes both paid and zero-dollar academic program directors and assistant academic program directors.
Prepared by: Margaret Harrigan, Office of Academic Planning and Analysis
April 10, 2003

Table 8. Number of Women Science & Engineering Faculty in Endowed/Named Chairs Chairs, 2002

	Women	Men	% Female
Named Professorships			
Vilas Professors	3	11	21.4%
Hilldale Professors	0	13	0.0%
John Bascom Professors	2	7	22.2%
Evju-Bascom Professors	4	5	44.4%
Named-Bascom Professors	12	41	22.6%
Steenbock Professors	1	7	12.5%
Wisconsin Distinguished Professors	0	9	0.0%
Other named professorships (incl. WARF)	22	170	11.5%
Holds two named professorships	3	37	7.5%
New named professorships	5	16	23.8%
Number holding named professorships	41	226	15.4%
Full Professors at UW-Madison	**269**	**1098**	**19.6%**
Major Awards			
Vilas Associate Award	9	17	34.6%
Hilldale Award	0	4	0.0%
H. I. Romnes Faculty Fellowship	0	5	0.0%
WARF Kellett Mid-Career Award	1	3	25.0%
Tenured Professors at UW-Madison	**370**	**1348**	**21.5%**

SOURCE: Office of the Provost. Totals from IADS appointment system frozen slice October 2002.
NOTE: Counts of Full Professors are headcounts of active "Professor" appointments in October 2002; counts of Tenured Professors are headcounts of active "Professor" and "Associate Professor" appointments in October 2002.
Prepared by: Jennifer Sheridan, WISELI
December, 2002

Table 9. Number and Percent of Women Science & Engineering Faculty on Promotion and Tenure Committees, 2002

	Women	Men	% Female
Faculty Senate			
Physical Sciences	1	49	2.0%
Biological Sciences	11	54	16.9%
Social Studies	19	41	31.7%
Arts & Humanities	18	29	38.3%
Senators (total)	**49**	**173**	**22.1%**
Physical Sciences	2	35	5.4%
Biological Sciences	17	41	29.3%
Social Studies	13	24	35.1%
Arts & Humanities	19	18	51.4%
Alternates (Total)	**51**	**118**	**30.2%**
Divisional Executive Committee			
Physical Sciences	2	10	16.7%
Biology Core Curriculum	1	8	11.1%
Biology Planning	1	7	12.5%
Biology Tenure	3	9	25.0%
Social Studies	5	6	45.5%
Arts & Humanities	7	5	58.3%
University Academic Planning Council	4	12	25.0%
Graduate School Academic Planning Council	1	5	16.7%
Graduate School Executive Committees			
Physical Sciences	0	5	0.0%
Biological Sciences	1	4	20.0%
Social Studies	1	5	16.7%
Arts & Humanities	2	3	40.0%
Graduate School Research Committees			
Physical Sciences	2	9	18.2%
Biological Sciences	5	6	45.5%
Social Studies	4	6	40.0%
Arts & Humanities	4	6	40.0%
All Faculty	**562**	**1661**	**25.3%**
Physical Sciences	**46**	**459**	**9.1%**
Biological Sciences	**146**	**554**	**20.9%**
Social Studies	**197**	**401**	**32.9%**
Arts & Humanities	**173**	**247**	**41.2%**

SOURCE: 2002-2003 Faculty Senate and UW-Madison Committees, Office of the Secretary of the faculty, November 2002. Totals from IADS appointment system frozen slice October 2002.
NOTE: Counts of All Faculty by Division are headcounts of active faculty appointments in October 2002. Unassigned faculty have been temporarily assigned a division according to their departmental affiliation and/or research interests.
Prepared by: Jennifer Sheridan, WISELI
December, 2002

Table 10a. Salary of Science & Engineering Faculty by Gender (Controlling for Department)

Division/Department	Women, Median	Men, Median	Women's Median as % of Men's
Physical Sciences	**84,303**	**91,389**	**92.2%**
Biological Systems Engineering	55,636	79,795	69.7%
Soil Science	59,321	74,449	79.7%
Chemical Engineering	98,982	90,000	110.0%
Civil & Environmental Engineering	91,000	90,100	101.0%
Electrical & Computer Engineering	97,000	95,000	102.1%
Biomedical Engineering	71,000	110,000	64.5%
Industrial Engineering	96,309	118,410	81.3%
Mechanical Engineering	103,554	98,589	105.0%
Materials Science & Engineering	91,065	113,449	80.3%
Engineering Physics	81,750	107,450	76.1%
Engineering Professional Development	N/A	83,765	N/A
Astronomy	78,705	89,999	87.5%
Chemistry	60,112	96,353	62.4%
Computer Sciences	92,275	112,300	82.2%
Geology & Geophysics	75,988	73,540	103.3%
Mathematics	85,927	85,373	100.6%
Atmospheric & Oceanic Sciences	N/A	80,566	N/A
Physics	88,541	88,809	99.7%
Statistics	59,578	92,085	64.7%
Biological Sciences	**71,962**	**82,001**	**87.8%**
Agronomy	59,988	70,361	85.3%
Animal Science	N/A	83,536	N/A
Bacteriology	63,523	81,074	78.4%
Biochemistry	88,552	98,182	90.2%
Dairy Science	76,105	76,990	98.9%
Entomology	66,753	81,664	81.7%
Food Microbiology & Toxicology	73,759	78,358	94.1%
Food Science	58,827	80,747	72.9%
Genetics	74,019	94,218	78.6%
Horticulture	61,734	71,095	86.8%
Nutritional Sciences	77,179	74,356	103.8%
Plant Pathology	70,195	87,415	80.3%
Forest Ecology & Management	65,960	79,659	82.8%
Natural Resources - Wildlife Ecology	67,021	79,632	84.2%
Kinesiology	56,034	76,911	72.9%
Nelson Institute for Environmental Studies	65,960	85,983	76.7%
Botany	60,558	82,137	73.7%
Communicative Disorders	72,664	82,873	87.7%
Zoology	62,260	73,459	84.8%
Anatomy	74,815	98,443	76.0%
Anesthesiology	N/A	76,428	N/A
Biostatistics & Medical Informatics	76,646	84,156	91.1%

Family Medicine	114,469	91,209	125.5%
Genetics	60,136	80,989	74.3%
Obstetrics & Gynecology	61,860	84,312	73.4%
Medical History & Bioethics	135,473	61,549	220.1%
Human Oncology	67,289	83,874	80.2%
Medicine	78,501	82,665	95.0%
Dermatology	N/A	106,440	N/A
Medical Microbiology	60,545	79,841	75.8%
Medical Physics	71,554	77,497	92.3%
Neurology	98,790	94,363	104.7%
Neurological Surgery	63,278	51,371	123.2%
Oncology	91,890	106,279	86.5%
Ophthalmology & Visual Sciences	76,179	86,244	88.3%
Orthopedics & Rehabilitation	68,681	62,458	110.0%
Pathology & Laboratory Medicine	88,364	81,212	108.8%
Pediatrics	66,084	94,897	69.6%
Pharmacology	83,691	91,363	91.6%
Biomolecular Chemistry	73,768	89,552	82.4%
Physiology	79,227	93,886	84.4%
Population Health Sciences	85,700	105,451	81.3%
Psychiatry	97,457	79,228	123.0%
Radiology	77,501	75,246	103.0%
Surgery	81,356	71,659	113.5%
School of Pharmacy	71,962	74,133	97.1%
Animal Health & Biomedical Sciences	63,179	81,573	77.5%
Medical Sciences	70,138	76,310	91.9%
Pathobiological Sciences	63,833	91,433	69.8%
Comparative Biosciences	81,200	81,957	99.1%
Surgical Sciences	73,363	68,003	107.9%
Social Studies	**75,260**	**91,828**	**82.0%**
Agricultural & Applied Economics	61,938	91,179	67.9%
Life Sciences Communication	66,639	83,187	80.1%
Rural Sociology	81,741	73,768	110.8%
Natural Resources-Landscape Architecture	61,658	81,036	76.1%
Urban & Regional Planning	N/A	65,779	N/A
School of Business	117,245	135,000	86.8%
Counseling Psychology	68,000	85,566	79.5%
Curriculum & Instruction	63,708	88,404	72.1%
Educational Administration	71,939	86,037	83.6%
Educational Policy Studies	65,268	92,747	70.4%
Educational Psychology	81,633	93,023	87.8%
Rehabilitation Psychology & Special Education	70,167	65,207	107.6%
School of Human Ecology	69,975	68,879	101.6%
Law School	121,206	114,728	105.6%
Anthropology	66,712	58,836	113.4%
Afro-American Studies	76,839	98,052	78.4%
Communication Arts	63,708	69,543	91.6%
Economics	72,775	135,000	53.9%
Ethnic Studies	N/A	N/A	N/A
Geography	54,392	85,669	63.5%

	LaFollette School of Public Affairs	84,422	98,437	85.8%
	School of Journalism & Mass Communication	80,402	69,216	116.2%
	School of Library & Information Studies	54,425	70,650	77.0%
	Political Science	71,321	83,841	85.1%
	Psychology	91,593	88,006	104.1%
	Social Work	66,163	87,244	75.8%
	Sociology	80,750	89,094	90.6%
	Urban & Regional Planning	55,967	70,517	79.4%
	School of Nursing	81,766	N/A	N/A
	Professional Development & Applied Studies	60,910	65,124	93.5%
Humanities		**64,540**	**71,499**	**90.3%**
	Art	60,539	67,157	90.1%
	Dance	59,678	60,167	99.2%
	African Languages & Literature	73,291	78,817	93.0%
	Art History	66,450	70,968	93.6%
	Classics	66,360	80,740	82.2%
	Comparative Literature	74,479	54,370	137.0%
	East Asian Languages & Literature	49,981	68,510	73.0%
	English	70,679	79,606	88.8%
	French & Italian	56,099	78,813	71.2%
	German	59,078	68,389	86.4%
	Hebrew & Semitic Studies	60,012	95,981	62.5%
	History	75,508	78,760	95.9%
	History of Science	48,833	63,005	77.5%
	Linguistics	67,128	57,492	116.8%
	School of Music	66,041	71,499	92.4%
	Philosophy	63,828	76,691	83.2%
	Scandinavian Studies	65,450	67,106	97.5%
	Slavic Languages	77,108	75,435	102.2%
	Languages & Cultures of Asia	74,884	70,473	106.3%
	Spanish & Portuguese	58,580	65,070	90.0%
	Theatre & Drama	57,301	59,661	96.0%
	Women's Studies Program	49,680	N/A	N/A
	College Library	N/A	N/A	N/A
	Library - Social Sciences	N/A	65,896	N/A
	Liberal Studies & the Arts	66,386	75,463	88.0%

SOURCE: IADS appointment system, March 2003
NOTE:
Salaries reported are for personnel paid within the department only; department members being paid as administrators, or who hold zero-dollar appointments, are not counted.
Prepared by : Margaret Harrigan, Office of Academic Planning and Analysis
March 20, 2003

Table 10b. Salary of Science & Engineering Faculty by Gender (Controlling for Department and Rank), 2002*

Division/Department	Women's Median Salary			Men's Median Salary			Women's Median Salary as % of Men's		
	Full	Associate	Assistant	Full	Associate	Assistant	Full	Associate	Assistant
Physical Sciences	**98,915**	**80,707**	**60,488**	**102,289**	**80,215**	**70,805**	**96.7%**	**100.6%**	**85.4%**
Biological Systems Engineering	N/A	N/A	55,636	81,000	73,116	61,361	N/A	N/A	90.7%
Soil Science	79,438	N/A	59,321	78,053	66,876	56,517	101.8%	N/A	105.0%
Chemical Engineering	98,982	N/A	N/A	145,500	89,892	70,220	68.0%	N/A	N/A
Civil & Environmental Engineering	91,000	N/A	N/A	106,400	81,100	76,152	85.5%	N/A	N/A
Electrical & Computer Engineering	104,500	N/A	89,500	110,352	89,282	80,000	94.7%	N/A	111.9%
Biomedical Engineering	N/A	81,356	71,000	120,824	110,000	71,000	N/A	74.0%	100.0%
Industrial Engineering	99,000	84,303	75,570	124,802	N/A	75,854	79.3%	N/A	99.6%
Mechanical Engineering	125,420	N/A	81,687	109,992	86,850	70,411	114.0%	N/A	116.0%
Materials Science & Engineering	91,065	N/A	N/A	120,400	74,976	76,000	75.6%	N/A	N/A
Engineering Physics	91,118	N/A	81,750	150,501	86,850	81,451	60.5%	N/A	100.4%
Engineering Professional Development	N/A	N/A	N/A	133,364	87,973	71,672	N/A	N/A	N/A
Astronomy	94,669	N/A	62,740	93,240	71,975	64,831	101.5%	N/A	96.8%
Chemistry	73,791	N/A	58,556	104,859	N/A	59,904	70.4%	N/A	97.7%
Computer Sciences	110,450	79,275	84,550	117,000	N/A	83,900	94.4%	N/A	100.8%
Geology & Geophysics	87,418	N/A	56,992	83,871	63,841	58,240	104.2%	N/A	97.9%
Mathematics	107,860	75,000	N/A	92,824	77,406	64,684	116.2%	96.9%	N/A
Atmospheric & Oceanic Sciences	N/A	N/A	N/A	92,614	73,733	60,000	N/A	N/A	N/A
Physics	100,931	80,707	N/A	92,432	74,213	66,104	109.2%	108.8%	N/A
Statistics	137,280	N/A	59,578	95,398	81,260	65,455	143.9%	N/A	91.0%
Biological Sciences	**92,536**	**72,799**	**60,254**	**93,084**	**72,000**	**59,619**	**99.4%**	**101.1%**	**101.1%**
Agronomy	N/A	N/A	59,988	73,139	66,461	55,151	N/A	N/A	108.8%
Animal Science	N/A	N/A	N/A	87,278	74,185	56,964	N/A	N/A	N/A
Bacteriology	83,669	N/A	N/A	87,325	65,632	57,273	95.8%	N/A	N/A
Biochemistry	92,536	N/A	59,231	106,942	N/A	61,072	86.5%	N/A	97.0%
Dairy Science	N/A	76,105	N/A	79,620	79,553	59,790	N/A	95.7%	N/A
Entomology	75,748	N/A	57,758	86,839	N/A	57,142	87.2%	N/A	101.1%
Food Microbiology & Toxicology	73,759	N/A	N/A	83,056	N/A	59,824	88.8%	N/A	N/A
Food Science	N/A	N/A	58,827	85,103	63,978	63,435	N/A	N/A	92.7%
Genetics	N/A	74,019	N/A	97,534	N/A	66,542	N/A	N/A	N/A
Horticulture	66,027	N/A	60,161	76,426	70,969	58,723	86.4%	N/A	102.4%
Nutritional Sciences	88,967	74,468	59,357	91,537	74,356	61,963	97.2%	100.2%	95.8%
Plant Pathology	86,178	66,628	58,160	88,924	77,352	57,643	96.9%	86.1%	100.9%
Forest Ecology & Management	N/A	65,960	N/A	92,854	71,382	55,688	N/A	92.4%	N/A
Natural Resources - Wildlife Ecology	N/A	67,021	N/A	87,190	67,817	54,883	N/A	98.8%	N/A
Kinesiology	83,080	60,245	51,224	82,958	58,309	52,784	100.1%	103.3%	97.0%
Nelson Institute for Environmental Studies	N/A	65,960	N/A	85,983	N/A	55,710	N/A	N/A	N/A

Botany	95,068	60,558	54,021	87,676	77,052	50,000	108.4%	78.6%	108.0%
Communicative Disorders	81,553	N/A	59,717	99,800	69,678	59,164	81.7%	N/A	100.9%
Zoology	75,266	N/A	60,343	76,467	63,411	56,614	98.4%	N/A	106.6%
Anatomy	101,297	74,252	63,371	107,386	76,988	64,077	94.3%	96.4%	98.9%
Anesthesiology	N/A	N/A	N/A	94,582	69,319	70,415	N/A	N/A	N/A
Biostatistics & Medical Informatics	N/A	76,646	66,524	108,002	81,260	79,215	N/A	94.3%	84.0%
Family Medicine	114,469	N/A	N/A	93,255	79,419	77,235	122.7%	N/A	N/A
Genetics	N/A	74,019	60,136	88,936	80,989	66,542	N/A	91.4%	90.4%
Obstetrics & Gynecology	N/A	61,860	N/A	102,611	77,398	58,708	N/A	79.9%	N/A
Medical History & Bioethics	135,473	N/A	57,935	137,968	N/A	58,575	98.2%	N/A	98.9%
Human Oncology	N/A	67,289	N/A	89,966	57,337	N/A	N/A	117.4%	N/A
Medicine	106,099	78,501	65,455	99,164	72,213	60,485	107.0%	108.7%	108.2%
Dermatology	N/A	N/A	N/A	114,955	N/A	59,606	N/A	N/A	N/A
Medical Microbiology	86,767	N/A	60,158	111,377	73,453	59,771	77.9%	N/A	100.6%
Medical Physics	N/A	N/A	71,554	88,663	77,497	63,901	N/A	N/A	112.0%
Neurology	98,790	N/A	N/A	96,343	66,128	N/A	102.5%	N/A	N/A
Neurological Surgery	N/A	63,278	N/A	109,136	N/A	43,907	N/A	N/A	N/A
Oncology	93,350	77,265	61,188	106,279	72,000	N/A	87.8%	107.3%	N/A
Ophthalmology & Visual Sciences	115,211	76,179	N/A	115,139	78,395	59,658	100.1%	97.2%	N/A
Orthopedics & Rehabilitation	N/A	68,681	N/A	106,364	58,717	60,895	N/A	117.0%	N/A
Pathology & Laboratory Medicine	89,444	74,942	N/A	96,429	73,043	49,275	92.8%	102.6%	N/A
Pediatrics	106,244	83,095	55,036	106,280	73,287	56,630	100.0%	113.4%	97.2%
Pharmacology	106,042	N/A	61,339	111,471	75,105	61,833	95.1%	N/A	99.2%
Biomolecular Chemistry	78,645	68,891	N/A	96,107	N/A	63,391	81.8%	N/A	N/A
Physiology	103,302	79,227	61,224	105,134	80,041	59,911	98.3%	99.0%	102.2%
Population Health Sciences	100,136	63,923	65,574	109,824	66,157	58,602	91.2%	96.6%	111.9%
Psychiatry	97,917	N/A	64,150	91,386	N/A	58,072	107.1%	N/A	110.5%
Radiology	77,501	N/A	N/A	101,518	56,738	65,800	76.3%	N/A	N/A
Surgery	N/A	81,356	N/A	78,689	68,211	36,450	N/A	119.3%	N/A
School of Pharmacy	93,737	71,794	60,254	89,177	74,133	66,609	105.1%	96.8%	90.5%
Animal Health & Biomedical Sciences	N/A	N/A	63,179	88,651	N/A	57,273	N/A	N/A	110.3%
Medical Sciences	101,472	70,138	69,982	111,301	72,527	67,091	91.2%	96.7%	104.3%
Pathobiological Sciences	N/A	66,485	61,180	95,631	66,867	59,543	N/A	99.4%	102.7%
Comparative Biosciences	88,323	N/A	57,273	87,570	58,727	59,619	100.9%	N/A	96.1%
Surgical Sciences	N/A	73,363	N/A	113,105	67,807	62,457	N/A	108.2%	N/A
Social Studies	**86,843**	**66,000**	**56,569**	**102,843**	**74,362**	**55,875**	**84.4%**	**88.8%**	**101.2%**
Agricultural & Applied Economics	N/A	N/A	61,938	104,253	79,093	66,000	N/A	N/A	93.8%
Life Sciences Communication	77,002	66,639	59,417	83,387	63,623	51,801	92.3%	104.7%	114.7%
Rural Sociology	86,299	N/A	59,411	89,213	67,500	53,386	96.7%	N/A	111.3%
Natural Resources-Landscape Architecture	86,843	N/A	57,823	81,036	N/A	N/A	107.2%	N/A	N/A
Urban & Regional Planning	N/A	N/A	N/A	77,628	N/A	58,297	N/A	N/A	N/A
School of Business	167,119	117,921	116,369	149,405	130,000	102,416	111.9%	90.7%	113.6%
Counseling Psychology	98,622	68,000	53,635	93,530	61,282	N/A	105.4%	111.0%	N/A
Curriculum & Instruction	82,379	N/A	55,237	93,996	N/A	56,847	87.6%	N/A	97.2%

	Educational Administration	72,392	71,939	60,555	86,395	N/A	55,527	83.8%	N/A	109.1%
	Educational Policy Studies	88,576	65,268	56,491	95,311	65,953	52,906	92.9%	99.0%	106.8%
	Educational Psychology	84,829	N/A	53,288	104,021	67,257	55,935	81.5%	N/A	95.3%
	Rehabilitation Psychology & Special Education	79,768	N/A	55,194	76,131	N/A	58,371	104.8%	N/A	94.6%
	School of Human Ecology	79,215	62,541	54,113	75,097	N/A	55,388	105.5%	N/A	97.7%
	Law School	126,891	98,979	87,463	129,756	103,652	91,182	97.8%	95.5%	95.9%
	Anthropology	66,712	N/A	52,745	77,273	N/A	49,527	86.3%	N/A	106.5%
	Afro-American Studies	80,317	N/A	54,000	98,452	57,799	51,000	81.6%	N/A	105.9%
	Communication Arts	68,860	60,346	52,477	76,586	62,752	50,097	89.9%	96.2%	104.8%
	Economics	120,068	N/A	72,071	142,475	120,000	68,957	84.3%	N/A	104.5%
	Ethnic Studies	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Geography	87,528	N/A	53,446	91,137	60,414	52,000	96.0%	N/A	102.8%
	LaFollette School of Public Affairs	84,422	80,199	N/A	106,914	N/A	62,853	79.0%	N/A	N/A
	School of Journalism & Mass Communication	90,801	N/A	53,689	74,199	63,493	51,950	122.4%	N/A	103.3%
	School of Library & Information Studies	78,966	59,505	52,313	76,942	N/A	51,950	102.6%	N/A	100.7%
	Political Science	101,816	71,321	53,173	98,437	66,089	53,045	103.4%	107.9%	100.2%
	Psychology	107,421	61,324	N/A	106,268	59,101	55,482	101.1%	103.8%	N/A
	Social Work	86,451	61,281	58,340	87,689	N/A	55,900	98.6%	N/A	104.4%
	Sociology	97,661	N/A	54,486	112,245	74,148	54,238	87.0%	N/A	100.5%
	Urban & Regional Planning	N/A	N/A	55,967	83,969	62,269	N/A	N/A	N/A	N/A
	School of Nursing	91,945	76,227	58,899	N/A	N/A	N/A	N/A	N/A	N/A
	Professional Development & Applied Studies	64,345	56,366	N/A	71,557	64,261	N/A	89.9%	87.7%	N/A
Humanities		**74,594**	**60,291**	**51,340**	**78,897**	**59,293**	**50,647**	**94.5%**	**101.7%**	**101.4%**
	Art	66,799	62,482	52,615	74,590	59,293	51,355	89.6%	105.4%	102.5%
	Dance	62,388	56,968	N/A	60,167	61,028	49,136	103.7%	93.3%	N/A
	African Languages & Literature	78,010	N/A	51,340	78,817	N/A	49,684	99.0%	N/A	103.3%
	Art History	76,271	N/A	49,832	78,873	61,407	N/A	96.7%	N/A	N/A
	Classics	80,390	62,211	52,653	82,736	N/A	48,991	97.2%	N/A	107.5%
	Comparative Literature	74,479	N/A	N/A	78,521	54,370	46,953	94.9%	N/A	N/A
	East Asian Languages & Literature	91,777	56,132	47,000	79,218	54,372	56,197	115.9%	103.2%	83.6%
	English	87,296	64,504	51,862	86,869	63,152	51,791	100.5%	102.1%	100.1%
	French & Italian	77,570	53,613	52,674	81,697	59,583	N/A	94.9%	90.0%	N/A
	German	71,127	59,006	52,812	81,600	56,610	49,596	87.2%	104.2%	106.5%
	Hebrew & Semitic Studies	64,540	60,012	51,375	97,689	N/A	50,679	66.1%	N/A	101.4%
	History	79,069	61,591	50,089	94,160	57,798	51,512	84.0%	106.6%	97.2%
	History of Science	N/A	76,640	48,833	81,276	59,044	49,920	N/A	129.8%	97.8%
	Linguistics	78,233	56,998	47,000	51,630	61,305	50,132	151.5%	93.0%	93.8%
	School of Music	69,355	63,996	48,878	74,154	54,398	50,569	93.5%	117.6%	96.7%
	Philosophy	75,859	N/A	54,990	79,825	68,110	46,680	95.0%	N/A	117.8%
	Scandinavian Studies	70,887	N/A	48,224	67,106	N/A	N/A	105.6%	N/A	N/A
	Slavic Languages	81,246	55,683	N/A	81,319	N/A	51,433	99.9%	N/A	N/A
	Languages & Cultures of Asia	74,884	N/A	N/A	76,062	65,281	50,946	98.5%	N/A	N/A
	Spanish & Portuguese	69,925	60,472	48,939	69,120	63,637	48,436	101.2%	95.0%	101.0%
	Theatre & Drama	74,561	N/A	52,785	78,042	59,314	48,574	95.5%	N/A	108.7%

Women's Studies Program	N/A	N/A	49,680	N/A	N/A	N/A	N/A	N/A	N/A
College Library	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Library - Social Sciences	N/A	N/A	N/A	N/A	N/A	65,896	N/A	N/A	N/A
Liberal Studies & the Arts	66,386	63,371	N/A	75,463	N/A	N/A	88.0%	N/A	N/A

SOURCE: IADS appointment system, March 2003

NOTE:

Salaries reported are for personnel paid within the department only; department members being paid as administrators, or who hold zero-dollar appointments, are not counted.

Prepared by : Margaret Harrigan, Office of Academic Planning and Analysis

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